This document consists of all 26 issues of Volume 10 of "The Hispanic Outlook in Higher Education," a bimonthly journal that addresses issues in higher education for Hispanic Americans. Each issue contains several feature articles, a policy update column called "Outlook on Washington," a description of an exemplary program, and a sample student success story. Among topics addressed by feature articles for each issue are: (1) Hispanic Americans and Ivy League colleges; (2) community college opportunities for Hispanic Americans; (3) celebrating Hispanic heritage; (4) law schools, Hispanics, and the Supreme Court; (5) top picks in colleges for Hispanic American students; (6) land grant colleges; (7) Hispanic Americans in collegiate athletics; (8) award winning journalists and their interest in Hispanic American issues; (9) financial aid for Hispanic students; (10) Hispanic college faculty members; (11) Latina success; (12) private colleges and Hispanic Americans; (13) Hispanic administrators of community colleges; (14) campus diversity; (15) graduate school opportunities for Hispanic Americans; (16) top 100 colleges for Hispanics; (17) Latino issues that cross border between the United States and Mexico; (18) Hispanics in the health professions; (19) minority student orientation programs; (20) scholarships for Hispanic Americans; (21) Hispanic students, professors, and heritage; (22) college admissions examinations; (23) Hispanic resources at the Library of Congress; (24) Internet resources and financial aid; (25) 10th anniversary of "Hispanic Outlook for in Higher Education"; and (26) index to volume 10 and minority teachers. (SLD)
The Hispanic Outlook in Higher Education, 1999-2000

Adalyn Hixson, Editor

Volume 10 Numbers 1-26
Ivy League Pursues Gifted Hispanics
V.P. or Ph.D.?

Some titles last as long as the job... others last a lifetime.

Sure, a corporate career can be fast-paced... exciting. But if you were to obtain your business doctorate, you would not only have a stimulating, lifelong career, you would have a lifelong influence on others, as well.

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

Then, think about this — obtaining your doctorate and becoming a business school professor will, in turn, encourage greater minority participation in business careers, as well as better prepare all students to work in a diverse environment. It has far more significance than a career move — it is your opportunity to realize a dream, to make a difference, to mentor a generation and, ultimately, to diversify America's business leadership.

The PhD Project was created for those with excellent academic credentials, the commitment and passion needed to enter the field of higher education, and the daring to take a risk. If you feel that you fit that description, call 1-888-2GET-A-PHD or visit us at www.phdproject.com for complete details.

Because you may be "V.P." today, but you could be "Dr." forever.

For more information, call
1-888-2GET-A-PHD

The PhD Project
CONTENTS

FEATURES

Ivy League Schools & Latino Students
Harvard, Princeton, and Yale claim they are working harder to recruit promising Latinas and Latinos. 7

CUNY Under Attack: Pass or Fail?
Herman Badillo and others criticize or defend CUNY's beleaguered two-year colleges. 10

Looking Beyond the Rankings
How checks the climate at some top-ranked schools for Hispanics. 13

Latino Students Embrace Politics
Students become leaders on campuses across the country. 21

IDRA Taking a Stand on "In-grade Retention"
The movement to "end social promotion" is challenged by the Intercultural Development Research Association. 23

Incivility in the College Classroom:
Its Causes and Cures
A veteran classroom educator discusses preventing, confronting, and displacing rude behavior. 26

Americans Strongly Support Federal Aid to College Students
Survey shows broad public support for federal funding, and Student Aid Alliance is tugging Congress' coat. 29

Teaching Responsibility: The First-Year-Student Seminar
The Freshman Seminar at Sonoma State 32

DEPARTMENTS

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW
College Completion Realities 5

Honor Roll: Teachers College, Columbia University
Teachers College attracts great minds to its faculty and educates many who go on to lead the field. 18

People, Places, Publications, Conferences 34


I PUNTO FINAL!
Re-Visioning Machismo in the Service of Transformation back cover

Cover Photo Courtesy of Harvard University
College Completion Realities

BY GUSTAVO A. MELLANDER

As we begin a new academic year there is enthusiasm and hope on every college campus. And that is good—so it is invigorating and motivating. There are many reasons for Hispanics to be encouraged. Over the past twenty years, many have successfully completed college. It is useful and proper to reflect upon that past and on what has been accomplished.

However, sometimes we are blinded by the successes we have seen on our campuses. There is a larger picture to be considered.

Census Realities
The latest U.S. college completion rates have been released in Washington. They aren't particularly encouraging for Hispanics. Improvement is evident, but percent college completion rates remain proportionally higher for Caucasians/ Anglos and Blacks than for Hispanics.

In its report entitled Educational Attainment in the United States, U.S. Census Bureau data clearly indicate time and time again that Hispanics lag behind, and in third place, among the three largest ethnic groups in the country. For instance, 24.6 percent of Whites had obtained a bachelors' or higher degree by 1997. That contrasts with 13.3 percent for Blacks and 10.3 percent for Hispanics.

It also reports that 1 percent of Whites had achieved some college or other post-secondary education by 1997, compared with 30 percent of Blacks and 28.8 for Hispanics. In short, as a nation, more Americans are attending and finishing college. It is the entry-level requirement for professional jobs. And the "best" jobs nowadays require some graduate work.

Hispanics still come up short in all categories. By contrast, Asians are doing very well. They exceeded all other groups by far. They log in with an admirable 42.2 percent holding at least a bachelor's degree, and 67.7 percent with some college or other post-secondary education in 1997.

Colleges, universities, and think tanks should study the reasons for their success so those formulas can be shared with all Americans. We all know of some anecdotal reasons why Asians succeed in our educational system. It would be helpful to study the issue in greater detail and share the findings.

Young Adults
Taken as a whole, the educational attainment of those groups who have historically been underserved is up. There has also been a dramatic improvement in educational attainment for young adults (ages 25 to 29). Keeping within that age group the Census reports that 32.8 percent of Whites, 20.7 percent of Blacks, and 33.3 of Hispanics had some college education in 1997. Further, 28.9 percent of Whites, 14.4 percent of Blacks, and 17.3 percent of Hispanics held a bachelor's or higher degree.

Within that age cohort, Asians excelled once again. A remarkable 26 percent of Asians in that group completed some college and 50.5 percent had earned degrees. A breakdown of associate's degrees earned is not provided. If it had been, Hispanic achievement would have been higher since most Hispanics begin their higher education journey at a community college.

High School Completion
Another serious problem that Hispanics face is the high attrition of students long before they reach college age. For both Blacks and Whites, high school completion in the 25-year-older group was at record-high levels in 1997, according to the Census.

"The black/white high school attainment gap has narrowed for all adults, as the proportion of students obtaining a high school degree has increased consistently and considerably over the past decade," the report revealed. It said that the Black/White differential in the proportion of high school graduates had narrowed from 136 percentage points in 1987—when completion for Blacks was 53.4 percent and for Whites, 77 percent—to about eight percentage points in 1997.

Other Washington sources indicate that last year, 83 percent of Whites, 74.9 percent of Blacks, and 52.5 percent of Hispanics were high school graduates. This is the first year that more than 50 percent of Hispanics had finished high school.

That is the good news, a trend in the right direction. Yet like all data, it can be misleading. These figures, for instance, hide the fact that in some Hispanic communities more than 50 percent of all students never graduate from high schools. The reasons are well known to all who have cared to study the issue. A system burdened with age-old prejudices and negative assumptions, combined with financial constraints, language barriers, and a continuing flow of immigrants, has led to frustration, dropouts and failure.

That is bad, very bad, and it doesn't even address the psychological scars, feelings of inferiority, and low self-esteem that doom those youngsters not to reach their highest potential.

What to Do?
Hispanics will not graduate from our colleges in their rightful proportions until more of them complete high school. Too few Hispanics survive our high schools. Fewer still go to college. And of those, only 33 percent of all Hispanics who go to college actually receive a degree. This is also misleading because most of the degrees earned by Hispanics are two-year—community college degrees. Few transfer to four-year institutions and graduate.

To continue to the end of the spectrum, Hispanics earn very few doctorates. The latest figures, as collected by the University of Chicago, reflect that 42,070 doctorates were awarded in 1997, the latest year available. Of that number, Hispanics earned the smallest percentage of any ethnic group in this country: 3.8 percent. Black earned 4.8 percent; Asians, 10.3 percent; and Whites, 28 percent.

Many colleges have begun to reach out to high school and middle school students. One has to make that connection early on. Students must be encouraged to think of college while still in grades. They should grow comfortable with colleges and in believing that they are fully worthy an capable of attending. It should be a question of "if I go to college I should be "when I go to college.'

College professors must get involved. Busy as they are, they cannot isolate themselves from the K-12 Hispanic experience. Colleges as not superior or separate. They are part of the continuum, and if the pipeline is clogged, Hispanics will not get to college.

Dr. Mellander is a professor at George Mason University.
Dear Colleagues:

No matter how reluctantly students and faculty bid adios to summer, getting back to school generates an impressive amount of energy.

This semester, the energy field is larger than ever. A record 14.9 million students have enrolled in the nation's colleges and universities. And 53.2 million are entering our public and private K-12 institutions, breaking prior records for the fourth year running.

K-12 increases are projected for each of the next seven years, the largest in the high school grades. Arizona is facing a secondary school population gain of 35 percent.

Our goal, one we share with our subscribers, is to help assure that a healthy number of those graduating from high schools, then entering and persisting in college, are Hispanic. Articles in this Back-to-School issue touch on a number of ways in which this enabling takes place.

Getting off to a solid start is one example. The courageous Intercultural Development Research Association is questioning the wisdom of the politically popular move, in New York and elsewhere, to halt "social promotion." IDRA is pressing for alternatives that offer real help and hope to the children, largely poor and minority, who would be "left back."

Getting into the best possible school is another example. Some hold that we learn as much from fellow students as we do from faculty. Harvard sends recruiters to high schools in part to talk with high school counselors, who have not always recognized, says Harvard, an eligible Hispanic in their midst.

Learning the ropes is an important aspect of any new venture. The first-year-student orientation course and the prescriptions for a civil classroom described herein make for a positive early adjustment to academia and to campus life.

Understanding and seizing political power is basic to all successful quests. Increasingly, Latinos and Latinas are awakening to and even taking over campus politics—great preparation for effective activism and leadership beyond the campus years.

With your participation as guest editors and subscribers, The Hispanic Outlook in Higher Education will continue to present issues of special interest to a community that commands increasing respect and influence. And one of its most popular features, People, Places, and Publications, your guide to career moves, honors, new grants, and more, is now being posted on the internet at www.HispanicOutlook.com.

Welcome back. May the new school year bring all the positive outcomes that you desire.

Sincerely,

Adalyn Hixson
Editor
Ivy League Schools & Latino Students

Harvard, Princeton, & Yale working harder to recruit!

BY
IÑES PINTO ALICEA

Only Harvard doubled the percentage of Latino students it enrolled over the last decade, from four to eight percent of the university's 1,614 students.

Lowdes Gómez, an admissions officer of Cuban descent at Harvard University, knows that the biggest challenge in recruiting a talented Latino student from a different part of the country is getting the parents to agree that the long-distance move to Cambridge, Mass., will benefit the student immensely.

"I've heard parents say, 'I don't want my daughter to go away,'" said Gómez, 26 and a graduate herself of Harvard. "I know my parents didn't want me to come to Harvard. Once they knew the resources you have at your disposal at this school and the experiences you will have, then the parents will want that student here. All parents want what's best for their children."

Harvard is not the only Ivy League school to face this challenge of recruiting gifted Latinos and other minorities from around the country. Officials from Princeton and Yale Universities, who were interviewed for this story, reported that getting students and their families to overcome their concerns about living far apart was one of the biggest challenges in recruiting minorities.

Gómez said that one of the best recruiting tools to help the potential students and their families resolve their fears is sending Ivy League students of similar backgrounds as the recruits to their high schools to meet with them.

"Their visits bring it home in a way that no publication could," said Gómez. "It tells the student personally that there is someone like them there. It really works. Just because no one in their family has been to college or they consider going away to college a foreign concept does not mean that there is no one like them at the campus."

The USA Group Foundation, a higher education research organization based in Indianapolis, Ind., said in its May 1999 publication Top Ten Trends in Enrollment Management that many colleges and universities find that hosting college visits for talented students and telecounseling (calling prospective students regularly) are more effective recruiting tools than visits by campus representatives to high schools. In a recent survey by the organization, 78 percent of private campuses reported that hosting campus visit days for high school students was a "very effective" tool, and 53 percent of the private schools gave equally high marks to telecounseling, up from 50 percent in 1995.

But, Gómez said, the high school visits by Harvard officials and students have proved highly effective because they give them an opportunity not only to meet with parents and students but also with high school counselors, who sometimes might not know that one of their students is a viable candidate for an Ivy League school.

Robert Jackson, Yale University's director of minority recruitment, said that the school also has a number of minority recruiters on its staff as well as minority students who assist in outreach to minority communities. The school not only sends Yale students and recruiters to high school campuses nationwide, but it also routinely calls prospective students, and the dean of admissions sends students of color letters about life at Yale and the merits of going to school there. School officials also visit junior high schools to emphasize "the importance of taking school seriously."

"It makes them know it's a realistic goal to attend Yale or Harvard.
or any other Ivy League school,” Jackson said. That personal attention, however, costs money, and so the recruitment of students, in general, has become a larger part of many universities’ budgets in recent years.

In fact, the budgets for marketing, recruiting, and admissions at private universities have increased significantly in the last few years. According to the USA Group Foundation, these budgets at private universities grew on the average about 19 percent (to $745,583) from 1995 to 1997. That compares to a 45 percent increase (to $965,383) for public universities’ budgets for marketing, recruiting, and admissions.

Yale has slowly increased the numbers of Latino students matriculating at and graduating from the university over the past decade. In the 1988-89 school year, 62 of the 1,275 students or 4.8 percent who matriculated were Latino compared to 63 percent or 82 of 1,299 students in 1998, according to statistics provided by the university. Latinos earned 65 percent of the bachelor’s degrees granted by the university in 1998 (86 out of 1,394) compared to 2.4 percent in 1989 (31 out of 1,268).

Growth in Latino enrollment was similar at Princeton over the same time frame. Latinos represented 3.8 percent of Princeton’s 4,570 students in 1988. By 1998, Latinos comprised 6.3 percent of the university’s 4,600. Over the same time frame, only Harvard doubled the percentage of Latino students that it enrolled. In 1988,

Latinos comprised four percent of the university’s 1,636 students, but by 1998, the Latino student population grew to eight percent of the university’s 1,644 students.

Another challenge that the Ivy League schools face in recruiting is competition—all the nation’s top minority students and try to outdo one another with different offerings to attract, keep, allow exploration of ethnic and racial diversity, and improve the students’ quality of campus life.

Yale University, for example, offers Ethnicity, Race and Migration, an interdisciplinary major that studies the forces that have created a multicultural, multiethnic, and multiracial world, said a Yale brochure entitled “Celebrating Diversity.” The university also offers courses for students interested in learning about different facets of diversity. Moreover, minority students are also assigned to ethnic counselors, who provide advice and support. There is a dean of Mexican American students and a dean of Puerto Rican students should Latinos need assistance with any matter involving campus life. Yale students also can become involved in minority student organizations and participate in cultural centers if they want to explore further the ethnic or racial side of themselves. “You don’t have to get involved in these things,” said Jackson, adding, however, that the university wants to go to certain lengths to increase students’ comfort level.

Princeton tries to incorporate racial, ethnic, and gender differences in many of its regular class offerings rather than just offer classes on ethnic diversity, said Justin Harmon, an alumnus and director of communications at Princeton University, Princeton, N.J. But Princeton does have what’s known as its Third World Center, a gathering place for minority students, which, Harmon said, was named in the 1960s “to celebrate diversity.”

Harvard tries to take a different approach, said Gomez. There are no ethnic-themed houses and no minority student centers. But students are the forces behind many of the changes for more diversity at the campus. Gomez said that students have been advocating an ethnic studies program but the university is reluctant to establish it. The university has been more open to individual class offerings, such as one in Latino music.

Moreover, students have been instrumental in getting minority faculty hired at the university, said Dr. Allen Counter, a professor at the Harvard Medical School and an active participant at the Harvard Foundation, a set up for undergraduate students to improve cultural understanding through guest speakers, activities, and other projects.

Counter said, for example, that students were pivotal in the hiring of the university’s first Puerto Rican full professor, Dr. Walter Frontera, head of the Department of Physical Medicine and Rehabilitation and the Earle P and Ida S. Charlton associate professor of physical medicine and rehabilitation at Spaulding Hospital.

“Those is progress being made, but still more needs to be done,” said Counter of the hiring of minority faculty. “The university needs to make a stronger effort in recruiting Latino faculty.”

There were 458 Latino medical and nonmedical faculty members at Harvard out of 16,579 faculty members during 1998, according
to the Harvard University 1998 Affirmative Action Plan. The current percentage of Latino Faculty—2.3 percent—has not changed significantly since 1988 when Latinos comprised 19.8 percent of all faculty members at Harvard.

The percentage of Latino faculty at Yale University was equally low—2.3 percent—or 4 Latinos out of 3,396 faculty members. Minorities with the best representation at Yale are Asians or Pacific Islanders, with 70 faculty members or nearly 2 percent of the faculty. But the percentage of Latino faculty has increased since 1988 when Latinos comprised only 1.4 percent or 34 of the university's 2,453 faculty members.

The percentage of Latino faculty at Princeton grew to only three percent in 1999 from two percent in 1999. In 1999, 29 out of 936 faculty members were Latino, said Harmon.

**But, Gómez said, the high school visits by Harvard officials and students have proved highly effective because they give them the opportunity to meet not only with parents and students but also with high school counselors, who sometimes might not know that one of their students is a viable candidate for an Ivy League school.**

Officials at all three Ivy League universities expressed concern about the Hopwood ruling in Texas, which ended the use of a person's race as a factor for admission to college in the region, as well as an anti-affirmative action initiative passed by California voters.

"We're thinking a lot about what these rulings might portend for the future of diversity," said Harmon. "We're watching the evolving legal climate nationally."

Harvard President Neil L. Rudenstine expressed his concern in "The President's Report 1993-1995" on diversity about the legal challenges facing diversity and affirmative action in higher education. Rudenstine said that while people in the 1950s could not imagine that "so great a number of talented and dissimilar students would be studying together and learning from one another after so brief a passage of time," more strides need to be made to further diversify campuses.

"This is not a moment for national self-con-
CUNY under Attack: Pass or Fail
But Are the Criticisms Valid?

BY GARY M. STERN

"Looking at whether students graduate within two years is the worst possible way to look at students at an institution like the City University of New York," declares Bernard Sohmer, chair of the University Faculty Senate and a professor of math at the City College of New York.

A report by a mayoral task force on the City University of New York blasts CUNY's six community colleges for various inadequacies, including graduating only one percent of enrolled students in two years and not offering sufficient testing to ensure that remediation has taught basic skills. Though the community colleges have been a launching pad in higher education for Hispanic, minority, and immigrant students, the report, issued by its chair, Benno Schmidt, former Yale University president and chairman of the for-profit Edison Project, criticized community colleges for not having college-level courses, not articulating with four-year schools, and for having inadequate standards. But community colleges have numerous defenders, including Joanne Reitano, who writes in a chapter of Gateways to Democracy: Urban Community Colleges and the American Future (Jossey Bass, 1999) that CUNY's community colleges serve "three sometimes contradictory purposes—acting as a 'buffer' for senior colleges reluctant to admit nontraditional students, providing a 'springboard' for people seeking a second chance, and offering a safety net for those struggling to overcome educational disadvantages."

Schmidt's report recommended sweeping changes at CUNY's 21 two-year and four-year colleges, attended by 200,000 students, including a reorganization, vouchers for taking remedial courses outside of the system, strengthening standards, maintaining open admissions—creating a three-tier system of colleges based on SAT scores, high school class ranking, and Regents diplomas. But critics say that the report ignores the community college's strengths, overlooks students' complex needs and economic poverty, dismisses the failings of New York's high school system, and downplays funding, which has been cut by the current administration.

CUNY community colleges are an entry for minority students into higher education. The 1997 CUNY Data Book revealed its students' ethnic breakdown as 33 percent Hispanic, 33 percent African American, 23 percent White, and 10 percent Asian, amounting to 73 percent minority students. Nearly one-half of CUNY students are immigrants whose native language is not English. More than half hail from families that earn $20,000 or less, putting them at poverty level.

Herman Badillo, newly appointed CUNY chair of the board, told Hispanic Outlook that the Schmidt report's major criticism of community colleges is that they "give students college work for which they are not ready. Given the fact that 87 percent of students require some degree of remediation, students should be prepared for college work first. We should emphasize remediation. Secondly, we have an entrance test to evaluate remediation but no exit test, so we have no way of determining if students have learned what they are supposed to learn." Badillo pointed to Hostos Community College, where students were granted associate's degrees but could not pass a basic reading or writing test.

Badillo also noted that students receive Tuition Assistance Plan money for two years, which is then exhausted before they graduate "Remediation," he said, "should be free and separate from taking college courses." The Schmidt report proposes expanding the College Now program so that remedial work is offered to students in ninth to twelfth grades to better prepare them for college. Badillo also
whether students graduate within two years is the worst possible way to look at students at an institution like the City University of New York,” declares Bernard Sohn, chair of the University Faculty Senate and a professor of math at the City College of New York. “Our students lead very complicated lives;” he says, Most work either full-time or part-time, many take care of their parents and raise children, face immigration issues, and can only attend classes on a part-time basis, so judging them on the basis of a fixed time period is irrelevant.”

The 1997 CUNY Student Data Book reveals that as of 1993, 14.6 percent of students earned their associate’s degree within two years; 8.3 percent earned their associate’s degree within three years; 16.8 percent, within four years; and as of 1994, 36 percent within six years. “If you give students six years, over 30 percent graduate,” noted Ed Sullivan, chair of the Higher Education Committee of the New York State Assembly, “If you give them eight years, over 40 percent graduate. Those numbers are higher than the national average for people getting their associate’s degrees.” He also noted that the report is using a harsh yardstick to measure student performance, and the mayor, who is running for New York senator, is exploiting the findings for his own political interests. Sullivan acknowledged that a student who fails three of the basic assessment tests might require more educational assistance before attending community college.

The report also overlooks the transfer of CUNY students from associates programs to CUNY four-year schools, noted Dean Savage, a sociology professor at Queens College. In fact, 19 percent of students at Kingsborough, 18 percent at Queensborough, 16 percent at LaGuardia, 16 percent at Queensborough, 16 percent at BMCC, and 11 percent at Bronx and Hostos transferred to CUNY’s four-year schools. Those percentages do not include any transfers to other four-year colleges. In addition, many transfer before graduation, enter private colleges, or join the workforce.

“The report is misleading because it gives a false impression of some mysterious failing on the part of either the student, the faculty, or administration,” said Dr. Robert Hollander, former member of the Academic Policy Program and Research Committee of the CUNY board of trustees and an assistant adjunct professor at Hunter College. He cited several reasons for students’ inability to graduate within two years, including their poverty, which forces most of them to work. In fact, 32 percent of CUNY’s (including four-year schools) students work full-time, 27 percent work part-time, and nearly 30 percent take care of children. Hollander also noted the insufficient academic preparation offered at New York City’s public high schools. Further, the report clusters part-time and full-time students and includes students who withdraw for financial reasons, which distorts its accuracy. He proposes that a school should be measured by how it improves a student’s performance, not by “cheap statistics.”
Kleiman said. New York Technical College, which offers both four-year and associate’s degrees, has designed a program with Bell

Schmidt’s CUNY report was not a scathing attack on community colleges, but faulted them for not adapting to its student population.

claim that students take a long time to graduate because most students are poor and work. More than half of community college students nationwide work, but other schools do a much better job of graduating and offering students more marketable skills, she said.

Counters David Lavin, a professor of sociology at the CUNY Graduate School and Lehman College, who researched the effects of a CUNY degree over a 15-year period for the book he co-authored, *Changing the Odds* (Yale University Press). “A degree from a four-year college and community college provided clear benefits beyond a high school diploma.”

The Schmidt report recommended better articulation between four-year CUNY colleges and community colleges. In addition, students should not have to use their financial aid to pay for their own remedial courses. It also criticized community colleges for not offering diagnostic tests, agreeing on remedial standards, or finding ways to improve student skills faster. The major failure of CUNY colleges was “its inability to define itself,” Renfro said, quoting the 11-volume report.

But though he is critical of Schmidt’s report, sociologist David Lavin noted that it pointed out the lack of substantive research on remedial courses. “Thirty years after open admissions began—and we still don’t know what works and doesn’t work about remedial efforts,” he said.

Despite the range of opinions regarding the CUNY report findings, the report leads to further research and problem-solving in that area.

Herman Badillo, chair of the CUNY board

Atlantic to offer its entry-level staff a two-year degree in telecommunication. “Bell Atlantic needed to invest in training to be competitive, increase the skill level of its workforce, to complete a new fleet of super technicians,” he said.

asserted Sally Renfro, director of research at the CUNY Task Force. The system “should offer more career-oriented programs,” she said. Another underlying issue is that more than half of community college students major in liberal

**“Remediation should be free and separate from taking college courses.”**

**HERMAN BADILLO, CHAIR OF CUNY BOARD OF TRUSTEES**

Nonetheless, he recommended that CUNY community colleges establish a more unified approach to skill training, which has been done in North Carolina, California, and Iowa. He estimated that CUNY’s two-year schools train about 4,500 skilled workers annually while other states train upwards of 20,000 students.
Looking Beyond the Rankings
HO checks the climate at some top-ranked schools for Hispanics

BY JEFF SIMMONS

Over the last four years, Alex Schwartzman has immersed himself in the life of ethnic organizations at his campus, the University of Texas in Austin. When he returns to school this fall, he will continue his work with the Latin American Association, the Mexican Students Association, and the European Students Association.

“I chose the University of Texas because it was a very good mix of all the things I needed for college,” says the 24-year-old. And pivotal to that mix are its academic record, its support system, and its proximity to Mexico, where Schwartzman can easily return home to visit his family.

“It is academically very well known and respected,” the senior says. “This university gives so much support and motivates equality and promotes all kinds of activities that make Hispanics, among others, feel more accepted and prepared for the future.” Such praise would likely bring a smile to the face of any administrators on campus. After all, the school has made a concerted effort to create a welcoming environment.

Administrators speak about how a school can thrive if it reaches out and retains a diverse student population in this era. So it wouldn’t seem surprising that the university was among 25 recently selected by Hispanic magazine as the top colleges and universities for Hispanic students across the nation.

The figures are initially obtained by the U.S. Department of Education’s Center for Education Statistics, which compiles numbers supplied by the more than 3,500 colleges and universities across the nation. But numbers say only so much. They might speak volumes about the demographics of a school and its surrounding communities but little about campus life, support systems, ethnic programs, and the curriculum—all aspects that students see to know about when choosing the right college.

“Most kids like to look at the basics: the majors, what the population is in terms of diversity, the size of the student body, the student-faculty ratio, and the proximity to home sometimes is very important,” says Antonio Aponiente, who operates an annual Latino college expo in Manhattan.

To really into knowing that there are other students and organizations that can go to campus for support and that there is programming that interests them.”

In its preface to the article rating the Top 25, Hispanic magazine said that the anointed institu,
“offer an excellent education” and pointed out that “we considered only those colleges and universities with a demonstrated commitment to diversity.”

HO reviewed Hispanic magazine’s list and HO’s own rankings, and then contacted several of the selected “top” schools to dig just a bit deeper to determine whether schools do indeed put a premium on diversity efforts. We asked about diversity programs, campus life, faculty, and the curriculum. By no means is this list the final word. In fact, it is an attempt to go beyond skimming the surface. But it should provide more insight into the schools and help guide students when they select one.

We also spoke to students to determine whether they agreed or disagreed. Generally, many students were like Schwartzman, a strong believer in his school, even while admitting that it needs to pay more attention to some ingrained problems.

University of Texas at Austin is the largest in the state’s university system and in the United States, with more than 49,000 students on its 130 acres. It has seen its enrollment of non-White students escalate for years, up until the mid ‘90s, and has paid more attention to recruitment and retention efforts.

Non-White enrollment rose from 21 percent during the 1990-91 academic year to 30.2 percent during the 1994-95 academic year. Over the last school year, 13.9 percent of undergraduates—5,154 were Hispanic, and 6.8 percent—623 were graduate students. Those numbers are on the upswing, after plummeting briefly. The downturn was due to a 1996 circuit court ruling—known as the Hopwood decision—that dismantled the school’s affirmative action program and stated that the school couldn’t use race and ethnicity in awarding scholarships.

James Hill, the school’s vice president for human resources, estimates that minority enrollment plummeted by half as a result. But he paints a portrait of rebirth, explaining how the decision has forced the university to broaden its outreach and recruitment.

For one, House Bill 388 was enacted in 1996 and provides that the top 10 percent of all Texas high school graduates automatically qualify to attend any institution of higher learning in Texas. The university now dispatches recruiters to schools with high minority concentrations to sell its virtues.

As well, the school recognized that many students of color could not afford the tuition and needed financial aid. So it started a new scholarship fund targeting schools that traditionally have not sent students to the Austin campus. “We checked with the attorney general to make sure it was legal. As long as we go into high schools and don’t just earmark the scholarships for Hispanic or Black students, but earmark them for all students,” it is legal, he says. “It just so happens you don’t have many White students at those schools.”

Professors now travel to high schools in the state to work with teachers and to inform them of the skills that students need to thrive in college. That also has helped with retention, he says, calling it “a breakthrough.” Once they arrive on campus, students will find heavy student involvement in campus life. There are 30 Chicano and Mexican American student organizations, including the Hispanic Business Student Association, Hispanic journalists, Chicano/Hispanic Law Students’ Association, and Minority Engineering Society. Often there are Hispanic speakers on campus as part of a speaker series.

If students require help, there is a Mapping a Plan for Success Program, which provides peer advisers and referrals for tutoring for minority students. Officials also have established a Minority Information Center in its Teaching Center, and there is a Mexican American Studies degree program, which was established in 1970.

Schwartzman says that the school is strongest in “promoting activities for and from Hispanics” in the community. “The Mexican Center and the Institute of Latin American Studies is the biggest in the country. The Benson Latin American Library is one of the most important in the world,” he says.

But he points to some problems. When asked where the school is weakest, he says that the school needs to work harder at “controlling conflicts when they arise,” but he does not elaborate other than to say that there is too much bureaucracy and that this pertains to all students, not only Hispanics.

He also sings a common refrain, one echoed by faculty and administration: there are too few tenured faculty of color. This is an area that the school readily acknowledges and describes as endemic at all institutions of higher learning. “The university has not made a real effort to promote this,” he says. “I would say they need to try harder.”

Adds Hill: “It’s not nearly to the extent that
"MIT is not a very big university as far as undergraduates, but there is a small but active Latino population on campus," says Martinez, who is a member of the school's Mexican American organization, LUCIMA, the Society of Hispanic Professional Engineers, and the Mexican American Engineers in Sciences. "I have never really felt out of place," says Martinez, who is from Brownsville, Texas, and will graduate this December. The number of Latino students has grown dramatically over the last decade, from 353 to 555. (The school's handbook, however, notes that there were 440 Latino undergraduates—out of 4,372—and 95 graduates—out of 5,513—during the 1998-99 school year.)

The school's press office referred questions to two individuals on campus. One, Regina Caines, the Equal Opportunity, Affirmative Action officer, briefly answered questions, saying the school has sponsored "several diversity-oriented programs" and started "intercultural group discussions." The school has an Office of Minority Education to support students. Caines and the school's press office referred our remaining questions to Leo Osgood, the dean of students and director of the Office of Minority Education. Osgood did not respond.

Other schools were readily more accessible and open about their strengths and weaknesses. For example, the Newark campus of Rutgers, New Jersey's state university. Unlike the more daunting Rutgers in New Brunswick, this is a much smaller campus where, it's not so easy to "get lost," as one student put it. In fact, the school—with just under 10,000 students in the heart of the urban city—has strong student organization and a multicultural student affairs office designed to bring communities together. Students hail from more than 75 countries.

"It's friendly and small enough so students don't get lost," says James Crede, assistant dean for multicultural student affairs. He cites the surrounding area as a demographic virtue. "You are coming to a largely minority city."

Echoing the other schools in the Top 25, Rutgers has a Latin American studies program. It also tries to assist economically troubled students by recruiting them to its law school through a Minority Student Program, which provides outreach to area high schools to help minority students gain access to legal education. The school has a handful of groups for Hispanic students, including the Latinos United Network, the Hispanic Society, and the Cuban Cultural Club. On
campus, there are a number of cultural events, including a program for Hispanic Heritage and Puerto Rican Months. And recently, Credle accompanied 32 students to a national conference on race and ethnicity in Memphis, Tenn.

"We all work together here," says Patti Maldonado, president of the Puerto Rican Organization. She readily points out that she is not even Puerto Rican. "It doesn't matter. The rest of my board is also diverse, three Puerto Ricans, a Peruvian, and a Honduran." Maldonado, who is starting her senior year this fall as an economics major, says that the student-sponsored activities display a receptive atmosphere to minority students. There are Spanish authors who visit the campus, salsa workshops, fairs, and an annual Latino Caucus Dinner to thank professors and organizations and business leaders who have supported the student groups. However, when asked whether the groups have received much support from the administration, she admits there have been "little problems" but refuses to elaborate.

Credle acknowledges that the Newark campus does not display the same diversity at the management level as it does in its student body. "We do have middle-level and lower-level people of color who are involved at various supervisory and support positions with students," he says. "But when it comes to faculty who have been there for a long time, you find less of us involved, as well as in upper-level management," Credle says. "It sends a message to me that we have come so far but still have got a ways to go...I think that that is the challenge as far as I'm concerned."

The challenge for San Diego State University in recent years has been to maintain its diversity at the administrative level and at its student level. "I and many others will retire in the next few years, and we're concerned about who will be replacing us, as staff directors, associate directors, as faculty. We don't have the numbers of minorities to begin with," says Gus Chavez, director of the university's Office of Educational Opportunities Program and Ethnic Affairs. Chavez, who is arranging a Sacramento conference on Latinos in higher education to "set an agenda" come January, says the problem is widespread and warrants immediate attention. The school enrolled close to 30,000 undergraduates and graduate students, about a fifth of whom are Latino. It employs more than 4,000 faculty, staff, and administrators. Of the 2,355 faculty members, 48 Latinos were full-time and 19 were part-time, including teaching assistants.

But he also says that faculty is the school's strong point: despite ethnicity, they are very involved in the students' academic performance. They submit midsemester reports on Equal Opportunity Program students. "They might not know the language or be totally familiar with our culture, but they are reaching out to our students," he says. The school's Parent Institute for Quality Education reaches out to parents in the public elementary, middle, and high schools in the county and teaches them—about 90 percent of whom are Latino—how the school system works and how to advocate for better education.

"The university has communicated to the Latino community that San Diego State belongs to them," says Chavez. On campus, there are 18 Latino and Chicano student organizations, ones focusing on business or social activities, and fraternities and sororities. However, there is not a Multicultural Office on campus, although Chavez says there are discussions on starting one.

The second challenge the school now faces is retaining its student diversity: the state recently designated it an "impacted" campus, so it is raising its admissions requirements for grade point averages and test scores. The school requested the change because of the steep number of applications it receives: 20,000 last year, for instance. When only 5,000 first-year students will be enrolled.

"We're concerned that it might have an impact on the non-White student enrollment," Chavez says. The result: the school is now reaching out to seventh, eighth, and ninth grades in the area to better prepare them to attend college.

The school provides a Latin American Studies Program, and a number of bilingual courses in its master's and doctoral programs. It has two cultural organizations and one combination fraternity-sorority, and has a committee on Latin American and Caribbean studies. The business school also has an exchange program with Brazil. Sklarin points out that for many
Latino students, attending a Catholic institution is a main attraction. "There is a link to the Catholic tradition at St. John's. St. John's reaches out to all groups, so for many of these students they may have had some earlier tie to the university through a community activity," says William Gingerich, associate provost for Graduate Studies, Research, and International Programs.

Moses named a cultural diversity task force of students, staff, and administrators to ensure that everything from the curriculum to student affairs addressed the needs of the study body. "The school invites Latino speakers on campus and encourages students to work with the institute. It sends a message that we care about Dominican life and the culture, particularly as it plays out in New York City and the United States," she says.

Hispanics account for the second largest group on campus: 2,804 during the 1998-99 school year, while there were 3,311 African Americans and 871 White students. But of note is the decrease in the total student population. There were 8,863 students on campus this past academic year. While that is just more than 100 more than in the previous year, it is still much less than in every other year since 1989.

There are a number of other concerns on campus. For one, Moses readily admits that the school needs to work on "cross-cultural communication" among students so that they can appreciate each other's heritage. It also is a commuter-campus, so students don't always remain active after class. So the school is considering starting off-campus dorms.

The school has weathered more than two decades of financial cuts. It also has come under fierce attack from a central Board of Trustees and state Department of Education that has faulted it for low achievement, particularly in its teaching school, from which many students have failed the exam to earn a teaching license. Most recently, trustees encouraged Moses to leave, and she tendered her resignation two weeks after the interview with HO. Trustees say that it's time for new leadership at the school, to reverse a downward spiral that has crippled many students' chances at a good education.

Moses blames much of the problem on the tight fiscal times. That is why it has come to rely more heavily on part-timers than in the past. Over the last six years, City has hired 28 new faculty, half of whom are underrepresented minorities. Of the 1,420 full-time, part-time, and tenure faculty, 94 are Latino, while 266 are African-American and 963 are White.

"That still doesn't meet all students' hopes. "When you look to the faculty and you don't see a Dominican, you are concerned," says Ydanis Rodriguez, a graduate student at the school. He adds that the school needs to do a better job recruiting by reaching out to area high schools to attract the "best and brightest."

City College is part of the City University of New York system, which recently moved to end remedial services at its four-year campuses. Instead, students who can't pass basic tests will have to attend two-year colleges first, and critics charge this will slam the door unfairly on many minorities. "We've had 25 years of underfunding, and that has taken its toll," Moses says. "Top students are being wooed by everybody. We have to be competitive with different institutions in New York alone to attract Hispanic students, and we're not quite up to snuff in terms of the latest facilities that we need. If we were able to get additional resources, we'd be the No. 1 college in the country.

"MIT is not a very big university as far as undergraduates, but there is a small but active Latino population on campus," says Martinez, who is a member of the school's Mexican American organization, LUCHA, the Society of Hispanic Professional Engineers, and the Mexican American Engineers in Sciences.
A short time after being named president of Teachers college, Arthur E. Levine received a letter from a "well-known educator" suggesting that the college change its name. Levine relayed that the author of the letter reasoned that Teachers College was, after all, the largest and most comprehensive graduate and professional school of education in the United States. Levine had no problem with the writer's complimentary evaluation of the college.

"Teachers College focuses on education in the broadest sense of the word," reports Levine, "in and out of the classroom and across a lifespan. A third of our students are planning on careers in administration, policy, research, and teaching, in fields ranging across education, health, and psychology." Levine says that the proposal certainly was understandable, but it was at the same time impossible.

"The most valuable possession we have at Teachers College is its name. The name summons a powerful historical legacy," Levine explains that Teachers College began nearly a century ago with the radical mission of preparing "a new breed of professional educators." He notes that in the years since, "Teachers College has been a leader in defining the work of educators and the nature of their field. It has attracted to its faculty the greatest minds in education and hospitals who have led the field." That certainly has been a case. Teachers College has been and will continue to be a leader in education, and a leader in providing innovative educational opportunities for children of many socioeconomic groups. For living up to and beyond its name and for its efforts and impact on the field of education, the name of Teachers College is entire.

The Hispanic Outlook Honor Roll.

Teachers College was founded in 1887 by philanthropist Grace Hoadley Dodge and philosopher Murray Butler to provide "a new of schooling" for teachers of the poor children of New York, "one that combined a humanitarian concern to help others with a scientific approach to human development." The founders recognized the start that professional teachers required knowledge about the conditions under which students learn most effectively. As a result, the college has always included subjects such as educational psychology and education sociology. The founders also insisted that education must be combined with clear ideas about ethics and the nature of a good society. For this reason, programs were developed in subjects such as the theory of education and comparative education.
As the number of school children grew during the 20th century, educators at the college turned their attention to the problems of managing schools as schools became ever more complex. The college rose to the challenge and instituted programs of study in areas of administration, economics, and politics. Other programs were begun in such emerging fields as counseling, curriculum development, and school health care.

More recent issues for the college include the need to contend with the difficult problems of urban education, and with the process of reaffirming the college’s original mission of providing a new kind of education for those left most in need by society or circumstance. Teachers College continues its collaborative research with urban and suburban school systems that strengthen teaching in such fundamental areas as reading, writing, science, mathematics, and the arts. It also prepares leaders to develop and administer psychological and health care programs in schools, hospitals, and community agencies.

On another front, the college advances technology for the classroom, developing new teaching software while keeping teachers abreast of new developments. Teachers College is affiliated with Columbia University but retains its legal and financial independence. The college is the nation’s largest graduate school of education.

Last term there were 5,030 full- and part-time graduate students from all of the United States and more than 80 countries enrolled at the college; 2,565 of these students received financial aid. The college grants approximately $6 million annually in scholarships and fellowships, including International Student Scholarships. In October 2007, Teachers College, Columbia University, established the Arthur Levine Scholars Fund, which, in conjunction with the Arthur J. Levine Endowed Professorship, will provide an opportunity for exceptional students to pursue graduate education at Teachers College. The fund is supported by a generous gift from the Levine family.

Of the total enrollment, 307 students were Hispanic, 543 Africa
American, 422 Asian American, eleven Native American. There were 89 Hispanic master's graduates and 13 Hispanic doctoral graduates during the 1997-1998 school year. Teachers College had 120 full-time faculty in the past academic year, four of whom are Hispanic.

Teachers College is once again in the top rankings of the 1999 *U.S. News and World Report* survey of graduate schools of education. It is a close second in the nation to Harvard University. In specialties ranked by education school deans and senior faculty, Teachers College is first in Curriculum/Instruction; in the top five in Administration/Supervision, Social/Philosophical Foundations, Elementary Teacher, Secondary Teacher, and Higher Education Administration; and in the top ten in Educational Psychology.

The influence on educational policy and practice by Teachers College is greatly felt nationally, but it is also global. Last year, Eduardo Frei, president of Chile, visited Teachers College to help launch a "new era of cooperation." The Chilean Ministry of Education and Teachers College agreed to develop a series of pre-service and in-service training programs for Chilean teachers, and exchange programs with college faculty. At a press conference in Grace Dodge Hall, President Frei said that the agreement with TC could play an important role in education reform in his country. The agreement was the product of negotiations coordinated by Peter Comeau, associate director of the Center for Educational Outreach and Innovation, and representatives of the Chilean Ministry of Education.

Teachers College President Arthur Levine observed, "Chile has been one of the most visionary countries in the world in bringing about reforms."

The quality of education and the subject of access to education have become important in Chile. Since 1990, government spending on social programs, primarily health and education, has doubled. At the same time, the proportion of Chileans living in poverty has declined by almost 50 percent. Under Frei, Chile has lengthened the school year, has linked nearly 3,600 schools to the internet, and has increasingly turned control of schools to local communities.

But the Chilean leader wants to use this partnership with Teachers College to build upon the progress that his country has already made. He remarked, "All the efforts for these reforms take place in the classroom. Now, it is time for those reform efforts to focus on the teachers themselves. Too many teachers lack specialization and suffer from low wages and low morale. That is why we are sending them to centers of excellence in teacher education in North America, South America, Europe, and Asia." President Frei is "especially pleased" that Teachers College will play a key role in this effort, "because of TC's long history with Chile."

There is another effort afoot at Teachers College that should be of interest to Spanish-speaking bilingual educators. Maria Torres-Guzman, associate professor of Bilingual Education, worked with the New York City Board of Education and Spain's Ministry of Education for more than two years to recruit experienced teachers for a pilot program. The program has already begun, sending seven teachers to two school districts in the Bronx to teach Spanish to middle school pupils. The seven Spaniards, all of whom have been teaching for four years, arrived last summer and started their new jobs when school began in the fall of 1998. "Their presence in the system is intended to promote exchanges in educational settings," says Dr. Gomez Decal, who heads the education office at the Spanish Embassy in Washington, D.C. Decal feels that this pilot program will promote better preparation and enhanced foreign language training for teachers in New York City public schools and in Spain. "Moreover," he adds, "this initiative will provide the teachers from Spain with greater fluency in English, which will assist them in their return to Spain. Certainly it will have the added factor of advancing values associated with international relations among students in both countries."

Torres-Guzman observes, "Spain is finding the world changing, and their teachers need to know how to work in multicultural/multilingual settings. So the Ministry is emphasizing that their teachers will learn a lot here, and they are going to go back with these tools." Yet, as the *New York Times* reported of the program: "It may seem odd, in a city with more than a million households in which Spanish is spoken, that the Board of Education has gone all the way to Spain to find people to teach Spanish."

But that's what the program did. And Torres-Guzman points out that New York City children benefit from this seemingly ironic situation. "First of all," Torres-Guzman responds, "the reason why these teachers were brought here is that there is a shortage of teachers who are fluent in Spanish speakers in the New York City Public Schools. These particular teachers are specifically entering school districts where there is a very high need for them, and they are being placed in middle schools to focus on Spanish."

President Arthur E. Levine is proud of his institution's leadership role, a role that has assumed for more than 100 years. Moreover, he points out that this role has become more broadly and universally one of international influence. He assesses, "We live in an age in which our world is changing dramatically and quickly. Our educational institutions and the educators who lead them are being buffeted by demographic, economic, global, and technological change." Levine concludes, "Our work at Teachers College today, as it was yesterday, is to create the programs, carry out the research, and develop the models that will guide educators and the institutions they serve."

What's in a name, indeed! There will be no change to the Teachers-College moniker under Arthur Levine's presidency.
Latino Students Embrace Politics

Students become leaders on campuses across the country

BY

JOSÉ A. ALVAREZ

Piles of paper are scattered throughout her office. Posters and family photos are down and ready to be packed. Finals are over, phone calls returned. Her political career at San Diego State University is over. It’s time for Celinda Vázquez to say goodbye.

“I’m sad about leaving,” said Vázquez, who a year ago made history by becoming the first Latina elected president of the student body at SDSU. “But I am also happy. It’s been a wonderful experience, and I am leaving the students in good hands.”

Vázquez is cheerful because she knows her leadership and example have yielded positive results. Her former vice president, another Latina, is following in her footsteps. Come September, Jena Saldana will assume the reins as president of Associated Students and lead the SDSU student body into the new millennium.

More Latinos in Student Politics

At university campuses across the southern United States, Latino students are becoming more actively involved in student politics. They are raising their voices on issues of importance to them and launching an overall campaign to achieve equal representation.

“We’ve taken the initiative to get involved because we are not being represented adequately,” said Vázquez, a social work senior at SDSU. Her involvement in student politics began her first year in college, when she got elected to Movimiento Estudiantil Chicano de Aztlán (MEChA). MEChA is a Latino student organization founded in California in 1968 to draw attention to the needs and concerns of Latinos; it is the driving force behind Latinos in student politics. “We wanted a Latino voice in student politics because Latino issues were not being brought to the negotiating table,” Vázquez said.

At San Diego State University, Latinos began getting involved in student politics in the early 1980s, when the Greek fraternities and sororities controlled student government. Slowly, Latinos became part of the system and assumed leadership positions. By 1986, a Latina occupied the office of vice president, and by 1994, Associated Students had elected its first Hispanic president. Since then, they have dominated the executive level of student government even though Latinos represent only 21 percent of the more than 29,000 students on the SDSU campus. MEChA was able to elect Latinos to key positions by building coalitions with other ethnic groups on campus. These alliances have given them a stronger power base and allowed them to maintain control of student politics.

“We are fortunate to have a very diverse campus,” said Saldana. SDSU’s newly elected student body president, and an English and women’s studies major. “All the multicultural organizations have banded together, allowing us to reach out to all the students.”

Remedial education, increasing student fees, curriculum changes, more financial support, and recruitment and retention of Hispanic students and faculty are some of the issues of most concern for Latino students today. However, Hispanic candidates have also had to educate themselves on issues that affect the interests of all students, not just Latinos.

“We’re presenting qualified candidates with experience and broad voter appeal,” explained Dr. Isidro D. Ortíz, professor of Chicana and Chicano studies at SDSU. “It is critical for Latinos to have students in positions of power.”

Movement Originated in California

The Latino student movement originated in California in the late 1960s, when students took to the streets demanding the creation of curriculum and related support services to facilitate access for Hispanics into institutions of higher learning. Their involvement continued through the 70s, slowly spreading to other parts of the country, resulting in colleges and universities making post-secondary education available to minorities. This furthered the Latino political activism and activism by this first generation of ethnic students. Armed with new leadership and organizational skills, th
students were able to openly express their views due to the relative openness of the American political system.

Latino students were less vocal during the '80s, when Chicano activists gained access into government, education, and professional institutions. However, their movement was re-energized in the early 1990s in response to the anti-Latino sentiment resonating throughout the country, particularly in California.

"The anti-Latino attacks woke us up," said David Pino, a political science graduate student at SDSU. For his master's thesis, Pino analyzed the mobilization of Latino students against the passage of Proposition 187, a California initiative denying benefits and services to undocumented immigrants. The xenophobic attacks emanating from California affected Latinos all over the country. The Hispanic community, particularly college and high school students, responded by rallying against the measure, fearing that similar initiatives could be brought up in other parts of the country. Despite the opposition, California voters approved the initiative in 1994. Immediately, Latinos challenged the proposition as unconstitutional, and the courts have since blocked some of its most drastic provisions.

"Latinos were not electorally prepared to deal with the challenge," added Pino. "Many Latino Americans vehemently opposed the anti-immigration measure but could not directly prevent it from becoming law." Nevertheless, Latinos channeled their anger and disgust into widespread naturalization and voter registration drives, resulting in increasing Latino voter participation throughout the United States.

"Many students went to the barrio to get their parents and their tíos and tías to register to vote," Pino explained, adding that the anti-immigrant attacks got students to be more proactive. "Latino students are mad. They want to be heard." Their voices are now being heard in colleges and universities across the country as more Latino students are entering the political arena.

"Sleeping Giant" Awakens
SDSU, California State University-Los Angeles, New Mexico State University, University of Texas at El Paso, and Florida International University are a few of the campuses where this "sleeping giant" is now fully awake.

"I got tired of being neglected," said Angel Mendoza, outgoing student body president of the University of Texas at El Paso. "And if there is something that you don't like, you don't just complain about it; you change it."

At UTEP, just as at SDSU, the Greek organizations controlled student politics until the 1990s. Then the university changed its tuition policy and allowed students from across the border to register as if they were residents of the state of Texas. That change allowed Latino students in the primarily Hispanic campus to launch a unified effort and take control of student government. They have not looked back since. UTEP's incoming student body president is a Latina.

"Our political involvement was quite low," added Mendoza, a history and political science graduate, who during his two years in office rallied the students to "take more responsibility." "Education is where we need to concentrate. If we are going to be the majority, we have to educate our people," explained Mendoza, who's just been named town manager of Anthony, Texas, a small city in the southwest part of the state. His political aspirations do not end there. He plans to go on to graduate school to study management and public policy and eventually launch a campaign for a seat in the State Assembly.

Mendoza is not alone. An increasing number of students are continuing their political careers past graduation. Their experience and political involvement, they say, has prepared them to take the next step.

"Being student body president opened a lot of doors," said Guillermo Mayer, former Associated Students president and SDSU political science graduate. "It's great training for future leaders," added the 25-year-old legislative assistant to Los Angeles State Senator Tom Hayden, in his Sacramento office.

"The drill of politics-strategizing, management, and decision-making—is the same," Mayer said. The difference, he explained, is that in "real world" politics the stakes are higher because you're impacting the lives of more people."

No one understands that better than Vázquez. Mayer's friend and former student colleague. Prior to her presidency at SDSU, Vázquez chaired the California State Student Association and lobbied before the California State Assembly on issues affecting the more than 300,000 students the association represents. "It could be intimidating, but you have to put everything aside and do your job," said Vázquez, who just completed an internship in social work and public policy with the Congressional Hispanic Caucus Institute in Washington, D.C.

For the moment, Vázquez has no plans of being an elected official, but she wants to remain involved in the political arena promoting education and social policy. "Students are the future of the Latino community. It would definitely be a healthier future for us if more students got involved," concluded Vázquez. "It's hard to change things, but it can be done."
IDRA Taking a Stand on “In-grade Retention”

Equity and the Public Schools

BY
Marilyn Gilroy

What educational issue do President Clinton, Texas Gov. George W. Bush, California Gov. Pete Wilson, and New York City Mayor Rudolph Giuliani all seem to agree on? Answer: Social promotion—the policy of passing students on to the next grade even if they have failed to master all of the current grade-level curriculum—should be abolished.

In his State of the Union address earlier this year, President Clinton joined a chorus of other politicians when he said that we must “end social promotion.” Governors, mayors, and school administrators around the country have quickly jumped on the bandwagon. In fact, social promotion is a concept that seems to have so few supporters that it has been compared to some of the nation’s most unpopular welfare programs.

But while nobody is advocating that social promotion is educationally sound, the Intercultural Development Research Association (IDRA), a Texas-based organization that researches and reports on educational issues, says that forcing millions of students across the nation to repeat a grade is even more harmful. IDRA contends that the process leads to low self-esteem because “students see it as punishment and a stigma—not a move to help them improve academic performance.” According to the IDRA’s latest research, 50 percent of students who repeat a grade do not do better the second time, and 25 percent actually do worse. Furthermore, retained students are far more likely to drop out of school, particularly if they are held of the pupils in the public school system, will not qualify for promotion and will have to attend summer school in the year 2000. Even after completing summer school, Crew predicted, 88,000 students would be held back. In Texas, as social promotion has been phased out, the numbers of students retained in grade has risen steadily from 125,959 in 1993-94 to 147,202 in 1996-97.

Chicago schools, which eliminated social promotion three years ago, have a mandatory summer program for the approximately 30,000 students who have failed and cannot be advanced to the next grade level. But as the number of failing students continues to grow, there are not much data to support the success of summer school as an antidote to social promotion, according to a recent article in The New York Times.

In its latest policy brief entitled “Failing Our Children—Finding Alternatives to In-Grade Retention,” IDRA contends that current summer school programs are just a “traditional response which gives students a larger dose of what failed to work the first time.” And IDRA, which lobbies for accountability and equity in the public schools, has pointed out that “the majority of students who are
required to attend and pass summer school as a condition for promotion are low-income, minority students."

The end result of this questionable strategy to combat social promotion is that Hispanic and African American students are retained at twice the rate of White students. For example, of the 147,202 students who were retained in grade in the Texas schools in 1997, 70.6 percent were minority, with Hispanics representing 50.3 percent of the total.

IDRA is also concerned that most school districts have adopted the use of a single test score as the means of deciding who will be held back. The tests are usually administered during the latter part of the school year and often include reading, writing, and math components. IDRA believes that schools need to use "multiple criteria for determining whether a student should be retained or promoted to the next grade." It recommends the use of review committees that include teachers, parents, administrators, and counselors. These committees would look at a variety of factors, including assigned grades in several subjects, standardized test scores, emotional and physical development, and teacher observations and evaluations.

Some school officials and politicians are already acknowledging that in-grade retention would be an undesirable result of uniform testing. Chancellor Crew of New York City says that he hopes to use standardized test scores, class work, and attendance to assess which students may be held back. In Texas, the legislature recently passed a bill that contained "satisfactory performance on assessment instruments" in order for a student to move to the next grade. However, the bill also allows a student two additional opportunities to take the test and calls for a program of "accelerated instruction" to be determined by a "grade placement committee" made up of administrators, teachers, and parents.

But what else can and should be done to help students who are falling behind in their work and are potential candidates for failure?

One IDRA recommendation that seems to be gaining favor is a program of intervention, which means putting more resources into identifying at-risk students and offering after-school programs that would help children gain the necessary skills for their grade level. Specifically, recommendations call for an "extended day program" where for up to one hour after the regular school day ends, students get help from teachers, aides, college tutors or community members. Some schools have opted for optional Saturday morning tutoring that begins in January of the school year when students begin to prepare for standardized tests. One school district in Corpus Christi, Texas, which has reduced its in-grade retention rates, tests students every three weeks to make sure they are keeping up and can get extra help as soon as problems arise.

IDRA research points out that these remediation and intervention measures cost far less than the approximately $5,000 per pupil average cost to retain a student for an extra year of school.

IDRA's policy brief also takes aim at what it calls "outdated, ineffective practices" and offers a look at some successful strategies that are working. Some of the ideas challenge the basic social and academic structures of schools. For example, IDRA points out that there might be advantages to abandoning the idea of "moving groups of students through a sequential curriculum correlated to grade." One possible alternative is a model of "cross-grade grouping" where a fourth grade student having trouble with reading attends instruction with third graders, and a more advanced fourth grader joins a fifth grade reading class.

IDRA also supports the idea of "double dosing," the practice of having students who are not doing well in a particular subject take two periods of the class on selected days. Studies show that students benefit from having increased amounts of time to work on material.

Finally, IDRA contends that teachers must receive professional development "to ensure that they have the knowledge and skills to teach a wide range of students to meet standards."

IDRA: 25 Years of Educational Leadership

It is typical that IDRA is on the cutting edge of educational issues such as social promotion. Founded by Dr. Jose Cardenas in 1973 as a nonprofit research and public education organization, IDRA is dedicated to the principle that all students are entitled to an equal opportunity education. It has joined forces with some of the country's most prestigious foundations to achieve that goal. Working with organizations such as AT&T, The Ford Foundation, and the Andrew Mellon Foundation, among others, IDRA staff members have provided professional training for public school teachers and administrators, published research and policy papers, served as expert witnesses in legislative hearings and court cases, and developed school curricular materials.

The driving force behind many of these projects is the current leader of IDRA, executive director Dr. Maria Robledo Montecel. Although she heads an impressive administrative, professional, and technical staff, she is often IDRA's "point person," going out to address legislative bodies, corporate foundations, and school districts personnel.

She is pleased with the progress
that IDRA has made in some areas but is worried that today's educational reforms feature "too much focus on numbers and that officials are not looking at how students are really doing."

She also fears that many educational reforms tend to hurt "primarily poor, primarily Latino children."

Robledo Montecel's prior experience working on the prevention and recovery of school dropouts reinforced her belief that minority youth, who were dropping out of Texas public schools in alarming numbers (one out of two Hispanic and African American students from the 1994-95 class never reached 12th grade), needed advocates in the community and the legislature. She conducted the first statewide study of dropouts in Texas. It was used to shape legislation requiring standard identification and reporting procedures of school dropouts. This led to development of strategies that began to address the dropout issue.

Robledo Montecel continues to hold policy-makers accountable for the role they can and must play in improving education. "We know what needs to be done," she said. "We must find the political will to do it."

In addition to working with political leaders, Robledo Montecel and IDRA continue to forge alliances with corporations and communities. In conjunction with the Coca Cola Foundation, IDRA developed the Valued Youth Program, which helps secondary school students who are at risk of dropping out. Under the slogan of "all students are valuable; none is expendable," the program supports students, teachers, and parents in coordinating strategies to help at-risk students stay in school.

The core of the program is a cross-age tutoring approach in which potential dropouts tutor elementary school students, thus enabling the older students to develop the sense of pride and responsibility that motivates them to do better and stay in school. The program has won recognition from the U.S. Department of Education as well as the Peter F. Drucker Foundation for nonprofit management, and has been featured on ABC and NBC television specials.

IDRA has also issued policy briefs on disciplinary alternative education programs and the use of public money for private schooling, policies that often affect poor, limited-English-proficient students, many of whom are Latinos.

For this reason, IDRA was in the forefront of the battle for equity in the financing of Texas public schools, which was formerly based on the property tax system. They also successfully lobbied against a voucher bill because it would have allowed the use of public funds for private schools. Calling the measure a blow to neighborhood schools and communities in Texas and citing vouchers as "an attempt to avoid the issue of funding high-quality public schools for all children," IDRA circulated research showing that private schools would not serve the interest of the large numbers of special needs students (special education, limited-English-proficient, immigrant, and migrant students).

Robledo Montecel is passionate when she talks about protecting the rights of poor children to a good education. She also believes that misconceptions about the abilities of these children and the attitudes of their families toward education contribute to some of the inequitable policies.

"Latino parents are often portrayed as uncaring or unsupportive of education," said Robledo Montecel. "This is not true... Latino children also suffer when they are pre-judged on the basis of poverty, skin color, or language skills. We need to create ways to tap the abilities of Latino students. They are very capable learners when given opportunities and resources."

That basic proposition recently got a very big boost when IDRA was selected by the Kellogg Foundation to serve as project manager for the $28 million ENLACE (Engaging Latino Communities for Education), which will increase opportunities for Latinos to enter and complete college. Its goal is to create coalitions among higher education institutions, school districts, communities, businesses, and other funders to achieve its objectives. It is, as Robledo Montecel said, one of her biggest challenges but one that she is looking forward to. She is also extremely hopeful about the qualitative and quantitative change this type of project can produce.

"When organizations and people whose frame of reference is quite different form partnerships and become genuine participants in education, they begin to see the assets of ALL of our children," said Robledo Montecel.
Incivility in the College Classroom: Its Causes and Cures

BY ANGELA PROVITERA MCGLYNN

As professors head back to college classrooms, many bring enthusiasm for their subject matter as well as a genuine sense of caring about their students. Students are also eager to start the new semester, but, unfortunately, some will need instruction in decorum along with academics. The reason: the presence of incivility in today's college classrooms.

What do we mean by "incivility" when describing student conduct? The term has been used to include the following behavior:

* lateness to class,
* talking while the instructor is speaking,
* wearing Walkman headphones in class,
* talking on cell phones,
* walking out of class and walking back in while the class is in session, and
* walking in late in front of the teacher.

This list does not include a number of behaviors that would be considered insolent, challenging, and intimidating. There are well-documented cases of faculty members who have been harassed and challenged by students. In some cases, the gender or race of the faculty member might be a factor that contributes to student rudeness. As Alison Schneider says in her article entitled "Insubordination and Intimidation Signal the End of Decorum in Many Classrooms."

"Male students are far more likely to try to run roughshod over female professors--especially those working in male-dominated disciplines like chemistry, physics, and math, scholars say."

Schneider also discusses the story of Chan Kai Lee, an assistant professor of history at Indiana University, who tried to speak to students who had engaged in extremely disruptive behavior (reading newspapers, talking loudly, and passing around a game of tic-tac-toe). While attempting to speak to them after class about their rude behavior, one of the

Faculty members should address, in some way, behavior that is disruptive when it occurs. Approaches that avoid direct confrontation seem to work best.
young men grabbed his genitals and pumped his hand up and down. Ms. Lee believes that her race influenced her students’ rude and contemptuous behavior. Schneider quotes Ms. Lee in her article: "Students could only see me as the permissive mummy, who could be controlled, or the stereotypical sinister black bitch, who needed to be challenged at every turn." 2

Kathy Franklin, an assistant professor of higher education at the University of Arkansas at Little Rock, has been researching the history of undergraduate life for years. She says that students have been making mischief on college campuses from the first days of higher education. She cites as examples 13th-century students at the University of Bologna who beat their professors if they didn’t like their grades. At Yale University in the 1820s, students rebelled against classes that they saw as too demanding by throwing food and plates at professors in the dining hall. Ms. Franklin says that what is happening today on campuses is not unusual, but she does say that students today are different from students ten or more years ago because of demographic changes, consumerism, and their K-to-12 experiences. 3

Many of us who have been teaching for two or three decades believe that problems of incivility are much worse and more widespread these days than in the past. One of the big differences seems to be that professors are not receiving the same level of respect that they enjoyed decades ago. On the other hand, I don’t want to overstate the problem. Most students are respectful and well-behaved. In fact, many of these students are complaining about the disruptive students. The problem is that all it takes is a few students, the disruptive ones, to change the teaching/learning environment for everyone.

If there has been an increase in disruptive classroom behavior, to what can we attribute it? There are many theories attempting to explain the increased prevalence of incivility. Peter Sacks, a journalist and, for a short time, a faculty member, believes that incivility is rooted in the new consumerism attitude among many students. In Sacks’ book, Generation X Goes to College: A Journey into Teaching in Postmodern America, he suggests that many students see themselves as customers. They believe that since they are paying money for a degree, they are running the show. Their attitude is “I am the customer, and I will behave any way I want.” Their behavior reflects their attitude of entitlement. 3

Add to this the crisis of authority in the United States that scholars are writing about. Many students are suspicious in general of the rules set by adults. Their professors are not held in high esteem by the culture at large, and therefore, our current students simply do not hold their teachers in high regard. These students have expectations that teachers ought to “give” them the information they are paying for. Furthermore, they want to be entertained in class. They are studying less, have shorter attention spans, are less well prepared for college, and are less disciplined than students of the past.

Lest we place all the responsibility on students and their life circumstances (these are children of divorce, latchkey children, children of MTV) for this increase in incivility, let’s examine the role of the college and the role of the faculty in encouraging disruptive behavior.

What can be said about the culture of the college in the 1990s? First, there is much greater diversity in our classes than decades ago. While this diversity, of ethnicity/race, age, and social class, makes for a richer classroom environment than decades ago, it might also create a diversity of student expectations for what ought to take place in the class. For example, returning students, our older college population, might bring to class a seriousness of intent to learn; they might have certain expectations about how class will be conducted. Some Asian students might expect a straight lecture format and remain quiet and attentive. After all, they come from a model of education where that was expected of them. To ask questions in class and participate in their educational culture could be interpreted as a sign of disrespect.

Students from American public high schools, on the other hand, might come to college still with their high school mentalities; often their behavior is immature. The diverse backgrounds of students might be a contributing factor to the increases faculty are seeing in disruptive behavior.

Secondly, many colleges are offering courses in a lecture format. Social psychologists have long known that when people feel anonymous, that is, when they lose a sense of self, their behavior might be influenced in negative ways. Research shows that when people lose a sense of self, and thus feel “de-individuated,” they are more likely to behave in aggressive and undesirable ways. Students in large lecture rooms often feel disconnected from the teacher because the size of classes ranges from several hundred students to classes so large that students can only see the instructor on a TV monitor. These feelings of de-individuation are intensified by the fact that so many students have trouble staying tuned in to a lecture that lasts 50 or 55 minutes. The atmosphere is ripe for side conversations, walking in and out of class, and engaging in other forms of disruptive behavior.

What Can Faculty Do?

In the videoconference, “Faculty on the Front Lines: Reclaiming Civility in the Classroom,” 4 there was discussion of the role that faculty possibly play in creating incivility or in exacerbating it, and of what they could do to eliminate or reduce it. Although the panelists were not implying that student incivility is actually caused by faculty, they pointed out the many ways that the behavior of faculty might create a classroom atmosphere that is conducive to the development of disruptive behavior. For example, faculty who are repeatedly late to class themselves are setting an example—a negative one—for students to emulate. Faculty members who show disrespect for their students by being condescending or sarcastic in class can expect students to be hostile towards them and towards the course. And, faculty members who ignore disruptive behavior are tacitly giving a message to their students that they tolerate or condone the behavior. It is possible, then, that some faculty are setting a stage for incivility or inadvertently encouraging it. This being said, even teachers who create a warm and welcoming classroom environment, who seem to be doing everything we would hope teachers do, are complaining about greater incivility in their classes.

What can teachers do to elimate, or at least reduce, the incidence of disruptive classroom behavior? First and foremost, teachers need to put into writing what the course expectations are and what their expectations are about student behavior. This can be part of the syllabus or an addendum to the syllabus: it should be given out and discussed in the first or second class of the semester. It is important that the tone of such a guide lines sheet foster a positive class room climate, the guidelines sheet should reflect that the teacher is in charge of the classroom dynamite without sounding authoritarian. Here is an example of a guideline
of courtesy should be sufficient to have our class run in the best interests of all of us. Thank you in advance for your cooperation.

One of the ways I discourage latecomers from walking into the class and distracting us all is to ask students to leave one row of seats near the entrance to the room empty so that latecomers can simply slip in quietly. Also notice that I have an attendance and late policy that specifies serious grade point reductions. Faculty members should address, in some way, behavior that is disruptive when it occurs. Approaches that avoid direct confrontation seem to work best from their final grades. This seems to have cut down unexcused absences and patterns of tardiness.

For example, if students are carrying on a side conversation, a teacher might simply interrupt conducting the class, look at the disruptive students, and wait for their silence. Walking close to the talkers might also help. Sometimes, it might be necessary to say something, as for example, “May we please have only one person talking at a time?” If talking is persistent, probably the best way to handle it is to ask the students if they would please see you after class. The whole class is now alerted to the fact that side conversations are not tolerated without directly confronting and embarrassing the talkers. After class, you can explain how side conversations are distracting to you and to other students and ask them if they can refrain in the future. In extreme cases, I have asked students to separate for the remaining classes since the temptation to talk to each other appeared to be overwhelming.

To diminish a student’s self-esteem, we have not only reduced the chances of that student’s participating in the future, but we have also reduced the chances that any of the other students will ask or answer a question.

A positive classroom atmosphere can go a long way in reducing disruptive behavior in the college classroom. If teachers are authoritative rather than authoritarian, if they make their expectations clear and firm, and if they treat students with respect, hopefully, student incivility will no longer be a consuming issue on college campuses.

References


3. Faculty on the Front Lines: Reclaiming Civility in the Classroom. Videocconference produced by Dallas Teleconferences, Dallas Telelearning, LeCroy Center for Educational Telecommunications, and Dallas County Community College District. Presented by: PBS Adult Learning Satellite Service. April 8, 1999. 2:30 to 4:00 p.m.
Americans Strongly Support Federal Aid to College Students

September 10 was national Call Congress Day for the Student Aid Alliance (SAA), a coalition of 58 organizations representing colleges, universities, and students.

At issue was, and is, federal funding to help students go to college. The coalition urged presidents, business leaders, students, faculty, parents, and others to tell their representatives and senators to support increased student aid funding.

"Funding for Title IV student financial aid programs, particularly the grant programs, has lagged behind inflation and student need for two decades," said David L. Warren, president of the National Association of Independent Colleges and Universities and co-chair of the Student Aid Alliance.

"That means students' federal grants and loans are worth less today than in 1980. In constant dollars, the Pell Grant has declined 14 percent, and campus-based aid has declined 35 percent between 1989-91 and 1998-99. Congress and the president have increased funding for some key programs in the last four years, but they need to do more," said Warren.

Tony Pals, also of SAA, told HO in early August that "both the House and Senate Labor-HHS-Education Appropriations Subcommittees have delayed the release of their fiscal year spending bills until September—which means that the time between now and the September budget showdown is a critical period for the higher education community to convey its funding priorities to Congress. This is the point where we need the involvement of presidents, students, faculty, and parents to supplement our regular Hill lobbying activities and to reinforce our message," said Pals, who noted that the Hispanic Association of Colleges and Universities is one of the 60 organizations that make up the Student Aid Alliance.

Asked which Hispanics in Congress have been most active on behalf of the proposed legislation, he said, "To date, the key legislators on this issue have all been non-Latinos." Peis continued, "...the programs that the Student Aid Alliance are championing are those that have the greatest impact on the nation's needy students, who, as you know, tend to be disproportionately first-generation and minority students." Some campuses hosted events at the district or state level for their representatives during the August recess.

The poll findings are particularly timely as Congress turns attention to appropriations matters. The Senate, Labor, Health and Human Services, Education Appropriations Subcommittee is expected to write its FY 2000 bill very soon. The Senate, Health, Education, Labor, and Pensions Committee plans to markup shortly S. Con. Res. 28—a resolution calling for an increase of $400 in the maximum Pell Grant award and significant increases in campus-based aid programs. The House approved a similar resolution, H. Con. Res. 88, on May 4.

Other Findings

Eighty-seven percent of respondents said it was "very important" or "somewhat important" to increase financial aid for college students. The funding priority given student aid was almost identical to that for health care (90 percent) and Social Security (89 percent).

A full 90 percent of respondents agreed that "making more financial aid available will make college more accessible to many low- and middle-income families," and 89 percent agreed that "when students meet all the academic requirements for college admissions, they should be able to get financial aid from the government when they need it."

Sixty-one percent of the public said they were "more likely" to "vote for a candidate for Congress who worked to increase financial aid for low- and middle-income families with children in college."

The Student Aid Alliance is calling on Congress to increase the maximum Pell Grant award by $400 to $3,525; raise by $50 million the $75 million funds for the Leveraging Education Assistance Partnership program (formerly the State Student Incentive Grant program); and an increase funding for campus-based programs.

Federal Work-Study, says the coalition should be increased by $64 million, to $92 million. Each year, Federal Work-Study helps 100,000 needy students through jobs on can..."
### Public’s Funding Priorities

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health care</td>
<td>90%</td>
</tr>
<tr>
<td>Social Security</td>
<td>89%</td>
</tr>
<tr>
<td>Financial aid for college students</td>
<td>87%</td>
</tr>
<tr>
<td>Defense</td>
<td>77%</td>
</tr>
<tr>
<td>Welfare</td>
<td>56%</td>
</tr>
<tr>
<td>Foreign aid</td>
<td>47%</td>
</tr>
</tbody>
</table>

Source: Student Aid Alliance survey, May 1999

Last month, the House and Senate Appropriations Committees voted to slash $20.7 billion from the House Labor-HHS-Education appropriations bill and $23 billion from the Senate Labor-HHS-Education bill, cuts of 12 and 9.4 percent, respectively. Both plans would almost surely necessitate cuts or freezes for most student aid and higher education programs.

These reductions are the direct result of spending caps contained in the 1997 Balanced Budget Act, which were imposed in an effort to eliminate deficit spending. At the time the budget was approved, however, lawmakers did not expect the federal government to experience dramatic budget surpluses as early as the year 2000. Now that such surpluses are expected in the coming fiscal year and in subsequent years, leaders in Congress from both parties are calling for the caps to be raised, a position endorsed by the higher education community.

American Council on Education President and Co-Chair of the Student Aid Alliance Stanley O. Ikenberry commended selected members of Congress for their leadership and support of student aid funding. In letters to Senators James Jeffords (R-VT) and Edward Kennedy (D-MA) regarding the introduction of S. Con. Res. 28, Ikenberry thanked the senators and their colleagues, Senators Dodd (D-CT), Collins (R-ME), and Reed (D-RI), "for their efforts to make federal funding for student aid a priority for fiscal year 2000 appropriations."

In letters to Representatives Goodling (R-PA), McKeon (R-CA), Clay (D-MI), and Kildee (D-MI), Ikenberry noted that H. Con. Res. 88 "underscores the point that the Pell Grant is the federal government's most important program for helping financially needy families finance post-secondary education. It also makes clear that campus-based aid programs complement the Pell Grant program to provide students with the monetary resources to obtain a post-secondary education."

The SAA survey was conducted by KRC Research & Consulting, Inc., a national polling firm based in New York City. The student aid questions were included in an omnibus survey that included extensive interviews with 1,022 American adults during the month of May 1999. The margin of error for respondents is plus or minus 3.1 percent.

SAA has established a Web site, [http://www.StudentAidAlliance.org](http://www.StudentAidAlliance.org), which contains sample letters to members of Congress that urge increases in federal student aid funding. In addition, the Alliance Hotline, 1-800-574-4243, will help Americans contact their U.S. representatives to express their views on current proposals to fund student aid programs.

Organizing handbooks, which provide campuses with information on SAA funding priorities and with tips on contacting legislators and working with the media, became available upon request to campuses from the Washington higher education associations in mid-August.
Teaching Responsibility: The First-Year-Student Seminar

BY
ELIZABETH COONROD MARTINEZ, PH.D.

Although they might sound close-minded and sometimes prejudiced in early weeks, their personal assessments begin to open them to other perspectives. I strive for an ebb and flow of heavy material and then lighter presentations that give them time to reflect.

What is the meaning of a college education? What is its value?

These and other issues arise in Sonoma State’s two-unit Freshman Seminar, a part of the Educational Mentoring Team (EMT) advising and college orientation program, designed for all incoming first-time students. An EMT consists of a faculty member, a student services professional, and a peer advisor. Each team teaches a Freshman Seminar course and is responsible for the academic advising for assigned students during their first year.

In the Freshman Seminar, students learn how to use campus resources such as the computer network and electronic library services, and the office of career and internship services. Class topics include the meaning, value, and expectations of a college education; problem-solving and decision-making; selection of a college major and career path; navigating the university curriculum; graduating in four years; study skills and success in college; multicultural awareness, interpersonal relations, and related student life-style responsibilities regarding wellness, alcohol and drug use, and sexual harassment.

In my first year of teaching at the university level, I learned to dislike first-year classes. Teaching a class that contained mainly beginning students was not my favorite, as the majority of students seemed more interested in showing themselves as rebels or in joking about illegal substances or sexual innuendo. I always preferred classes in which most of the students had had two or three semesters under their belts and knew what college was about.

When I moved to another university, I saw that a new program was being incorporated to help guide young first-year students. Based on the ideas of Freshmen Seminar guru John Gardner, I was intrigued and signed up. Those of us faculty who became involved were from several disciplines—psychology, biology, political science, English, math, and, in my case, Spanish and Latin American literature. We were teamed with a student services or advising professional who knew the General Education system, career and scholastic advising, EOP, and financial issues. We professors brought our various strengths in academic discipline, curriculum, classroom environment, and student-professor relations. A student peer leader was added to complete the trio of the Educational Mentoring Team. Together, we designed the semester’s classes with the objectives of not only helping students become acquainted with resources, and how to solve possible problems in academic life that they might not otherwise discover for several semesters, but also a subjective lesson: how to cope with problems, stresses, and other issues that surface at college and in early adult life.

Now, after teaching a Freshman Seminar course at Sonoma State University for the past three years. I have come to enjoy guiding and seeing first-year students take responsibility for their new role as adults. Some students struggle openly and voice feelings, while others quietly absorb ideas and opinions that they hear in class. It is the environment and climate of this class that promotes under-
standing. The class format helps students adjust to college, and I think that such a class, outside the specific disciplines, should be required of all students during their first semester.

Faculty colleagues who are not involved often ask the purpose of the Freshmen Seminar, especially since it is a creation of recent years, and while it is difficult to give a specific, well-defined answer, one of our goals includes a number of components that help to reveal our goals.

While there are basics of campus life that the designers of the Freshmen Seminar ask us to cover, such as library, computer technologies, advising for General Education, and some legal premises such as guarding against rape and sexual harassment, and a little advice about drinking, etc. (I like to call this segment "Healthy Lifestyles"), the class is open to how I choose to teach it.

My experience has led me to think of this class as one that teaches beginning students responsibility in a more effective way than their learning it in bits and pieces over several semesters. I seek their own recognitions of and reactions to that responsibility at every venture. We begin with assessments of who we are and what brought each one of us to Sonoma State University. My partner (a student services professional) leads students in the Myers-Briggs test as well as an exercise on values. Students start seeing that they already possess certain values and impressions, and that they view others in a specific way formed by their culture, religion, and environment. Although they might sound close-minded and sometimes prejudiced in early weeks, their personal assessments begin to open them to other perspectives. I strive for an ebb and flow of heavy material and then tighter presentations that give them time to reflect.

A visit to the library and e-mail instruction might seem unnecessary in the current era, but we often find several students who are not sure where the library is or how the computer cataloguing system works, and others who are afraid to admit they do not know how to navigate e-mail. While some express their confidence in what they already know, others feel new empowerment, and the students begin to find more in common with one another.

Then I do a "Healthy Lifestyles" presentation. The students have to read a handout (not only about sex and drugs but also about the importance of stress relief and exercise) prior to the class and generally arrive with the attitude of "Gee, just like in high school." But as I go over each of the sections of the handout, students begin to tell us what they do not know. For example, they are always surprised to discover how long alcohol or drugs stay in the body; an anecdote in the handout reveals the findings of a test done on pilots. They seem shocked to discover the high percentage of students contracting chlamydia. My impression is that they expect me to tell them what not to do, and when that does not happen, they begin discussing the issues like individuals who must take responsibility for their actions.

We bring in guest speakers to talk about activities and careers, but also about rape and sexual harassment. We talk about respect for other individuals and here the students begin talking about what they are hearing. My partner and I are there only to ensure that each gets a turn to speak.

When we discuss diversity, I like to show the HBO film based on the novel by Greg Sarris, *Grand Avenue*. We stop this film at least twice to talk about relationships among family members and about prejudices or perceptions of single parents, gang members, and employers. Often the students will relay examples from their own families and assessments of issues in their lives. Even those who do not speak up readily in class discuss their perceptions in small groups.

Last year, a discussion of perceptions and ethnic groups led to comments on the film *Beloved*, based on Toni Morrison's novel. I told the students that the Beloved film gives us a way to better understand the Mexican "Llorona" image—another woman who gave up her children to save them from a difficult situation. The ensuing conversation included several examples from the families and ethnic groups represented in the class. Students found a comfortable way to share their own experiences in a conversation about culture and society. They were talking about life and their own experiences, something that might not happen for a while in their other classes, and that helped validate their present.

The final project is to assess one of the schools within the university for diversity (we divide the class into five groups, one for each academic school). Each group decides which professor, administrator, or staff to interview and prepares their findings in terms of grades, majors, or career potential. At the end of the semester, students who do not, in their first weeks, understand the difference between high school and college are now telling other students how to design a major, finish a bachelor's degree, and work on a credential or a master's degree. It is always amazing and gratifying to discover this development in such a short period. In their journals, they tell us how they are coping with parents, roommates, and boy or girlfriends. But in the themes we select for our classes, these students learn to assess their own perceptions and discover about adult life, and begin assuming responsibility for being a member of their society.

Elizabeth Coonrod Martinez is an assistant professor in the Foreign Languages and Literatures Department at Sonoma State University.

*Editors’ Note:
The Hispanic Outlook in Higher Education strives to use only unbiased language. In such an instance as this, however, we accede to the official course name, Freshmen Seminar, M.A.
Rocha Becomes Dean of Arts and Humanities at Texas-Pan Am

Dr. Rodolfo Rocha is now dean of the College of Arts and Humanities at the University of Texas-Pan American (UTPA).

"His background, in terms of being a faculty member and department chair and having had additional experience through the American College of Education Fellows program, proved the greatest fit for what we were looking for," said UTPA Vice President for Academic Affairs Rodolfo Arévalo, when announcing Rocha.

Rocha has been a member of the editorial board for the publication of the proceedings of the Mexican-Americans in Texas History Conference since 1992 and is a member of the Southwestern Historical Association and the Texas State Historical Association.

Díaz-Colón Speaks at Central Michigan Commencement

The adjutant general of the Puerto Rico Army National Guard spoke at Central Michigan University’s (CMU’s) commencement in August. Major General Emilio Díaz-Colón is a career military officer and professional engineer with ties to CMU’s College of Extended Learning programs in Puerto Rico.

CMU President Leonard Plachta said, "Major General Díaz-Colón has been a strong supporter of CMU and the degree programs that we have offered to members of the Puerto Rico Army National Guard since 1996."

Thirty master’s degree candidates from the Puerto Rico National Guard participated in the ceremony, and Díaz-Colón himself received an honorary doctor of public service degree.

Palm Beach Community College Recruits Vallejo

Dr. Maria M. Vallejo, vice president for student affairs at Rockland Community College (N.Y.) since 1996, recently became campus provost of Palm Beach Community College, Central Campus, in Lake Worth, Fla. Vallejo is serving as campus CEO at the Central Campus, the largest of the college’s four campuses, with a student population of 13,000.

"State University of New York (SUNY)-Rockland benefited greatly from the service of Dr. Vallejo, and although she will be missed here, we are flattered that one of our senior administrators was recruited for a prominent position in Florida," said Dr. George Hamada, president of SUNY-Rockland.

Vallejo holds a bachelor’s degree from Hampshire College, two master’s degrees from Columbia University, and a doctorate from New York University.

Ferguson Speaks at National Jesuit Conference

Anita Perez Ferguson, president of the National Women’s Political Caucus, was a keynote speaker at the national Jesuit Advancement Administrator conference at the University of San Francisco (Calif.) in June. She offered advancement professionals inspiration for reflection as they returned to their respective institutions.

"Your work and your attitude toward your work could be more important to the future of our country and our world than you can imagine," said Ferguson. "As we begin toward the bottom line, toward getting our numbers up, whether it be numbers of students who come from underrepresented groups or numbers for annual gifts, we cannot lose focus of the value we are working toward."

Flores Named Top Speaker

Garden City High School (Kan.) sophomore Alexandria Flores won a public speaking contest at a three-state, 600-student TRIO Programs Student Leadership Conference in Lincoln, Neb. Flores participated as part of a seven-member delegation of students from the Educational Talent Search Program at Garden City Community College.

Flores spoke before more than 500 listeners at the conclusion of the July gathering. She also won a $100 prize. "Everything begins with dreams," Flores told the crowd. "Each of us has within us the capacity to lead."

Miami-Dade Professors Named to Children’s Cultural Coalition

Dr. Alex Gancedo, associate dean of natural and social sciences at Miami-Dade Community College’s (Fla.) Wolfson Campus, and Gladys Montes, director of the North Campus Center for Early Care and Education, were appointed to the board of the Children’s Cultural Coalition—an alliance of not-for-profit cultural organizations and individuals dedicated to providing and promoting cultural programs and enrichment for children through opportunities to work with professional, practicing artists in dance, music, drama, and visual arts.

Jude Parry, president of the Coalition, said Gancedo and Montes were chosen because of their interest in children, their history of contributing to their communities, and the potential insight they would bring.

Palo Alto Announces Scholarship Winners

Ten winners of the Frank M. Tejeda/Palo Alto College (Texas) Scholarship were selected for 1999-2000, based on demonstration of
leadership qualities, overall academic achievement, and involvement in extracurricular activities and community service.

Winners were: Leticia Del Carmen, Ambriz, Cecilia G. Arreola, Christina Reyes, Gina Loretta Martinez, Juan Antonio Rodriguez, Jennifer De La Garza, Cesar Hernandez, Charles Luis Hernandez, Gloria Jose, and Nicole A. Lysy.

Cal State-L.A. Students Win Film and Video Awards

California State University (CSU)-Los Angeles broadcasting students Edgar Yaney and Matt Gatlin won major awards in the 1999 CSU Film and Video Festival.

Yaney won two honorable mention plaques for his narrative piece, "The Wastebasket," and his music video, "El Desierto." Yaney recently graduated with a bachelor's degree and is working as a film producer at Univision (KMEX-TV).

Gatlin, who has been working in the university's Academic Technology Support office, won both a first place award in music video and the Best in Show award, which recognizes the top film or video of the festival, for his music video "Rhapsody."

Cantú-Weber Named Director of Newspapers Foundation

Josie Cantú-Weber, assistant professor of journalism at Northern Arizona University (NAU), was named director of the Arizona Newspapers Foundation.

The educational foundation, responsible for contests, conventions, and seminars, as well as journalism education grants, has been creating a traveling exhibit that explains the role that Arizona newspapers played in the development of the state.

Cantú-Weber is the director of the NAU High School Journalism Workshop for Minority Students. A professional journalist for 15 years, she was features editor of the El Paso Times and the Corpus Christi Caller-Times before returning to academia.

Padrón Proclaimed "Champion of Students"

In recognition of Miami-Dade Community College (M-DCC) President Eduardo J. Padrón's commitment to students, presidents of the student government associations, representing all six Florida-based M-DCC campuses, presented a resolution commending him for his dedication and work to enhance education and to encourage and provide opportunities for students.

LULAC Honors Smart

J. Graham Smart, former Pima Community College (Ariz.) West Campus president, was honored for his service to minority students and the League of United Latin American Citizens (LULAC). The recognition took place at a luncheon at the 48th Annual State Convention of the Arizona LULAC.

Smart, who began his career at Pima as a biology teacher in 1974 and became West Campus president in 1994, retired in May.

La Raza Council Releases "Mainstreaming of Hate"

The National Council of La Raza has released a report, "The Mainstreaming of Hate: A Report on Latinos and Hate Crimes, Hate Violence, and Law Enforcement Abuse in the '90s."

The report provides exhaustive evidence of an emerging pattern of hate-related activity against Hispanics, including private acts of hate violence, citizen vigilantes and hate groups, and church burnings. In addition, it documents the recent exponential increase in incidences of law enforcement abuse and racial profiling, particularly at the hands of local police and Immigration and Naturalization Service officials, targeting Latinos.

Eastern Washington Promotes Safety through Drama

El Regreso de Miguel, an original Spanish-language play that was developed under a grant to the Eastern Washington University (EWU) Center for Farm Health and Safety from the National Institute for Occupational Safety and Health, was staged at Walla Walla Community College (Wash.). The drama, written by Seattle playwrights Leticia Lopez and Lupita Patterson, was one of four one-act plays containing messages of health
and safety written for farm workers in Walla Walla, Benton-Franklin, and Yakima counties.

"We believe the most meaningful way to get needed health and safety information to non-English-speaking agricultural workers is in fiesta-like settings such as this event," said Kathy Pitts, Hispanic Theatre Project coordinator of the EWC Center for Farm Health and Safety.

New Language and Culture Center at East Tennessee State University

ETSU's Community Partnerships Program offers interdisciplinary learning and service opportunities to ETSU faculty and students in the Colleges of Arts and Sciences, Applied Science and Technology, Business and Education, along with the Center for Appalachian Studies and Services and the Division of Student Affairs.

The center is made possible through the Expanding Community Partnerships Program, which is funded by a grant awarded to ETSU by the WK Kellogg Foundation of Battle Creek, Mich.

Champlain Program Features Alvarez Novel

To develop a sense of community and introduce new students to academic life, Champlain College (Vt.) initiated a new across-the-college summer reading program.

Participating students, faculty, and staff were required to read Julia Alvarez's *Is the Time of Butterflies* by the first day of class. An afternoon was then devoted to discussions and activities related to the novel, which was inspired by the true story of three Dominican sisters who were murdered in 1960 for their part in a plot to overthrow their government.

Alvarez was scheduled to visit Champlain to read from and discuss her novel in mid-September.

**Rio Hondo Students Win at Welding**

Rio Hondo College (RHC) welding instructor George Gavela (pictured) announced that students Armando Robles, Jesus Fernandez, Samuel Vidana, Ramiro Montalvo, and Victor Hernandez won gold, silver, and bronze medals at the Vocational Industrial Clubs of America state competition in California.

RHC student Thomas Lopez, the California State welding champion, went on to compete nationally in Kansas City, Mo.

**Fernandez Twins Succeed at Texas A&M-Kingsville**

Twin sisters Kris (l.) and Rose Fernandez (r.) both graduated with honors in August at Texas A&M University-Kingsville with a major in biology and a minor in chemistry, having taken ten classes together.

Biology Professor Glenn Perrigo said, "The girls are dynamic and always full of energy. It was a pleasure working with them."

Aside from their studies, Kris was president of the student government association (SGA) and has been a lector at St. Martin Catholic Church; and Rose was SGA vice president and has participated in the church choir. Both were mentors to first-year students.

Their mother, Leonor Fernandez, said, "I am so happy that I raised two individuals with strong beliefs and a willingness to help others."

**Law School Association Supports Racial Justice and Diversity**

The Association of American Law Schools (AALS) announced two initiatives relating to President Clinton's summons to the legal profession to take steps to assure racial justice and diversity.

The AALS is developing a comprehensive strategic plan to promote diversity that will help law schools facing attacks on their diversity efforts. Help provide more access to law schools for persons of color and encourage young students to consider professional careers.

Also, the AALS calls upon law schools to provide opportunities for law students to volunteer their legal skills in their communities, enabling students to witness firsthand racial and economic injustice, confront ethnic and economic prejudices and misconceptions, and learn the importance of pro bono legal services.

La Raza Council and Bank of America Announce Initiative

Bank of America and the National Council of La Raza announced the bank's $20 million commitment to a new revolving loan fund that will help build wealth and assets in Hispanic communities across the country.

Bank of America's commitment is one of the single largest capitalizations of a Community Development Financial Institution (CDFI). The HOPE Fund, the only national Latino CDFI certified by the Department of the Treasury, will focus on providing loans to community development projects such as low-income housing, employment training centers, and charter schools.

**Houston Community College Becomes "Hispanic-Serving Institution"**

Houston Community College (HCC), the third largest community college system in the nation, has met the criteria to be designated a Hispanic-Serving Institution.

Analysis showed an increase of 482 students for the Spring 1999 semester compared to the spring semester enrollment in 1998. These numbers enabled HCC to meet the criteria for a Hispanic-Serving Institution by having at least 25 percent or more total Hispanic student enrollment. Hispanics make up 27 percent of the student body and are HCC's fastest growing student population.

The designation makes available additional resources, including grants specifically
geared toward meeting the needs of Hispanic students.

**Education Improvement Foundation Announces Grants**

The National Foundation for the Improvement of Education (NFIE) has made available as many as 50 grants to be awarded to public school teachers, higher education faculty, and educational support personnel nationwide in 1999-2000 through its Leadership Grants Program. The grants will help educators and support personnel deepen the extent of their knowledge, improve their teaching skills, and share their expertise with colleagues.

Successful applicants will receive one-year grants of $1,000 to be used for professional development activities of their choice. For more information, contact: NFIE, (202) 822-7840; Web site, <www.nfie.org>.

**Palo Alto Community Sponsors Fair**

The Palo Alto Community Coalition, including Palo Alto College (Texas), sponsored La Fiesta De Verano 99, a Community Resource Fair showcasing the pride of the Southside in July.

More than 40 service organizations provided information on education, legal, health, and family/youth issues. There was music, family entertainment, free books, special giveaways, and door prizes.

**Texas Confirms Formal System Status for University of North Texas**

The Texas Higher Education Coordinating Board has confirmed formal system status for the University of North Texas (UNT), making UNT one of only six public university systems in the state.

With more than 25,000 students on its main campus in Denton, and a growing Health Science Center in Fort Worth, UNT has been the leading public university in North Texas for years.

For the first time, UNT is offering classes through a System Center at Dallas that gives people living in southern Dallas and northern Ellis counties the first access to bachelor’s or master’s degree programs from a public institution in their area.

**In the News at William Paterson University**

- Four William Paterson University (WPU) students coordinated an all-day conference, "Women, Leadership, and Diversity," at the NJ institution to discuss common problems and issues. Barbara Brzic, Jessica Gonzalez, Leah Harris, and Stephanie Konicki hoped to inspire young women to "be stronger and reach for goals and success no matter what road they take."

- Felix Visseret, a WPU international exchange student, was a two-time winner at the Hunter College National Student Film Festival for Film, Video, and New Media held in New York.

- Sixteen WPU students participated in a Model United Nations Conference held at the University of Pennsylvania. Representing Cuba, the students were briefed on sanctions, human rights, and foreign policy.

**Rhode Island College Upward Bound Grant Renewed**

The Rhode Island College Upward Bound Program, one of the oldest programs of its kind in the country, has received a four-year renewal grant from the U.S. Department of Education. The grant, which will provide about $46,400 in each of the next four years, ensures the program’s continuation through the year 2003.

Upward Bound helps selected high school students improve their academic skills and motivation so that they can complete high school and graduate from college. The program is for students from low-income families who will be the first in their family to attend a four-year college, are U.S. citizens (or permanent residents), and are not over age 19 when accepted to the program.

**Alamo Parent-Child Scholarships Receives Support**

Continuing a unique program intended to establish a new generation of college-goers, the League of United Latin American Citizens Rey Feo Parent-Child Scholarships will provide $1,000 scholarships to 25 children of first-time parents for attending 12-18 years from now, a college of the Alamo Community College District (ACCD) in Texas. The scholarship money will be held in a trust fund until the recipient children graduate from high school.

The program also stresses two other components involving the parents of the recipient children. First, the parents will receive training and education from various local agencies to improve parenting skills. Also, the parents will be required to enroll in an ACCD program now and will receive assistance and counseling in places, resources, and services over high-speed networks. With two supernodes on the National Technology Grid, LVC is at the forefront of the nation’s supercomputing efforts.

Called "Chautauqua," a Seneca Indian word meaning meeting or gathering, the Alliance's meetings captured the spirit of the original Chautauqua movement of the early 20th century, when traveling educational meetings were used to spread information about new technologies and concepts.

**Coca-Cola Foundation Awards Grants**

Following are some of the grants awarded by the Coca-Cola Foundation during the first half of 1999:

- Mexican American Grocer’s Association Foundation (Los Angeles, Calif.)—$25,000 to support a scholarship fund for financially disadvantaged Hispanic students;

- New York University—As part of a multiyear commitment, $200,000 to continue support for programs associated with the King Juan Carlos I Center for Spanish Studies;

- Spoleto Festival, USA (Charleston, S.C.)—$25,000 for "educationSpoleto," to give school children the opportunity to experience this major cultural and arts festival;

- Universities of Denver, Hartford, Pennsylvania, and Washington, and Northeastern University—$100,000 each to continue support for the Keeping Kids in School dropout prevention programs.
securing college financial assistance through the ACCD.

Science Foundation Grants New Mexico $405,000

The National Science Foundation (NSF) approved the University of New Mexico (UNM) Center for Micro-Engineered Materials (CMEM) proposal to form a multi-university center by incorporation of the Rutgers University Center for Ceramics Research. In August, this new NSF Industry/University Cooperative Research Center (CERC), Ceramic and Composite Materials Center, became NSF/UNM/Rutgers UCRC. The NSF awarded UNM, the lead institution, a five-year research grant of $405,000.

The CMEM has been in operation at UNM for the last 10 years. Providing an industry-sponsored, pre-competitive research program, it remains UNM's focal point for materials research.

New Mexico Program for Underrepresented Students Receives Aid

The University of New Mexico (UNM) received a four-year, $800,000 grant to establish the Ronald E. McNair Postbaccalaureate Achievement Program, designed to increase the number of doctorates conferred to traditionally underrepresented, low-income, and first-generation students.

African American, Native American, and Hispanic student populations, where the number of potential graduate students is rising, are targeted for the program. In Fall 1998, students from these populations constituted some 44 percent of UNM's first-year class.

Hispanic Journalists Call for More Hispanic Students

The National Association of Hispanic Journalists (NAHJ) raised more than $135,000 from corporate and individual sponsors at the association's 10th Annual Ruben Salazar Scholarship Banquet.

The goal of the scholarship program, founded in 1986, is to increase the number of Hispanic students pursuing a degree in journalism. Last year, the NAHJ raised $120,000 at its banquet and awarded scholarships to 38 students.

Discussing the lack of diversity in newsrooms, The Miami Herald's publisher, Alberto Ibargüen, said, "In journalism today, the difficulty isn't the glass ceiling. It's the glass door. Too many newsroom doors are still effectively closed to minorities."

New Study Finds Benefits of Diversity

The Civil Rights Project at Harvard University (Mass.) recently released the results of a new Gallup poll survey of two of the nation's leading law schools—Harvard Law School and the University of Michigan Law School—that points to substantial benefits of diversity for all students, with particularly strong positive opportunities for White students.

The survey is important because it is the first to specifically link the impact of diversity with students' ability to develop knowledge and skills critical to their future success in the legal arena. A legal career depends upon the ability to consider complex and abstract concepts, to look at the same issue from a variety of different viewpoints, and to advocate for a variety of sides. This survey draws the connections between diversity and the development of these skills.

Jacksonville Receives Pre-Columbian Mayan Stelae

Jacksonville University's (Fla.) Alexander Brest Museum received a major addition to its holdings of Pre-Columbian art and artifacts this summer. Three Mayan stelae were transferred from the Jacksonville Museum of Contemporary Art to the Brest Museum in July. A generous gift from Dr. Walter Scott, the donor of the major portion of the university's current Pre-Columbian collection, made the transfer of the three pillars possible.

The three pieces, from the Ceibal area in Southwestern Guatemala, are replicas of monumental stone carvings. The Mayan Indians in the jungles of Central America between 840 AD.
Painting on the Page: Interartistic Approaches to Modern Hispanic Texts
by Rosemary Geisdoerfer Peal and Carlos Peal

This book devises critical strategies that combine psychoanalysis, feminism, semiotics, and philosophy to examine late 19th- and 20th-century Spanish and Spanish American literature in relation to painting and to larger questions of art and literary history.

1995
341 pgs.
$1295 paper
SIU Press
(800) 666-2211

The Great Whirl of Exile
by Leroy V. Quintana

This is a new collection of poems from Leroy Quintana, a leading voice in contemporary letters. Presently a professor of English at San Diego Mesa College, Quintana is known for his remarkable storytelling and his articulations of Chicano life.

May 1999
59 pgs.
ISBN 1-880684-60-8
$1295 paper
Curbstone Press
(800) 423-5110

The Day of the Moon
by Graciela Limón

In a dramatic new work, novelist Graciela Limón tells a story of forbidden loves: a tale that spans the 20th Century, across the Southwest from Mexico to Los Angeles, across skin colors, across the sexes, across religious boundaries, across life and death, and across four generations of a family named Betancourt.

April 1999
228 pgs.
ISBN 1-55885-224-3
$1295 paper
Arte Público Press
(800) 633-ARTE

The Big Banana
by Roberto Quesada

Eduardo Lin loves New York. Where else could an aspiring (if underemployed) Honduran actor possibly want to be? In this book, we follow the struggles of Eduardo, his gringo boss Charlie, his true love Mirian, and his many Latin American friends to survive in the Big Apple.

March 1999
248 pgs.
ISBN 1-55885-255-7
$1295 paper
Arte Público Press
(800) 633-ARTE

Culture Across Borders: Mexican Immigration and Popular Culture
David R. Maciel and María Herrera-Sobek, eds.

This book-length study analyzes and discusses art, folk songs, humor, and literary narratives inspired by the Mexican immigrant experience. Grassroots Border Zone popular culture is explored and interpreted.

1998
268 pgs.
$16.95 paper
University of Arizona Press
(800) 426-597

Nobody's Son: Notes from an American Life
by Luis Alberto Urrea

This book explores author Luis Alberto Urrea's quest for personal growth. It examines his desire to fit in with society, as a youngster of Mexican American heritage, as well as his attempts at self-discovery as an adult.

1998
194 pgs.
ISBN 0-8165-1865-3
$19.95 paper
University of Arizona Press
(800) 426-3797

Mestizo: The History, Culture and Politics of the Mexican and the Chicano—The Emerging Mestizo-Americans
by Arnoldo Carlos Vento

This text covers more than 2000 years, tracing the roots of the contemporary Mexican American. It utilizes the fields of history, political science, cultural anthropology, folklore, literature, sociolinguistics, Latin American studies, and ethnic studies.

1998
36 pgs.
ISBN 0-816-09204-1
$40.50 paper
University Press of America
(800) 462-6429
Globalization, Urbanization, and the State: Selected Studies on Contemporary Latin America
Satya R. Pattnayak, ed.

In this book, scholars address the social impact of the neoliberal economic and political strategies in Latin America.
1996
274 pgs.
$34.00 paper
University Press of America
(800) 462-6420

Initiatives on Access: Readings from the Journal of NAWE

Initiatives on Diversity: Readings from the Journal of NAWE

Initiatives on Leadership: Readings from the Journal of NAWE

Pillaging the Empire: Piracy in the Americas, 1500-1750
by Kris E. Lane

This introductory survey of maritime predation in the Americas from the age of Columbus to the reign of the Spanish king Philip V includes piracy, privateering (state-sponsored see-robery), and genuine war, are carried out by professional navies. Incorporating fascinating details, the book offers additional topical discussion on shipbuilding, sailors' diets, navigation, arms and armaments, and leisure activities.
1998
237 pgs.
ISBN 0-7656-0257-1
$19.95 paper
M.E. Sharpe
(800) 541-0563

Bitita’s Diary: The Childhood Memoirs of Carolina Maria de Jesus
Robert M. Levine, ed.

Carolina Maria de Jesus’ autobiographical memoir, ably translated by Emanuelle Oliviera and Beth Joan Vinkler, stands as one of the most compelling testimonies about race, class, status, and gender ever written about rural Latin America in the early 20th century. This book testifies to the hardships of lower-class black Brazilian women and reveals details about a world virtually unknown to contemporary Brazilians.
1998
163 pgs.
ISBN 0-7656-0212-1
$21.95 paper
M.E. Sharpe
(800) 541-0563

Videos

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

Cuba: The Broken Image

This program gathers together the most representative of exiled Cuban filmmakers, who recount their personal experiences of having to abandon their work and start a new life away from their country, culture, and natural environment.
(46 min., color)
Item #FFH 5866

Rigoberta Menchú: Día Sereno

In an interview conducted by journalist Carlos Pavon Veler, tireless human rights activist Rigoberta Menchú, in the natural, serene setting of her home in Guatemala, discusses her fight both for women’s rights and for those of her own Mayan Quiché people.
(Spanish with English subtitles, 24 min., color)
Item #FFH 8371

Songs of the Gauchos: An Argentine Journey

The very word “gaucho” conjures up romantic images of Argentina’s cowboys chasing wildly across the pampas, twirling and tossing their traditional “olas.” In this program, we meet several colorful gauchos who train horses and sing songs of freedom and loneliness—reflections of a vagabond lifestyle.
(54 min., color)
Item #FFH 7905
Women of Hope: Latinas Abriendo Camino

This program tells the story of Latina women in the United States through portraits of 12 unusual women who have broken new ground in their lives and achievements. The women share their stories in the context of their families, their common histories, and their careers. Among those featured are Miriam Colón, Nydia Velázquez, and Sandra Cisneros.

(29 min., color)
Item #FFH (658)

Education Connections '99
October 4-5
Study USA-Mexico '99
October 7-10

The U.S. Trade Center, Department of Commercial Service, and Kiva Exposions, Inc., are hosting the 2nd annual Study USA-Mexico '99 education fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's recruitment fairs not only focus on student recruitment but also promote dialogues between Mexican and American universities to initiate articulation agreements.

Contact: Charlotte Adams, (303) 51-9600; e-mail, <kivaexpo@mindspring.com>

USLHI—National Conference
October 7-10

The 15th Annual United States Hispanic Leadership Conference (USLHI): "Taking Responsibility: Making Latinos Count in America's New Majority". Sponsered by the U.S. Hispanic Leadership Institute (USLHI), the USLHI program focuses on empowerment, unity, pride, diversity, and community. At the Hyatt Regency McCormick Place in Chicago, Ill.

Contact: USLHI, (800) 950-5151; e-mail, <uslhi@aol.com>

SACNAS—National Conference
October 7-10

Society for Advancement of Chicanos and Native Americans in Science presents "Bridging the Gaps in Education." In Portland, Oregon.

Contact: SACNAS, (408) 459-0170; e-mail, <info@sacnas.org>; Web site, <www.sacnas.org>

University of South Carolina—"The Minority Student Today"
October 10-13

Conference on recruitment, retention, and success of the minority student today. Sponsored by the University of South Carolina Division of Regional Campuses and Continuing Education; in cooperation with University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 770-9544 or 770-9268; e-mail, <confs@gvm.sc.edu>; Web site, <www.sc.edu/coned/mst/hm>

Austin Community College
Telelearning '99
October 10-13

Telelearning '99: Education in Transition conference, hosted by Austin Community College; sponsored by the Telecourse People and Instructional Telecommunications Council; in cooperation with PBS Adult Learning Service. An annual conference to learn about the latest products and services in the growing field of distance education. In Austin, Texas.

Contact: Fran Pretty, (512) 436-1773; e-mail, <pretty_f@email.msn.com>; Web site, <www.sinclair.edu/community/itc>

Online Learning '99 International Conference and Performance Support '99 Exposition
October 17-20

The most innovative ways to develop and deliver online learning will be presented and demonstrated at these companion events sponsored by Lakewood Publications. At the Las Vegas Convention Center.

Contact: Tom Reedy or Walter Speer, (713) 966-0024; Web site, <www.lakewoodconferences.com>

UT-Austin—International Symposium
October 19-22

The Jack S. Blanton Museum of Art of the University of Texas-Austin is hosting "Representing Latin American/Latino Art in the New Millennium," a four-day international symposium for scholars and arts professionals. Participants will examine the role of Latin American/Latino art and curatorial practices in museums and cultural institutions.

Contact: (512) 471-8984; e-mail, <charrison@mail.utexas.edu>; Web site, <www.utexas.edu/cofa/rag/lita>.

CONFERENCES

Popular Culture Association and American Culture Association—Latin American Congress
September 20—October 2

In Puebla, Mexico.

Contact: Paul Rich, Hoover Institution, Stanford, CA 94305-6010; e-mail, <rich@hoover.stanford.edu>; Web site, <http://fenix.puc.udlap.mx/congress>

CUPA National Conference and Expo '99
October 5-6

CUPA (College and University Personnel Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial/planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.

Contact: Rebecca Mangan, (202) 229-0901 ext. 387; e-mail, <mangan@cupanei.cupa.org>; Web site, <www.cupa.org>
National MultiCultural Institute–Annual National Conference
October 21-24

The 14th annual national conference of the National MultiCultural Institute: “Embracing an Inclusive Society: The Challenge for the New Millennium.” Given the increasing diversity in the U.S., new skills and knowledge are required in such fields as workforce diversity, human resource management, education, and conflict resolution. At the Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: Institute, (202) 483-0700; e-mail, <nmci@nmci.org>; Web site, <www.nmci.org>.

New Jersey Project Fall Conference
October 22

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching’s 1999 fall conference is on the theme “Teaching Today’s Students,” with opening talk by Lee Knefelkamp of Teachers College followed by respondents’ panel and workshops. At New Jersey Institute of Technology, Newark.

Contact: NJProject, (973) 720-2296; e-mail, <nj_project@wpc.wiltpaterson.edu>; Web site, <www.wpunj.edu/tcp/njp/>.

National Higher Education Conference on Students of Color
October 27-31

“The Learning-Centered Environment: Students and Learning in the New Millennium.” Featured guests include Dr. Alfredo G. de los Santos, Jr., The Maricopa Community Colleges (Ariz.) at the Minneapolis Hilton & Towers, Minneapolis, Minn.

Contact: phone, (850) 222-1087/385-1747; e-mail, <cnjford@asl.com>; Web site, <www.collegesurvival@hmco.com>.

ACE: Educating a Nation (VII)
October 28-30

The American Council on Education’s Division of Access and Equity Programs’ Office of Minorities in Higher Education is sponsoring its 7th “Educating a Nation national conference on diversity and improving the participation of students of color in post-secondary education.

Contact: phone, (202) 939-3955; e-mail, <lachone_fuquay@ace.nche.edu>; Web site, <www.acenet.edu>.

NSH MBA–National Conference and Career Expo
October 28-30

The National Society of Hispanic MBAs’ 10th annual event, this year on the theme of “Elevate beyond Excellence: Face the Challenges.” Closing plenary speaker: Ray Suárez, host of Talk of the Nation. At the Adam’s Mark Hotel and Colorado Convention Center, Denver.

Contact: phone, (214) 267-4622; e-mail, <info@nshmba.org>; Web site, <www.nshmba.org>.

HACU–13th Annual Conference
October 30-November 2


CORRECTION

An article entitled “Cultural Diversity and Mental Health Training” published in the August 13, 1999 issue, the graduate degree granted by the Chicago School of Professional Psychology was erroneously identified as the Ph.D. The School grants the Psy.D. degree, which is quite different. We sincerely regret this error and any confusion we may have caused.
Book Review

by Mark Saad Saka


This is the story of Yamielth, one of thousands of Central American immigrants who have recently come to the United States, some legal, and some, like Yamielth, undocumented. The story of Yamielth is told by her friend Dianne Hart, who-chronicles Yamielth's many journeys and the contradictions that make up the life of someone who must decide to leave her or his homeland. In telling Yamielth's story, Hart chronicles the plight of all undocumented workers, such as running the risks of crossing the border, the dangers of city life in the U.S., and the difficulties of adjusting to a strange and highly individualistic culture. In addition to the difficulties of life in the U.S., Yamielth must also deal with the political environment in California, where, in 1994, the citizenry approved of Proposition 187, a law intended to deny to undocumented immigrants education, social services, and health care.

Yamielth's story begins in Esteli, Nicaragua, where, in 1995, she was born into a working-class family. During the 1980s, Yamielth supported the revolutionary Sandinista government in power in Nicaragua and served in the Asociación de Mujeres Nicaraguenses (The Association of Nicaraguan Women) and assisted women's cooperatives in protecting themselves against American-supported Contra attacks. Family and community values held Yamielth's world together as the day-to-day existence of Nicaraguans became increasingly precarious. At one point, her neighbors and extended family members financially assisted her so that she could provide her mother a decent burial. The effects of the wartime stresses on the Nicaraguan economy contributed to a spiraling inflation rate that made life for ordinary Nicaraguans increasingly difficult, and by the late 1980s, Yamielth decided to make the dangerous overland journey to the United States to join her sister Leticia, who was living in Los Angeles.

After days of traveling through Mexico, Yamielth paid a coyote to lead them across the border, and they finally arrived in L.A. Her life in America was more difficult than she could ever have imagined. Expecting a paradise where the streets were paved with gold, Yamielth soon found herself living in a roach-and-rat-infested apartment where the monthly rent exceeded four hundred dollars. Her neighborhood was violent and plagued with drug gangs, and they lived in fear of being robbed or even killed. Ironically, Yamielth left war-torn Nicaragua but found her life in the U.S. more dangerous. In Nicaragua, where community values remained strong, people often left their doors unlocked and walked the streets in comfort and relative freedom. In a much more competitive and individualistic society such as the United States, these community values seemed lacking or even nonexistent. Yamielth's life became more precarious when, during the Los Angeles Riots of 1992, it seemed as if the entire U.S. had erupted into a war of its own.

Contrary to popular media hype that often portrays immigrants as living off public handouts, Yamielth immediately began looking for work. She always maintained her dignity and self-respect. One of her early humiliating experiences came when she arrived at a cantina looking for work as a waitress only to find out that it served as a cover for an escort service. She quickly left and used that experience as a lesson. At another point, Yamielth worked as a housekeeper in Oregon. She eventually opened a bakery, and her sister and family helped in trying to make the business a success. Although the bakery failed, her efforts are a testimony to the resiliency of immigrants and demonstrate their work ethic and contribution to the United States. An interesting part of the book is when Yamielth decides not to obtain false documents because she feels that that would be dishonest. In other words, she did not consider the fact that she was an illegal alien to be a violation of the law, yet she did consider that lying would be dishonest. Azas, America needs more hardworking and honest citizens such as Yamielth!

This book is an excellent choice for use in the classroom, one that I have used many times in my "Hispanics in the United States" history class. Yamielth's experience allows us to appreciate the diversity of the Hispanic experience in the U.S. Hart puts a human face on a group of people whom the media often portray as some large, brown, faceless mass, a people whose very presence somehow threatens our "way of life." By reading Yamielth's story, students come to appreciate the rich contribution that all immigrants make to our country.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. He is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, Professor Saka has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.
The changing face of America’s business

It’s bright. It’s intelligent. It’s full of hope.
And, it’s definitely different from what it used to be.

Because, as the face of America changes, so changes the face of America’s business

Corporate America thoroughly understands that behind those faces are valuable
minds that reflect unique knowledge and viewpoints. And, it nurtures these minds
through something equally as valuable... the Consortium for Graduate Study in
Management. Through us, America’s most respected corporations provide
funding and support for the brightest and best African, Hispanic and Native
Americans, not just during your two years of study but throughout your career.

Equally as integral a part of the Consortium are the member universities that
our students will be attending — top schools whose generous contributions are
vital to the success of our program.

Yes, the face of American business is changing. And, as a result, so are its perspec-
tives, opinions and valued cultural backgrounds. A broader, wider, more diverse
corporate America is our commitment... and America’s future. Ready to face the
future? Visit our Web site or call the Consortium at (888) 653-4014.

This advertisement was made possible
through the generous donation of

Joseph E. Seagram & Sons, Inc.
www.seagram.com

A proud sponsor of the Consortium
for Graduate Study in Management

CONSORTIUM for GRADUATE STUDY in MANAGEMENT

Member Universities: University of California at Berkeley • Dartmouth College • Indiana University
Bloomington • University of Michigan Arts-Ann Arbor • New York University • University of North Carolina at
Chapel Hill • University of Rochester • University of South Carolina • University of Texas at Austin •
University of Virginia • Washington University in St. Louis • University of Wisconsin-Madison

www.cgsm.wustl.edu:8010
Find Yourself Here...
where an excellent education is part of every student's life.

St. Joseph's COLLEGE
NEW YORK

Brooklyn Campus
245 Clinton Ave.
718-636-8868

Patchogue Campus
155 W. Roe Blvd.
516-447-5219
www.sjcnyc.edu

CALL FOR PAPERS
National Association
of Hispanic and Latino Studies

National Conference
February 21-26, 2000
Houston, Texas

Abstracts must be postmarked by:
November 23, 1999

Send Abstracts To:
Dr. Lemuel Berry, Jr.
Executive Director, NANAS
Morehead State University
212 Rader Hall
Morehead, KY 40351
Telephone: (606) 783-2650
Fax: (606) 783-6046
THE UNIVERSITY OF MICHIGAN

Horace H. Rackham
School of Graduate Studies
Office of Fellowship and Recruitment Programs

GRADUATE FELLOWSHIP PROGRAMS

Qualified individuals should apply now for Fall 2000 admission. Fellowships are available on a merit and need basis for Masters and Doctoral programs. For further information contact:

Fellowship & Recruitment Programs
The University of Michigan
915 East Washington Street
Room 128 Rackham
Ann Arbor, Michigan 48109-1070
734/764-8119
800/521-2830
FAX: 734/647-2815
E-mail: flwshipt@rackham.umich.edu
http://www.rackham.umich.edu

THOMAS EDISON
STATE COLLEGE

Higher Education. For Adults with Higher Expectations.

UNIVERSITY OF FLORIDA

DEAN, COLLEGE OF ENGINEERING

The University of Florida invites nominations and applications for the position of Dean of the College of Engineering. The College, which enrolls about 5,600 (4,000 undergraduate; and 1,600 graduate) of the University's 43,000 students, consists of twelve degree granting departments with 285 faculty and is one of the University's premier colleges. The college ranks 13th among the nation's public engineering programs in the attraction of research support (about $37 million in research expenditures in 1997-98).

The University of Florida, the state's oldest and largest university, is one of the nation's most comprehensive institutions of higher education. The university is a land-grant university and a member of the Association of American Universities. The Dean of Engineering is the chief academic officer of the college and is responsible for all facets of the college's performance. The Dean serves on a variety of university-wide committees and boards and represents the university in many national and international organizations. Also, the Dean will hold a tenured academic appointment in the appropriate department in the College of Engineering, University of Florida.

Candidates must have an earned doctorate, a distinguished record of scholarly accomplishments, and appropriate administrative experience. The salary is nationally competitive.

The deadline for nominations is Friday, October 15, 1999, and the deadline for applications is Friday, October 29, 1999. Interested candidates should forward a letter addressing his or her qualifications, a resume, and the names, addresses and telephone numbers of five references to:

Vice President Michael V. Martin, Chair
Search and Screen Committee
P.O. Box 110180
University of Florida
Gainesville, FL 32611-0180
Email: MVM@GVUFAS.UFL.EDU
Phone: 352-392-1971

Washington University Creates Annika Rodriguez Scholarship for Hispanic Students

Washington University in St. Louis is proud to offer up to five full-tuition scholarships for four years of undergraduate study to outstanding Hispanic students. This scholarship honors Annika Rodriguez, a young знамка who was tragically killed in an accident while working for the Peace Corps in Honduras. The scholarship is in addition to the $40 million in scholarships awarded annually to Washington University Undergraduate Students.

For Information and Application Contact:
Rodriguez Scholarship Committee
Washington University
Campus Box 1089
One Brookings Drive
St. Louis, MO 63130-4899
(314) 935-6000 or (800) 638-0700
admissions@wustl.edu * www.wustl.edu
**The Law School**

of the University of Southern California

**POSITION DESCRIPTION - DEAN OF THE SCHOOL**

The University of Southern California is inviting applications and nominations for the position of Dean of the Law School. The University is located in Los Angeles and is one of the nation's premier private research universities. USC Law School was the first law school established in the southwestern United States, and is now a national law school serving a student body drawn from over 100 undergraduate institutions distributed throughout the nation. It is one of the preeminent law schools in California, and is typically rated among the top 15 or 20 in the country.

USC Law School is relatively small, with an average class size of approximately 200 students and a total enrollment of 600. It has approximately 35 full-time faculty, many of whom have advanced degrees in addition to law and are recognized nationally as experts in their respective fields. The Law School's endowment is among the ten largest for private American law schools. The Law School's primary mission is facilitating the production of quality scholarship by its faculty, and training students for the bar, bench and other pursuits to which knowledge about law and the legal system is relevant.

The Dean of the USC Law School is its academic leader and chief administrative officer, and reports directly to the Provost of the University. The responsibilities of the job include: leading the recruitment, development, and retention of talented faculty; promoting excellence in the School's educational and scholarly functions; planning and managing fiscal matters; leading the School's fundraising efforts; and maintaining supportive relationships with alumni and with other members of the local bar and bench.

Nominations and applications should be sent to: Randolph Westerfield, Search Committee Chair, via Office of the Provost, University of Southern California, Bovard Administration Building, Room 202 - MC 4019, Los Angeles, CA 90089-0419. Applications should include: a letter describing the candidate's qualifications for this position; a curriculum vitae; list of names, addresses and telephone numbers of three references. Questions may be directed to Bill Strippoli, Director of Information Resources, Office of the Provost (213-740-0917, 213-740-1782 (fax), strippoli@usc.edu). Review of applications and nominations will begin immediately and will continue until the position is filled.

USC is proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women. USC actively seeks nominations of and applications from qualified individuals from the broadest possible community.

(AAEBO)

---

**UNIVERSITY OF DENVER**

**DEPARTMENT OF PSYCHOLOGY**

An open, tenure-track position in Child Clinical Psychology to begin Fall 2000. The primary requirement for this position is excellence in research and teaching. We are particularly encouraged to receive applications from individuals with interests in developmental psychopathology, multicultural research, or pediatric psychology, but will seriously consider candidates with other interests relevant to Child Clinical Psychology. Send a letter of interest, vita, at least three letters of recommendation, and reproductions of all publications to: Child Clinical Search Committee, Department of Psychology, University of Denver, Denver, CO 80208. We will give priority to applications received by December 1, 1999. We will consider applications until the position is filled.

The University of Denver is committed to enhancing the diversity of its faculty and student body and encourages applications particularly from women, minorities, veterans, and people with disabilities.

---

**2000 HACKMAN RESEARCH RESIDENCY AWARDS**

**AT THE NEW YORK STATE ARCHIVES**

**DEADLINE:** January 31, 2000

Generally $1,500-$2,500 a month for advanced research at New York history, government, or public policy. Applications working on doctoral dissertations and those at the postdoctoral level are particularly encouraged to apply, but any advanced research will be considered.

**FURTHER INFORMATION**

NYS Archives Partnership Trust, Cultural Education Center, Suite 9C49, Albany, NY 12230. 518-473-7091, jrandberg@mail.nysed.gov.


Funded by The Henry Luce Foundation, Inc.

---

**Things are looking up...**

for Janet Moldstad, a doctoral student at Walden University. Through flexible, distance delivery, Janet is earning a Ph.D. with minimal disruption to her life. If you desire an advanced degree but don’t want to put career and family on hold while you earn it, consider Walden. The University is regionally accredited and has been providing quality graduate education at a distance for 30 years. Let a graduate degree pave the way to personal fulfillment and career advancement. Check into the national leader in distance-delivered graduate education — things could be looking up to you, too!

Graduate programs are offered in:
- Management (Ph.D.)
- Education (M.S./Ph.D.)
- Psychology (M.S./Ph.D.)
- Health Services (Ph.D.)
- Human Services (Ph.D.)

For details:
- Call 1-800-444-6795, ext. 500
- Visit www.waldenu.edu
- E-mail request@waldenu.edu

Walden University
155 Fifth Avenue South
Minneapolis, MN 55401
SOCIOLOGY OF GENDER
Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position in Gender at the Assistant Professor level, anticipated to begin in the Fall 2000. Additional expertise in one or more of the following areas would be desirable: family, race and ethnicity, or research methods.

Responsibilities: may include inter alia, Sociology of Gender, Sociology of the Family, Race and Ethnicity, and Research Methods. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching evidence of scholarship, an earned doctorate in Sociology by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop as independent and ongoing research program.

Send applications to: Michael J. Webber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

GLOBALIZATION
Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position at the Assistant Professor level, anticipated to begin in the Fall 2000. We are interested in candidates who specialize in any aspect of globalization, including global environment, international trade, international migration, development under development, border studies, multinationals and the international division of labor, women in development, cultural globalization, inequality, etc.

Responsibilities: may include inter alia, Globalization, Global Population and Consumption, Environmental Sociology, Global Inequality, Women in Development, Environmental Racism as well as general Sociology courses. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in Sociology by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: Michael J. Webber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

PUBLIC RELATIONS
Pending approval and funding, the University of San Francisco invites applications for a tenure-track position in Public Relations at the Assistant Professor level, anticipated to begin in the Fall 2000.

Responsibilities: may include inter alia, Public Relations Writing, Public Relations Theory, Public Relations Research and Campaigns, Public Speaking, and other courses according to the candidate's specialty. Competency in related areas, such as advertising and organizational communication is also desirable. The faculty member will assist in building a public relations program, develop and advise the PRSSA chapter, and assist with Public Relations internships. Because the University of San Francisco is a Jesuit institution situated in a culturally diverse region, the new program will emphasize nonprofit and international PR. Professional public relations experience in either of these areas is extremely desirable.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: Rhonda Parker, Chair, Public Relations Search Committee, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

COORDINATOR OF EXPOSITORY WRITING
Pending approval and funding, the Department of Communication Studies at the University of San Francisco invites applications for a full time tenure-track position in Expository Writing at the Assistant or Associate Professor level, anticipated to begin in the Fall, 2000. The Department of Communication Studies incorporates English as a Second Language, Expository Writing, and Speech/Rhetoric.

Responsibilities include: Coordinating the undergraduate Expository Writing program, teaching two to three expository writing courses per year and collaborating with other Communication Studies faculty to advance curriculum development and to integrate speech and writing as communication skills.

Qualifications: University teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, academic program administrative experience, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: Stephanie Vandrick, Chair, Expository Writing Search Committee, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8000 students in the arts and sciences, business, education, nursing, law, and professional studies. The University is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment.

INTERNATIONAL MEDIA/VIDEO OR MULTIMEDIA PRODUCTION
Pending approval and funding, the Media Studies Program at the University of San Francisco invites applications for a tenure-track position in International Media with a second specialization in Production, at the Assistant Professor level, anticipated to begin in the Fall 2000.

Responsibilities: may include inter alia, International Media, Media and Globalization, Media and New Technology and/or Video or Multimedia Production, and other courses according to the candidate's specialty. Competency in one or more of the following core courses is also necessary: Media and Society, Media Institutions, Media Law and Policy, Media Theory, Media Audience.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required.

Send applications to: Bernadette Barker-Plummer, Chair, International Media Search Committee, Department of Media Studies, University of San Francisco, 2130 Fulton Street, Harvey 243, San Francisco, CA 94117-1080.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation. Applications must be received by October 15, 1999, in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment.

USF is an Equal Opportunity and Affirmative Action Employer and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.
MICHIGAN STATE UNIVERSITY

POSITION: Inviting applications for the position of Chairperson of the Department of Art at Michigan State University. Department includes 27 tenure-stream faculty and 300 majors in BA, BFA, MA, and MFA programs in the History of Art, Studio Art, and Art Education. Resides in the College of Arts and Letters at Michigan State University, a premier land-grant, A4U university enrolling over 40,000 students. A tenure-stream, 12-month basis appointment.

DUTIES: Provide leadership and promote a creative environment for instruction, research, and outreach activities. Oversee faculty, technology, and personnel management. Serve as an advocate for the arts. Be responsible for program planning, budgeting, curriculum, recruitment, student admissions, fund raising, and alumni relations. Cultivate a strong working relationship with the Kress Art Museum, as well as with the Center for Integrative Studies in Arts and Humanities, the MSU Museum, the Fine Arts Library, and other academic units within the college and across the university.

QUALIFICATIONS: Credentials appropriate for a tenured faculty appointment at the rank of Full Professor. Prospectus experience. An understanding of and sensitivity to creative, scholarly, pedagogical, and outreach issues related to history of art, studio art, and art education. A history that includes a commitment and demonstrated accomplishment in creative and scholarly activities appropriate to area of expertise.

APPLICATIONS: Due November 15, 1999. Position to begin July, 2000. Women and minorities are encouraged to apply. Send a letter of application, vita, the names of three references, a statement of administrative philosophy, experiences, and vision, and any evidence of creative and scholarly work appropriate to your area of expertise to:

Kari Wolter, Chair
Chairperson Search Committee
Department of Art
Michigan State University
123 Kress Art Center
East Lansing, MI 48924-1119
Telephone: (517) 355-7610
(References will be contacted only at a later stage in consideration.)

Michigan State University is an Affirmative Action/Equal Opportunity Institution. Persons with disabilities have the right to request and receive reasonable accommodation.

New York University

ASSISTANT DEAN

Gallatin School of Individualized Study

The Gallatin School of Individualized Study of New York University seeks an Assistant Dean to work closely with the Dean and Associate Dean on several aspects of the School’s operations. The Assistant Dean works with the professional staff and faculty to oversee the preparation and administration of the budget (generating enrollment forecasts, organizing the planning of expenditures in various categories, managing the financial procedures and record-keeping) and serves as the School's liaison to the central administration for budget-related matters; oversees the planning, allocation and improvement of space and facilities, including office renovations and capital projects; and oversees the planning and implementation of technology systems in the School, especially computer equipment and networks. The Assistant Dean represents the Gallatin School and the Dean on various University committees and at public functions, maintains cooperative relations with other University units, and performs other general administrative tasks.

Requirements are a Master’s degree, five years in administration and budget management, preferably in higher education or the non-profit sector, and expertise in computer technology. Successful candidates will possess excellent organizational, management, communications and interpersonal skills.

Founded in 1972, Gallatin is a school of 1,100 students within a major research university. Its innovative, nationally recognized B.A. and M.A. programs in individualized study encourage students to develop an integrat ed, multidisciplinary program of study that combines courses in the various schools of NYU with independent studies, internships and Gallatin’s own interdisciplinary seminars and arts workshops. The School emphasizes excellent teaching, intensive student advisement and mentoring, and a unique combination of program flexibility and academic rigor.

The salary for the Assistant Dean is competitive, and the preferred starting date is November 1, 1999. Applications (a letter of interest and a current vita) and nominations should be sent by September 15, 1999 to: David Moore, Associate Dean, Gallatin School of Individualized Study, New York University, 715 Broadway, New York, New York 10003.

NYU encourages applications from women and members of minority groups.

California State University, Bakersfield

DEAN OF THE SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

POSITION ANNOUNCEMENT

California State University, Bakersfield

DESCRIPTION: California State University, Bakersfield (CSUB) invites applications and nominations for the position of Dean of the School of Business & Public Administration. CSUB was founded in 1968 and is one of the twenty-two campuses in the California State University System. The campus serves the metropolitan Bakersfield population of 300,000 and a growing and diverse population of 790,000 people who live primarily in the Southern San Joaquin Valley. Oil and agriculture are traditional mainstays of the economy, but recently light industry and service businesses have brought new jobs and people to the area. The relatively low cost of housing and the region's proximity to the major population and recreation areas of the state are attractive features.

The University is composed of three schools: Arts and Sciences, Education, and Business & Public Administration. The School of Business & Public Administration offers undergraduate and master's degrees in business administration and in public administration. Business degrees are accredited by AACSB, and the graduate degree in public administration is accredited by NASPA. The School is organized into the departments of Accounting and Finance, Management, and Marketing, and Public Policy and Administration. A new classroom/office building, including a community financed Leadership Development Center, is being planned for construction during the next two years, which will be a new home for the growing School of Business and Public Administration. CSUB is also significantly engaged in applications of technology to teaching and learning, and in distance education.

The University has a growing enrollment which is presently at about 5,600 for an annual average of 4,800 full-time equivalent students. About twenty percent of CSUB's students major in programs offered by the School of Business and Public Administration. The Dean will enjoy the opportunity to work new facilities, strong community support, and change due to growth and restructuring.

RESPONSIBILITIES: The Dean is expected to provide leadership for the School of Business & Public Administration in the areas of teaching, academic planning, research, and community relations and support. The school plays an important role in the local business community. The Dean is responsible for all budgeting, personnel, and instructional services, and administers all curricular and academic support programs in the School. The Dean is expected to work closely with faculty in curricular matters and to provide significant leadership in the development of strong and innovative academic programs. The Dean reports to the Provost and Vice President for Academic Affairs and represents the School to the University, external professional communities, local, state, and national agencies, and the regional community.

QUALIFICATIONS:

- An earned doctorate and a record of teaching excellence and scholarly achievement or other qualifications sufficient to merit an advanced rank appointment.
- Demonstrated administrative experience leading to the dean's level of responsibility.
- Demonstrated experience in the acquisition of external funding.
- Proven ability to work with faculty, students, other administrators, and members of the community.
- Competence to assume a leadership role in a public institution of higher education.

APPLICATIONS: For maximum consideration, deadline for receipt of application materials is November 1, 1999. The appointment is expected to begin by August 1, 2000. Salary and benefits are competitive and commensurate with experience and qualifications. Nominations, letters of application with resumes, and names of at least four references should be sent to:

Chair, Search Committee
Dean of Business & Public Administration
Office of the Provost and Vice President for Academic Affairs
California State University, Bakersfield
5001 Stockdale Highway
Bakersfield, California 93311-1009

CSUB fosters and appreciates ethnic and cultural diversity among its faculty, students, and administrative staff. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome. For additional information about CSUB please refer to CSU Home Page ([http://www.csusb.edu](http://www.csusb.edu)).
Daytona Beach Community College is a public, multi-campus, comprehensive community college which serves approximately 10,000 full-time equivalent and 33,000 headcount students. It is home to the Southeast Museum of Photography.

ADMINISTRATION

DIRECTOR OF ASSESSMENT SERVICES: Master's degree in Education or related field required, Doctorate preferred. Experience with standard assessment Instruments, practices and techniques, demonstrated competence and experience with computer technology required. Responsible for coordination and supervision of all activities related to the delivery of assessment services.

DIRECTOR OF RESOURCE DEVELOPMENT: Master's degree required and a minimum of five years demonstrated successful experience in grants and resource development. The office is responsible for the funding source identification, budget preparation and the proposal process. Proven record of achievement. Excellent proposal writing and communication skills. Ability to work in participatory management framework. Must be able to facilitate teamwork approach to proposal development with faculty and staff. Responsible for the review and research of appropriate publications, literature, and Internet regarding grant opportunities; establishment of personal contacts with state and federal officials representing funding agencies; and work with faculty and staff to develop, incubate, discuss and share ideas for enhancements through grant opportunities.

FACULTY

All Faculty positions are full-time, tenure track, nine-month positions with a comprehensive benefits package. It is anticipated that positions will begin no later than January 2000. Probable appointment at Instructor to Associate Professor level.

ENGLISH: Master's degree in English with emphasis on composition and literature.

ENGLISH LANGUAGE INSTITUTE: Master's degree in TESOL. English or related field, TESOL teaching experience. TESOL certification preferred.

MATHEMATICS: Master's degree in Mathematics or related area with at least eighteen graduate hours in mathematics. Ability to teach developmental math through calculus.

DEADLINE TO APPLY: All positions are open until filled.

SALARY: Competitive salary commensurate with experience.

Interested candidates should forward a letter of interest, current vita, a completed BCC Employment Application, copies of transcripts and the names, address and telephone numbers of at least three professional references to the address below.

HUMAN RESOURCES DEPARTMENT
1200 W. International Speedway Boulevard, Daytona Beach, FL 32114
Fax: 904-254-4482 * E-mail: jobs@dbccc.fls * WEB: http://www.dbccc.fls
DAYTONA BEACH COMMUNITY COLLEGE IS AN EQUAL OPPORTUNITY/ADA EMPLOYER AND MINORITIES STRONGLY ENCOURAGED TO APPLY

THE UNIVERSITY OF MICHIGAN
TAUBMAN COLLEGE OF ARCHITECTURE + URBAN PLANNING

ARCHITECTURE PROGRAM

The Architecture Program is seeking to appoint up to four tenure-track faculty in the following areas: design studio, structural design, design theory, construction technology and/or computer applications. Applicants should have a professional degree (B.Arch., M.Arch. or its equivalent) and experience in practice or a Record of research and scholarly work. Applicants who can teach design studio in addition to one or two areas of expertise are preferred. The ability to contribute to doctoral studies is also desirable.

FELLOWSHIPS

The Architecture Program also offers three one-year teaching fellowships to the William Muschenheim Fellowship for individuals wishing to begin an academic career, the Walter B. Sanders Fellowship for experienced practitioners, and the Willard A. Ombs publication Fellowship for individuals interested in building science and design. Fellows are expected to spend one academic year in residence.

DOCTORS PROGRAM

The Doctoral Program in Architecture is seeking to appoint a Chair for its Doctoral Program in Architecture. One of the first doctoral programs in architecture, it currently has four areas of specialization: History and Theory, Environment and Behavior, Design Process and Methods, and Building and Environmental Technology. The Chair, a tenure faculty member, must have a record of outstanding pedagogy, scholarship and research, and is expected to be an academic leader. A doctoral degree or its equivalent is required. Email: docsarch@umich.edu

URBAN DESIGN PROGRAM

The Taubman College of Architecture is seeking a tenure-track, post-professional Master of Urban Design degree program, scheduled to offer courses in the fall term of 2000. It is envisioned that a related research community center will also be established. Up to two tenure-track faculty members are being recruited, one for a leadership position as Director of the program and/or research community center. Applicants should be experienced in urban design practice and theory and should have at least twelve years of professional experience in the fields of city planning, environmental planning, landscape architecture and urban design.

U.S. REGIONAL PLANNING PROGRAM

The Urban and Regional Planning Program intends to make one or two faculty appointments at any rank to begin in fall 2000. We seek faculty with expertise in community development planning, geographic information systems (GIS), and transportation planning. We welcome applicants who combine research using GIS with specializations in areas of planning. We invite candidates who have either international and domestic interests. A Ph.D. in planning or a related field is highly desirable. The Urban and Regional Planning Program offers a professional master's degree in urban planning as well as an interdisciplinary Ph.D. in Urban, Technological, and Environmental Planning. Applicants should have expertise in educating both professionally-oriented students and future scholars. Faculty at the University of Michigan are expected to be highly recognized for their scholarly and creative work.

The University of Michigan is an affirmative action/ equal opportunity employer.

Assistant Professor
MODERN EUROPEAN HISTORY

DePaul University’s department of history seeks applicants for a tenure track position (assistant level) in eighteenth/nineteenth-century continental western Europe. The successful applicant must have at least two published book-length works and be willing to teach in interdisciplinary programs. The ability to teach European women’s and/or Russian history is highly desirable. Commitment to undergraduate education and publications or strong scholarly potential is required. Ph.D. must be completed by August 2000. Send letter of application, C.V. and three references to Chair, European History Search Committee, History Department, DePaul University, 2222 North Kenmore Avenue, Chicago, IL 60614-3216. Deadline: November 15, 2000. Interviews will be held at the American Historical Association annual meeting, December 1, 1999.

Send materials and address inquiries to Chair, History Department, DePaul University, 2222 North Kenmore Avenue, Chicago, IL 60614-3216. Deadline: November 15, 2000. Interviews will be held at the AHA annual meeting, December 1, 1999.

DePaul University is committed to diversity in education and employment.

www.depaul.edu/hr/
LATINO/LATINA POLITICS

The Department of Political Science and the Interdisciplinary Program in Chicano/Latino Studies at the University of California, Irvine invite applications for an experienced Assistant Professor or junior Associate Professor position. This tenure track or tenured position will be a joint appointment between the Department and the Program. Candidates should have strong research and teaching interests in Latin American politics, preferably with substantial experience with empirically grounded research. There is preference for scholars investigating the Latino/Latina experience in California and the southwestern United States. Specific topics are open but include gender, race, democracy, immigration, and public policy issues. A comparative approach to inquiry is highly desirable. The successful applicant will be expected to be actively involved in the research activities of the Center for the Study of Latinos in Global Societies. Ph.D. is required. Applications should be received by October 15, 1999. The University of California is an affirmative action/equal opportunity employer and particularly welcomes applications from minorities and women. Interested applicants should submit a cover letter, vitae, and three letters of reference to: Chair, Chicano/Latino Studies Search Committee, Department of Political Science, 3151 Social Sciences Plaza, University of California, Irvine, CA 92697-5100. E-mail: skirkens@uci.edu

THE UNIVERSITY OF MICHIGAN-DEARBORN

CHANCELLOR

Nominations and applications are invited for the position of chancellor of the University of Michigan-Dearborn, an interactive, student-centered institution committed to excellence in education, research, and service. The University of Michigan-Dearborn is one of three campuses of the University of Michigan, and is located on 196 acres of the former estate of automotive pioneer, Henry Ford. Grounded in the liberal arts and sciences, UM-Dearborn is a thriving educational community that offers high-quality, accessible undergraduate, graduate, professional, and continuing education programs to a diverse and talented student body primarily from southeastern Michigan. The campus comprises four academic units: the College of Arts, Sciences, and Letters; the College of Engineering and Computer Sciences; the School of Education; and the School of Management. One-third of the campus, more than 70 acres, is maintained as one of the largest natural areas in metropolitan Detroit, serving as a research and teaching facility. The campus serves more than 8,000 full-time, part-time, commuting students; 7,000 undergraduates and 1,600 graduate students.

The Chancellor of the University of Michigan-Dearborn, under the general direction of the President of the University of Michigan, serves as the chief administrator for this campus of 829 full-time and part-time faculty and staff. The Chancellor exercises broad delegated powers and is responsible for all aspects of campus administration. We seek a chancellor who is committed to excellence in education and scholarship. Candidates should have outstanding leadership ability; substantial administrative experience in higher education; deep appreciation of academic values; the ability to effectively represent the UM-Dearborn to its constituencies and to the state legislature; experience in working with an urban, multi-cultural community; understanding of the appropriate public service roles of an urban, regional university; and demonstrated ability in fund-raising.

Nominations and applications, including a letter describing qualifications for and interest in the position and a current curriculum vitae should be sent to: Professor Sidney Bolkosky, Chair Search Advisory Committee for the Chancellor University of Michigan-Dearborn 1070 Administration Building 4901 Evergreen Road Dearborn, MI 48128-1491 Fax: 313-593-5204 Phone: 313-593-5500 E-Mail: und_chancellor_search@umich.edu

Candidates are also encouraged to check for more information and for updates at the search website: www.umich.edu/pres/chancellor_search.

The University of Michigan treats inquiries, nominations, and applications for this position and others in a confidential manner. Applicants should confirm in their letters that they wish their applications to be kept confidential.

The University of Michigan is an equal opportunity, affirmative action employer and actively seeks the applications and nominations of qualified women and minorities.
FACULTY POSITIONS

Located on an attractive campus in the heart of Boston, Northeastern University is a premier research University that is student-centered, practice-oriented and urban. Founded in 1898 and the world leader in cooperative education, Northeastern offers Bachelor's, Master's, and Doctoral degrees to approximately 27,000 full-time and part-time students in eight colleges. Applications are invited for the following tenure-track faculty positions. Requirements include a strong commitment to teaching and research and tenure-track or tenurable at the assistant/associate professor level.

<table>
<thead>
<tr>
<th>ARTS AND SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Studies</strong> - Chair, candidates should be tenurable at the Associate or Full Professor level.</td>
</tr>
<tr>
<td><strong>Anthropology</strong> - Cultural</td>
</tr>
<tr>
<td><strong>Sociology</strong> - Aging, Medical, Urban, Race &amp; Ethnicity, Social Inequality, Violence/Social Conflict</td>
</tr>
<tr>
<td><strong>Economics</strong> - Urban</td>
</tr>
<tr>
<td><strong>English</strong> - Technical Writing</td>
</tr>
<tr>
<td><strong>Political Science</strong> - Comparative Politics, Western Europe, Latin America</td>
</tr>
<tr>
<td><strong>Education</strong> - Elementary/Early Childhood, Curriculum &amp; Instruction, Science, Math Education</td>
</tr>
<tr>
<td><strong>Biology</strong> - Microbiology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BUSINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting</strong> - Corporate, Managerial</td>
</tr>
<tr>
<td><strong>Finance</strong> - Corporate</td>
</tr>
<tr>
<td><strong>Marketing</strong> - Retail, Consumer Behavior</td>
</tr>
<tr>
<td><strong>Management</strong> - International, Strategy, Entrepreneurship</td>
</tr>
<tr>
<td><strong>MIS</strong> - Telecom, Database</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGINEERING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Civil</strong> - Environmental</td>
</tr>
<tr>
<td><strong>Electrical and Computer</strong> - Computer</td>
</tr>
<tr>
<td><strong>Chemical</strong> - Biotechnology, Materials</td>
</tr>
<tr>
<td><strong>Technology</strong> - Computer Technology</td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
</tr>
<tr>
<td><strong>Athletic Training</strong> - Pharmacy Practice</td>
</tr>
<tr>
<td><strong>Physical Therapy</strong></td>
</tr>
<tr>
<td><strong>Speech-Language Pathology and Audiology</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOUVE HEALTH SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer Science</strong></td>
</tr>
<tr>
<td><strong>Criminal Justice</strong></td>
</tr>
</tbody>
</table>

Please send letter of application (indicating position of interest) and CV to: Provost Office, 112 Hayden Hall, Faculty Postings, Northeastern University, 360 Huntington Avenue, Boston, MA 02115.

Northeastern University is an Equal Opportunity/Affirmative Action, Title IX Employer.

DEAN

College of Education

The University of Florida invites nominations and applications for the position of Dean of the College of Education. The Dean of Education is the chief academic officer of the college and is responsible for all facets of the college's performance. Candidates must have an earned doctorate, a distinguished record of scholarly accomplishments, and appropriate administrative experience. The Dean should have the qualifications necessary to hold a tenured academic appointment in the appropriate department in the College of Education, University of Florida. Salary will be commensurate with experience and other qualifications.

The deadline for nominations is Friday, October 15, 1999, and the deadline for applications is Monday, November 1, 1999. Interested candidates should forward a letter addressing his or her qualifications, a current curriculum vitae and the names, addresses and telephone numbers of five references to:

Will Harrison, Chair
Search and Screen Committee
R.O. Box 117390
University of Florida
Gainesville, FL 32611-0180
DEAN, A. JAMES CLARK
SCHOOL OF ENGINEERING
University of Maryland, College Park

The University of Maryland invites applications and nominations for the position of Dean of the A. James Clark School of Engineering. The School has the fastest rising reputation for excellence among engineering schools as illustrated by rankings in, for example, U.S. News and World Report. The Dean is expected to provide innovative leadership to build upon the outstanding research and educational activities within the School.

The University of Maryland, College Park, is a comprehensive Carnegie I, public university with almost 33,000 students in baccalaureate, master's and doctoral programs. It is located on a 350 acre campus just outside Washington, D.C. The School is composed of the Departments of Aerospace Engineering, Chemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Fire Protection Engineering, Materials and Nuclear Engineering, Mechanical Engineering, as well as the Institute for Systems Research and the Engineering Research Center. Further information on the School may be found at <http://www. enr.umd.edu>.

The Dean has responsibility for approximately 200 faculty, 2,800 undergraduate students, 1,200 graduate students, and an annual state budget of approximately $37 million. The School has experienced substantial growth in research productivity over the past several years and currently conducts a thriving and diversified $60 million per year program. The School also supports an array of continuing education programs and televised distance learning programs. Through a highly successful Technology Advancement Program (TAP) and a number of other activities, the School maintains an active outreach program with local industry. The primary responsibilities of the Dean's position include academic leadership, fund raising, maintaining and enhancing relations with alumni and government and industrial partners, and administrative oversight and direction. Candidates should have qualifications for a tenured full professorship in one of the School's departments, a distinguished record of scholarly achievement, a strong commitment to excellence in teaching, research, and service, demonstrated administrative ability and excellent interpersonal and communications skills, and a demonstrated commitment to diversity. The Dean reports directly to the Senior Vice President for Academic Affairs and Provost, the chief academic officer for the University.

Applicants and nominees should submit a letter of interest, curriculum vitae, and the names, addresses and telephone numbers of at least four persons who can be contacted by the search committee for references. For best consideration, all materials should be received by November 1, 1999. Nominations are encouraged and will be received at any time. Please send all materials to:

Search Committee for Dean of the
A. James Clark School of Engineering
Attention: Ms. Sheila Mahaffy
1119 Main Administration Building
University of Maryland
College Park, MD 20742

Please feel free to direct inquiries to the chair of the committee, Dr. Jack Minker, via e-mail to <minker@cs.umd.edu>.

The University of Maryland, College Park, actively subscribes to a policy of equal education and employment opportunities. Women and minority candidates are encouraged to apply.

CONTROLLER

Connecticut College invites applications for the position of Controller. Reporting to the Vice President for Finance, the Controller oversees the financial reporting, budget, accounts receivable, accounts payable, endowment accounting, purchasing and cashing functions. The successful candidate will be responsible for modeling, expenditures and other key indicators as they relate to budget and actual results for the past, current and future budget years; developing financial benchmarks for the College as it enters into a new five-year strategic plan; preparing governmental compliance reports; and managing the audit process. As the College implements a new comprehensive software system, the Controller will play a critical role in the review of financial policies and procedures, and the development of a new accounting structure.

Qualifications: Bachelor's degree in Accounting or related field, with a minimum of 5 years' management experience in the not-for-profit sector. Thorough knowledge of accounting standards that affect higher education, budgeting, and computer modeling required. A CPA or MBA is preferred.

Connecticut College is located in the historic seaport of New London now undergoing extensive revitalization. The Southeastern Connecticut area offers a rare combination of affordable living and natural, unspoiled beauty with convenient access to Boston and New York City. The college offers a highly competitive salary and excellent benefits package.

To apply, please send a cover letter, resume and the names, addresses, and phone numbers of three professional references to: Office of Human Resources, Connecticut College, 270 Mohegan Avenue, New London, CT 06320.

Connecticut College is actively seeking to diversify its staff and faculty. Affirmative Action/Equal Opportunity Employer.

Counselor
Foothill College

Extended Opportunity Programs & Services

This position will provide academic, career and personal counseling services to income eligible students in determining and achieving academic, vocational and personal objectives. Develop and implement orientation activities and services, facilitate and instruct study skills and career decision-making classes.

For application materials, contact

Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217, employment@fhda.edu
www.fhda.edu/district/hr/employment.html

AA/EOE
WILLIAMS COLLEGE

PRESIDENT

The Board of Trustees of Williams College announces a search for the 15th President of the College. The new president will be expected to assume office in the summer of 2000.

Williams, founded in 1793 and recognized as one of the preeminent liberal arts colleges in America, seeks a distinguished person capable of providing the visionary leadership required to enhance the College's strong and distinctive academic program. The College is a coeducational institution, which has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its 2,000 undergraduate students.

To provide effective leadership, the next president must believe deeply in the value of the residential liberal arts college experience; be an articulate advocate for Williams, on campus and off; possess a keen understanding of the College's unique campus culture and system of governance; continue the advances Williams has made in creating a diverse faculty and student body; and display those personal attributes required to communicate and interact effectively with a broad range of internal and external constituencies.

The Presidential Search Committee will begin to review candidates in September 1999 and continue until the appointment is made. Nominations and expressions of interest, which will be treated in confidence, should be sent to:

Mr. Raymond F. Henze III, Chair
Presidential Search Committee
Williams College
P.O. Box 628
Williamstown, MA 01267

Barbara E. Taylor and Ronald S. Stead of the Academic Search Consultation Service are assisting the search committee. Inquiries may be made to them at 202/332-4049.

An Affirmative Action/Equal Opportunity Employer, Williams College especially welcomes and encourages applications from women and minority candidates.

THE UNIVERSITY OF KANSAS

DEAN

SCHOOL OF LAW

Nominations and applications are invited for the position of Dean for appointment effective July 1, 2000. The Dean is responsible for the administration of the School, with an enrollment of 549 and a faculty of 39. REQUIRED QUALIFICATIONS: J.D. from an accredited institution, eligibility for appointment as full professor with tenure based either on the School's criteria for promotion and tenure or on an equivalent demonstration of outstanding professional scholarship, teaching, service, and leadership. A complete position description is available upon request. Screening of nominations will begin on October 25, 1999, and will continue until the position is filled. A completed application file must include a statement of interest, curriculum vita, and the names, addresses and telephone numbers of three references. Nominations and applications should be sent to:

Professor Michael J. Davis, c/o Office of the Provost, 250 Strong Hall, The University of Kansas, Lawrence, Kansas 66045-1501

EOAA Employer
HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

DIRECTOR OF INTERNATIONAL STUDENT SERVICES

RESPONSIBILITIES: Supervise the International Students Office; Direct, coordinate, and review the following: issue I-20 forms for F-1 visas and IAP-66 forms for J-1 visas, process changes of status forms, severe economic hardship employment applications, curricular practical training applications, reinstatement of student status applications, transfers from other United States Universities to Hunter College and from Hunter College to other Universities, and authorizations to international students to work on campus; Plan and execute updated immigration law workshops for international students attending Hunter College; Develop and implement on-going orientation to new and continuing Hunter College international students; Supervise and monitor the Transfer Credit Foreign Evaluation unit which is responsible for the evaluation of international credits for students who have completed post-secondary education abroad; Disseminate news and cultural education to international students, permanent residents and newly naturalized citizens; Formulate a program to provide updated social services counseling to permanent residents and naturalized citizens in light of the Federal Welfare Reform Act of 1996; Liaison between the Office of Admissions, the "Welcome Center," Registrar's Office, and departmental advisors to ensure well-coordinated, timely delivery of services to graduate and undergraduate international students.

QUALIFICATIONS: Bachelor's Degree and six years of Higher Education experience required. Master's Degree in Academic or appropriate professional field preferred.

SALARY: $41,780-$56,837 (commensurate with experience)

SEND RESUMES BY OCTOBER 1, 1999 to: Vice President Sylvia Fishman, Hunter College, Room 1103E, 695 Park Avenue, New York, NY 10021

Hunter College is an Affirmative Action/Equal Opportunity/ 8/Americans with Disabilities Act Employer

VACANCY ANNOUNCEMENT

New Jersey City University invites applications for the position of Assistant Registrar in the Graduation Clearance Office. The responsibilities include, but are not limited to, maintaining student graduation application, degree eligibility, finalization of academic records for graduating students, and preparation and maintenance of graduation clearance file.

Assistant Registrar

Graduation Clearance Office

The Assistant Registrar also assists with the in-person registration process and carries out various other departmental responsibilities as assigned by the Director.

A Master's degree is preferred. Excellent organizational, planning, and communication skills are required. Experience in utilizing PC network software is essential. Familiarity with PeopleSoft or a similar student database is preferred.

The position is to begin as soon as possible. Salary Range: $19,512.00 - 59,273.00. Applications should submit a cover letter detailing relevant experience along with a resume and name, addresses and telephone numbers of three professional references by October 15, 1999 to:

Miriam H. Laria
Director of Registration Services
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

New Jersey City University is an affirmative action, equal opportunity employer. The University especially welcomes and encourages applications from women and minority candidates.

Position Announcement

DEAN

SCHOOL OF ARTS AND SCIENCES
California State University, Bakersfield

Description: California State University, Bakersfield (CSUB) seeks an academic leader with vision and energy who will work collaboratively to continue building a distinguished School of Arts and Sciences (A&S). A&S offers 23 baccalaureate and 8 masters degrees in the liberal arts disciplines of the fine and performing arts, humanities, behavioral and social sciences, biological and physical sciences, and mathematics, and in professional programs of computer science, criminal justice, environmental resource management, nursing, and social work. A&S also offers a diversified baccalaureate degree in Liberal Studies for students interested in elementary school teaching. In addition, A&S is establishing baccalaureate degree programs at the University's off-campus center in Antelope Valley.

CSUB enrolled its first students in 1970 and is one of the 23 campuses in the California State University (CSU) system. CSUB has a growing enrollment with an annual average of 8,500 students or 4,770 full-time equivalent students (FTES). Approximately 70 percent of the total FTES and is the largest of the University's nine campuses. For additional information, please refer to the CSUB Home Page at http://www.csusbak.edu/.

The service region for CSUB is larger than West Virginia and includes the southern San Joaquin Valley, the eastern Southern Sierra Nevada, and the western Mojave Desert. Bakersfield, the largest city in the region, has a population of 231,000, and the service region exceeds 700,000. Bakersfield offers all the amenities of modern city life and a relaxed life style for families. New housing is the norm in the State for value and availability. New light industries and service businesses have expanded on the traditional economic base of oil and agriculture.

Responsibilities: The Dean for the School of Arts and Sciences is expected to provide leadership within the context of the CSU system and CSUB's service region. He/she is responsible for ensuring teaching excellence, research and scholarship, and community service within the School. He/she must be able to recruit, hire, and evaluate all A&S faculty, and academic planning, budgeting, and personnel management for the School. The Dean is expected to work collaboratively with faculty and other academic administrators in all curricular matters and in the development of strong, innovative, academic programs. He/she will have major responsibilities in acquiring grants and contracts and engaging community leaders to establish partnerships that will enhance the School's programs. The Dean reports to the Provost and represents the School within the University and to external professional constituencies, local, state, and national agencies, and the regional community.

Qualifications:

1. An earned doctorate and a record of teaching excellence and scholarly achievement and other qualifications sufficient to merit appointment as a Professor in one of the disciplines in the School of Arts and Sciences.
2. Appropriate academic administrative experience leading to the level and range of responsibilities described above.
3. Demonstrated success in the acquisition of extramural funding and the development of community partnerships.
4. Effective engagement of faculty, students, staff, other university administrators, and members of the greater community.
5. Commitment to the ethnically and culturally diverse population served by the University.

Applications and Nominations: Review of applications will begin November 1, 1999. Completed applications must include the following:

1. Letter of application addressing the responsibilities and qualifications described above.
2. Current vita, and
3. Names, addresses, telephone numbers, and e-mail addresses for at least four (4) references.

Nominations and applications should be sent to:

Chair, Search Committee
Dean for the School of Arts and Sciences
Office of the Provost
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Salary and benefits are competitive and commensurate with experience and qualifications. Appointment is expected to begin August 1, 2000.

CSUB fosters and appreciates ethnic and cultural diversity among its faculty, students, and administrative staff. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.
Master's Degree in Public Policy: A One-Year Program For Midcareer Professionals

The Woodrow Wilson School of Public and International Affairs at Princeton University offers a Master’s Degree in Public Policy (MPP), providing rising leaders in the international and domestic policy worlds an opportunity to expand their organizational skills and intellectual breadth to compete in an increasingly complex global environment.

The Princeton Difference. The dynamic resources of the Woodrow Wilson School and Princeton University provide the ideal setting for this rigorous one-year residential program. The School’s faculty, curriculum, and research facilities are recognized throughout the world for excellence.

Financial Assistance. The School’s generous policy meets the full demonstrated needs of all admitted students. More than three-quarters of graduate students at the School receive financial aid, which for most includes full tuition and a stipend for living expenses.

Qualifications. Applicants must possess a minimum of 7 years of professional experience in domestic or international government agencies, and/or experience in the nonprofit sector. Successful candidates must demonstrate creativity, leadership skills, a commitment to public service, and the intellectual capacity to thrive in a demanding academic setting.

To Apply. For an application and further information, contact:
Woodrow Wilson School of Public and International Affairs
Master’s Degree in Public Policy
Princeton University
Princeton, NJ 08544-1013
Telephone: 609-258-4836
E-mail: MPP9@princeton.edu
Website: http://www.princeton.edu/degree/mpp.html
On-line applications now available.
Applications must be received by January 3, 2000.
FULL-TIME FACULTY

The School of Art and Design at Pratt Institute invites applications for the following tenure-track faculty positions, available Spring, 2000 or thereafter. Responsibilities include teaching, student advisement, curricular development and committee work. We offer a competitive salary and an excellent benefits package. Salary and faculty rank are commensurate with qualifications and experience.

ART HISTORY - DESIGN HISTORIAN

Applicants must have the ability to teach industrial design history, interior design history, and design theory and criticism. A Ph.D. or equivalent; teaching or museum experience and a significant record of publications are required. Please send cover letter, CV, and names of three references by December 1, 1999 to: Art History Faculty Search Committee, East Hall 250.

COMMUNICATIONS DESIGN

The selected candidate will teach visual communication creativity and technical graphic design procedures on the sophomore level. A Bachelor's degree or its equivalent; professional experience; and knowledge of teaching techniques in the areas of graphic design and illustration are required. Teaching experience is strongly preferred. Please submit resume, cover letter and names of three references by November 5, 1999 to: Communications Design Faculty Search Committee, East Hall 4.

FOUNDATION ART/DRAWING

We seek a faculty member to teach figure and general drawing to freshman students. A B.F.A. or equivalent is required, as an M.F.A. is preferred. The successful applicant will have at least three years' teaching experience in foundation figure and general drawing and professional level drawing skills. Ability to teach other foundation disciplines including 2-D and 3-D design and color is preferred. Please submit resume, cover letter and names of three references by November 5, 1999 to: Foundation Art/Faculty Search Committee, Main Building 4.

MEDIA ARTS/PHOTOGRAPHY

The selected candidate will teach a variety of undergraduate photography classes on the basic, intermediate and advanced levels. An M.F.A. or equivalent and solid teaching experience are required. Applicants should have the technical skills to teach a diverse array of courses such as color, non-silver, large format, digital, and studio. Please submit resume, cover letter and names of three references by November 5, 1999 to: Media Arts Faculty Search Committee, ARC G-25.

Pratt Institute
200 Willoughby Ave.
Brooklyn, NY 11205

Pratt Institute is an Equal Opportunity Employer (EOP).

Bates College

Latin American History

Bates College invites applications for a tenure-track position in Latin American history to begin September 2000. Responsibilities include a one-semester survey of Latin American history, upper division courses in the candidate's area of specialization and senior thesis advising. Strong commitment to teaching at the undergraduate level and to research and publication are primary qualifications. Candidates should hold the Ph.D. by the time of employment and have college or university level teaching experience. Review of applications will begin December 1, 1999, and continue until the position is filled. Please send c.v., graduate transcript, three letters of recommendation and cover letter to:

Latin American History Search Chair
Office of Secretarial Services
Bates College
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

WESTERN CONNECTICUT STATE UNIVERSITY

VICE-PRESIDENT FOR STUDENT AFFAIRS

http://www.wcsu.edu

WCSU is located in Danbury, a city in Fairfield County, 60 miles north of New York City. The University is located on two campuses and serves 5,800 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State system. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business. WCSU invites applications for the position of Vice-President for Student Affairs.

Duties: The Vice-President reports to the President, serves as a senior member of the President’s staff, and is actively involved in strategic planning efforts. The Vice President must provide energetic and creative leadership in the development and maintenance of high quality programs in all areas that deal with student life outside the classroom, and will serve as the principal advisor to the President with respect to student matters. The Vice President is responsible for the oversight of student-related operations, that include: Residential Living, Student Activities and the Student Center, Student Health Services, Counseling, and Student Judicial and Disciplinary Matters.

Qualifications: The successful candidate will have at least seven years of demonstrated experience in higher education student services at the senior management level. A Master’s degree in student personnel administration, higher education administration or similar discipline; a doctoral degree is preferred. The Vice President should have experience in student services and program development, budgeting and student information systems. The successful candidate should also provide evidence of demonstrated leadership ability, high ethical values, excellent interpersonal skills, and the ability to communicate effectively both verbally and in writing.

Application Deadline is October 22, 1999. Interested candidates should send a cover letter and current resume along with names and telephone numbers of three professional references to:

Human Resources Department
Western Connecticut State University
181 White Street
Danbury, Connecticut 06810

Western is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

Learning Oasis in the High Desert of Southern California

VICTOR VALLEY COLLEGE

INVITED APPLICATIONS FOR THE FOLLOWING FULL-TIME POSITIONS

MANAGEMENT

Director, Financial Aid (#8007)
$4,635-$5,636
Director, Child Development Center (#98011)
$3,904-$4,760 (pending funding)
Programmer/Software Developer (#98010)
$3,808-$4,630

FACULTY

$50.00-$55.10

Enc. & Computer Tech Instructor (#8305)
Nursing Instructor (#93063)
Bilingual Counselor (#93060)
Outreach Counselor (#93061)

FIRST REVIEW DATE

Monday, October 4, 1999 at 4:00 p.m.

Apply or request as application packet:

VICTOR VALLEY COLLEGE
Office of Human Resources
18422 Bear Valley Road
Victorville, CA 92392-5849
24-hour Jobline: (760) 245-4271, ext. 2500

Equal Opportunity/Affirmative Action Employer
RARITAN VALLEY
COMMUNITY COLLEGE

President

The Board of Trustees of Raritan Valley Community College (RVCC) invites nominations for the position of President. The President is the Chief Executive Officer of the College and reports directly to its fourteen-member governing board.

RVCC has garnered six national awards over the past five years for excellence in faculty instruction, innovative new courses, distinctive leadership, integrating technology into instruction and offering international resources to the business community. It has set national precedent by freezing tuition for five consecutive years including the '99-'00 academic year. The College recently opened the Advanced Technology Communication Center, serving as a conduit between the college and the business community, and a new Science and Technology Laboratory Complex is set to open in early 2001.

The College’s 1999 – 2002 strategic plan focuses on establishing RVCC as a Regional Higher Education Center, collaborating with other colleges and universities to offer baccalaureate and graduate degree programs on campus.

RVCC is a bi-county college in New Jersey, supporting both Somerset and Hunterdon counties. Somerset and Hunterdon counties continue to be identified in the top ten for the fastest growing and wealthiest areas in the country. Located in North Branch, New Jersey, the 240-acre suburban/rural campus is sixty minutes from both New York City and Philadelphia. It offers 73 associate degrees and certificates to a student body of over 6,000, and customized training programs and non-credit courses are taken by over 5,000 corporate employees. RVCC can be located on the web at www.raritanval.edu.

The position will remain open to nominations until a select list of candidates is put forth for final consideration by the Board of Trustees; however, the search committee, comprised of students, faculty, staff, community members and trustees, intends to begin its screening of candidate files by the end of October. Nominations should be addressed to:

Dr. John McGuire
Vice Chairman, Board of Trustees
Chair, Presidential Search Committee
C/O College and Community Relations
Raritan Valley Community College
PO Box 3300
Somerville, NJ 08876

Robert Moran and Shelly Weiss Starbeck of the A.T. Kearney Education Practice are assisting the Board and Search Committee in this search, and interested parties are also invited to contact them: A.T. Kearney, Inc., Education Practice, 333 John Carlyle Street, Alexandria, VA 22314. Phone: 703/739-4127, Fax: 703/518-1782.

Raritan Valley Community College is an affirmative action, equal opportunity employer. It actively seeks and encourages nominations from women and members of the underrepresented populations.

WAYNE STATE COLLEGE

EXERCISE SCIENCE/Wellness. Requirements: Earned baccalaureate degree (ABD considered) with emphasis in exercise physiology, successful teaching experience and a demonstrated desire for excellence in teaching. Responsibilities: Teach courses in exercise science, co-ordination of the Human Performance Laboratory, and provide service to college. Information about Wayne State College can be found at http://www.wsc.edu/academics/ple/index.html

Application: Submit formal letter of application, vita (list of three references), official transcript, and statement of teaching philosophy to Exercise Science/Wellness Search, C/O Vice President for Academic Affairs, Wayne State College, 1111 Main Street, Wayne, NJ 07477. Review of applications will begin 11-1-99 and continue until position is filled. Wayne State College is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

1 UNIVERSITY OF RHODE ISLAND

ASSISTANT PROFESSOR, SPANISH

Ph.D. in 19th century peninsular Spanish literature required with a preference for some background in 19th century Latin American literature. The following are also required: native or near-native fluency in Spanish, evidence of strong teaching skills, research potential, exposure and commitment to interdisciplinary work and cross-cultural studies. This is a tenure-track position beginning in the fall of 2000. Submit a resume, cover letter and three letters of recommendation by 10-29-99 to: Joseph Moreira, Search Committee Chair, College of Arts, 02137-01, University of Rhode Island, P.O. Box G, Kingston, RI 02881. The University of Rhode Island is an AA/EEO employer and is committed to increasing the diversity of its faculty, staff and students. Persons from under-represented groups are encouraged to apply.

DIRECTOR OF PLANNING
AND INSTITUTIONAL RESEARCH

Montgomery College, a multi-campus two-year community college located in the Maryland suburbs of Washington, D.C., is seeking a key administrator to lead and direct a comprehensive unit responsible for strategic planning as well as institutional and marketing research. Montgomery College operates three campuses and a Continuing Education division which enroll 40,000 students each year from 170 nations and employ 1,300 full-time faculty and staff. The College places a high priority on planning and research to help guide and support student success, academic planning, budgeting and long-term institutional directions. The College's new president has recently launched a broad planning and visioning process, involving community and college leaders in shaping the College's agenda for the next three to five years. The Director of Planning and Institutional Research will play a key role in this effort.

Reporting directly to the new Vice President for Administrative and Fiscal Services, this position is responsible for:

- leading the College's strategic and annual planning processes, including accreditation efforts
- internal, federal, state, and local reporting
- enrollment forecasting
- conducting surveys
- institutional and marketing research
- institutional assessment functions, including program and discipline review and auditing

The successful candidate will be able to provide vision, leadership, and management for a team of eight talented staff and three faculty associates.

Qualified candidates will possess the following:

- at least an earned master's degree in a relevant area
- at least five years of progressive experience in relevant planning, research, and evaluation in higher education and public administration
- demonstrated excellence in team leadership, management, written and oral communication, human relations and analysis and presenting
- demonstrated ability to bring about constructive change using participatory processes and to work effectively with an ethnically and culturally diverse work force
- knowledge and experience working with appropriate software including SPSS or SAS
- experience in developing and maintaining databases for reporting and decision making
- commitment to the philosophy of a comprehensive community college

The salary range is $64,293 to $99,502 per year. The College offers excellent benefits.

Applications for vacancy #1009 can be obtained by calling our 24-hour job line at 301-279-5274, or by coming to the Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, Maryland 20850.

www.montgomerycollege.com

The deadline for the receipt of applications is Friday, October 8, 1999

Montgomery College is an EO/AFF
Title IX employer.
ASSOCIATE DEAN FOR TEACHER EDUCATION
School of Human Development and Community Service

The School of Human Development and Community Service is accepting applications for the position of Associate Dean for Teacher Education.

The Position: The Associate Dean is a full-time Management Personnel Plan (MPP) position reporting directly to the Dean of the School of Human Development and Community Service. The person selected will provide leadership in developing relationships between the Division and the school districts, promoting and instituting effective responses to the increased emphasis on the professional preparation of teachers and administrators. Critical is the ability to collaborate with the department heads, this individual will coordinate the budget, course scheduling, faculty contracts, student admissions, and other division operations. The individual oversees the Credential Center, supervises the clerical and other staff support in the Division, and represents the Division in accreditation and credentialing agencies. The Associate Dean maintains and promotes necessary campus and community liaisons that pertain to education and assumes additional duties as assigned.

Qualifications: The successful candidate will require a demonstrated record of excellence, a record of working collaboratively, an earned doctorate in a relevant education field from an accredited institution, appropriate evidence of quality scholarship, research, and publications; successful university-level teaching experience in education, experience in academic administration, experience in public K-12 education, and some familiarity with instructional technology. Evidence of strong interpersonal skills and experience in working with diverse populations is essential, as is knowledge of issues and trends in teacher education.

Salary: Commensurate with experience and qualifications.

Application Procedure: Applicants should provide a letter of application listing qualifications and experience for the position, a current vita, a brief statement of administrative philosophy and vision, at least three and not more than five recent letters of reference that directly address this position, and other support materials as appropriate. For further information call 714-278-3357. Review of applications will begin on November 15, 1999, but applications will be accepted until the position is filled. Materials should be submitted to:

Chair, Associate Dean Search Committee
Division of Education, EC-379
School of Human Development and Community Service
P. O. Box 6658
Fullerton, CA 92834-6658

For further information, visit our web site at: hdes.fullerton.edu

CSUF is an Affirmative Action, Equal Opportunity, Title IX, ADA Employer.

DIRECTOR OF INTERNATIONAL EDUCATION

The College of Oenotnia invites applications for the position of Director of International Education. SUNY-Oenotnia, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and masters levels. See the Oenotnia homepage for additional information (http://www.oenotnia.edu).

QUALIFICATIONS: Ph.D. in appropriate field required along with ability to teach at the college level fluency in English and competency in one foreign language; studied (or had relevant experience) in a non-English speaking country; proven track record in recruiting foreign students and in the area of developing student and faculty foreign exchange programs, with demonstrated success in the collegial management of those programs; and demonstrated expertise in administering study abroad programs, academic credentialing, immigration laws/regulations and budgetary/financial management required.

TO APPLY: Send letter of application, resume, names, addresses and telephone numbers of three references to: Employment Opportunities, Box H, 208 Netzer Administration Building, SUNY Oenotnia, Oenotnia, NY 13204-4015. Review of applications will begin immediately and continue until the position is filled. SUNY Oenotnia is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

FACULTY POSITIONS SCHOOL OF EDUCATION

THE SCHOOL OF EDUCATION AT CALIFORNIA LUTHERAN UNIVERSITY SEES TO FILL THE FOLLOWING FACULTY POSITIONS:

• ASSISTANT OR ASSOCIATE PROFESSOR
  Counseling and Guidance Program. Teach courses in School Counseling credential/graduate program, advise students, supervise practicum and field studies, engage in professional scholarly activities, and perform service to the university and the community. Duties to begin in January, 2000.

• DIRECTOR OF SPECIAL EDUCATION
  Tenure track position, rank open. Oversee credential and masters degree program, advise students, teach courses supervise field experience. Credential program includes mild to moderate/mild to severe. Duties in special education or related field required. Beginning in January, 2000.

• DIRECTOR OF DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP
  Tenure track position, rank open. Opportunity to guide the planning and development of a new program. Record of successful experience in K-12 schools and higher education. Experience is thesis/dissertation advising. Evidence of scholarly productivity. Expertise in one of the following research methods: organizational theory; leadership; curriculum; educational technology. Start date: fall 2000.

• COORDINATOR OF LIBERAL STUDES/SUBJECT MATTER PROGRAMS

• TWO CLINICAL FACULTY POSITIONS
  3 year (academic calendar) appointments to work on Educational Technology grant from the U.S. Department of Education. Teach, advise students, work with school partners, and team teach with school education faculty. Masters degree required. Expertise in instructional technology and experience in k-12 schools. To begin as soon as possible.

APPLICATIONS ARE CURRENTLY UNDER REVIEW AND WILL BE CONSIDERED UNTIL POSITIONS ARE FILLED.

California Lutheran University is committed to ensuring equal opportunity to all persons, and does not discriminate on the basis of sex, age, race, color, religion, national origin, marital status, veteran status, non-job related disabilities, or national or ethnic origin. Applicants should send a letter of interest, vita, a copy of graduate transcripts, publication reports, and the names of three references to:

Search Committee for (name position)
School of Education
California Lutheran University
60 West Olsen Road #100
Thousand Oaks, CA 91360

Women and minorities are encouraged to apply.
Dean of Science and Technology
The College of Staten Island of the City University of New York seeks nominations and applications for the position of Dean of Science and Technology. As head of one of the college's two academic divisions, the Dean of Science and Technology reports to the Vice President for Academic Affairs/Provost and is a member of the President's cabinet. The Dean of Science and Technology has responsibility for the academic standards of the division as a whole and specifically for the personnel, curriculum, and budgets of six academic departments (Biology, Chemistry, Computer Science, Engineering Science and Physics, Mathematics, Nursing). The division offers master's programs in Adult Health Nursing, Computer Science, Environmental Science, and Physical Therapy; and, in conjunction with the CUNY Graduate School, doctoral programs in Computer Science, Neurosciences, Physics, and Polymer Chemistry. The Dean has responsibility also for supervision of faculty recruitment, appointment, reappointment, tenure, and promotion, including the implementation of college affirmative action policies; budget, space, and instruction; and, in coordination with the University Center for Career Development, for direction of full-time and part-time auxiliary instruction programs and for directing the major career development program for the division. The Dean will also be responsible for expanding and strengthening the college's role in community service programs.

Qualifications include an earned doctorate in a discipline represented in the division. A demonstrated record of distinction in college teaching and scholarship is required, as is a successful record of extramural funding. A minimum of three years of higher education leadership at a level of department chair or above is expected. The search committee will be particularly interested in candidates with proven ability to manage fiscal and physical resources, with superior communication and organizational skills, and a personal and professional commitment to equal opportunity and affirmative action goals.

Salary range: $92,004 - $112,602, commensurate with qualifications.

The College of Staten Island is one of 11 senior colleges of the City University of New York system. CSI has an enrollment of 12,000 and awards associate, baccalaureate, and master's degrees; and offers doctoral programs in Computer Science, Neurosciences, Physics, and Polymer Chemistry in conjunction with the University Graduate Center. Modern, state-of-the-art classrooms and facilities provide an outstanding learning environment on a 204-acre campus.

The position is effective September 1, 2000. The review of applications will begin on October 25, 1999 and continue until the position is filled.

Suggestions and nominations by third persons are invited. Applicants should submit a letter of interest that draws attention to the pertinent features of their credentials, a curriculum vitae, the names, addresses, and telephone numbers of three references to: Chairperson, Search Committee for Dean of Science and Technology South Administration (1A), room 505 College of Staten Island/CUNY 2800 Victory Blvd, Staten Island NY 10314 email: ililias@postbox.csi.cuny.edu EEOAA/A/E employer

The Evergreen State College
FACULTY POSITIONS FOR 2000-2001

The Evergreen State College seeks broadly trained faculty interested in teaching in a public, liberal arts institution emphasizing interdisciplinary study and team-teaching. "Regular" appointments typically involve initial 3-year term contracts, rotation between specialized and general education courses, eligibility for permanent employment after 3-6 years of full-time Evergreen teaching. All faculty help students develop effective writing. Review of completed applications will begin on the dates indicated and continues until finalists are selected

Art History (October 29, 1999) Applied Math (October 29, 1999)
Dance (October 29, 1999) Molecular Biology (January 3, 2000)
Developmental Biology (October 29, 1999) Native American Studies (November 29, 1999)
Developmental Psychology (October 29, 1999) Public Administration (January 3, 2000)
Fish Biology (October 29, 1999) English Literature: Shakespeare (January 3, 2000)

For complete position description and procedures, please contact: Faculty Hiring Coordinator
The Evergreen State College, L-2211
Olympia, WA 98505
call (360) 866-6000, ext. 6861 (voice) or TDD line at (360) 866-6834
e-mail blodgett@evergreen.edu.

For all positions: Masters degree required. Ph.D. preferred. Further information about Evergreen is available at http://www.evergreen.edu. The College reserves the right to extend searches or not offer positions advertised. All position offers are contingent on funding. Persons with disabilities can receive accommodations in the hiring process by contacting the Hiring Coordinator.

DEPARTMENT OF HISTORY
FACULTY POSITIONS

AMERICAN CULTURAL OR DIPLOMATIC HISTORY

The Department of History of the University of Wisconsin-Madison invites applications for a position as Assistant Professor (tenure track) in either American cultural history or in American diplomatic history. The successful candidate must have completed the Ph.D. degree by the starting date of the appointment (August 28, 2000) and be prepared to teach courses in the relevant field at the undergraduate and graduate levels. Salary will be commensurate with qualifications and experience. Applications will be accepted until November 19, 1999. Please send a letter of application, CV, and three letters of recommendation to Chair, Search Committee in American History, History Department, University of Wisconsin-Madison, 3211 Humanities Building, 455 N. Park Street, Madison, WI 53706-1483.

20TH CENTURY RUSSIAN HISTORY

The Department of History of the University of Wisconsin-Madison invites applications for a position as Assistant Professor (tenure track) in the history of 20th century Russia and related areas within the boundaries of the former Soviet Union. The successful candidate must have completed the Ph.D. degree by the starting date of the appointment (August 28, 2000) and be prepared to teach courses in this field at the undergraduate and graduate levels. Salary will be commensurate with qualifications and experience. Applications will be accepted until November 19, 1999. Please send a letter of application, CV, and three letters of recommendation to Chair, Search Committee in Russian History, History Department, University of Wisconsin-Madison, 3211 Humanities Building, 455 N. Park Street, Madison, WI 53706-1483.

20TH CENTURY INDIAN HISTORY

The Department of History of the University of Wisconsin-Madison invites applications for a position as Assistant Professor (tenure track) in the history of 20th century India. The successful candidate must have completed the Ph.D. degree by the starting date of the appointment (August 28, 2000) and be prepared to teach courses in this field at the undergraduate and graduate levels. Salary will be commensurate with qualifications and experience. Applications will be accepted until November 19, 1999. Please send a letter of application, CV, and three letters of recommendation to Chair, Search Committee in Indian History, History Department, University of Wisconsin-Madison, 3211 Humanities Building, 455 N. Park Street, Madison, WI 53706-1483.

21ST CENTURY HISTORY OF AMERICAN WOMEN

The Department of History of the University of Wisconsin-Madison invites applications for a tenure position (Associate or Full professor) in the 20th history of American Women. Candidates for this appointment should currently hold tenure and must have an outstanding record of research and teaching excellence. Salary will be commensurate with qualifications and experience. Applications will be accepted until November 19, 1999. Please send a letter of application, CV, and three letters of recommendation to Chair, Search Committee in American Women's History, History Department, University of Wisconsin-Madison, 3211 Humanities Building, 455 N. Park Street, Madison, WI 53706-1483.

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

The University of Wisconsin-Madison is an Equal Opportunity/Affirmative Action Employer and encourages applications from women and minorities.
DEAN
COLLEGE OF LIFE SCIENCES

The University of Maryland, College Park invites applications and nominations for the position of Dean of the College of Life Sciences. This is one of the core academic colleges at the University, and in recognition of its growing importance, the University has targeted this college for substantial enhancement with new faculty positions and increased budgetary support. The faculty of the college are organized in four departments: Biology, Cell Biology and Molecular Genetics, Chemistry and Biochemistry, and Entomology. Students may also earn graduate degrees in several inter-college and intercampus interdisciplinary programs. The Dean, who reports directly to the Senior Vice President for Academic Affairs and Provost, provides both academic and administrative leadership for the College.

The University of Maryland, College Park, is a comprehensive research-oriented, public university of Carnegie I category with almost 35,000 students in baccalaureate, master’s and doctoral programs. It is located on a 350-acre campus just outside Washington, D.C. The University has established relationships with major research laboratories in the area such as NIH, NASA, NIST and the Smithsonian Institution, which provide opportunities for partnerships for students, faculty and programs in the life sciences. Most recently, the College joined the Federal Drug Administration in a joint Institute for Food Safety and Applied Nutrition.

The College, which is one of the most popular for undergraduate majors, has approximately 130 tenured and tenure-track faculty. It serves approximately 2300 undergraduate majors and 540 graduate majors, and provides science courses to large numbers of students from across the University. It has a large and growing research base, with nearly $32M in research expenditures in the most recent fiscal year and an annual state-supported budget of $16.7M. Further information on the College can be found at <http://www.life.umd.edu>.

The person selected to fill the position of Dean of the College of Life Sciences should have the scientific distinction, vision and energy to lead a top-ranked science college into the 21st century, and experience in recruiting and retaining faculty of the highest caliber, promoting collaborative research partnerships, and managing a complex academic enterprise. Candidates should possess an earned doctorate, have a record of accomplishment commensurate with appointment as a tenured professor in a department of the College, and possess a demonstrated capacity for creative and effective leadership. The successful candidate must have demonstrated a commitment to fostering diversity.

Salary will be competitive and commensurate with experience. Applicants should submit a letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of at least four persons who can be contacted by the search committee for references. Nominations are encouraged and will be received at any time. Review of nominations and applications for this position will commence on November 1, 1999, and continue until the position is filled. All materials should be sent to:

Search Committee for the Dean of the College of Life Sciences
Attention: Mrs. Sheila Mahaffy
1119 Main Administration Building
University of Maryland
College Park, MD 20742

Telephone inquiries to discuss the position are welcome. Please feel free to call the chair of the committee, Dr. John E. Osborn, Professor of Mathematics, at 301-405-5129 or direct inquiries via e-mail to <joe@math.umd.edu>.

The University of Maryland, College Park, actively subscribes to policies of Affirmative Action and equal education and employment opportunities. Women and ethnic minority candidates are encouraged to apply.

DEAN
SCHOOL OF ART AND DESIGN
Search Reopened

Pratt Institute invites applications and nominations for the position of Dean of the School of Art and Design.

This century-old private college, which is also comprised of the Schools of Architecture, Information and Library Science, Liberal Arts and Sciences and Professional Studies, offers undergraduate and graduate degrees to a student body of 3800 on its Brooklyn and Manhattan campuses. The departments of the School of Art and Design include Arts & Cultural Management, Art & Design Education, Art History, Computer Graphics, Creative Arts Therapy, Communications Design, Design Management, Fashion Design, Fine Arts, Foundation Arts, Graduate Communications/Package Design, Industrial Design, Interior Design and Media Arts.

Reporting to the Provost, the Dean participates in campus strategic planning and development, and is responsible for the School's budget, management, administration, faculty review, and dynamic leadership of professional programs, at a promising moment for the Institute's future.

Candidates should have a terminal degree or its equivalent; a record of academic administrative success and a broad knowledge of, and experience in, art and design. Excellent communication skills and ability to work effectively with diverse constituencies required. Preferred starting date is January, 2000. Salary is commensurate with background and experience. Excellent benefits.

Pratt Institute is an Equal Opportunity Employer (M/F).

Pratt Institute
200 Willoughby Ave
Brooklyn, NY 11205

Pratt Institute is an Equal Opportunity Employer (M/F).

CAL STATE
FULLERTON
BUSINESS/REFERENCE/INSTRUCTION LIBRARIANS

California State University, Fullerton. The Pollak Library is seeking dynamic librarians to provide instruction and reference assistance to students, faculty, staff, and the community. Two or more tenure-track positions are offered. One requires a specialty in business and the other general subject expertise in one or more areas: business, law, communications, social sciences (especially ethnic studies), science/engineering or government publications. Assignments include teaching library instruction sessions in an electronic environment and provision of assistance at the reference desk and in an electronic resources area. Other duties include serving on one or more instruction teams, creating instruction-related Web pages and serving as subject consultant to academic departments, with responsibilities for collection development activities.MLS degree required. Prefer two years professional experience in academic library or other library providing similar services; experience providing computerized reference service, experience conducting instruction sessions in an electronic environment.

BUSINESS REFERENCE/INSTRUCTION POSITION requires significant subject expertise in business. Appointment range will be from Senior Assistant Librarian, Step 3 ($3755/mo.) to Associate Librarian, Step 9, ($3,911/mo.)

REFERENCE/INSTRUCTION POSITION requires general subject expertise in one or more of the disciplines noted above. Appointment range will be from Senior Assistant Librarian, Step 1 ($3,612/mo.) to Step 9, ($4,107/mo.)

http://www.library.fullerton.edu/Recruitment/

For full consideration, all application materials must be received by November 1, 1999.

**A N E W E N T E R S I T E I N K A N S A**
The College of Arts and Humanities at the University of Maryland at College Park invites applications for the following faculty positions to begin in the fall term 2000.

ART: Tenure track Assistant Professor, Digital Media Art. Application Deadline: December 1, 1999, for best consideration.


COMMUNICATION: Tenure track Assistant Professor in Public Relations. Application Deadline: October 15, 1999, for best consideration.


FRENCH AND ITALIAN: Tenure track Assistant Professor in French Sociolinguistics. Application Deadline: November 29, 1999, for best consideration.

HISTORY: 1. Senior Full Professor in Latin American History Application Deadline: October 20, 1999, for best consideration. 2. Tenure-track Assistant or tenured Associate Professor in the history of East, Central, or West Africa; Application Deadline: October 22, 1999, for best consideration. 3. Tenure-track Assistant of tenured Associate Professor in German political history. Application Deadline: November 12, 1999, for best consideration. 4. Tenure-track Assistant Professor in early modern British History (1600-1700). Application Deadline: October 31, 1999, for best consideration.

JEWISH STUDIES: Tenure track Assistant Professor in Comparative Jewish Literature (Modern). Application Deadline: November 1, 1999, for best consideration.

SCHOOL OF MUSIC: 1. Tenure-track Asst. Prof. in Music Education (wind specialty). 2. Tenure-track Asst. or tenured Assoc. Professor in French horn, early music. 3. Tenure track Asst. or Assoc. or tenured Assoc. Professor in Ethnomusicology. 4. Tenure-track Asst. or Assoc. or tenured Assoc. Professor in Ethnomusicology (in Medieval and Byzantine Music). Application Deadline for all search: December 1, 1999, for best consideration.

PHILOSOPHY: Full Professor to serve as Department Chair. Priority will be given to candidates with an academic background in value theory, cognitive studies, or philosophy of science.


A Terminal degree is required for each of these positions. For more information, or to submit an application, contact the Search Committee Chair (relevant department), University of Maryland, College Park, Maryland 20742.
Director Multicultural Opportunities for Developing Excellence in Leadership

(MODEL)

The University of San Francisco welcomes all to participate in a rich educational opportunity where the commitment to diversity is demonstrated in its longstanding Jesuit, Catholic tradition.

We seek applicants for this position who can lead students in furthering the university's mission to "prepare men and women to shape a multicultural world."

If you are energetic, have imagination and the interest and ability to work within a diverse, multicultural, urban environment, this is the job for you.

The Director is responsible for initiating programs and services that support the development of a multicultural community, overseeing services related to the unique needs of international students and supervising community service and service learning programs. The ideal candidate will have a Master's degree in college student personnel, higher education administration, or related field required; three to five years of related administrative experience in student affairs; significant experience in working with students of broad cultural backgrounds, coordinating community service opportunities, and designing educational leadership programs; specific experience with providing direct services to international students and students of color in a urban, multicultural inclusive environment, particularly within the context of a Catholic, Jesuit institution; the ability to incorporate academic/educational components into co-curricular programs and services; strong supervisory and problem-solving skills in the context of interpersonal, group relations, and campus-wide collaboration; demonstrated written and oral communication skills appropriate for the job requirements; general knowledge of INS regulations applicable to international students and visiting scholars; and the ability to use a personal computer for e-mail, word-processing, databases, and editing publications.

For the "essential job duties" visit our web page at: http://jobs.usfca.edu. To apply, please submit a letter of interest and resume to: University of San Francisco, Human Resources - HO-350317, 2130 Fulton Street, San Francisco, CA 94117 or e-mail to: resumes@usfca.edu.

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8,000 students in the schools of Arts and Sciences, Business, Education, Nursing, Law, and Professional Studies. The University is a private, Catholic and Jesuit institution. We particularly welcome candidates who will positively contribute to such an environment.

USF is an equal opportunity employer dedicated to affirmative action and work force diversity. The University provides reasonable accommodations to qualified individuals with disabilities upon request.

DEAN
COLLEGE OF EDUCATION

Texas Tech University invites applications and nominations for the position of Dean of the College of Education (COE). Texas Tech University is located in Lubbock, a city of approximately 197,000 situated in the High Plains of West Texas, and is the only university in Texas housing a School of Medicine, School of Law, and a comprehensive university on the same campus. The University holds the Carnegie Foundation Research II classification with expenditures in excess of $27 million in sponsored projects annually. Enrollment of approximately 25,000 includes almost 4,000 graduate students, and degrees are offered in more than 150 undergraduate, 100 master's, and 60 doctoral fields of study.

The TTU College of Education (www.educ.ttu.edu) is accredited by the State Board for Educator Certification, the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. The College has approximately 67 full-time equivalent faculty (60 graduate faculty) members. The COE has an annual budget of approximately $5.6 million and a committed endowed fund of $3.17 million. Bachelor's, master's, and doctoral degrees are offered through the divisions of Curriculum and Instruction and Educational Psychology and Leadership. Fall 1998 undergraduate enrollment included 780 upper division undergraduates, 292 master's students, and 173 doctoral students.

We seek a dynamic leader with a strong commitment to academic excellence in teaching, research, and outreach. Reporting to the Provost, the Dean represents the College to the University and its many constituencies. The position requires:

- distinguished scholarly achievements (teaching and research) meriting tenure full professor appointment;
- record of effective leadership and administrative experience in higher education;
- emphasis to expand cultural diversity;
- capacity to articulate (add-develop consensus) and implement the College and University visions and goals;
- exhibit excellent interpersonal and communication skills including advocacy, community building, shared governance, and collaboration;
- ability to communicate effectively with students, faculty, university administrators, K-12 educators, government and foundation officials and alumni;
- capacity to secure funds to support programs and ability to maximize internal and external resources;
- capacity to establish and maintain high University/school relationships;
- broad understanding of national trends and issues in K-12 education, teacher preparation in the contemporary social context, and technological innovations;
- experience with development of strong teacher preparation programs;
- leadership for compliance with state mandates, regulations, teacher certification, and accreditation; and
- a terminal degree.

Applicants should submit a curriculum vita, a personal statement on the role and future of Colleges of Education in comprehensive universities; and names, addresses, and telephone numbers of three references. Anticipated beginning date is Summer 2000. Nominations and applications being accepted immediately and should be received by November 15, 1999, or until the position is filled. Women and members of minority groups are encouraged to apply. Applications and nominations should be submitted to:

Dr. John R. Abernathy, Chairperson
Search Committee for Dean of Education
Texas Tech University
Box 42123
Lubbock, Texas 79409-2123
Phone: (806) 742-2810
Fax: (806) 742-2836

Texas Tech University is an EEO/Affirmative Action Institution.
The Fashion Institute of Technology is a comprehensive community college accredited by the Middle States Association of College and Schools, NASAD, and FIDER, with an enrollment of 5,750 full-time and 6,000 part-time students and 1,500 full-time and part-time faculty and staff.

The Fashion Institute of Technology invites applications for the following positions:

### Assistant Vice President for Academic Affairs

F.I.T. seeks an energetic visionary to assist the Vice President for Academic Affairs in a variety of administrative responsibilities relating to all direct reports. Duties are all encompassing and include: development and the implementation of policies, oversee academic programs, and management of a strategic plan. Assist with the development of annual operations budget, managing the primary financial operations including budget, accounting and finance.

Successful candidates will possess a Master's degree, Doctorate preferred, 5 years of recognized professional achievement as well as demonstrated effectiveness as an administrator of a college or university. Thorough knowledge of academic policies and processes. Evidence of administrative, analytical, computer and organizational skills required.

### Dean for Curriculum and Instruction

F.I.T. seeks a Dean who can lead the faculty in strengthening existing academic programs and in exploring and developing new opportunities in undergraduate and graduate education. The Dean will be charged with integrating technology into curriculum and with developing distance learning programs.

Successful candidates will possess a Doctoral degree and be both an experienced practitioner and a distinguished educational leader. Demonstrated excellence in undergraduate teaching, high energy, excellent interpersonal skills; a minimum of 5 years in the Academic Affairs area as well as demonstrated success in development and implementation of changes in curriculum. Experience in contemporary methods of instructional delivery, program planning, a vision for the use of technology in the classroom, and principles of general education in a college or university environment.

Qualified candidates who are interested must submit a letter of interest that details experience and accomplishments relevant to the above qualifications, a current resume and the names, addresses and phone numbers of five references to: Employment Manager, Fashion Institute of Technology, Seventh Avenue at 27th Street, New York City 10001-5992, fax to 212-217-5616 or send e-mail to hanrahm@fitnys.edu.

Review of applications will begin immediately and the search will remain open until a successful candidate is identified for each position.

F.I.T. is an Equal Opportunity and Affirmative Action Employer.
Alfred University

PRESIDENT

Alfred University invites inquiries, nominations and applications for the position of president. The position is available in June 2000 upon the retirement of President Edward G. Coll, Jr., who is completing an 18-year term.

Alfred offers degrees ranging from bachelor's to doctorate to approximately 1,900 undergraduate and 400 graduate students, and combines the feel and ethos of a small college with the resources and dynamism of a university. The University has received wide recognition for its accomplishments, and has been ranked among the top 15 regional universities in the North by U.S. News and World Report for the past 12 years. External funding for research and new programs recently reached $6 million, including extensive support from private industry.

The president will be expected to provide visionary leadership for this diverse University, to develop an articulated academic vision, to build resources and institutional visibility, and to bring the management skills necessary to lead a complex University with both public and private institution issues. Compensation is highly competitive. Additional information about the University and the position is available on the web at www.alfred.edu/president.

We are being assisted in this search by Dr. Jean Dowdall and her associate, Elizabeth Currie, A.T. Kearney Executive Search, 333 John Carlyle Street, Alexandria VA 22314. You may contact them at (703) 739-4725, jean.dowdall@atkearney.com, or elizabeth.currie@atkearney.com for additional information or to offer a nomination. Candidates should provide a resume, the names and phone numbers of five references, and a cover letter describing their interest in the position and the experience that they would bring to address the issues described above.

Candidate materials should be sent to:

Dr. Gene Bernstein, Chair
Presidential Search Committee
Office of the President
Alfred University
Saxon Drive
Alfred NY 14802

E-mail submission is encouraged; documents with Word attachments should be sent to drak@alfred.edu. Review of candidates will begin on October 15, for fullest consideration, materials should be received by that date.

Alfred University is an equal opportunity employer and does not discriminate on the basis of gender, sexual orientation, age, race, color, national or ethnic origin, religion, or disability.

ATTN ADVERTISERS:

The Hispanic Outlook in Higher Education Magazine

DOES NOT

place advertisements
or accepts ads from

TRANSWORLD MEDIA GROUP

Southern Connecticut State University

ASSISTANT PROFESSORS OF COMPOSITION

SIX TENURE TRACK POSITIONS, FALL 2000

The English Department of Southern Connecticut State University invites applications for a maximum of six (6) tenure-track faculty lines to teach first-year composition as part of a new university writing initiative.

A terminal degree is preferred, with particular preference for specialization in Composition/Rhetoric. Excellence in teaching and demonstrated research interests in composition are required. The teaching load is four first-year composition courses per semester.

Please send letter of interest, curriculum vita, 3 letters of recommendation (teaching letters preferred), brief statement of teaching philosophy (about 500 words), sample course syllabus, and samples of evaluated student papers to: Prof. Jim Rhodes, Chair, Personnel Committee, English Department, Southern Connecticut State University, New Haven, CT 06555

All materials must be received by November 13, 1999. SCSU is an EEO/AA employer. Minorities and women are strongly encouraged to apply. Any applicants hired with a non-terminal degree will be appointed at the level of instructor.

Coming Up!

Publisher's Picks

Issue

November 19th

Ad Deadline Nov. 2

Bonus Circulation to
High School Guidance
Counselors!
The Minnesota State Colleges and Universities invites applications and nominations for President of Metropolitan State University. Metropolitan State is a comprehensive urban university committed to meeting the higher education needs of those who live and work in the Twin Cities metropolitan region. Founded in 1971, the university has a strong tradition of individualized educational programs, offering more than 60 undergraduate majors and minors and four graduate programs. Metropolitan State is committed to providing high-quality, accessible education for working students. The university serves more than 8,000 full- and part-time, traditional and returning students at two campuses and four centers in St. Paul and Minneapolis, with an annual budget of $29 million. A core of 90 full-time faculty is supported by 450 part-time practitioners who bring state-of-the-art knowledge to the classroom. The university reflects the diversity of its urban environment in its students, faculty, and community partners. Metropolitan State enjoys a healthy relationship with surrounding community organizations, area two-year colleges, and local businesses, and seeks a leader who can promote growth and development from internal and external constituency groups.

Metropolitan State University is part of the Minnesota State Colleges and Universities (MnSCU) system, with 36 colleges and universities located in 46 communities. Metropolitan State offers occupational, associate, baccalaureate, and graduate education. The system enrolls more than 145,000 students, with approximately 17,000 employees and an annual budget of nearly $1 billion. Further information can be found at Metropolitan State’s website www.metrostate.edu or www.mnscu.edu.

Metropolitan State is located in the heart of the Minneapolis/St. Paul Twin Cities area (population 2.5 million). The metropolitan region is known for the quality of its theaters, music, parks, art, educational resources and successful international business community. There are numerous opportunities for social, recreational and cultural growth.

Responsibilities: The President serves as chief executive officer responsible for leading the university's faculty, staff and students in accomplishing the mission. Educational policies are jointly determined through participation of faculty, students, and administration. The President reports to the MnSCU Board of Trustees. The President is the university's chief executive officer.

Qualifications:
- An earned doctorate or other appropriate preparation. Evidence of successful college/university teaching and research experience is expected.
- Evidence of a strong commitment to and support of academic excellence.
- Demonstrated ability to create and maintain a climate that supports the highest quality education.
- Commitment to an accessible, respectful university community which fosters and celebrates diversity among its students, faculty, staff, and administration.
- Understanding of and demonstrated commitment to working in partnership with community groups, employers, legislators, other academic institutions, and faculty, staff, and students.
- Excellent administrative skills, including planning and managing complex budgets, to meet short and long-term needs. Ability to devise creative solutions to issues confronting higher education.
- Effectiveness in securing and developing significant resources from public and private sources.
- Demonstrated commitment to open communication and consensus building among all constituencies. Ability to work effectively with collective bargaining units. Ability to advocate effectively for the university with public and private entities.
- Evidence of high personal and professional integrity, and the ability to exercise strong leadership skills in a rapidly changing environment.

Applications and nominations should be received as soon as possible. Review will begin in early November, 1999 with an anticipated appointment of July, 2000. Application materials should include a letter of application, resume, and the names, addresses, telephone numbers, and e-mail addresses of at least five references which include faculty, student leadership, and community leaders. Applications, nominations and requests for information should mention the Metropolitan State University Presidency. Send materials to:

Linda Skillman, Associate Vice Chancellor for Personnel
Minnesota State Colleges and Universities
500 World Trade Center, 30 East Seventh Street, St. Paul, MN 55101
Telephone: (651) 296-5157 FAX: (651) 297-3145

Women and people of color are encouraged to apply.

EQUAL OPPORTUNITY EDUCATOR AND EMPLOYER

Montgomery College, a growing two-year community college with three campuses located in suburban Washington, DC, with a credit student enrollment of over 20,000 and more than 7,000 continuing education enrollments, 1,500 regular employees, and an operating budget of $100 million, is seeking applications and nominations for the position of Director of Enrollment Management. Reporting to the President for Academic and Student Services, the Director of Enrollment Management is responsible for directing the development and implementation of the enrollment management plan of the College. This position integrates the student recruitment, admissions, registration, financial aid and records efforts of the College into an efficient and effective operation to ensure the highest quality of service to students.

The Director of Enrollment Management develops and implements annual and long-range comprehensive recruitment plans which include well-defined communications and tracking, high school visits and open house components. The Director provides a broad leadership in addressing enrollment variables, recommending enrollment management policies and procedures, and developing information to increase awareness of the College's program and services. The Director of Enrollment Management is responsible for supervising and providing leadership to the Offices of Admissions, Records, and Registration, the College Response Center, and the College Recruiters.

Candidates must have a Master's degree and completed coursework in marketing and forecasting. 5 years of documented administration experience which includes marketing and forecasting experience in supervising leadership and developing diverse teams; experience in management and PC applications and integrated systems related to student services. In addition, candidates must have documented experience in strategic and operational planning, trend analysis, budget development, and management. Qualified candidates must possess excellent written and oral communication and interpersonal skills.

The salary range is $63,291 - 95,000 with a starting salary generally falling within the first half of the range. The College offers excellent benefits. Applications for vacancies should be obtained by calling our 24-hour job line at (301) 729-5734 or by coming to the Office of Human Resources, Montgomery College, 901 Hagerstown Drive, Suite 130, Rockville, Maryland 20850. Applications must be received by 5:00 p.m. on October 1, 1999.

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

UNIVERSITY OF NEW HAMPSHIRE

DEAN

WHITTEMORE SCHOOL OF BUSINESS AND ECONOMICS

The University of New Hampshire invites applications and nominations for the position of Dean of the Whittemore School of Business and Economics. This search is directed by the Whittemore School’s Board of Trustees. The University seeks an individual who will assume leadership of the school as a new dean.

The Whittemore School of Business and Economics is the University’s largest school both in terms of student enrollment and faculty size. The school is one of New England’s premier business schools with an enrollment of over 6,000 students served by 230 faculty members. The school has a strong tradition of excellence in teaching, research, and service to the community and the State of New Hampshire.

The Whittemore School of Business and Economics includes the following programs: Business Administration, Accounting, and Hospitality Management. The school offers graduate programs including an MBA. The school also offers undergraduate programs at the bachelor’s, master’s and Ph.D. levels.

Applications and nominations should be received as soon as possible. Review will begin in early November, 1999. Applications must be received by December 15, 2000. The search will continue until the position is filled.

Applications and nominations should include the name and address, telephone number and e-mail address for at least five references, and should be submitted to:

Heidi Biever
Office of the Provost and VP for Academic Affairs
Thompson Hall
University of New Hampshire
Durham, NH 03824

The Committee will begin review of applications on October 15, 1999. Date of appointment will be no later than July 1, 2001.

UNH is an affirmative action/equal opportunity employer.

UNH is strongly committed to achieving excellence through diversity. The University actively encourages applications and nominations of women, minority persons, disabled and minorities of other underrepresented groups.
ADVERTISING INDEX

POSITIONS

CALIFORNIA
- California Lutheran University 59
- California State University, Bakersfield 49, 55
- California State University, Fullerton 59, 61
- Football College 53
- University of California, Irvine 51
- University of San Francisco 48, 63
- University of Southern California 47
- Victor Valley College 57

COLORADO
- University of Denver 47

CONNECTICUT
- Connecticut College 53
- Southern Connecticut State University 51, 65
- Western Connecticut State University 57

FLORIDA
- Daytona Beach Community College 50
- University of Florida 46, 52, 62

ILLINOIS
- DePaul University 50, 62
- Southeastern Community College 54

KANSAS
- The University of Kansas 54

MAINE
- Bates College 57

MARYLAND
- Montgomery College 58, 66
- University of Maryland 53, 61, 62, 67

MASSACHUSETTS
- Amherst College 5c
- Northeastern University 52
- Williams College 54

MICHIGAN
- Michigan State University 49
- The University of Michigan-Ann Arbor 50
- The University of Michigan-Dearborn 51

MINNESOTA
- Metropolitan State University 66
- St. Cloud State University 64
- St. Cloud Technical College 52

MISSOURI
- University of Missouri-Columbia 62

NEBRASKA
- Wayne State College 58

NEW HAMPSHIRE
- University of New Hampshire 66

NEW JERSEY
- New Jersey City University 55
- Princeton University 56
- Raritan Valley Community College 58

NEW MEXICO
- University of New Mexico 67

NEW YORK
- Alfred University 65
- Cornell University 59
- Hunter College/CUNY 55
- New York University 46
- Pratt Institute 57, 61

SUNY College at Oneonta 59

SUNY Fashion Institute of Technology 64

The City College of New York/CUNY 60

OHIO
- Marietta College 42

PENNSYLVANIA
- East Stroudsburg University of Pennsylvania 56

RHODE ISLAND
- University of Rhode Island 58

TENNESSEE
- Vanderbilt University 52

TEXAS
- Texas A&M University 50, 65
- Texas Tech University 63

WASHINGTON
- The Evergreen State College 60

WISCONSIN
- University of Wisconsin-Madison 60

RECRUITMENT
- Consortium for Graduate Study in Management MO 44
- Johnson C. Smith University NC 45
- Northern Virginia Community College VA 45
- St. Joseph's College NY 45
- The Ph.D. Project NJ 2
- Thomas Edison State College NJ 46
- Welden University FL 47

CONFERENCES
- National Association of Hispanic and Latino Studies KY 45

FELLOWSHIPS/SCHOLARSHIPS/AWARDS
- NVS Archives Partnership Trust NY 47
- The University of Michigan-Ann Arbor MI 46
- Washington University MO 46

UNIVERSITY OF MARYLAND, COLLEGE PARK

COLLEGE OF LIBRARY AND INFORMATION SERVICES

ASSISTANT ASSOCIATE, OR FULL PROFESSOR IN INFORMATION POLICY

Position Description

The College is developing a new area in information policy and is seeking a full-time, tenure-track faculty member. Information policy deals with the roles, structures, guidelines, and regulations that guide the creation, management, and use of information by institutions and the public. The position will focus on the theories, issues and processes involved in the development and implementation of information policy, particularly in a digita, networked environment, in government, business, education, libraries, and other settings in the US.

A doctorate in library/information science, government, public policy, business, or other field related to information policy, or a J.D. is required. Exceptional potential for research is required at the Assistant Professor level, for appointments at a higher level, a distinguished record of research and contribution to policy analysis is expected. The appointee will be expected to develop and teach courses in information policy and related areas, develop and maintain a strong research program, carry out professional service and advise and work closely with students.

The appointment covers 9/12 months each year with the opportunity for summer teaching. Rank and salary at appointment will be commensurate with qualifications and experience.

University of Maryland/College of Library and Information Services

The University of Maryland is a distinguished Research One university. Its setting close to Washington, D.C. provides an unusually rich environment for access to information and for information policy studies. The University has a policy of being responsive to the needs of dual-career couples. It is an affirmative action and equal opportunity employer. CLIS offers a wide range of courses and degrees at the Masters' and Doctoral levels. Additional information about the College is available at its web site. http://www.clis.umd.edu

More information and application submission

Applications will be accepted until appropriate candidates have been identified. Inquiries and applications should be sent to the Search Committee Chair, Dr. Bruce W. DeCatalyst, Associate Professor, College of Library and Information Services, 4105 Hornbeck Library Building, University of Maryland, College Park, MD 20742-3145 Phone: 301-405-2001 E-mail: bds8@umd.edu
Re-Visioning Machismo in the Service of Transformation

It is our challenge as members of la comunidad Latina in the United States to subvert aspects of la cultura Latina so that we can turn it towards transformation, that is, toward our participation in the creation of fundamentally more loving and just alternatives. We are the living members and carriers of la cultura; it belongs to us. Therefore it is up to us to decide which stories wound us and which ones deepen our humanity. This means that we can take the archetype of the macho in our heritage and remove it from the service of destructive stories such as possessive love, patriarchal domination, and physical abuse in the service of deformation, and redefine and rediscover it in the service of transformation. The answer is not to blame and punish men; the problem is not men, nor the masculine role, machismo, but rather the distortion of the masculine. Where men become arrested in destructive forms of machismo that give us as Latinos permission to dominate women, children, and one another in order to prove our manhood. This cripples us as men and forces us to assert our masculinity primarily through the control of others.

We can and need together as a culture and community to empty ourselves and to liberate men and women from the patriarchal machismo, the abuse of masculinity, without destroying machismo itself, which has its roots in masculine energy. This means that we can vigorously condemn and end the misuse of machismo as a force to maintain the dying story of patriarchy through the use of violence against women and children and to struggle against those forces in the wider society that hurt Latino men so that they feel that the only place where they can assert themselves is at home. What is to be done? Let us consider strategies for growing our own Latino manhood through the subversion of machismo, that is, turning machismo from the destructive and reorienting it to the service of transformation:

- reject the sickness inherent in the notion that there is nothing that we can do to change our lives,
- turn our anger, our rage, into the necessary courage to bring about a better life,
- reject the pornography of the male organs as a weapon and substitute for intimacy,
- empty ourselves of the masturbatory sex of the patriarchal world in exchange for a serious, erotic love of giving and receiving in wholeness,
- rediscover the body, nature, emotions, feelings, the feminine, and/i/estas as the search for community,
- de-educate ourselves so as to throw out the lies regarding our maleness by re-educating ourselves to celebrate our emotional and affectionate nature,
- rediscover the sacredness of the self by going home to the deepest source within our own self,
- become a masculine and feminine male, that is, a whole person,
- create relationships of mutuality with women.

Now I am ready to redefine machismo not as the use of brute strength to dominate women but as the energy of a Latino man who steps forward urgently to love and nurture others and who uses his male energy together with women as mutual allies to protect and defend their humanity and that of the community by organizing a rent strike, setting up a co-op, establishing a scholarship fund, tutoring, spending time with the sick and senior citizens, and nurturing children. There is no time to what can be done when Latino men and Latina women rediscover each other in these kinds of personal, political, historical, and sacred tasks.

But since I also believe that masculine energy belongs to women in the very nature of their being human, then women also can and need to express their masculine strength as Martinmachi, Chicanas, and Latina women active in the fight for civil rights in the service of transformation. Just as Dorothy on her journey in The Wizard of Oz discovers that her companions, the lion, the tin man, and the scarecrow, were dimensions of her own undeveloped masculine self, so in like manner Latina women and Latino men can find their feminine and masculine wholesomeness through action in the community.

What we need as a community are Latina women who are strong within themselves and who, because they know who they are as full selves, are willing to struggle with their fathers, their husbands, their sons, their lovers, their brothers and uncles and male colleagues to daily choose to challenge a Latino male whom they care about to let him in such a way that you demand that he be a different and better kind of man. I am not looking for Latina women to save us or to make us their project but rather to struggle with those of us who are trying to re-create ourselves as Latino males in the service of transformation. Together we can refuse to continue the story of patriarchy and create new and more loving kind of family.
Challenge
Innovation
Inspiration
Editorial Calendar

Hispanic Heritage Month  October 22nd Issue
Law School Issue  November 5th Issue
Publisher's Picks Issue  November 19th Issue
Sports Issue  December 17th Issue
Financing a College Education  January 28th Issue
Women in Higher Education  February 25th Issue
Council of Independent Colleges  March 10th Issue
Community College Issue  March 24th Issue
Graduate School Issue  April 21st Issue
TOP 100 Colleges for Hispanics  May 5th Issue
Health Professions Issue  June 2nd Issue
Corporate Issue  June 30th Issue
The Arts Issue  August 11th Issue
Volume 10 Editorial Index  September 22nd Issue

Telephone: 201.587.8800  Fax: 201.587.9105
E-mail us at: Outlook@sprintmail.com
CONTENTS

FEATURES

Community Colleges Aren’t What They Used to Be

Miami-Dade praises community college, and introduces its own Hispanic faculty as proof of why the two-year schools are taking the lead

6

Presidents of Color Support New Minority Alliance

Introducing: The Alliance for Equity in Higher Education

9

Texas A&M Sets Texas-Sized Goals for the Year 2020

Doubling faculty and quadrupling endowment are in the plans.

11

The Politics of Caring—or Not Caring

Angelo State, UT-Austin, and Stanford-trained professor deplores the “subtractive schooling” of Mexican American students

14

Unmasking Language Loss in the Hispanic Community

Systematic erosion continues

19

Overcoming Fear and Succeeding in Mathematics

A Distinguished Teacher at Mercer County Community College offers basic strategies, and includes parents in the equation.

21

Self-Discovery and Success at Crafton Hills

Thoughtful faculty and staff, and a host of student services help Mayra Gomez become an honors student and campus leader.

24

All in the Family

Dream comes true for migrant couple: all six children go to college—five to SDSU and the sixth to a local community college.

26

DEPARTMENTS

Outlook on Washington:
A Capitol View

Opponents of Preference ratchet up.

5

Honor Roll: Southeast Missouri State University

Located on the Mississippi, SMSU offers its own legends, including the great track record of its pre-med program.

16

People, Places, Publications, Conferences

29

Book Review: “I didn’t know there were Latinos in Wisconsin”

37

Mentors as Culture Brokers

back cover

Cover Photo Courtesy of Miami-Dade Community College
Opponents of Preference Ratchet Up

BY GUSTAVO A. MELLANDER

Many Hispanics have benefited from college and university goals when those colleges and universities sought to diversify their student body. Clearly it worked. Government data note that minority college enrollment was 253 percent in 1995, a healthy increase from 165 percent in 1980.

New battle lines

But as we all know, new battle lines have been drawn. There is a backlash. Legal challenges and changing political realities now challenge hard-fought gains.

Those who are livid over the remnants of affirmative action in college admissions have launched a new campaign. Claiming that U.S. colleges are illegally using racial preferences in admissions, they have expanded their attack. They have decided to try to influence students and faculty at their very colleges nationwide.

Their latest tactic has been to place advertisements in college newspapers. They are funded by the Center for Individual Rights (CIR), a conservative Washington, D.C., law firm representing students suing universities. Sensationally headlined “Guilty by Admission,” these ads claim that virtually every elite college in the United States violates the law.

On the other side of the spectrum, many educators contend that the law firm is wrong. Further, that it has misrepresented 20 years of court rulings by virtually ignoring them. It has also overstated colleges’ efforts to bring diversity to their campuses. Lastly, educators point out that colleges seek a lot more than just racial and ethnic diversity in their student body.

But the CIR is serious and determined. Aside from its college newspaper ads, it has issued two 30-page handbooks that it says are intended to help students identify discrimination and to help institutions keep from getting sued. But critics say that the handbooks are inflammatory and designed to incite lawsuits. The ads are controversial, and some newspapers have refused to accept them.

These ads and handbooks are part of a national initiative. They wish to highlight the use of racial preferences in admissions. They characterize college diversity programs “an antithesis of the civil rights movement.” As of yet, no civil rights organization has agreed.

“Colleges very clearly understand they may not use quotas,” said Norma Cantú, the assistant secretary for the Department of Education’s Office of Civil Rights. “There’s no need for these handbooks.”

At a news conference recently held in Washington D.C., the CIR cited anecdotes and a handful of state-specific studies as evidence that race preference is without merit and that it is widespread.

Another group supporting the campaign, The Center for Equal Opportunity, released a study concluding that the odds of a White candidate being admitted to the University of Virginia instead of an equally qualified Black candidate are 45 to one. As usual, Hispanics weren’t even mentioned.

The data, based on 1996 applications for 10 public Virginia universities, include the race, sex, SAT scores, class rank, and high school grade point averages of 72,000 applicants. The group studied the records of all who applied, whether they were admitted or not.

“We’ve found use of racial/ethnic preference in all of the states. The more selective schools tend to use preferences the most,” said Roger Clegg, general council for the group.

Other voices

Rene Redwood, executive director of Americans for Fair Chance, a group that advises colleges and community groups on affirmative action, contends that preference programs still are needed. Generations are yet to be served. And the “old boy network,” the way it used to be—a preference system of the first order—was too restrictive. “We have studies that show that there are communities that are healthier because women and minorities who become doctors often return to those communities,” Redwood said. So beneficial societal ramifications go far beyond the individual student involved. Both sides in the affirmative action battle cite the 1978 Bakke case, in which a White student denied admission to medical school claimed that specific slots reserved for minority students were unconstitutional.

Ultimately, the Supreme Court decided that colleges could not have separate admissions criteria for minority students, but could consider race a “plus” factor (Bakke was admitted and is now practicing physician.)

In 1996, a federal appeals court in Texas decided the Hopwood case and barred the consideration race in admissions and financial aid decisions. It cited other high court rulings involving such issues as government contracting.

The Supreme Court has refused to hear Hopwood, thus the appeal court’s decision is binding only in its region of Texas, Louisiana, and Mississippi. But its influence is pervasive and in reality goes beyond those three states. It has encouraged the enemies of affirmative action to sally forth.

Bottom line

Hispanics must remain vigilant. Vigilant about those who distort the record, about state ballot measures such as California’s Proposition 209 that ban any racial preferences, and about shifting public opinion. But it will take more than vigilance; it’ll take concerted action.

Dr. Mellander is a professor at George Mason University.
Community Colleges Aren’t What They Used to Be

They’re Taking the Lead, Says Miami-Dade

When they first opened their doors in the early '60s, community colleges were perceived as the educational equivalent of fast food—able to satisfy an immediate need, but without the “finer” qualities traditionally associated with higher education. But over the years, community colleges have transformed themselves, and all indications are that they might well become the premier educational institution for the new millennium.

While a number of external pressures have contributed to this transformation—including the skyrocketing costs of traditional four-year colleges, overcrowded university classrooms, and nationwide economic initiatives such as the Welfare to Work program—the driving force behind the advance to quality has come from within the institutions themselves.

There has been an intensive commitment to recruiting the best faculty, building state-of-the-art facilities, offering cutting-edge programs in emerging technologies, establishing relationships with local businesses to provide employment and training opportunities for students and graduates, offering direct-entry job training, and enhancing general education classes so that they are on a par with similar classes at four-year institutions.

For example, Bellevue Community College in Washington State carved out a niche for itself by providing some of the best computer-technology instruction anywhere, along with state-of-the-art computer facilities, including a $15 million Center for Emerging Technologies. Cuyahoga Community College in Ohio established one of the best music programs in the nation, offering music history, sound engineering, and production, in connection with the nearby Rock & Roll Hall of Fame. The college even has its own record label.

The other surprising contributor to the evolution of community colleges is—the students themselves. Back in the early '60s, community college students were perceived as low-achievers, those who couldn't or wouldn't succeed at a traditional college. But today, community colleges enroll some of the nation's most outstanding high school graduates, reversing the trend of community colleges as a “last chance” choice to that of students' first choice in education.

These students are breaking new ground in achievement levels across the board. For example, Miami-Dade Community College's student team in the National Model United Nations was the first team from a community college to take first place at this national event. And in the college's aviation program, its student pilots have consistently taken first place at national flying...
competitions--again, the first community college team to hold that honor.

In addition, community college alumni are proving themselves at some of the finest four-year institutions in the nation. Several recent studies indicate that, in almost all instances, in nearly every area of study, community college transfers to four-year institutions perform academically as well as (and sometimes better than) students who begin their studies at the same university. This increasingly common academic success has improved the prestige of community colleges nationwide, to the point that some Ivy League universities even give enrollment preference to outstanding students from community colleges.

Miami-Dade Community College (M-DCC) is a good example of these achievements. Recognized as the largest, most diverse, and one of the best community colleges in the nation, M-DCC offers more than 200 academic programs on six major campuses, two centers, and numerous outreach locations throughout South Florida. Its students include some of the region's top high school graduates as well as some of the poorest refugees from the Caribbean and Eastern Europe--emphasizing its mission to serve the needs of the community while offering the best possible education. For example, M-DCC's vocational graduates have one of the highest employment rates in the country, while its academically motivated students have gone on to such prestigious institutions as Smith and Cornell.

Meet the following students who have benefited from a community college education:

- Lester Sanchez, 21, a former sales clerk in an electronics store, who realized that he could never support a family on $7 an hour, so he enrolled in M-DCC to take the first steps toward pursuing his master's degree in electronics.
- Marcel Martinez, 19, the youngest-ever U.S. Junior Master Chess Champion, who will enroll in M-DCC this fall to earn his associate in arts degree.
- Antonio Cuadra, 22, (pictured below) who enrolled in M-DCC two years before he finished high school and attended both simultaneously in a special accelerated program. He graduated from M-DCC one month before his high school graduation, and went on to win a scholarship to study engineering at Cornell University, where he is at the top of his class.
- Dolores Gonzalez, 43, a hearing-impaired mother whose son is permanently connected to a respirator. After years of struggling with poverty, she enrolled in M-DCC to pursue studies in respiratory therapy. She graduated last May with two degrees--an associate's in arts and an associate's in science in respiratory therapy.
- Aquiles Mas, 21, (pictured below) the youngest ever to graduate from M-DCC's Medical Campus Dental Hygienist program. He also graduated from high school a year early, at the age of 17, and will follow in the footsteps of his father, who is a dentist, and his mother, who is a dental hygienist.
- Norma Cruz, 45, a former banking executive who switched careers mid-strike. She graduated from M-DCC's Translation and Interpretation program where she learned to speak four languages--enabling her to become a professional interpreter/translator for the county's judicial system.
- Carmen Rosa, 41, (pictured below) a single mother and a former victim of domestic abuse whose dedication to her education earned her more than $6,000 in scholarships and a new career as a medical records administrator.
- Lissette Garcia, 28, (pictured below) a Cuban refugee from the Guantanamo refugee camp, who earned her associate's degree in journalism and is now employed as a reporter with South Florida's leading newspaper.
- Cristina Diaz, 20, who works 45 or more hours a week at an accounting firm while also attending M-DCC full time.
- Carlos DoMato, 24, a former pilot with the Uruguay Air Force who moved to Miami without knowing more than a few words of English. He enrolled in the ESL program and went on to graduate with an associate's degree in engineering with the highest honors in his class. He also received a full scholarship to Georgia Tech University.

Part of the reason for these success stories is that M-DCC fields many programs that support students throughout their academic careers. There is an active honors program, an eco-urban resident-studies program, English as a Second Language, a variety of service learning programs, refuge assistance programs, and articulation agreements with some of the nation's leading universities as well as regional and state colleges.

The college also has developed strong relationships with major corporations to provide the best equipment and training and offer the best opportunities for employment after graduation. A recent example is the college's partnerships with Novatel Networks at Cisco--two of the nation's leading network providers--to train students for the high demand for computer networking professionals in the 21st century.

M-DCC also offers exception educational and training opportunities in nursing and health care and has earned an excellent reputation that most of the firefighters, police, nurses, and allied health professionals in Miami-Dade County are graduates of M-DCC.

But in addition to its goal of "putting students first," M-DCC also boasts a high-quality faculty--not by accident. M-DCC was the first community college in the country to create endowed chairs for its faculty based on the excellence of their teaching rather th
on their research.

"The Endowed Teaching Chair represents our institution's highest recognition of our faculty," says Dr. Eduardo J. Padrón, M-DCC president. "The recipients of this award have demonstrated to their peers the definition of excellence in every aspect of teaching. Further, they have made student learning their top priority, and, in so doing, have fulfilled the central mission of the college."

Some past award recipients:

- Mercedes Sandoval is a Cuban exile who received many honors for her studies in pre-Columbian art and Cuban history at the University of Havana, and who went on to earn her doctorate in the history and culture of the Americas from the University of Madrid, Spain. She joined Miami-Dade Community College in 1967 as a professor of anthropology, and developed and taught the first college-level course in Cuban history.

- Teresa María Rojas is a native of Cuba, with a degree in drama from Havana University, who has used her talents to bring multicultural, multilingual performance to

audiences throughout South Florida as the founder of the distinguished Prometeo Community Theatre. Rojas is an alumna of Havana's Sala Prometeo—a "poor and small theatre kingdom" located in La Calle Prado—who, once a fledgling actor, represented Cuba at the first Iberoamerican Theatre Festival in Mexico City. She is also a veteran radio and television performer. In 1972, she became a teacher. To her professor of chemistry and a rare third-time recipient of an endowed teaching chair. She is also a highly respected author who co-wrote Exploring Chemistry and Exploring Chemistry Laboratory Manual, the standard texts in college-level allied health chemistry courses, and the author of two National Academy of Science publications.

- Ana Cruz is a professor of accounting who spent more than a decade working for the IRS as well as in private practice before moving into the academic environment. She has earned quite a reputation for making the study of accounting both interesting and relevant.

- Alberto Meza is an artist, poet, author, innovator, and teacher who not only introduces his students to the arts, but also tries to "inflame" them with the passion to

Cayaboga Community College in Ohio established one of the best music programs in the nation, offering music history, sound engineering, and production, in connection with the nearby Rock & Roll Hall of Fame. The college even has its own record label.

Camaguey, Cuba, was the former consul and trade commissioner of Costa Rica in Miami at the Costa Rican Ministry of Foreign Affairs (1980-84), and has served as finance vice president for Aldo International Corporation, and as junior auditor for Price Waterhouse & Company in San Jose, Costa Rica.

"As evidenced by M-DCC, community colleges are ensuring that students are provided with state-of-the-art education and technology along with the most talented and qualified faculty," said Padrón. "We are extending our distance learning programs and broadening our options to be able to reach even more students....Community colleges will enter the new millennium as the nation's first choice for education."
Presidents of Color Support New Minority Alliance

BY MARILYN GILROY

“Prisons and welfare reform have gone ahead of higher education on the national agenda. We have to find the political will to change that.”

Tomas Arciniega, President, CSU-BAKERSFIELD

Hoping to build “unity, community, and influence,” the first Summit for Presidents of Color uniting African American, Hispanic, and American Indian college and university presidents was held in August in Florida. Fifty presidents from around the country gathered to address what one summit organizer called “a tough agenda” focusing on the challenges and opportunities facing leaders of color in their academic presidencies.

The summit was organized under the umbrella of the American Council on Education (ACE) and funded by the W.K. Kellogg Foundation. Participants listened to presentations and discussed sensitive issues dealing with politics of race and gender in the presidency. Several sessions focused on the importance of consolidating resources and creating inter-institutional partnerships to gain federal support.

Hector Garza, vice president for ACE’s Division of Access and Equity programs, explained that the summit goal was to begin a dialogue on how to build unity within the various ethnic groups and how to expand the spheres of influence of presidents of color and minority-serving institutions.

Attendance at the summit included Hispanic, African American, and American Indian presidents. Some, like Ricardo Romo, from the University of Texas at San Antonio, were new to their positions, but there were also seasoned veterans such as Tomas Arciniega, president at California State University-Bakersfield for 16 years.

Summit roundtables produced some frank discussions. One centered on how to increase the numbers of presidents of color and women who serve the academy. The search process, said several participants, is full of subtle racism. “Minority applicants have to worry...because they are under a microscope,” said Garza. “Interviews and dinners become a test where candidates worry about protocol and the need to do everything right.”

During the search process, committee members might ask minority and female candidates questions that reveal prejudicial attitudes such as whether or not the candidate will be able to bring in large donors. Will candidates’ spouses be able to entertain appropriately?

Sometimes minority candidates inadvertently hurt themselves, said presenters. Keynote speaker Vera King Ferris, president of The Richard Stockton College of New Jersey, noted that when two minority candidates surfaced on a short list for the presidency, they often end up competing with one another and canceling each other out. Or, she explained, times, minority search committee members will be biased advocates for the candidate of their community without accountability to the other candidates. Instead, Ferris said, we need to see all candidates as exemplary and worthy consideration.

Once in the presidency, minorities and women need to find a support network for dealing with forces and factors that influence their effectiveness, including the predominantly White male governing boards that exist at most colleges.

“White presidents have their own network, which provides them with strategies for handling difficult problems,” said Garza. “These networks are often not available to presidents of color, so we have to find ways providing more support for them so how can presidents of color begin to deal with interracial tensions more constructively and foster an alliance?”

“The reason these tensions exist is because of scarce resources,” said Garza. “Competition and co-optiveness are bound to surface when there are scarce resources. Rather than fight over how to divvy up the existing small pie, we talk...
about the need to unify and expand the pie.”

But participants agreed that creating strength in numbers would not occur without some operating principles for supporting instead of undermining one another.

Garza explained one of the principles of agreement that came out of the summit roundtables: “If we can’t say something good, then maybe we should be silent. When we can’t say support an issue brought forth by another racial group, we will try to be silent,” he said. “This will prevent the divide-and-conquer model from succeeding and will also ease the divisiveness among minority communities.”

The presidents of color also acknowledged that the various ethnic groups have a lot to learn about one another. One exchange of views tackled the whole notion of language that each community uses and how that language is interpreted. For example, on the third day of the summit, there was a meeting agenda item listed as “Understanding the Role That Nationalism Plays in Building Community.”

“When African Americans talk about nationalism, it is a positive concept, one about building community and family,” Garza said. “But when applied to Hispanics, nationalism has a negative connotation because we think of it as reductionist and narrow. It seems to apply only to a U.S. model and excludes a global dimension and international perspective on issues and therefore doesn’t resonate well with us. Our two communities need to understand such differences and appreciate why there might be some misunderstandings when this term is used.”

These barriers will have to be overcome in order for minority presidents and the institutions they lead to form inter-institutional partnerships, a process vital to remaining competitive in vying for large federal grants.

Fortunately, the Presidents of Color Summit came on the heels of an announcement that three higher education associations—The American Indian Higher Education Consortium, the Hispanic Association of Colleges and Universities, and the National Association for Equal Opportunity in Higher Education—representing 321 institutions, have joined to form The Alliance for Equity in Higher Education, a group that will lobby on behalf of colleges that serve the United States’ growing minority population.

The goal of the alliance, says Garza, is to help institutions that serve students of color to speak with unity on public policy issues, rather than pursue their agendas separately. They hope to secure more federal funding for a variety of projects but especially to increase financial aid packages for their students, who often come from poor families and limited public schools. These students generally need large financial packages, remedial courses, and mentoring, all of which are expensive, said Ricardo R. Fernandez, president of CUNY’s Herbert H. Lehman College, in a recent interview. Lehman’s enrollment is 41 percent Hispanic and 30 percent African American.

The creation of the alliance was welcome news at the Presidents of Color Summit. Many of the presidents strongly support this and other efforts to encourage collaboration among their institutions. Tomás Arceñiega, president of California State University-Bakersfield, who delivered an address to one of the summit’s plenary sessions, stated that it was absolutely critical to find resources that will increase the number of minorities earning baccalaureate degrees. (Data compiled by the Mortenson Research Seminar on Postsecondary Opportunity shows that in the 25-years-and-over age group, approximately 13.3 percent of Blacks and 10.3 percent of Hispanics have attained a bachelor’s degree.)

“Ethnic minorities are the critical pool of human resources for the future,” said Arceñiega. “Yet they are disproportionately represented by low-income status and educational achievement. ‘We have to carve out a bigger and better place for minorities and bring them into the economic mainstream.”

Arceñiega says that the only way to deal with the enormity of the problem is through national efforts. “We need a major initiative, something equivalent to the push for civil rights in the ‘60s. The federal government must become involved in improving public education. It will take a coalition of educational leaders, politicians, and other officials to move beyond an expression of concern to positive action.”

Arceñiega’s address was especially forceful and hopeful because he comes from a state that has been through some “troublesome times,” as he called them. He indicated that the dark clouds of the anti-affirmative action, anti-immigration movements that culminated in California voter propositions are lifting and that the current sociopolitical climate provides a major opportunity for change.

But although he sees a turn for the better, Arceñiega cautions that it will take a united effort to ensure that improving educational opportunity comes to the forefront of the political agenda.
Texas A&M Vision 2020
Doubling Faculty, Quadrupling Endowment in the Plans

BY PATSY J. ALBRIGHT

More than 250 of Texas A&M's best thinkers were thinking billion-dollar bold when mapping strategies for propelling the state's first public university into the ranks of the top 10 flagship institutions nationally, according to their recently released report. The bold thinking transpired over the past year as faculty, staff, students, alumni, and other supporters of Texas A&M formed a taskforce and held brainstorming sessions as part of the institution's vision 2020 project. Vision 2020 is intended to result in Texas A&M's attaining top-tier status by the year 2020, not merely for its own benefit, but for the benefit of the state and all its citizens.

"The destiny of Texas is inex- tricably linked to the level of quality of its premier institutions of higher education," notes the Vision 2020 report, entitled Creating a Culture of Excellence.

Another Vision 2020 goal is to continue the university's academic evolution while retaining, or even enhancing, many of the unique features that have differentiated Texas A&M in the past. No specific dollar value has been placed on implementation of the report's nearly 100 recommendations, but one of the stated Vision 2020 goals is to increase the university's private endowment to a level of $3 billion. Texas A&M's endowment currently totals about $700 million.

Perhaps the most costly recommendation is to increase the size of the present 2,400-member faculty by as much as 50 percent while also enhancing its quality. Other big-ticket recommendations include authored an introduction to the report that is separate. "We believe [the report] represents a recon- gence of some of the best thinking on higher education in many years. "It is bold in its recognition of the progress required to continue to move Texas A&M forward, a process that will add value to the degree of every former, current and future student.

"It is sensitiv in that it recogni- nizes our heritage as a land grant university, as place where students are center and as a place that inspires leadership. It is visiona- in that it sugges- many changes to the culture of Texas A&M that are challenging, par- ticularly when you regard the institution so highly."

The imper-
ate an environment that increases the probability of a Nobel Prize or Pulitzer Prize being awarded for work done at Texas A&M.

Strengthen graduate programs: have 20 percent of the students enrolled in master’s programs; double the number of post-doctoral fellows; increase to 50 percent the proportion of the master’s population enrolled in distance learning and nontraditional master’s offerings.

Enhance the undergraduate academic experience: ensure that the core of the university must be a residential, learner-centered community; attain a 95 percent first-year-student retention rate and 85 percent six-year graduate rate—levels consistent with the best institutions; have 75 percent of lower-division courses taught by tenured or tenure-track faculty; establish specialized dormitories for 25 percent of undergraduates; grow the Corps of Cadets to 2,800 members; and build a student leadership center.

Build on tradition of professional education: create a “university within a university”—a component funded entirely from non-state sources that would allow the entity to attempt new forms of educational opportunity to serve Texas business and industry at both the corporate and individual levels.

Build the letters, arts, and sciences core: establish an “honors college,” establish doctoral-level faculties in all arts, humanities, and social sciences disciplines; expand co-curricular art experiences available to students.

Diversify and globalize the Texas community: achieve student diversity that reflects college-bound Texas high school graduates; have 100 percent participation in international study opportunities for undergraduates.

Increase access to intellectual resources: have library expenditures per student equivalent to that of the best institutions; establish a digital library; have state-of-the-art information and computing systems available for anyone anywhere and anytime.

Enrich the campus: provide for all undergraduates to have the opportunity to live on campus at some point in their student experience; provide new residence halls equipped for the technological climate of the 21st century.

Build community and metropolitan connections: nurture connections with the local community; establish a strong partnership with Blinn College for the benefit of citizens of the Brazos Valley; establish a significant transportation, cultural, and economic linkage between Houston and other metropolitan areas and the Brazos Valley.

Dwelt and enlightened government and leadership: create and implement a comprehensive pay, benefit, and recognition plan for all faculty and staff that encourages informed risk-taking; maintain the lowest ratio of administrative costs to general educational costs when compared to peer institutions.

Attain resource parity with the best public universities: achieve resource allocation from state sources on a per-student basis, equal to the average for the best public flagship universities; acquire the ability to charge differential tuition based on market value, and offset the impact of the increase with access to appropriate financial aid; double the number of strategic alliances with corporate, public, and nonprofit partners; document the role of Texas A&M in attracting new industries to Texas; mount two successful capital campaigns that will increase the university’s private endowment to $3 billion, from its current level of $700 millions; increase financial support by alumni to 55 percent of the graduates.

Meet commitment to Texas: gain a significantly enhanced level of public and legislative support for the university’s flagship role as evidenced by tripling per-student appropriations; incorporate a required service experience into the undergraduate curriculum; quadruple the number of spin-off industries associated with the university; establish an “access center”: a large window through which requests for assistance or partnerships would flow.

Vision 2020 sets a direction and a context for future strategic planning at Texas A&M, the project’s leaders note in their closing statement in the report. Strategic plans from each unit on campus will be reviewed and updated annually, they add. These plans will include goals and strategies that are responsive to the imperatives and goals of Vision 2020. These cycles, as well as the day-to-day activities and decisions at every level of the university, will be guided by the general principles articulated in the report.

“This structure—our ongoing planning processes kept on target by a university planning council and an external review council—will help guide us,” Vision 2020 leaders explain. “But what chaperones this university into the first part of the next century is a commitment to be better than we have been before—to add value to the degrees of our students. Our commitment to excellence is the bedrock on which the future of the university will be built. Our responsibility to be better than ever is the ‘13th imperative’—and the most important of all.”
Diversity

as practically a byword in Texas A&M's Vision 2020 report. One of the report's 12 "imperatives" specifically addresses diversity goals, and one of the university's six "core values" reflects a commitment to provide even more opportunities for women and underrepresented minorities.

The report, "Creating a Culture of Excellence," includes an "imperative" entitled "Diversify and Globalize the A&M Community." Vision 2020 taskforce members emphatically state that Texas A&M must be a leader in promoting diversity in its student body, faculty, staff, and intellectual viewpoints.

"Affording opportunity to all racial and ethnic groups is critical to the future of Texas," Vision 2020 participants state in the report. "Our vision of diversity as a wellspring of academic energy goes beyond race and ethnicity to all manner of thought and action."

Specific Vision 2020 goals related to diversity:

- Achieve student diversity that reflects college-bound Texas high school graduates through appropriate recruitment and retention activities.
- Recruit outstanding minority students and provide the educational opportunities and leadership development experiences that will prepare them as future leaders of Texas.
- Reduce to zero the number of students, faculty, or staff who leave because of a perception of a less-than-welcoming environment.

In the university's statement outlining the core values that will drive all of its decision-making, the fourth provision states: "We will welcome all people and do our best to prepare them for purposeful and productive lives. We will attract a richly diverse student body, faculty, and staff. We will value and build character and leadership in our faculty, students, and graduates. We will treat all members of our community with respect and civility. We will foster an atmosphere of community among our faculty, students, staff, former students, and parents. We will increase opportunities for women and underrepresented minorities on our faculty, staff, and administration."

In addition to examining key issues and initiatives on the university level, the institution's academic units also went through similar processes and made their own assessments. Those assessments will figure prominently in their future perspectives and operations.

The College of Education, for example, included the following observation as part of its Vision 2020 planning in a section entitled "The University's Future Is Abt Diversity": "The pluralism of nation in terms of ethnic herit and economic status will conti to challenge the skills of educa and other professionals to estab and maintain high-quality, rigor schooling/educational experiences. Linguistic diversity and rap changing knowledge bases com with the pervasive effects of gen tional poverty on children and f amilies create a context in which College of Education commu must focus on the preservation enhancement of democracy."
The Politics of Caring

By Rosie Carbo

What Valenzuela found was that these students suffered from a host of problems with identity and lack of self-esteem due mainly to the school system.

Angela Valenzuela wasn't trying to indict the U.S. public school system when she began research at a Houston school made up primarily of Mexican immigrant and Mexican American children. But that's what emerged after years of research that culminated in dozens of personal interviews with teenagers representing the fastest-growing ethnic minority in the country.

The first Mexican American female professor ever hired at the prestigious Rice University, Valenzuela recently published her findings in a book titled Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring.

"It was very emotional for me. I felt a lot of frustration. I felt like I walked away with a stronger sense of how the cards are really stacked against us."

Valenzuela knows firsthand about facing institutional opposition. She recently left Rice after having served as assistant professor of sociology since 1990. But the professor did not want to dwell on disputes concerning matters of tenure. Instead, Valenzuela preferred to point out that she had just published her first official book last month through State University of New York (SUNY).

"I was mainly interested in the general idea of assimilation. And the school, which has the fictitious name of Juan Seguin High School, was a natural laboratory for my research," said Valenzuela, who earned her doctorate in sociology from Stanford University in 1990."
“English-only forces....I hope it’s given the attention it deserves,” writes Jonathan Kozol, author of *Savage Inequalities: Children in America’s Schools.*

Lack of attention, which translated into lack of caring on the part of teachers, administrators, and the American school system in general, is why the word “caring” became part of the final draft. “A lot of people I talked to used the word ‘caring.’ The teachers said the students didn’t care. The parents said the teachers didn’t care, and the students said their teachers didn’t care. So the word ‘caring’ had to be in the title,” said Valenzuela.

Harriett Romo, a former colleague from Stanford, read the book at the request of Rice University officials prior to its recent publication. “I think it’s an excellent book that will be useful in schools around the country. I think it will also wake up some people and change attitudes and perspectives about Hispanic students,” said Romo, professor of education and sociology at the University of Texas at San Antonio. “Angela’s particular study focused on the school. She says caring and relationships are essential to keeping students in school. That’s her main theory.”

But while she agreed with Valenzuela’s theory, she didn’t think it was enough to bring about dramatic and necessary changes in curbing the high dropout rate among Hispanic students nationwide. “Angela is a very talented scholar who researched the book very thoroughly. But positive relationships are not enough. You need the structural academics,” said Romo, co-author of a soon-to-be released book about Latino youths.

Valenzuela would agree, since strong academics played a major role in guiding and shaping her own life from the time she was a child, one of three children in the family. Her father was a Baptist minister. “Growing up, my mother always said that she wanted to go back to school. So in my senior year in college, she did go back. It was such a pleasure going to school with my mom,” said Valenzuela.

“Mom went back when my younger sister graduated from high school. I relished being able to have these intellectual conversations with her. She graduated summa cum laude, higher honors than me,” she said.

The book evolved after Valenzuela graduated cum laude from Angelo State University in her native San Angelo, Texas, in 1981.

“I thought I wanted to teach accepted into Stanford University’s doctoral program, which included the need to earn a second master’s degree as a prerequisite to her doctorate.

“Actually, my dissertation, which focused on extended families, is what attracted me to the whole idea of cultural assimilation,” said Valenzuela, who earned a master of arts in sociology from Stanford in 1985. “I was concerned about the idea that our strong allegiance to our families was a hindrance to our achievement, and I wanted to test that hypothesis.” The result was a dissertation titled “Familism and Academic Achievement Among Mexican-Origin High School Adolescents,” the study that laid the groundwork for *Subtractive Schooling.*

“I found that strong allegiance to family was not a hindrance. And that if parents had a high school education, it was actually a help,” said Valenzuela, who recently accepted a position at the University of Texas in Austin as an associate professor of curriculum, instruction, and Mexican American Studies.

“In Subtractive Schooling I wanted to understand the experience of Mexican immigrant children and Mexican American children at the most general level. I wanted to know how the school play into the process of assimilation,” said Valenzuela.

“It’s a very well-done study that speaks truthfully about the problems of undereducating our youth which I know is a subject very close to her heart,” said Emili Zamora, Valenzuela’s husband, a professor of U.S. labor and Mexico history at the University of Houston.

But the differences between public school experience of Mexican immigrant students an those of first-generation Mexican American students were decided revealing. “Even though my study found that immigrant students did better, in part because they came into the system already know who they are, that doesn’t mean they remain positive through their school experience,” said Valenzuela. “Immigrant student haven’t internalized what it means to be a minority. So at first, they see school as a positive experience. But Limited English Proficient children are transitioning as rapidly as possible into an all-English curriculum. That’s when things change.”

“One immigrant student told me, ‘I used to know math; I used to be smarter.’ This is the result of tracking. That’s why I feel that schools need to stop the subtracing and respect the culture,” she said.

In summing up her lifelong research, Valenzuela said that while she graduated from San Angelo Central High School in 1976, she never envisioned advocating for social justice. “I’m an Affirmative Action baby. My parents live through the Jim Crow era and segregation. That and the Civil Rights Movement and Women’s Movement motivated me -- and deepened concern for social issues,” said Valenzuela.

"The strong, beautiful writing in this book should be a potent antidote to the enormous tide of shallow propaganda coming from the ‘English-only’ forces...."

Jonathan Kozol
Sometimes you can learn a great deal about a university from the little things it does to serve students. One case in point is the innovative Textbook Rental program at Southeast Missouri State University (SMSU) that, in effect, results in a $3,000 scholarship for every student. The concept of the program is elegant. The institution notes that no matter what a student's ACT score, or how high the grades are, or how many activities that student participates in, a student can get textbooks for free (almost) at Southeast.

It is a long-standing policy at the university that students can rent their coursework on campus. Since the policy was instituted on campus in the early part of the century, students have benefited from the philosophy of "providing the best education for the least amount of money." The textbook rental system actually got its start in 1915 and has remained virtually unchanged since its inception.

Here's how it works. Students are charged $1 (plus tax) per course, per semester. After that, if a student enrolls in an average of 15 credit hours per semester, that student would spend only about $150 on books a year. It has been estimated that students from other universities spend between $400 to $800 a year on textbooks. It all adds up. That means that over the span of four years, a student at Southeast could save about $3,000 on this piece of higher education costs.

"The system runs very smoothly," the university says; "due to the combination of a specialized computer system and the friendly staff. The process itself is very easy to follow and can take as little as a few minutes." The first step is for students to bring their ID and a copy of their semester schedule to the University Center that houses the Southeast Bookstore Textbook Rental. The students walk through the alphabetized stacks and collect the corresponding books. After signing a copy of the regulations, the books are scanned on to their university accounts, and the books are theirs...at least for a few months!

A university spokesperson estimates that starting such a system from scratch would be quite expensive. Reporting, "Our system at Southeast began long enough ago that the financial implications of beginning such a system have faded through the years. The cost of starting something similar is estimated at $3 million. and although many other universities envy our system, it is just too difficult to get that kind of money together. We are just lucky that ours started so long ago that rental was only $2 a term." The spokesperson notes that, after the start of such a system, upkeep is not overly expensive. Students generally take care of the books, and the system doesn't really require a lot of maintenance. The highest costs exist in updat-
Honor Roll Facts in Brief

INSTITUTION
Southeast Missouri State University

LOCATION
Office of Admissions
One University Plaza
Cape Girardeau, MO 63701-4799
(573) 651-2590

ESTABLISHED
1873

ENROLLMENT
8,509 (66 percent minority)

DEGREE OFFERINGS
Master's
Bachelor's
Associate's

TUITION AND FEES
$2,979 (Missouri residents)

FACULTY
400 full-time

SEVERAL DEGREE PROGRAMS
American Studies
Business Administration
Health Management and Health Promotion
Historic Preservation
Pre-Medicine

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Central American Student Association
Global Students Association

INTERNET ADDRESS
www.semo.edu

Dr. Kenneth W. Dobbins, Southeast Missouri State University president

ing the books, but obviously, after more than 80 years, administrators at Southeast think that it’s worth the cost.

For holding down the costs of higher education, and for building innovation into even the most accepted cost points, we welcome Southeast Missouri State University to The Hispanic Outlook Honor Roll...and that’s not a temporary invitation; it need not be turned in at the end of the semester.

Southeast Missouri State University is a four-year, comprehensive public university that specializes in a student-centered education and "focuses on the professional development of its students." The university was established in 1873 as the Southeast Missouri Normal School. By legislative enactment in 1919, the institution became Southeast Missouri State Teachers College and was authorized to grant degrees. The name Southeast Missouri State College was adopted on September 21, 1946, by permission of the Missouri General Assembly. The changing curricula and educational mission of the school were reflected in a modification on August 27, 1972, when the Board of Regents approved the name Southeast Missouri State University.

Cape Girardeau, the home of Southeast Missouri State University, overlooks the Mississippi River and is one of the oldest cities in Missouri. The city on the west bank of the Mississippi offers a variety of cultural, recreational, educational, and health facilities to its nearly 40,000 residents. The campus consists of more than 200 acres situated on a hill overlooking the city and the river. St. Louis is two hours to

the north by Interstate 55, and Memphis, only three hours to the south.

Since 1873, Southeast has evolved into a university consisting of five colleges, two schools, and a Polytechnic Institute. The institution offers more than 150 academic programs.

Southeast is proud of its personalized attention to students. Dr. Kenneth W. Dobbins, its 17th president, says, "Southeast strives continually to be, both literally and figuratively, a student-centered university, and welcomes students of diverse backgrounds and experiences. At Southeast, students are the most important resource of all.
Southeast has approximately 8,500 students who come from all 50 states and 51 countries around the world. Southeast is "committed to expanding diversity both in its academic programs and in the types of students who enroll at the university." The school has more than 1,000 faculty members who are "focused on student success." Nearly 400 are full-time faculty. Full-time faculty members instruct 95 percent of the courses offered by the school. Graduate teaching assistants are used to teach only a small number of introductory courses and labs. All faculty members hold weekly office hours and serve as faculty advisors for undergraduate students in their academic areas of study.

Approximately 85 percent of the faculty have terminal degrees. The commitment to controlling class size is upheld by an average enrollment of 25 to 30 students per class and an overall student-to-faculty ratio of 18:1. Progress toward what the institution terms "Student Mix Goals" showed that at the start of the diversity plan in the fall of 1995 (when goals were set), the percentage of the student body that was made up by minority students was 5 percent. As of last year, that group had risen to 6 percent, international students, represented 2.1 percent last term.

Southeast believes that residential campus living is a major part of the college experience. 1,736 students live in residence halls. Students who live in one of Southwest's seven living areas govern their residence halls and study in the lounges and computer labs. Residence halls range from simple and affordable to "nearly luxurious" and "slightly less affordable." Students usually have a double room—many with private baths and walk-in closets. There are ice machines, kitchen facilities for late night snacks, and laundry facilities. Students have access to voice mail, telephone service, and computer labs, which feature links to the campus mainframe computer and to e-mail.

Athletics are a great option for students. Southeast competes in NCAA Division I athletics in the Ohio Valley Conference. Since moving to Division I in 1991, the program has had great success. Last year, Southeast claimed four OVC regular-season titles, two post-season titles, two OVC players of the year, four OVC coach of the year awards, an OVC scholar athlete, the OVC female athlete of the year, and, for the fourth straight year, claimed the OVC women's sports trophy.

Southeast is recognized as a leader in undergraduate education. The progressive science and medical programs have top placement rates and excellent laboratory facilities. An average of more than 70 percent of students who graduate from the pre-medical program are accepted into medical school. That's an amazing statistic. The national average is 40 percent. Southeast's Donald L. Harrison College of Business is housed in the new $1.8 million Dempster Hall of Business and carries the elite accreditation of the AACSB: The International Association for Management Education. The university was selected as the site for Missouri's new Polytechnic Institute and continues to be recognized as having some of the top teacher education programs in the nation. Southeast also offers such programs as historic preservation and corporate video, plus new fields of study for students interested in sports management and environmental science.
Unmasking Language Loss in the Hispanic Community

by Frank Carrasco Espinoza, Ed.D.

Language loss has traditionally been considered a loss to individuals who at one time spoke the primary language; yet, many people who have never learned to speak that language are also casualties due to the encroachment of external societal forces. This loss has a significant impact on their ability to communicate with family members as well as a negative effect on their self-concept. The causes of language loss create insurmountable obstacles and infringe on the rights of anyone who chooses to speak and maintain a primary language.

Throughout the United States, families whose primary language is other than English are attempting to dismantle the stumbling blocks that hinder them from acquiring the level of proficiency in English that is needed to further their economic condition. The reality is that in the U.S., English is a high priority for individuals who desire acceptance and success. At what cost? At whose expense? Language loss infringes on the rights of Hispanics in their communities and affects their family, relationships, cultural values, and ability to communicate with one another.

Language loss within the family circle first attracted my attention while visiting with my abuelita (grandmother), who spoke only Spanish and constantly reprimanded us for not speaking to her in Spanish. During my visits, I observed my younger relatives visiting and greeting her with a hug and "Hi, Grandma" as they darted off. I also noticed that this initial contact was the only direct communication to take place during their visit. Why? My younger relatives did not speak Spanish to her because they never acquired our family's primary language, Spanish.

Educational institutions strategically promote English as the valued language. Spanish-speaking students who are not fluent English speakers are often conditioned to accept the belief that their language has little or no value. In the United States, the Spanish language is attributed to people who are considered either impoverished, low-achieving, or from low-economic-status communities. This fallacy has compelled some Hispanics to deny that they speak Spanish when in fact they are fluent in it. Hispanics whose primary language is Spanish and who enter education institutions in the United States have often been viewed as having sub-standard language. Neither a nor education background serve to shield them from experiencing and eventually developing a more self-concept as a direct result of language loss. Many succumb to extrinsic pressures and have either not acquired the ability to speak Spanish or have dropped their primary language a embraced the English language in order to be accepted by education institutions and the mainstream culture.

Language plays an integral role in the maintenance of culture and is the mode of communication, thoughts, ideas, feelings, and love. Once this avenue no longer exists, a separation between communities and families is inevitable. Spanish-speaking communities have the right to maintain the use of their primary language and maintain cultural values through the sharing of information and knowledge with family members, and to continue to function as contributing members of the community and society.

Effective communication will only occur if the ability to speak the language of the respective group is valued. In an article published in the Los Angeles Times (May 18, 1999) titled, "A Language is a Terrible Thing to Lose..."
Augustine Gurza talks about the feelings of “humiliation, embarrassment, and pain” among Latino legislators from California who were to join the governor for a visit to Mexico. The problem was that some of the Latino legislators of Mexican ancestry were unable to speak enough Spanish to effectively communicate with Mexican officials. Families have traditionally been eager to have their children acquire English for various reasons. Parents recall receiving corporal punishment and being sent home from school for speaking Spanish. The degrading treatment they experienced during their early years in education institutions for having the audacity to speak Spanish served as the impetus for members of Spanish-speaking communities to advocate that in their home only English was to be spoken. They were determined that their children would not speak Spanish and would not experience the same fate. Educational institutions have established a climate that encourages students to speak only English while attending school if they are to be successful. This, coupled with Hispanic parents who are convinced that success is possible if only English is promoted in the home, has resulted in first- and second-generation Hispanics in the United States experiencing language loss.

Alma Flor Ada, a professor at the University of San Francisco, believes that we should “look at language loss, reflect and unmask the causes of it, and free ourselves of a guilt that should not be personal.” I have engaged in numerous conversations with monolingual English-speaking Hispanic students who are pursuing higher education. These intensive discussions provided insightful information on their personal experiences based on their inability to communicate in Spanish. As these students began to reflect on their experience, they felt that they had been cheated and stripped of the key essence of their culture, language. They expressed feelings of resentment, anger, shame, and inferiority and believed that their inability to speak Spanish was the basis for their demeaning experiences. The fact that they are non-Spanish-speaking Hispanic students attending institutions of higher education has broader implications in the area of academic success. Like those California legislators who shared feelings of “humiliation, embarrassment, and pain,” on occasion these students have experienced the same feelings, and for the same reason.

The harm is most evident within the circle of the family. These students shared feelings of frustration and isolation due to their inability to communicate with their grandparents, uncles, aunts, and other relatives. The systematic erosion of the Spanish language among Hispanics in the United States continues to encroach upon the Spanish-speaking community.

The systematic erosion of the Spanish language among Hispanics in the United States continues to encroach upon the Spanish-speaking community.

Another student said, “There are a whole bunch of people out there that I can’t communicate with that are my family, I kind of feel ignorant. Like something is wrong with me.”

Whenever we have a need to communicate directly with people in the community, (spoken) language is the key ingredient in establishing a meaningful dialogue. The changes in national, state, and local policies negate linguistic diversity and continue to establish procedures that impede the manner in which Spanish-speaking communities are able to maintain their culture. It is unfortunate that segments of society institutionalize structures that dictate which languages are deemed to have value and merit while other languages are deemed unworthy and to be disregarded.

Entering a Spanish-speaking community can intimidate Hispanics who are non-Spanish-speaking. A monolingual English-speaking Hispanic student described her experience among Spanish speakers as “really humiliating.”

“Sometimes I’d rather experience the hostility than the pity,” she said. “People look at you and feel sorry for you. It is easier on my ego if I stay away from those situations. It’s not a good feeling, that is for sure.”

Speaking Spanish is essential for Hispanics in order to communicate effectively and to be accepted within the Spanish-speaking communities. And to maintain their family relationships. It is time to challenge the paradigm that continues to promote the external pressures, which result in language loss. Structures, organizations, and practices which result in language loss and negatively impact the self-concept of non-Spanish-speaking Hispanics need to be examined, analyzed, unmasked, and then dismantled.

Dr. Espinoza is an assistant professor at California State University-Bakersfield.
Overcoming Fear and Succeeding in Math

Lessons from a Distinguished Teacher at Mercer

BY

ARTHUR E. SCHWARTZ

"Most parents I talk to want to help their children but feel woefully inadequate because they have no guidelines or support materials."

ARTHUR E. SCHWARTZ

Why do so many people have trouble with mathematics? What propels countless individuals to shrug their shoulders and say “I’m no good at math” when they are asked to divide up a restaurant check, make change, or handle their own finances?

For many, fear of mathematics starts well before adulthood. By the time significant numbers of students reach junior high, they are already losing interest in math and can’t wait to get their math requirements “out of the way” in high school and college.

As a teacher of mathematics for more than 30 years, I have encountered several thousand cases of math anxiety, probably brought on by a number of educational and societal factors that can be compounded even further for women and minorities.

I know that many students think of math as a male-dominated world and can recall going through school encountering what they characterize as “tough, insensitive, boring math teachers.” Although the number of women and minorities teaching mathematics is increasing, the majority of today’s students are not encountering role models or teaching styles that ease their fears. They often enter their math classes tentatively and with a lack of confidence.

Some students are so intimidated that they don’t even make a sincere attempt at math, and profess not to care. After all, if they don’t care and don’t try, they can automatically justify failing.

We must begin to change the way our students feel about math and, in some cases, rethink our approach to teaching the subject matter. As several recent studies point out, students in the United States are falling way behind other nations in math and science achievement. And with today’s diverse student population, we must find ways to ensure that all students have an equal opportunity to succeed in math.

Parents and educators, by encouraging students to gain the mathematical skills they need to be successful, are key to reversing this downward trend in math achievement. A good math background is an invaluable skill in life. Additionally, it can help high school students get into better college and for college students, it can mean more job opportunities.

Succeeding in math is certain not a function of gender or ethnic background. It is, however, a function of attitude and perseverance,
In the award-winning film *Stand and Deliver*, Jaime Escalante gives up a promising career in computers to teach in an inner-city high school. His students have poor academic records, and the school can barely provide basic resources such as textbooks, let alone calculators and computers. Even the teachers have resigned themselves to the idea that the students have limited abilities.

Yet Escalante inspires and motivates his students to do well in math. He tells his students to forget past performance and expectations. "Math is the great equalizer," he says, and asks them to cultivate *ganas* for math.

The film is a powerful lesson in how even disenfranchised students can become engaged in mathematics. It is not an easy task, and it requires many of us in mathematics education to constantly revise our approaches in the classroom.

Even the government has begun to realize that the teaching of mathematics needs attention. Recently, officials in Washington announced the formation of the National Commission on Mathematics and Science Teaching for the 21st Century. Membership will include business and academic leaders who will join astronaut John Glenn and Senators Edward Kennedy (D-Mass.) and James Jeffords (R-Vt.) to develop a strategy to improve the quality of math and science teaching. As the July 16th *H.O.*'s "Outlook on Washington" column pointed out, there is growing concern that middle and high school students are not being taught by teachers who are trained to teach math and therefore our students are not getting the foundation they need in critical-thinking and problem-solving skills.

**Teaching Strategies**

What can be done to help students become confident about learning math and to ensure their success in class and on standardized tests, which remain the benchmark for assessing learning? Some of the following suggestions might be helpful in the teaching of any discipline, but they are critical in the teaching of mathematics.

Students might have been taught to memorize various functions and formulas but don't really understand... because they are not taught the underlying concepts and basic structure....They have not been taught critical thinking.

- **Working on attitudes**
  Both the teacher and the student need to consider their frame of mind as they approach mathematics. For the teacher, it is important to put himself or herself in the students' place... to try to remember how intimidated some individuals might feel about learning mathematics. In many cases, instructors have to realize that their students don't know how to study and learn math. Students might have been taught to memorize various functions and formulas but don't really understand what they are doing because they are not taught the underlying concepts and basic structure on which to build a foundation for mathematical reasoning. Essentially, they have not been taught critical thinking. Students need to see specific examples with clear verbal explanations that detail a logical sequence in the process. Applications are essential to both reinforce and justify mathematical concepts that have been introduced.

- **Going back to basics**
  Instructors should consider reviewing some basics that are often taken as a given, such as how should we read and effectively use a mathematics textbook. As every college student knows, math books are expensive, but students need to own the text in order to underline, highlight, and write examples and explanations in the margins based on notes taken from the instructor's lecture. We need to make sure that students understand that pencil, paper, and calculator are also essential as they proceed through the text. Students should be prepared to go through each example or proof by writing it out; they should not be lulled into thinking they can do problems in their heads. By the time they progress to the second or third example, they should be able to predict and justify each step in the solution process.

  In my first few classes, I explain this basic methodology of approaching math to students and show them how to use the book's index and glossary as a helpful follow-up to class instruction.

  Going over the basics helps the students to see learning math as a "building block" process, which must be approached in increments. In algebra, calculus, or low-level math, I start with problems and examples they can see and understand and try to build to more sophisticated ones. It is impossible to start with complex problems and work backwards; it must progress from the simple and concrete to the complex. Only then do students gain the confidence and knowledge that will enable them to tackle more rigorous mathematics.

  By using this approach from day one and continuing it throughout the semester, teachers can help their students develop a more positive attitude about learning math. It can take away some of the anxiety as students see that they are not going to be in over their head and lost as the semester progresses.

- **Learning the language of math**
  Mathematics is often referred to as the universal language. This truism is one of the "good news, bad news" aspects in the teaching and learning of mathematics. The good news is that the symbolization and notation, such as "π", is reasonably standard and universal throughout the world. The bad news is that stu-
Students must learn this language that not only involves definitions and vocabulary but also the very symbols and notations that are an essential part of mathematics. The instructor must be a facilitator in this process by finding a way to present and articulate mathematics terminology in the language of the student.

For these reasons, language is an important consideration in the teaching and learning of mathematics because eventually, students must be able to verbalize what is going on in the mathematical process. If they can't explain the procedure in their own words, they probably will not be able to apply the necessary techniques for problem-solving using the various formulas in math.

For students whose native language is not English, the math classroom can be especially bewildering because math instructors often give rapid explanations of complicated procedures. It is crucial that the language of the instructor and the grade level of the text be consistent with that of the students.

- Taking tests

An additional complication and anxiety producing ritual associated with fear of mathematics is test-taking. I have worked with many students who understand math and do the problems and get the right answer but fail to transfer those skills when taking a test.

Some test anxiety might be created early in the students' career when they are tested on what they know but they don't score very well on the exam. They become frustrated because they are trying as hard as they can but are still getting Cs. This unfortunately reinforces the belief that they are not good at math.

Test-taking, whether it be teacher-made or standardized instruments, should be addressed as part of any math course. Indeed, there are many national services coaching students on how to take tests because it is a skill that can be learned. One question to ask: Is the test trying to measure the student's mathematical problem-solving ability or is it measuring their skills at taking a test?

- "Math is the great equalizer," he says, and asks them to cultivate "ganas for math."

Students need to be counseled that tests are a mind game--or, I should say, "time game" because there never seems to be enough time to work on the problems. On most standardized tests (multiple choice in particular), students should treat each question with equal respect because each problem is of equal weight or point value. They need to assess from the beginning approximately how much time should be allotted for each problem.

Test problems can be classified as easy, intermediate, and hard. When I tutor students on test-taking, I suggest that they carefully attempt the easy and intermediate problems and avoid getting hung up on the hard problems. If time permits, they should come back to these more difficult problems. It might be possible by carefully reading the problem to eliminate two or three of the choices and increase the chances of selecting the correct answer.

These are just a few small pointers that can make a big difference in a student's test-taking confidence.

- Support systems

My last observation about teaching and learning math is related to what goes on long after math class is over. Even students who have a good grasp of math and have been taught effectively can struggle as they attempt to do homework eight to 24 hours after a class presentation. This is especially true of middle and high school students who often turn to their parents for help with homework.

Unfortunately, today's parents are not well equipped to deal with a discipline that has become extremely broad in content and has been enhanced by technology such as the graphics calculator and computer. In many cases, math is taught differently than when they were young.

I have seen eighth-grade homework that would challenge college professors. Younger students are dealing with problems involving elementary statistics and probability. I strongly support this expansion of coverage, which enables problem-solving and critical thinking to be much more relevant.

However, it is vital that students and parents are given assistance through well-chosen textbooks and study sheets that show them sample problems with step-by-step solutions and detailed explanations. Most parents I talk to want to help their children but feel woefully inadequate because they have no guidelines or support materials.

These suggestions are only the beginning of a strong foundation for the teaching and learning of math. Jaime Escalante told his students that good grades in math were "a ticket out of the barrio" because he knew that mathematical skills were critical to their futures. His example is a lesson for all of us as we face the challenge of helping our students succeed.

The author is a professor of mathematics at Mercer County Community College (NJ), where he received its Distinguished Teaching Award.
Self-Discovery and Success at 

Thoughtful faculty, staff, and services endorse and support

by Patrick Fite

Twenty-nine-year-old Mayda Gómez, married and with two children, was self-conscious about her age and apprehensive about her ability to succeed at the college level when she first signed up two years ago for some basic classes at Crafton Hills College (CHC), a small community college in Yucaipa, California.

Gómez proved to herself and to others that it is never too late to go to college, graduating recently with honors. She earned four scholarships, was listed in the Who's Who Among Students in American Junior Colleges, served as the CHC 1998-99 MEChA (Movimiento Estudiantil Chicano de Aztlan) president and will be transferring to the University of Riverside—California in education this fall.

Gómez was one of 368 students graduating at CHC this year. “I had wanted to go back to school for years,” said Gómez, a resident of Redlands, California. “I always instilled in my children the importance of getting a college education, but how could I encourage them unless I made the effort myself?”

Prior to attending CHC, Gómez took a Redlands Adult School sign language class, a subject that always interested her because she has a cousin who is deaf. Gómez’s success in the sign language class motivated her to take the next step, enrolling at Crafton Hills College. CHC is one of 106 colleges in the California Community College System—the largest college system in the world.

As a California community college, the purpose of CHC is to make a college education accessible to anyone who is interested in pursuing a higher education and is willing to put in the time and effort necessary to succeed. The in-state tuition is low, and there are a number of student services available to help students get started. The philosophy of California’s community colleges is that education is the key to better jobs, a better economy, and a better quality of life.

“Going to college is a process of self-discovery,” said CHC President Dr. Luiz Gómez. “Mayda got involved in the educational process and various activities at the college and discovered that she has a lot of ability that’s never been tapped.”

Dr. Gómez also recognized the value of the many student services available to help community college students succeed.

(Extended Opportunity Programs and Services) Office. EOPS is a state-funded program designed to assist disadvantaged, low-income students succeed in college. The support provided includes tutoring, academic counseling, and financial aid assistance.

“I felt kind of embarrassed going to college because, at the age of 27, I thought I was too old, Gómez said. “I always thought you were supposed to go to college right after high school.”

“I found out that you’re never too old to go to college,” she said. “Once I got started, everyone was like family.”

It was at the EOPS office that Gómez met CHC student Rick Vargas, who was working as a volunteer peer counselor and was himself receiving aid from EOPS. Vargas has since graduated from CHC in administration of justice, and he is attending the University of California—Riverside majoring in law and society.

“Rick’s help opened a lot of doors for me,” she said. “He explained about the services available to students on campus, including the library, nurse’s office, learning resource center, EOPS, and financial aid. If it were not for EOPS and financial aid, I couldn’t have afforded school. These two programs made all the difference.”

In addition to EOPS and the Financial Aid Office, which provides eligible students access to various types of funding to pay for college, the college also offers the California Work Opportunities and Responsibilities to Kids (CalWORKS) program. The purpose of CalWORKS is to help the students receiving cash aid from the local county to find employment and become independent. The program assists these students in successfully completing an approved certificate/occupational program and provides employment experience.

CHC also has a two-year-old Child Development Center to provide child care and education services for children of CHC students who need child care services while attending school. Operated by Child Care America, a California corporation that spe-
citizens in managing child care centers at college sites, the CHC Child Development Center is open to the public and serves children who are six weeks old through five years of age.

"There are people who have the drive and want to learn, but they need to be given that chance," Gómez added. "There are doctors, teachers, and many others who got their start in such programs as EOPS."

Gómez acknowledged that when she began college, English was her greatest fear. Her first English class was a beginning class focusing on such fundamental topics as sentence structure. Gradually, as she began to understand and build confidence, Gómez signed up for more advanced English classes.

"Daniel Bahner [assistant professor of English] was awesome," Gómez said. "He was always so enthusiastic, and he was always there to encourage you and congratulate you."

Bahner noted, "You have people coming back to college and working towards a second chance. There are people who are going through struggles with these incredible pasts. To see them progress and succeed is just a tremendously satisfying experience."

Gómez also recognized the accessibility of CHC counselors, who assisted her with her educational plan. She was particularly appreciative of the help she received from CHC Counselor Gloria Molino.

"Younger people can sometimes doubt themselves and think that their dreams might not be valid," said Molino, who has been a counselor at CHC for nine years and was selected by CHC faculty as one of the college's 1998 Professors of the Year. "It's important for these students to learn to believe in themselves and follow through with their own inner feelings."

Regarding Molino, Gómez said, "Gloria was like a mom to me. She guided me through college, and she was always there if you just needed to talk."

Gómez recounts how she began studying at home with her kids, five-year-old Janee and 12-year-old Armando Jr., at the kitchen table. She would also bring them to the library to do research.

"Now, I can actually help my kids with their English papers," she smiled. "There was a time I couldn't do that."

Because Gómez is a strong proponent of parents being involved with their children's education, she serves as a volunteer class mom and as a volunteer in the Book Bridges Program, a reading program for young kids. In the Book Bridges Program, Gómez visits a daughter's kindergarten class one day per week and reads a different book with each student.

"We read with them and coach them through it," she said. "During the course of a year, you can see them grow and how much they learn. It's fun."

She also takes her son and daughter to t-ball practices, and her children have been involved with the Yucaipa Little Theatre, a community theatre for children. As a sideline, she volunteers to perform as a clown for kids in local hospitals.

"Between school, family, and everything else, it gets hectic, but you have to find a way to balance everything," Gómez said. "It's important for the children to see that their mom and dad care enough to see what their world is all about, who teaches them, who their friends are, and what they're learning."

"If there's time to sit down and watch TV, then there's time to go to a baseball game," she said. "I want my kids to try as much as they can. I never had any of that. I just want them to have what I didn't."

Gómez acknowledges the strong support of her husband, who works as a crew chief of a shipping department for a furniture manufacturer.

"Sometimes it's hard, but he sees how excited I am," she said. "I've taken a lot of night classes, and when he gets home from work, he'll feed the kids and watch them. He says that I'll be the one to get things for the family that he never could do with his job."

As president of CHC's MECBA, an organization dedicated to the betterment of Latinos in college and high school, she believes she and the other members of the organization serve as role models for young people. Gómez believes that many Latinos do not see a future for themselves.

"Even if they think about a better future, it's just a dream to them," she said. "If no one else in their neighborhood can make it, they don't think they can make it either. MECBA offers opportunities to the community and local schools and shows people that opportunities are available. We show that going to college is not just a dream, that you can actually do it. We set examples for the children. They need it."

According to Gómez, she never had any goal prior to going to college and "always made excuses." "There's so many people out there who are scared and in situations like me," she said. "Tell everybody to take the time to go to school. It's so important."

Gómez's goal is to become an elementary school teacher. "I'll never stop going to school," she added. "Even when I become a teacher, I will go to school. I enjoy learning, even when I get frustrated. There is so much out there to know, and I want to know it."

"I can't believe I've been going to college two years now," Gómez said. "Everything has turned out so great. Since starting college, I have matured so much. I know what I want to do, and I have the confidence to do it."

Gómez recalled a quote passed along to her by a CHC instructor: "You can tell but never teach—unless you practice what you preach."
All in the Family

All Persist at San Diego State University and a local community college

BY

JOSÉ ALVAREZ

"When I was in elementary school, I remember seeing my father at each parent conference and after-school activity. That left an impression in me and was one of the key factors that helped me decide to go into education."

ESTELLA OLIVO
AN ELEMENTARY SCHOOL TEACHER IN SAN DIEGO

It’s a late Tuesday afternoon. The hot California sun is going down, but its heat is still strong. The Olivo family has gathered in one of the daughter’s Chula Vista home in southern California. Sitting on the pool deck, the Olivos rearrange their chairs to avoid the sun’s blinding rays. Four of the five grandchildren play with the swing or playfully run back and forth. For the Olivos, getting together is nothing new. Family reunions are something they do on a regular basis. What is new is that for the first time, the family has come together to share its life story—to talk about its successes, about the importance of getting an education, about the importance of family.

The story begins

It’s been more than 15 years, but Librado and Vicenta Olivo still remember the look on their children’s faces when they took them to their place of employment, Vicenta to the agriculture fields and Librado to the construction sites where he worked. Their goal was not to teach their children to do the work they did but to show them how difficult life can be and how hard it is to earn a living when you don’t have a college education.

“I took them to show them what I did and what my boss did,” recalled Librado, now retired from the construction industry and still living in San Jacinto, California. “I wanted them to see how I dressed and how my boss always wore a shirt and tie. I would tell them I want to be him, the one with a college education.”

According to Librado, this was the only way he knew how to teach his children, three males and three females, the importance of going to college and becoming a professional.

His six children—Iracema, Edalia, Estella, René, Rolando, and Ricardo, in that order—learned the lesson well. Four graduated from San Diego State University, one decided to stay home and go to the local community college, and the youngest is still studying at SDSU.

“Getting an education was the main thing that was pushed at home. We always knew we were going to go to college,” said Edalia Olivo-Gómez, who in 1982 left home in search of a better future. Along for the ride came Iracema, her older sister, who attended a local college for two years while Edalia graduated from high school. Given the closeness of the Olivo family and the fact that the two sisters would be the first to go away to college, their parents thought it best that they leave home together.

“Our parents felt that if we were together, the chances for success were better,” stated Edalia.

Adjusting to college life was not easy. They would call their parents often and would go home almost every weekend.

“We went from a community where we knew everybody to a place where all you were was a Social Security number. That was difficult,” assured Edalia.

“In our entire lives, we had only spent one night away from home at a sleepover,” remembered Iracema, indicating that life got easier once they started to get involved in campus extracurricular activities.

“It was hard letting them go, but I wanted them to be able to accomplish a lot more than their parents had,” stated Librado.
“It was difficult for them because they were not used to being away from home,” said Vicenta. “But at least we knew that once they graduated, bigger and better things would be waiting for them. We did not have that opportunity,” stated the mother, explaining that she and her husband only had a third grade education.

Humble beginnings
Born in Masas, Texas, near Corpus Christi, one-year-old Librado went to live with distant relatives after his mother died and his father could not care for him. It was with his foster family that Librado learned the importance of getting an education and was able to complete the third grade. At age 10, he went back to live with his father, who and two years later, Librado found himself moving from family to family and not able to continue his education. By 16, he had left home for Los Angeles, and in early 1960, after a number of restaurant jobs in L.A., Librado moved east to San Jacinto, a farming community where he met Vicenta, a 20-year-old migrant farm worker who had swum across the border three years earlier. Librado and Vicenta were married four and a half months later.

“She really liked me,” remembered Librado. A couple of years later, the first child arrived, followed by five others. The couple supported their family by picking grapes, potatoes, and other fruits and vegetables until Librado found a steady job doing construction.

“I always wanted my children to have what we could not,” said Vicenta, third in a line of 12 children. “We’re very proud that we were able to give them an education.”

Paving the way
Iracema and Edalia’s decision to go to college paved the way for their two older sisters at San Diego State University.

“I wanted to follow the example that my sisters had set for us,” explained René, who arrived at SDSU attracted by its civil engineering program.

“My years at SDSU were the best time of my life,” added René. It was there that he met the woman he would later marry. Iracema and Edalia also met their future husbands at SDSU.

In 1992, René graduated with a degree in civil engineering, she now works for Rudolph & Sletten, a general contracting firm in the San Francisco area, with satellite offices in San Diego.

Estella, who had graduated the year before, obtained a degree in San Diego.

Four years after René’s graduation, at San Diego State University arrived Ricardo, the youngest of the Olivo siblings. Ricardo is a junior at SDSU studying pre-medicine in hopes of becoming a doctor.

“I always inspired them to better themselves. Making sure that all of them went to college was the biggest and most important job I ever had,” said Librado, rewarded his children with $25 for every A they got on report cards. Bs were worth $10 and were not rewarded. Besides, everyone tried not to get them. In said Edalia, “I cried if I got a C.”

For Librado, it was impolite for his children receive not emotional support but also academic. All of the siblings came to SDSU through the Equal Opportunity Program designed to provide financial assistance to low-income educationally disadvantaged students. A number of grants scholarships also helped finance their college education.

“One of the first things we did upon arriving at San Diego was look for jobs,” rememts Edalia, explaining that all brothers and sisters worked to help their parents pay for their education. They worked during the summer and during winter and spring breaks. Given their financial situation, it was imperative for the Olivos to keep expenses down. At one point, the eldest lived alone.

“Our parents taught us always work together, to make the family unit, help one another and not be afraid to try,” Edalia, adding that even though they came from a low socio-economic status, “we never felt pc.”

“Parents are the most influential teachers, and our parents always there for us,” said Rolando, his next oldest brother, who always watched over his children’s education and community events.
"When I was in elementary school, I remember seeing my father at each parent conference and after-school activity," recalled Estella. "That left an impression in me and was one of the key factors that helped me decide to go into education."

"Bittersweet" experience

Watching his children grow, educate themselves, and become young professionals made this Mexican American father very proud. But with this new-found freedom came difficult decisions. Once the first Olivo sisters graduated from college, they opted not to go back home and instead decided to stay in the San Diego area about two hours south of San Jacinto. Their decision, Edalia believes, was a "bittersweet" experience for her parents.

"They are happy because we all went to college and have careers. But we all—except Rolando—left home," stated Edalia who, like her sister Iracema, received a master's degree in public administration from SDSU. Now, they both work in Chula Vista. Edalia for the city's planning department and Iracema for the police department. All five Olivo siblings live in Chula Vista.

Librado admits that his children's leaving has been somewhat difficult for him and his wife since "we were always such a close fami-

ly," but says they are "proud of them" and happy with the path they have followed.

"Our children have been really good. They all followed our example. We're very proud of them and of what they've accomplished," said Vicenta, adding that her wish now is to see her youngest son Ricardo realize his dream of becoming a doctor.

"Since they were little, I understood that the only thing I could give them was my support so that they could go on and better themselves," said Librado, asking his children to continue his legacy by instilling in their children the importance of getting an education. "I always tried to teach my children that what comes easy, easy goes. In life, everything of value takes a lot of work and effort. But once you achieve it, it's worth it."

CALL FOR PAPERS

National Association of Hispanic and Latino Studies

National Conference
February 21-26, 2000
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

Abstracts must be postmarked by:
November 23, 1999

Send Abstracts To:
Dr. Lemuel Berry, Jr.
Executive Director, NANAS
Morehead State University
212 Rader Hall
Morehead, KY 40351
Telephone: (606) 783-2650
Fax: (606) 783-5046

The Colorado College

SEARCH RE-OPENED

DIRECTOR OF CHORAL ACTIVITIES

Colorado College again invites applications for a previously unfilled tenure-track appointment as Director of Choral Activities at the Assistant Professor level beginning in August, 2000. Primary professional responsibilities include directing and conducting the Colorado College Choir in major performances, directing and conducting the Chamber Choir, whose repertoire includes various kinds of music such as classical, popular, jazz and gospel, and contemporary; teaching a course in conducting; and teaching one or two additional courses such as Introduction to Music, American Music, Interdisciplinary Topics, African American Music, Popular Music, Gender Studies in Music, or an area of the candidate's interest. Further responsibilities include conducting for official College convocations, coordinating departmental vocal activities, and serving on various committees. Qualification: doctorate in music and choral conducting experience; some classroom experience is also desirable. Colorado College, founded in 1874, is a selective, private, liberal arts college with an enrollment of 1,900. The College is committed to increasing the diversity of the college community and the curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths or experiences in this area.

Please send a cover letter with curriculum vitae, undergraduate and graduate transcripts, three letters of reference, and the names, addresses, and phone numbers of two additional references to Chair, Choral Music Search Committee, Music Department, Colorado College, 14 E. Cache la Poudre, Colorado Springs, CO 80903. The deadline for receipt of complete applications is Wednesday, 1 December, 1999.

EOE—Colorado College is an equal opportunity employer that does not discriminate on the basis of race, color, age, religion, sex, national origin, sexual orientation, or disability in its educational programs, activities, or employment policies.
PEOPLE

Soza Receives Accolades

William Soza, founder of Soza & Company, Ltd., was honored by the Commonwealth of Virginia for bettering the lives of Virginia's citizens; and by Hispanic Magazine and NationsBank for outstanding achievement by a Hispanic man in the United States.

Soza's company, which has spanned 30 years, provides a wide range of management consulting services to national and international, private and public sector clients, including financial consulting for mergers and acquisitions, information resource management and operations, solutions design and implementation, and program analysis and support. The company has earned a place on such lists as "The 500 Largest Hispanic-Owned Companies," "Fastest Growing 100," and the "Fastest Growing Private Companies in America."

Soza has a bachelor's degree from the University of Texas-Austin. He served in the U.S. Army for two years.

International Scholar Joining Illinois-Chicago

Christopher Maurer, professor of Spanish and authority on Spanish poetry, will be joining the University of Illinois-Chicago (UIC) in January to head its Department of Spanish, Italian, French, and Portuguese.

Maurer said his top priorities will be to make language instruction "as engaging as possible" and to develop and strengthen the graduate programs in literature, linguistics, and teacher education. His areas of expertise are Spanish poetry, textual criticism, and translation.

For Maurer, the role of the Hispanist-scholar of Spanish literature and culture—goes beyond classroom teaching and scholarly writing. He says a Hispanist also could translate and write about Spanish and Latin American authors, for "as wide and as general an audience as possible."

Rodriguez Receives Research Grant

Rosita J. Rodriguez, assistant professor of pharmaceutics and toxicology at Oregon State University, received a 1999 Research Starter Grant, sponsored by the Pharmaceutical Research and Manufacturers of America Foundation Inc. She is one of 26 featured scientists in the Oregon Museum of Science and Industry (OMSI) exhibit "Faces of Science," which opened in May as a permanent addition to the museum. It is the first exhibit at OMSI to focus on the people rather than the processes behind the principles.

Rodriguez, who currently is teaching undergraduate and graduate students while maintaining an active research program, received a doctorate in 1996 at the University of Texas-Austin, which is an associate member of HACU.

Perez Named Interim President at Cañada College

Rosa Perez, vice president for Chabot College in Hayward, Calif., was named interim president of Cañada College, part of the San Mateo County Community College District.

Perez previously was vice chancellor for educational services for the San Francisco Community College District, an administrator at Santiago Canyon College in Orange, Calif., and dean of counseling, advising, and matriculation at Skyline College. She has a bachelor's degree from Stanford University and a master's from the University of San Francisco.

Gonzalez Becomes Dietetic Association Spokesperson

Registered dietitian Claudie Gonzalez was named a spokesperson for the American Dietetic Association (ADA), the nation's largest organization of food and nutrition professionals.

Gonzalez joins ADA's national volunteer network of 20 experts who communicate the importance of sound nutrition to the public. She will serve her three-year term as spokesperson on issues of particular concern to Latino consumers, and will provide commentary for print and broadcast stories on health and nutrition topics, official positions, educational campaigns and public policy initiatives.

Gonzalez is an expert in the nutritional treatment of immunology, HIV/AIDS, as well as weight management, cardiac disease, diabetes, and pregnancy nutrition. She holds a bachelor's degree and a master's from Florida International University.

College Presidents Call for Civic Responsibility

Dr. Eduardo J. Padrón, president of Miami Dade Community College (Fla.), along with other college presidents, in a special conference on Independence Day, issued a nation-wide call for increased civic responsibility among college students. The presidents said they were responding to a growing cynicism about government on their campuses.

The presidents collectively sign a report, "Presidents' Fourth of July Declaration on the Civic Responsibility of Higher Education," which challenges higher education to "re-examine its public purposes and its commitments to the democratic ideal to become engaged, through actions teaching with its communities."
Veteran Educator de los Santos Retires

Dr. Alfredo G. de los Santos Jr., veteran educator and administrator, is retiring from the Maricopa Community College District (Ariz.), where he has served for 21 years.

De los Santos has spent more than half of his education career serving the 10-college district as vice chancellor for student and educational development. He significantly strengthened the district's ties with Arizona universities, high schools, and the business and industry community through a variety of educational and business partnerships. He serves on the board of trustees of the Tomás Rivera Policy Institute, the Carnegie Foundation for the Advancement of Teaching, the Council for Higher Education Accreditation, and Multicultural Education Training and Advocacy, Inc.

Nazareth Alumnus Earns Fulbright Grant

Nazareth College (N.Y.) alumnus Edward J. "E.J." Monster, class of 1999, has been awarded a prestigious Fulbright grant. He will spend a year at the University of Ghent in Flanders, Belgium, teaching first-and second-year students English as a foreign language.

Monster, while a sophomore at Nazareth, spent two semesters studying in Rennes, France, and Valencia, Spain.

"When you come from a small, rural community, you desire to travel the world, to meet different people, and to learn about other cultures," said Monster.

Corona Directing Online Operations at National University

National University (Calif.), known for its innovative and future-focused educational programs, in July launched National University Online, a new infrastructure to support its distance education programs. Ramon Corona was appointed director of online operation and student services. His responsibilities include the as well as managing the provision of student services in cooperation with National's virtual counselors.

Corona has a master's degree from National University and is earning his doctorate in education, with an emphasis on distance learning, from Ibero University in Mexico.

Ramos Becomes Academic Advising Association President

The National Academic Advising Association (NACADA) announced that Manuel "Buddy" Ramos will become its president at the conclusion of its annual conference this month. Ramos was elected to the two-year term after serving as vice president for commissions and in other leadership capacities.

NACADA is an educational association with more than 5,200 members working to ensure the educational development of students in higher education.

A higher education consultant with IBM, Ramos has a bachelor's degree and a master's from Central Missouri State University and a doctorate from the University of Kansas.

Alvarez Honored by College Mentorship Group

News anchor and reporter Linda Alvarez was the keynote speaker at a fund-raising dinner at the University of California-Los Angeles (UCLA) hosted by Women and Youth Supporting Each Other (W.Y.S.E.), a college mentorship program aimed at empowering young women to take control of their lives. Alvarez received the W.Y.S.E. Role Model of the Year award for her contributions in advancing the role of women in law, advocacy, and politics.

"A big part of W.Y.S.E. is bringing together women from all races and ethnicities who have overcome barriers to succeed but are UCLA alumna and W.Y.S.E. founder Sara Jayaraman.

Alvarez, also an alumna of UCLA, has been an anchor and special-assignment reporter for KCBS since 1993.

Mohammad Attends Latino Issues Conference

Sofia Mohammad, a student member of Western Illinois University's (WIU) Learning Lab, attended the Latino Issues Conference to lead: Leadership Development Institute represented WIU at a Latino issues conference in Washington, D.C.

Participating in the conference on the recommendation of Dr. Juan Andrade, president of the U.S. Hispanic Leadership Institute, Mohammad took part in a roundtable discussion of issues in the U.S. Latino community with Vice President Al Gore and influential Latino leaders. Speaking of Latino youths, Mohammad said, "It is crucial to increase Latino college student preparation, recruitment, and retention." She also expressed her passion for serving the needs of the Latino community and "our America."

Salinas New San Antonio College Dean of Student Services

Luciano Salinas Jr., former director of special projects at North Harris College (Texas), has become dean of student services at San Antonio College (SAC).

SAC President Vern Tolland said, "With his extensive background working with students, I am confident Mr. Salinas will provide important leadership for our college."

At North Harris, Salinas designed a comprehensive outreach program with high schools to recruit prospective students, reinvigorated the district's career placement cen-
Salinas has a bachelor's degree from the University of Houston and a master's from Pan American University.

**Santiago Reads at Westchester Community Writers Series**

Novelist Esmeralda Santiago, who was born in Puerto Rico, arrived in the U.S. when she was 13, and now lives in Westchester, N.Y., gave a reading at State University of New York-Westchester Community Colleges Fall Poets and Writers Series.

Santiago's memoir, *When I Was Puerto Rican*, its sequel, *Almost a Woman*, and her novel, *America's Dream*, include her observations on cultural identity and her efforts to function in two languages.

**Dominguez First New Mexico Vice Provost of Extended University**

Dr. Jeronimo Dominguez became vice provost of the University of New Mexico's (UNM's) Extended University, a newly formed administrative structure for UNM's off-campus educational services.

Dominguez, since 1995 dean of the UNM Division of Continuing Education and Community Services, is responsible for supervising and coordinating all of UNM's graduate centers, branch campuses, continuing education and community service programs, television, radio and internet courses, and distant education learning.

Dominguez has a bachelor's degree from Eastern New Mexico University and a master's and doctorate from UNM.

**PLACES**

**University of Dallas Preparing Students for GMAT**

The University of Dallas Graduate School of Management (Texas) together with the Dallas-Fort Worth Chapter of the National Society of Hispanic MBAs is offering students a Graduate Management Admissions Test (GMAT) Preparatory Course. The program goal is to improve test-taking skills and provide an overview of the types of questions the students will face on the exam.

The Dallas-Fort Worth Chapter is funding scholarships for Hispanic students to attend the five-week course, which is conducted by the graduate school's Center for Professional Development. The university substantially discounted the enrollment fee for the course so that 30 scholarships could be awarded.

**Lesley Receives Bilingual Teacher Training Grant**

**Lesley University**

With a $1.2 million grant from the U.S. Department of Education, Lesley College (Mass.) will prepare teachers to meet the needs of young children, those who speak limited English, during their most critical years of language development.

About one-third of Boston, Mass., children speak a first language other than English. As the population of Boston grows increasingly diverse, the need for qualified bilingual early childhood educators is becoming critical.

Lesley College's new program, the Boston Collaborative Bilingual Project, is part of an effort to improve the academic performance of limited-English-proficient students, who tend to score lower on standardized exams and have higher dropout rates than the rest of the population.

**Latino Web Site Launches**

**YAVAS.COM**

The first independently Latino-owned book and music Web site, <www.YAVAS.COM>, was launched this summer.

YAVAS.COM claims that it offers the largest Latino book and music catalog in the world, with many English and Spanish titles not found in traditional internet venues. Synercomm & Marketing, a small Hispanic public relations and marketing agency, created YAVAS.COM, "The Latino book and music store," to give the world a place for Latino products and to attract more Latinos to the internet.

**Smithsonian Selects Latino Fellows**

The Smithsonian Center for Latino Initiatives (Washington, D.C.) made its selections for two of its fellowship programs: the Humanities Fellowships in Latino Cultural Research in a National Museum Cor "Issues of Representation and Interpretation and the Graduate Student Fellowships in Latino Studies.

The Humanities doctoral fellows are: George Sanchez, Gerald Poyo (pictoried), Arlene Torres, and Maria Lorena Chambers.

The graduate student fellows are: Darshan Elena Can, Melissa Carrillo, Melinda Gandara, Michelle "Miki" Garcia, and O Macchioni.

Both fellowship programs are co-sponsored by the University Program Latino Research, a national consortium university research centers, with headquarters at Notre Dame University.

**Hispanic Heritage Month Event: SUNY-Rockland**

State University of New York-Rockland Community College is celebrating His
**Latino Education Programs Receive Aid**

The Nellie Mae Foundation (Mass.) granted a total of $451,800 to nine middle and high school New England-based college preparation programs that aim to increase access to higher education and encourage high school and college graduation for Latinos/Latinas and other minorities. Grant recipients help students develop study skills, prepare for college and career opportunities, and form leadership qualities.

Grantees are: the Emmanuel Gospel Center, Boston Urban Youth Foundation, Westfield State College, Dorchester House Multi-Service Center, Mary McLeod Bethune Institute for Young Women, and Project RISE, in Massachusetts; ASPIRA and The Drop-in Learning Center, in Connecticut; and Roger Williams University, in Rhode Island.

**University of North Texas to Open System Center at Dallas**

The University of North Texas (UNT) will open the UNT System Center at Dallas in January 2000. The building will be a state-of-the-art facility housing classrooms, computer labs, a library, general meeting and study spaces for students, and offices for instructional, student, and administrative support.

"Opening this facility for the center is just the first step in establishing what we hope will eventually be a full UNT campus in Dallas," said Chancellor Alfred F. Hurley.

**League of United Latin American Citizens Holds 70th Convention**

Richard Riley (pictured l.), secretary of the Department of Education, visited with Enrique Dovalina (r.), national president of the League of United Latin American Citizens (LULAC) at LULAC's 70th annual convention in Corpus Christi, Texas, in July.

**Teachers from Mexico Attend Texas-Kingsville Workshop**

Texas A&M University-Kingsville's bilingual education department hosted the Teaching from Mexico attended the institute, including teachers from the Universidad Autónoma de Nuevo León in Monterrey, Universidad Autónoma de Coahuila in Torreón, Universidad Autónoma Agraria Antonio Narro in Saltillo, Secretaria de Educación in Nuevo León, and the Escuela Normal Pablo Livas in Sabinas, Nuevo León.

The four-week program was designed for professionals teaching language arts or content area in English to second language learners.

**St. Francis Hosts Hispanic Festival 1999**

Throughout October, Fleet Bank and St. Francis College (N.Y.) are sponsoring events for Hispanic students, including a high school writing contest for Hispanic students, a Hispanic food festival, business seminars, a film festival, a family salsa concert, a photography exhibit, and a Latin dance party.

During the salsa festival, musicians from some of America's most renowned Latin bands will trace the history of salsa music from its Afro-Cuban origins right up to its tremendous impact on contemporary American pop. Families will be introduced to basic techniques, the role of each instrument, and the concept of the clave rhythm, the unifying element of salsa music.

**Fullerton Library “Under the Big Top”**

The Fullerton College (Calif.) library is currently "camping out"—literally—in a temporary 8,000-square foot tent located in the southwest corner of the campus quad area. The $250,000 tent, which took one month to construct, sports an aluminum frame with a vinyl covering, measures three stories tall at its highest point, is outfitted with six inches of insulation throughout, and is fully air-conditioned. The temporary facility will serve the campus library while the original library building undergoes a $15 million renovation project.

The library is expected to remain "under the big top" throughout the fall semester and is projected to move into its renovated facility in January 2000.

**Alberto Meza Exhibition at Miami-Dade**

The Kendall Campus Art Gallery at Miami-Dade Community College (Fla.) recently hosted "Alberto Meza: Edgar Allan Poe's Room," an exhibition of prints, textiles, paper casts, sounds, and other literographics.
Rare Spanish Drawings at Getty Museum

The J. Paul Getty Museum in California currently is presenting "Juanes to Goya: Spanish Drawings 1560-1825," a rare look at the variety and vibrancy of Spanish draftsmanship. Spanning over 250 years, the exhibition—which ends November 28—includes drawings by Francisco de Goya and numerous recent acquisitions, most of which have never been exhibited.

Among the highlights are "Saint John the Evangelist" and "An Angel," by El Greco, as well as works by Juan de Juanes, Jesus de Ribera, and Bartolomé Esteban Murillo, one of Seville's most influential artists in the 1600s.

The installation's 29 drawings are grouped geographically to illustrate how Spanish artists responded to various influences and incorporated them to produce distinctive regional styles.

Palomar College, Local Schools, Teach English as Second Language

More than 600 parents are learning English as a second language this fall thanks to trendsetting agreements between Palomar College (Calif.) and two local school districts.

With funding from Proposition 227, the Escondido Union School District and the San Marcos Unified School District have contracted with the Worksite Education and Training Office at Palomar College to provide instruction for after-school and evening classes.

Along with other materials, the teachers in both programs use children's literature books in English to teach the parents, who then take the books home and read them with their children.

Conference on Cuban Economy at University of Miami

Leading economists, Cuba scholars, and policy analysts from throughout the world examined the latest developments in the Cuban economy during the ninth annual meeting of the Association for the Study of the Cuban Economy (ASCE), co-hosted this year by the University of Miami (UM) in Florida.

The three-day conference brought together experts from the International Monetary Fund, the U.S. Department of Labor, the U.S. Interest Section in Havana, universities from the United States and Latin America, and representatives from several Latin American embassies and consulates.

"The ASCE conference has become the world's most important gathering of Cuba scholars," said Juan Carlos Espinosa, assistant director of the UM Institute for Cuban and Cuban-American Studies.

Texas A&M-Corpus Christi Sponsors Language Immersion Program

To develop more ties to Mexico and the Mexican culture, Texas A&M University-Corpus Christi sponsored an intensive five-week Spanish language program in Orizaba, Mexico.

Seven students participated, immersing themselves in all aspects of Mexican culture. They studied beginning Spanish I and II, and experienced daily life with a Mexican family.

Associate Professor of Spanish and trip sponsor Dr. Jesus Rosales said, "This was an enriching cultural experience. Students not only experienced living within the Mexican environment and culture but were also able to break stereotypes."

Cleveland State Wins $800,000 Grant

Cleveland State University (Ohio) was awarded an $800,000 grant from the U.S. Department of Education to initiate an Upward Bound program on campus. The Office of Minority Affairs and Community Relations will receive $200,000 per year for four years.

Upward Bound helps high school students develop the skills and motivation necessary for success in postsecondary education. The program will enable the university to establish mentoring relationships with Cleveland public school students, help them build a solid academic foundation for college, and prepare them for the challenges of college life.

Cleveland State was selected for the Upward Bound program through a national competitive grant process.

McGraw-Hill Sponsoring Minor MBA Organization

The McGraw-Hill Companies has listed Fortune 1000 companies sponsoring The Consortium Graduate Study in Management, a unique initiative that helps minority students get their McGraw-Hill's $20,000 donation to the core. It will aid the nonprofit organization in its efforts to bring more diversity to the nation's business classrooms, and ultimately to corporate America.

The consortium is a national no-fee program of 11 graduate business schools providing management education opportunities to African Americans, Hispanic Americans, and Native Americans in business careers.

The McGraw-Hill Companies, Chrysler, Citibank, KPMG Peat Marwick, Ford Motor Company, as consortia sponsor.

Hispanic Association of Colleges and Universities Joins Minority Alliance

The Hispanic Association of Colleges and Universities (HACU), the National Association of Hispanic Consortium in Higher Education, and the American Indian Higher Education Consortium have combined to form the Alliance for Equity in Higher Education, which, officials say, will promote "greater collaboration and cooperation among colleges and universities that serve large numbers of students in order to enhance the nation's economic competitiveness, social stability and cultural richness."

In an article in Community College, Dr. Gumercindo Salas, HACU's vice president for government relations, said the alliance will benefit HACU by trying to move legislation from a broader perspective.

Log on to the Alliance for Equity in Education's Website, located at www.thehp.com/Alliance.

(Northern Essex Graduates Win National Awards For Work on Welfare Reform)

Twenty-six Spanish-speaking recipients whose benefits were at risk as a result of welfare reform...
ed from Northern Essex Community College's (Mass.) New Beginnings Program.

Funded through a $40,000 grant from the Regional Employment Board, the 12-week program trained participants for early-level health care jobs. In addition to training, the program offers support and career services as well as follow-up for one year after participants are placed in jobs.

A recent graduate of the program, Kathy Rodriguez (pictured here with her mother, Anna), the single parent of a toddler, gained confidence in the program and was to enroll in Northern Essex's Dental Assistant Program this fall.

**PUBLICATIONS**

**Castro's Daughter: An Exile's Memoir of Cuba**
by Alina Fernández

This book is a remarkable and intimate look at Communist Cuba and the man who created it, Alina Fernández provides a vivid and personal view of how she saw Cuba crumble and decay under her father's regime. In a shocking revelation, she asserts that her father's regime allowed Che Guevara to die in order to create the "Necessary Hero." Translated by Dolores Koch.

September 1999
272 pgs.
$13.95 paper
St. Martin's Griffin
(888) 330-8477

**Days of Plenty, Days of Want**
by Patricia Preciado Martín

Past and present meet in a collection of strikingly crafted short stories that shows us a heritage being irreverently pushed aside by "progress" yet passed along from person to person, century to century. The author reminds us that freedom and self-expression are important in fulfilling our potential, and that a large part of this process requires acknowledging our heritage as a priceless gift whose relevance in our lives cannot be ignored.

1999
66 pgs.
$9.95 paper
University of Arizona Press
(800) 426-5797

**Fighting Slavery in the Caribbean: The Life and Times of a British Family in Nineteenth-Century Havana**
by Luis Martínez-Fernández

This book not only offers a fascinating traveler's account of 19th-century Cuba, but invaluable insight into the history of the Cuban sugar industry, its reliance on slave labor, the island's race relations, and the movement to abolish slavery.

1998
200 pgs.
$25.95 paper
M.E. Sharpe
(800) 541-6563

**The Haunting Past: Politics, Economics and Race in Caribbean Life**
by Alvin O. Thompson

This book places in firm historical perspective the roots of Caribbean dependency, highlighting the ways in which the region has been and continues to be a pawn in Great Power politics and economics. The past's both haunting and daunting, seriously hampering the region's capacity to pursue an autonomous path.

1997
283 pgs.
ISBN 0-7656-0013-7
$27.95 paper
M.E. Sharpe
(800) 541-6563

**New Latina Narrative: The Feminine Space of Postmodern Ethnicity**
by Ellen McCracken

Ellen McCracken discusses the works of more than two dozen writers, including Julia Alvarez, Denise Chávez, Sandra Cisneros, Cristina Garcia, Graciela Limón, Demetria Martínez, Pat Mora, Cherrie Moraga, Mary Helen Ponce, and Helena María Viramontes, and she illustrates how these writers have redefined the concepts of multiculturalism and diversity in American society.

1999
233 pgs.
$19.95 paper
University of Arizona Press
(800) 426-5797

**Two Novellas: First Love & Look for My Obituary**
by Elena Garro

*First Love* examines the consequences of two tourists befriendng German prisoners of war in France, and explores the tension between primal human kindness and social.
conventions. *Look for My Obi tuary* explores a surrealistic, haunting love affair set in a world of arranged marriages. The book was the 1996 winner of the Sor Juana Inés de la Cruz Prize.

1997
99 pgs.
ISBN 1-880684-51-7
$11.95 paper
Curbstone Press
(800) 423-5110

**Passion, Memory, and Identity: Twentieth-Century Latin American Jewish Women Writers**
Marjorie Agosín, ed.

This collection of essays, written by a distinguished group of literary critics, explores the Jewish woman's experience in Latin America. It came about as an attempt to define the cultural experience of Jewish Latin American women writers, as well as their relationship with their various countries.

June 1999
217 pgs.
$18.95 paper
University of New Mexico Press
(800) 249-7737

**The Spanish Speakers in the United States: A History**
by Peter J. Duignan and L.H. Gann

This book covers the history, politics, and culture of the major groups of the fastest growing minority in the United States. The authors address the major questions surrounding Hispanic immigrants, including whether immigrants compete for jobs and social services, whether the Immigration and Naturalization Service is capable of handling the flow of immigrants, and whether employer sanctions are just.

1998
496 pgs.
$39.90 paper
University Press of America
(800) 462-6420

**Mockery in Spanish Golden Age Literature: Analysis of Burlesque Representation**
by Kimberly Contag

Author Kimberly Contag—through scholarship, through formal and informal discussions, and through persistent inquiry—investigates the historical and social functions of burlesque mockery in Spanish Golden Age literature.

1996
260 pgs.
$34.00 paper
University Press of America
(800) 462-6420

**Gender and Modernity in Andean Bolivia**
by Marcia Stephenson

In Andean Bolivia, racial and cultural differences are most visibly marked on women, who often still wear native dress and speak an indigenous language rather than Spanish. In this study of modernity in Bolivia, Marcia Stephenson explores how the state's desire for a racially and culturally homogenous society has been deployed through images of womanhood that promote the notion of an idealized, acculturated female body.

May 1999
288 pgs.
ISBN 0-292-77743-4
$18.95 paper
University of Texas Press
(888) 222-5500

**Reflexiones 1998: New Directions in Mexican American Studies**
Yolanda C. Padilla, ed.

*Reflexiones* is an annual review of the work in progress of scholars affiliated with the Center for Mexican American Studies at the University of Texas-Austin. This, the second volume in the series, invites us to Mexican American identity in a new light.

May 1999
176 pgs.
ISBN 0-292-76588-6
$12.95 paper
University of Texas Press
(800) 252-3206

**Working with Latino Youth: Culture, Development, and Context**
by Joan D. Koss-Chioino and Luis A. Vai

This book offers counselors, teachers, social workers, therapists, and other professionals—whatever their level of experience or cultural background—an accessible and practical guide for working effectively with Latino children and adolescents.

1999
236 pgs.
ISBN 0-7879-4325-8
$34.95 cloth
Jossey-Bass
(888) 578-2557
VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

Biculturalism and Acculturation Among Latinos

This program examines the question of which part of their culture Latinos feel they should keep and leave behind while assimilating into American culture. It explores some commonly held beliefs and misperceptions about who Latinos are today in the United States, and probes the relationship between ethnic identity and entrepreneurial success in the changing mosaic of the U.S. marketplace.

(28 min, color)
Item #FFH 3202

"Remember the Maine" The Roots of the Spanish-American War

Using archival footage, newspaper excerpts, and historical documents, this program traces the roots of the Spanish-American War to Spain's quest to preserve its flagging empire, American imperialism, and the genuine desire on the part of Cubans to shake off the yoke of Spanish domination.

(50 min, color)
Item #FFH 6834

SONGS OF THE ARGENTINE PROVINCES: An Argentine Journey

In the provinces, we experience three kinds of music and dance—"chamame," "chacarera," and "zamba." The contrasting rhythms of these forms convey the tensions in both urban and rural life.

(62 min, color)
Item #FFH 7496

CONFERENCES

University of Nebraska—Beyond Diversity 101
October 15-16
"People of Color in Predominantly White Institutions—Beyond Diversity 101: Accountability, Implementation, Responsibility, and Action." At the University of Nebraska, Lincoln, Nebraska.

Contact: (402) 472-2844; e-mail, <acpl@unl.edu>, Web site, <http://unl.edu/content/acpp/people99/).

Online Learning '99 International Conference and Performance Support '99 Exposition
October 17-20
The most innovative ways to develop and deliver online learning will be presented and demonstrated at this companion event sponsored by Lakewood Publications. At the Los Angeles Convention Center.


National Multicultural Institute—Annual National Conference
October 21-24
The 4th annual national conference of the National Multicultural Institute: "Embracing an Inclusive Society: The Challenge for the New Millennium." Given the increasing diversity in the U.S., new skills and knowledge are required in such fields as workforce diversity, human resource management, education, and conflict resolution. At the Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: Institute, (202) 483-0700; e-mail, <nmci@nmci.org>, Web site, <www.nmci.org>.

National Higher Education Conference on Students of Color
October 27-31
"The Learning-Centered Environment: Students and Learning in the New Millennium." Featured guests include Dr. Alfredo G. de los Santos, Jr., The Maricopa Community Colleges (Ariz.). At the Minneapolis Hilton & Towers, Minneapolis, Minn.

Contact: phone, (612) 222-1067; e-mail, <cfnford@aol.com>, Web site, <www.collegesurvival.hmco.com>.

El Paso Community College—Great Teaching
October 28-30
"Southwest Seminar for Great Teaching Education as Liberation." At the Sage Brus Inn, Taos, N.M.

Contact: (915) 831-2201; e-mail, <canec@epcc.edu>.

ACE: Educating a Nation (VII)
October 28-30
The American Council on Education Division of Access and Equity Programs Office of Minorities in Higher Education is sponsoring its seventh "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: phone, (202) 939-9395; e-mail, <lachone_fuguy@ace.nche.edu>, Web site, <www.acenet.edu>.

NSH MBA—National Conference and Career Expo
October 28-30
The National Society of Hispanic MBAs' 10th annual event, this year on the theme of "Elevating Excellence: Face the Challenges. Closing plenary speaker: Ray Suárez, host of "Talk of the Nation." At the Adam's Mark Hotel and Colorado Convention Center, Denver.

Contact: phone, (212) 267-1622; e-mail, <info@nshmba.org>, Web site, <www.nshmba.org>.

HACU—13th Annual Conference
October 30-November 2


NAWE, Advancing Women in Higher Education
November 6-10
"Institute for Emerging Women Leaders in Higher Education." At University of Maryland Inn and Conference Center, College Park, Md.

Book Review

by Craig Castro


The United States, like most other countries and societies around the globe, has a long history of racial conflict and antagonisms born of and reproduced by cultural differences, cultural misunderstanding, and stereotyping by the dominant culture. The recent racist attacks by Benjamin Nathaniel Smith in the Chicago area, stacked on a long, ugly history of hate-based crimes, including the brutal assault on Abner Louima, illustrate the need for developing ways and approaches to promote a better understanding of and appreciation for cultural differences. Racial stereotyping developed and refined by the dominant culture does not increase cultural pride and racial harmony. A lot needs to be done to overcome positive and negative stereotypes of Latinos in North American society. From Speedy González, fast, ratón in the West, to the Taco Bell Chihuahua and Ricky Martin, the mainstream media does little to make the task easier, locally or nationally.

"I didn't know there were Latinos in Wisconsin," poems and short stories written by Latinos from Wisconsin and other parts of the U.S., provides insight into Latino culture and values. Edited by Oscar Mireles and to be published soon by Focus Communications, it could be used in high schools, literary groups, or universities to provoke discussions on Latino culture and pride and its interaction with the dominant culture in North American society. The stories and poems explore issues of race, cultural differences, and discrimination from the lived experiences of the contributing writers and also presents themes that constitute similarities that Latino culture shares with others as human beings. These human elements, including love and friendship, gender relations/conflict, and the special relationship between parents and children will help remind readers of how much we have in common.

"Elvis Presley Was Chicoano" uses both negative and positive stereotypes to demonstrate the importance that Latino culture places on family. The negative stereotypes ("his black hair you know with the little curl in the front," "those tight black pants," and "son of migrant parents") are presented as clear proof that Elvis was Chicoano, which the writer only dismisses at the end using what the dominant culture raises up as the defining valuable characteristic of Latino culture, the importance of family: "if Elvis really was a Chicoano he wouldn't have settled to die alone/in an empty mansion/with no familia around who cared enough to cry."

Two of my favorites look into the effects that a more "subtle racism" exerts on Latino children, who often stand between their parents and the dominant culture as translators, both literally and figurative. In "Whatchoo Call Me?" the author reflects on her experience growing up in "the only Mexican family in the whole town" in a small rural Wisconsin town in the early 1970s. "Paranoar," describing a visit by an Avon lady to the home of a Latin family, provides another reflection on an encounter with everyday racism. "Younger daughter finds herself in the position of translating the sales pitch of a gringo Avon lady to her mother and a group of Latina women. The reader will feel the Avon lady's squirm as the Latinas see through her attempt to politely say that their skin color — piel de oliva — is not appropriate for some of the products. The Avon encounter is very humorous, but the humor does not hide the pride that the women feel in their culture.

This theme of cultural pride is demonstrated in a number of poems and other works—"The Color Brown," "Self Portrait," "I Look in the Mirror," and "Rafael Marquez," a poem that provides a stinging critique of the dominant culture's relentless desire for expansion. "Where are you from?" and "Wee Con Sonho?" demonstrate cultural pride through the frustration that Latinos often have in their interaction with close-minded people in the United States, while "Before Horze Gleeley" illustrates the struggle of a Latin torn between the world of the conquered and the conqueror. "Wee Con Sonho?" provides a good modern analogy that can be used to understand the "Discovery of the Americas" and the view of the "discovered."

"Oscuro Spiek," "The Cockfight Bust," "The Day I Threw Thereau off the Roof," "Applying for Citizenship," "Ritos," "Take the South Out of South Africa," "Democracy," "Mexican Roulette," and several other works provide social critiques of North American society and politics shared by Latinos and non-Latinos alike. "My father was a macho and I loved him" and "Frijoles and a Macho Sandwich with Papitas on the side!" show contrasting sides of the issue of Latino machismo. They are beautifully written and should be an interesting read for all, regardless of their cultural background.

"I didn't know there were Latinos in Wisconsin" provides reflection on a number of issues including race, discrimination, love, friendship, cultural differences, and pride. The works will generate different emotions throughout, and the reader will experience sadness, horror, laughter, compassion, passion, and surprise as he/she is educated about Latino culture and the experiences of Latinos living and thriving in a dominant culture. This collection offers a window through which Latinos and non-Latinos alike can view from a critical perspective the cultural values and beliefs that contribute to what it means to be Latino. By provoking reflection on Latino culture and beliefs, this book could make a contribution to a more racially harmonious society. The question is, will anyone be listening?

Craig Castro is completing a doctoral degree in Development Education at the University of Wisconsin-Madison and is an instructor at Omega School, Inc., in Madison, Wisconsin.
BOSTON COLLEGE
Faculty Positions for 2000-2001

ECONOMICS - Applications are invited for senior and junior faculty positions in all areas of economics. Candidates should have a Ph.D. and demonstrate research and teaching excellence. Applicants must have a distinguished research record and a strong interest in both graduate and upper division teaching. Please send letter of application and three letters of recommendation to: search committee, Department of Economics, Boston College, Chestnut Hill, MA 02467.

ENGLISH - We seek an Assistant Professor (tenure-track) in American literature. Candidates should have a Ph.D. and a strong research and teaching record. Please send a letter of application, curriculum vitae, and three letters of recommendation to: search committee, Department of English, Boston College, Chestnut Hill, MA 02467.

POLITICAL SCIENCE - We seek a tenured associate professor in International Relations. The position is open at the rank of Associate Professor. Candidates should have a Ph.D. in Political Science and demonstrate a strong research and teaching record. Please send a letter of application, curriculum vitae, and three letters of recommendation to: search committee, Department of Political Science, Boston College, Chestnut Hill, MA 02467.

PSYCHOLOGY - We seek a tenure-track position in social psychology. The candidate should have a Ph.D. in Psychology and demonstrate a strong research and teaching record. Please send a letter of application, curriculum vitae, and three letters of recommendation to: search committee, Department of Psychology, Boston College, Chestnut Hill, MA 02467.

ROMANCE LANGUAGES AND LITERATURES - We seek a tenure-track position in Romance Languages and Literatures. The candidate should have a Ph.D. and demonstrate a strong research and teaching record. Please send a letter of application, curriculum vitae, and three letters of recommendation to: search committee, Department of Romance Languages and Literatures, Boston College, Chestnut Hill, MA 02467.

CARROLL SCHOOL OF MANAGEMENT
FINANCE - The Carroll School of Management seeks a faculty position at the rank of Assistant Professor or Associate Professor. Applicants must have a Ph.D. in Finance and demonstrate a strong research and teaching record. Please send a letter of application, curriculum vitae, and three letters of recommendation to: search committee, Department of Finance, Boston College, Chestnut Hill, MA 02467.

See website for detailed information and instructions.
FINANCE • Assistant Professor untenured Associate Professor Candidate will have demonstrated interest in and capacity to do publishable scholarly research and a strong interest in both graduate and undergraduate teaching. Compensation is competitive. Candidates should send a curriculum vitae and a research paper to George Aragon, Chair, Department of Finance. Deadline date or dates of receipt of applications: December 1, 1999. E-mail: george.aragon@bc.edu or christine.buscemi@bc.edu (Department Secretary). Website: http://www.bc.edu/bc_org/avp/com/departments/finance.

MARKETING • Tenure-track opening. Candidates should hold a Ph.D. or D.B.A. in Marketing and have demonstrated excellence in research, teaching and academic service. Rank for the position is open. Applications for fellowship will be accepted until the position is filled. Applicants should send information to Prof. Victoria Crittenden, Fulton 450. Website: http://www.bc.edu/bc_org/avp/com/departments/marketing.

OPERATIONS AND STRATEGIC MANAGEMENT INFORMATION TECHNOLOGY MANAGEMENT • Tenure-track position open at all ranks. Candidates qualified for appointment at a senior level or an advanced Assistant Professor level are encouraged to apply. The position offers an opportunity to join and contribute to a successful and expanding Information Technology Group within the Wallace E. Carroll School of Management at Boston College. The IT Group is committed to quality research and teaching, with existing strengths in Electronic Commerce, Internet, IT Adoption and Diffusion of IT innovations. Decision Support Systems, and Financial Information Systems. The group also pursues secondary interests in Operations Management Strategy, and Decision Sciences. Individuals who can complement and strengthen the research focus of our group, while adding to the atmosphere of collegiality and openness to collaboration, are sought. Qualifications include: Ph.D. in Information Systems and/or related area with demonstrated abilities as an outstanding researcher and effective teacher. Teaching interests should include at least one of the following: databases, information systems development, or telecommunications. For a senior position, an opportunity exists to be a leader in continuing to develop the IT programs at both the graduate and undergraduate levels. This individual would be a nationally recognized researcher. Such an individual should also be a "builder" and have a strong desire to contribute to the direction and execution of high-profile IT-related initiatives e.g., course and curriculum development, faculty research programs, etc. For a junior position, the applicant should have a demonstrated clear potential to become a senior person as just described. Direct Inquiries to: Prof. Mary Cronin, IT Group@bc.edu. Please include a cover letter in the body of the e-mail and a vita as a Microsoft Word attachment. Website: http://www.bc.edu/bc_org/avp/com/departments/itmgmt.

STRATEGIC MANAGEMENT • Assistant Professor candidates who possess a strong record of (or significant promise for) excellence in research and teaching and who will have an earned doctorate by July 1, 2000, are encouraged to apply. Interested in individuals whose research and teaching interests link strategy with one or more of the following areas: technology and innovation, decision making and information systems, international management, or entrepreneurship. Candidates may be particularly interested to note that Boston College is the home of the Chief Executives Club, an organization of chairmen, presidents, and managing partners of major corporations. The organization is nationally recognized as a premier forum for the exchange of ideas related to contemporary business and management challenges. Recent meetings have been attended by the chairman and CEOs of companies including AT&T, Time Warner, Motorola, Sun Microsystems, and Intel. With a substantial endowment at hand, Boston College is able to extend many benefits, including significant resources designed to support research and teaching development. The Wallace E. Carroll School of Management is located on the university's main campus in Chestnut Hill, six miles from downtown Boston. It offers both MBA and undergraduate programs, and new faculty will be expected to teach in both. Salary will be competitive. Those interested in the position should send before November 1, 1999, a current vitae, sample publications, a statement of research and teaching interests, and 3 letters of reference to Prof. Martin Szulanski, Carroll School of Management, Fulton Hall 335, Website: http://www.bc.edu/bc_org/avp/com/departments/smgmt.

OPERATIONS MANAGEMENT • Assistant Professor applications are invited for a tenure-track, Assistant Professor position. Qualifications include a completed doctorate in Operations Management, and demonstrated or potential excellence in research and teaching. Preference will be given to applicants with interest in service operations, supply chain management, or operations strategy. Contact: Prof. Michael Moshe, Safadi, Department of Operations and Strategic Management, Website: http://www.bc.edu/bc_org/avp/com/departments/opsmgmt.

SCHOOL OF EDUCATION

Peter S. and Carolyn A. Lynch School of Education prepares undergraduate and graduate students to serve diverse populations in education, professional psychology and human services. The faculty is committed to research and professional preparation that is based on reflective practice and the scientist-practitioner model. Applications are especially encouraged from persons who would enhance the ethnical, linguistic and cultural diversity of the Lynch School of Education. Applicants should possess an earned doctorate, scholarly experience strengthening the educational and administrative experience in schools, teaching at the college level, and successful grant-writing experiences are desirable. Applicants should send a letter of interest, curriculum vitae, 3 letters of recommendation, and 3 samples of their scholarship to the search committee (see below), School of Education, Campion Hall, Chestnut Hill. Deadline for applications is January 1, 2000.

THE DEPARTMENT OF COUNSELING, DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY announces two tenure-track positions. We prepare professionals to conduct research, teach, and develop educational and community programs, and engage public policies to enhance the development of individuals across the life span. We also provide psychological foundations for students in teacher education. We seek a Developmental/Educational Psychologist with interests in the educational applications of psychology associated with processes of learning among developmentally, socially, and culturally diverse students. Candidates may have interests in best practices as they pertain to achievement of children and youth in schools, cognitive development and learning, and social and educational policy, and resiliency in school achievement. Contact: Dr. Maureen Kennedy, Search Committee Chair, Website: http://www.bc.edu/bc_org/avp/com/educpsy.

We seek a Psychology/Educator with expertise in comprehensive health as it pertains to enhancing human development, learning and psychological well-being of children and youth in urban contexts. Candidates may have special interests in resilience research, comprehensive child care and education reform efforts, and experience in establishing school-linked services and resources for urban communities and families. Contact: Dr. Mary Walsh, Search Committee Chair, Website: http://www.bc.edu/bc_org/avp/com/educpsy.

SCHOOL OF NURSING

CARROLL CHAIR • An endowed, full-time faculty position. Candidates must be Associate or Full Professors with a record of external funding for their scholarship. Candidates must have a doctorate degree in Nursing or a related field; a Master's degree in Nursing; and an established record of achievement in practice, teaching, and research.

MATER NAL-CHILD HEALTH NURSING • Full-time, tenure-track positions. One position for a doctorally prepared, certified, Pediatric Nurse Practitioner; primary responsibility would be teaching in the Master's program. One position for a Specialist in Pediatric Nursing (primary responsibility would be teaching in the undergraduate program). Candidates must have a doctorate degree in Nursing or a related field; a Master's degree in Nursing; and an established record of achievement in practice, teaching, and research.

ADULT HEALTH NURSING • Full-time, tenure-track position. A major responsibility of this position is coordinating the SCU nursing laboratories. Candidates must have experience in adult health, physical assessment, and management of learning resources. Candidates must have a doctorate degree in Nursing or a related field; a Master's degree in Nursing; and an established record of achievement in practice, teaching, and research.

Forward letter of application and resume to: Dr. Rachel E. Specter, Chair, Faculty Search Committee. Deadline: February 15, 2000. Website: http://www.bc.edu/bc_nursing.

GRADUATE SCHOOL OF SOCIAL WORK

CLINICAL/RESEARCH • Candidates for a tenure line Clinical/Research position at the Associate or Assistant level sought. MSW and doctorate required. Experience requirements include considerable practical and teaching experience; ability to teach MSW and doctoral level; a scholarly record of strong research and publication in refereed journals or potential for same; potential for or experience in grantsmanship; experience in evaluating practice outcomes; and considerable substantive knowledge in a field of practice or in special populations. Rank and salary flexible, and competitive, depending on applicant's qualifications. Send curriculum vitae and names of 3 references to Dr. Demetrios Tzanos, Chair, Personnel Committee, (617) 552-4041. Website: http://www.bc.edu/bc_org/avp/com/nssw.html.

Send letters of interest, curriculum vitae, supporting materials (camps of scholarship) and 3 letters of reference to the above chair and department/ School indicated at BOSTON COLLEGE, Chestnut Hill, MA 02167. Boston College is an affirmative action/equal opportunity employer.
THE NATIONAL ACADEMIES
Advisers to the Nation on Science, Engineering, and Medicine

NATIONAL RESEARCH COUNCIL
Postdoctoral and Senior Research Awards
opportunities for research in:

Chemistry • Physics • Life & Medical Sciences
Space & Planetary Sciences • Earth & Atmospheric Sciences
Engineering, Mathematics & Applied Sciences

Also teaching/research opportunities at the US Military Academy in
Mathematics, Physics & Mechanical Engineering

• 350 awards for independent research at over 120 laboratories
  representing nearly all US Government agencies with research facilities
• 12-month awards renewable for up to 3 years maximum
• Annual stipend for recent PhD or MD graduates $30,000 to $52,000 depending
  upon sponsoring laboratory; stipend appropriately higher for senior researchers
• Support for relocation and professional travel; health insurance program offered
• 3 annual award competitions for most participating laboratories

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

Further information and application materials may be obtained from our
web site at http://national-academies.org/rap or by contacting:

MAIL: Associateship Programs (121144HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418
FAX: (202) 334-2759
EMAIL: rap@nas.edu

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

FACULTY POSITIONS

The Department of Electrical and Computer Engineering at the University of Maryland, College
Park (www.ece.umd.edu) expects to have several
openings for tenure-track and tenured faculty
positions starting August 2009.

The Department is seeking candidates in Information
Technology and Small Smart Systems, two broad
research activities selected for expansion by adding
distinguished faculty under the University of Maryland
Enhancement Initiative. In both areas, we are seeking
faculty who can build links between established research
programs in systems and devices.

"Small Smart Systems" refers to distributed, often
mobile, physical systems of sensors and actuators,
integrated with advanced computational and
communications capability. In this area we are seeking
candidates in (i) sensors/actuators/control systems,
especially MEMS-based; (ii) semiconductor devices and
circuits emphasizing applications to sensors and
actuators, novel devices including quantum effect devices
and nanostructures, RF and low-power devices,
networked circuit and embedded systems.

In Information Technology, we are seeking
candidates in (i) communication networks, emphasizing hardware
implementation, including optical communications and
RF communications; (ii) video processing and
multimedia systems; (iii) wireless communications,
emphasizing the physical layer, including error control
coding, modulation, and signal processing for wireless
systems; (iv) circuit design, especially analog and mixed
mode VLSI, and HF and RF circuits, for applications in
communications and signal processing, controls or
computer systems; and (v) real-time and embedded
computing systems, hardware/software co-design, and
VLSI systems. Specific interests are for applications to
specialized microarchitectures and processors, mobile
computing, communications, and control systems.

There are strong possibilities for joint appointments
between the Department and the Institute for Systems
Research, the Institute for Advanced Computer Studies,
and the Department of Computer Science. In addition,
candidates in the area of circuits and semiconductor
technologies may be eligible for a Ward Professorship in
Semiconductor Science and Technology.

Appointments at all ranks will be considered. Prior
experience in industry is desirable. Candidates for the
rank of Assistant Professor should have a high potential
for both teaching and research. Candidates for the ranks
of Associate and Full Professor should have
distinguished records in research and a strong interest in
educational programs.

For best consideration, applications should be
received by December 31, 1999. Please send resume, list of
publications, and the names of at least four references to
Professor Nariman Farvardin, Chairperson,
Department of Electrical and Computer
Engineering, University of Maryland, College
Park, MD 20742. If the resume is available in MS Word or
HTML, please send a copy on a floppy disk as well.

The University of Maryland is an equal opportunity,
affirmative action employer with a strong commitment
to the principles of diversity. In that spirit, applications
from minority groups and women are especially invited.

COLLEGE OF ARTS AND SCIENCES

RELIGIOUS STUDIES

Pending approval and funding, the Department of Theology and Religious Studies at the University of San Francisco invites applications for a
tenure-track position in Religious Studies at the Assistant Professor level, anticipated to begin in the Fall 2000. Preference will be given to
candidates who specialize in East Asian Religions and Culture.

Teaching responsibilities may include inter alia at the undergraduate level, Introduction to World Religions, East Asian Religions,
Religious Issues, Religious in Dialogue, and other courses according to the candidate's specialty. At the Master's level, applicants may teach courses
in the MA program in the Theology and in Pacific Rim Studies. Preference will be given to candidates demonstrating a flexible interdisciplinary
approach.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate
by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the
mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Applicants should submit a letter of application, curriculum vita, graduate transcripts, brief description of research plans, copies of recent
research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of
recommendation to

Lois Ann Lorentzen, Chair
Religious Studies Search Committee
Department of Theology and Religious Studies
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1089

Applications must be received by November 1, 1999, in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively
contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer and will provide reasonable
accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.
ASSISTANT ASSOCIATE DEAN FOR ADMISSIONS AND FINANCIAL AID

VERMONT LAW SCHOOL

Vermont Law School, the premier environmental law school, located on the White River in rural Vermont, invites applications for the position of Assistant/Associate Dean for Admissions and Financial Aid.

The Assistant/Associate Dean for Admissions and Financial Aid is responsible for administering all aspects of the Admissions and Financial Aid offices including: planning and implementation of recruitment strategy and aid policies; the collection of data to drive and assess a defined marketing strategy; interviewing and counseling prospective students; making decisions on admissions and achieving enrollment targets; supervising the Admissions and Financial Aid staff; and expanding the diversity of the student body.

This position requires a Bachelor's degree with 5+ years of related experience in a selective admissions environment; a Master's degree is preferred and a JD degree or experience in law school admissions is desirable. The successful candidate will have a track record of successful recruitment initiatives; excellent analytical abilities; strong written, oral, and interpersonal communications skills; the ability to motivate and manage change; and a high commitment to quality student service. Individual must be able to work well in a system of shared governance and be aware of and sensitive to the educational goals of a multi-cultural community. Extensive travel is required.

Send resume, cover letter, and three references to: Human Resources, Vermont Law School, 1265 Church Street, South Royalton, VT 05068.

Vermont Law School is an Equal Opportunity Employer and welcomes applications from qualified individuals regardless of sex, minority status, disability, or veteran status.

ASSISTANT SCIENTIST
(WEED SCIENCE)

Full time tenure track, 100% research, Washington State University, Irrigated Agriculture Research and Extension Center, Prosser, WA. Conduct research on weed management and sustainable approaches to agricultural production in support of agronomic/horticultural crop production systems for irrigated agriculture. REQUIRED: Ph.D. degree in Weed Science or related discipline upon hire. DESIRED: demonstrated knowledge of weeds, weed biology, herbicides, and integrated weed management systems in agronomic/horticultural crops; ability to plan, design, implement, interpret research results using scientific methodology; communicate well orally in writing with scientists/producers/clients/electric groups; organizational and leadership skills in a team environment; successful grant writing experience; apply statistical, experimental design, and computer technology to weed research; interpersonal skills with ag. industry and producers; and experience with irrigated agriculture. POSITION AVAILABLE: July 1, 2000 APPLICATION DEADLINE: January 31, 2000 or until position is filled. SEND: letter addressing qualifications, vita, transcripts, three letters of reference to Dr. Thomas A. Lampkin, Dept. Crop and Soil Sciences, P.O. Box 646420, Washington State University, Pullman, WA 99164-6420.

QUESTIONS: Dr. Bob Parker, LAREC, WSU, 24106 North Bunn Road, Prosser, WA 99350-9687, ph. 509-786-9234, fax 509-786-9370, or email rlparker@wsu.edu.

Northeastern University, nationally recognized for its cooperative education program, is a private, non-sectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, dedicated to excellence in research and scholarship, and highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty, staff and is proud of diverse student/resident population.

Residence Director

Manage a residential community-housing complex; administer and pro- gram programs for resident students. Supervise Assistant Residence Directors, Graduate Assistant and Resident Assistants, provide training and evaluation, and maintain a close working relationship with the halls. Primary responsibility is to develop and maintain an environment conducive to students' personal and scholastic growth and academic success. Duties include community development, behavior management, judicial administration, building management, and resident life administration functions. Work collaboratively with University staff to provide a safe and secure environment. Bachelor's degree in a College Student Personnel, Higher Education Administration or related field. Supervisory experience and previous live-in experience as a Resident Assistant or Graduate Assistant strongly preferred. Excellent decision-making and communication skills, effective administrative, organizational skills, and the ability to work in a medium-sized community setting. Send resume and list of references to M. L. Langlie, Director, Residential Life, 6 Speare Hall, Northeastern University, 360 Huntington Avenue, Boston, MA 02115. Applications will be reviewed as they are received. Applications will be accepted until the position is filled.

Northeastern is an Equal Opportunity/Affirmative Action Title IX Employer.

CHAIR

Department of Modern Languages & Literatures

Oswego State University requests applications for the Chair of Modern Languages & Literatures, a department with ten full-time faculty, offering language instruction in Spanish, French, German, and language instruction in Italian, Japanese, Russian, Chinese and American Sign Language. The Department of Modern Languages is also pursuing innovative programs in Language International Trade and Languages Across the Curriculum. We seek a leader who will support these efforts and assist the department in identifying future directions.

The Chair will be a member of the Spanish or the German sections of Modern Languages Department. She or he should have a Ph.D. accomplishments as a teacher and scholar appropriate for appointment at Associate Professor or Professor rank.

The Chair of Modern Languages should also have: (1) demonstrated administrative skills (e.g. as a department chair, program director, governance leader, or success leader in curriculum reform), (2) the ability to work effectively and collegially with others, and (3) knowledge of current issues in foreign language programs in higher education, including experience with the latest educational technologies.

Salary will be commensurate with rank and experience. Applicants should submit a letter of application, resume, official transcripts, and three letters of reference (including telephone numbers of referees), to Dr. Tracy Lewis, Chairperson, Search Committee, Department of Modern Languages and Literatures, 1 Hall, Oswego State University, Oswego, NY 13126. Review of applications begins immediately and will continue until the position is filled.

Oswego State University is an Affirmative Action Employer.
UNIVERSITY OF NEW HAVEN

Notice of Faculty Vacancy in Art

EDUCATION. Assistant or Associate Professor of Graphic Design and Coordinator of Art, tenure-track beginning on January, 2000. Responsibilities include teaching graphic design courses including computer graphics and courses in other applied areas, coordinating an art program, building enrollments in graphic design, supervising and maintaining computer graphics lab, student advising and curriculum development.

Candidates should possess, at minimum, an MFA degree, proven skill in teaching graphic design and computer design proficiency in the latest versions of Adobe Illustrator, Quark Express and Photoshop, strong background in at least one other applied area, demonstrated ability to build enrollments in graphic design, and a background in arts administration. Experience in gallery or museum operation, web design, auto CAD, and K-12 art education is also desirable.

Salary is negotiable based on experience. Application deadline: October 29, 1999. Please submit letter of application, resume, letters of recommendation and any supporting materials to Search #99-27A, Human Resources, University of New Haven, 300 Orange Avenue, West Haven, CT 06516.

The University of New Haven is an Affirmative Action/EQUAL OPPORTUNITY EMPLOYER.
The University has a diverse student body and is seeking to diversify its faculty.

UNIVERSITY OF FLORIDA

DEAN, COLLEGE OF ENGINEERING

The University of Florida invites nominations and applications for the position of Dean of the College of Engineering. The College, which enrolls about 5,600 (4,000 undergraduate; and 1,600 graduate) of the University’s 43,000 students, consists of twelve degree granting departments with 285 faculty and is one of the University’s premier colleges. The college ranks 15th among the nation’s public engineering programs in the attraction of research support (about $57 million in research expenditures in 1997-98).

The University of Florida, the state’s oldest and largest university, is one of the nation’s most comprehensive institutions of higher education. The university is a Land Grant University and a member of the Association of American Universities.

The Dean of Engineering is the chief academic officer of the college and is responsible for all facets of the college’s performance. The Dean serves on a variety of University-wide committees and boards and represents the university in many national and international organizations. The Dean will hold a tenured academic appointment in the appropriate department in the College of Engineering, University of Florida.

Candidates must have earned doctorate, a distinguished record of scholarly accomplishments, and appropriate administrative experience. The salary is nationally competitive.

The deadline for nominations is Friday, October 15, 1999, and the deadline for applications is Friday, October 29, 1999. Interested candidates should forward a letter addressing his or her qualifications, a resume, and the names, addresses and telephone numbers of five references to:

Vice President Michael V. Martin, Chair
Search and Screen Committee
P.O. Box 110180
University of Florida
Gainesville, FL 32611-0180
Email: MVMM@NIFAS.UFL.EDU
Phone: 352-392-1971

The University of Florida is an equal opportunity, equal access, affirmative action employer. The “government in the sunshine” laws of Florida require that all documents relating to the search process, including letters of application/nomination and reference, be available for public inspection.

San Jose/Evergreen Community College District

INVITES APPLICATIONS FOR THE FOLLOWING:

INSTRUCTIONAL TECHNOLOGY INSTRUCTOR

Full-time tenure track position located at Evergreen Valley College. This position will develop and prepare instructional materials to supplement and enhance classroom laboratory instruction across disciplines. REVIEW: 10-15-99

DEAN OF INSTRUCTIONAL TECHNOLOGY

Two full-time Academic management positions. The primary responsibility of the Dean is to provide for the educational welfare of students and the professional needs of the staff in the division. REVIEW: 11-01-99

FOR APPLICATION MATERIALS CONTACT:
Human Resources SJCCCD
408-270-4046 or visit our website
www.sjcccd.cc.ca.us

The Law School of the University of Southern California

POSITION DESCRIPTION - DEAN OF THE SCHOOL

The University of Southern California is inviting applications and nominations for the position of Dean of the Law School. The University is located in Los Angeles and is one of the nation’s premier private research universities. USC Law School was the first law school established in the southwestern United States, and is now a national law school serving a student body drawn from over 100 undergraduate institutions distributed throughout the nation. It is one of the preeminent law schools in California, and is typically ranked among the top 15 or 20 in the country.

USC Law School is relatively small, with an average class size of approximately 200 students and a total enrollment of 600. It has approximately 35 full-time faculty, many of whom have advanced degrees or training in other disciplines in addition to law and are recognized nationally as experts in their respective fields. The Law School’s endowment is among the ten largest for private American law schools. The Law School’s primary mission is facilitating the production of quality scholarship by its faculty, and training students for the bar, bench and other pursuits to which knowledge about law and the legal system is relevant.

The Dean of the USC Law School is its academic leader and chief administrative officer, and reports directly to the Provost of the University. The responsibilities of the job include: leading the recruitment, development and retention of talented faculty; promoting excellence in the School’s educational and scholarly functions; planning and managing fiscal matters, leading the School’s fundraising efforts; and maintaining supportive relationships with alumni and with other members of the local bar and bench.

Nominations and applications should be sent to: Randolph Westerfield, Search Committee Chair, c/o Office of the Provost, University of Southern California, 57864 Administration Building, Room 202 - MC 4019, Los Angeles, CA 90089-0409. Applications should include a letter describing the candidate’s qualifications for this position, a curriculum vitae; and names, addresses and telephone numbers of three references. Questions may be directed to Bill Strippoli, Director of Information Resources, Office of the Provost (213-740-9097, 213-740-1782 (fax), strippoli@usc.edu). Review of applications and nominations will begin immediately and will continue until the position is filled.

USC is proudly poised and firmly committed to providing equal opportunity for outstanding men and women. USC actively seeks nominations of and applications from qualified individuals from the broader possible communities.
Position Announcement

Nebraska
UNIVERSITY OF NEBRASKA – LINCOLN

Associate Director of Housing Residence Life

The Associate Director is the senior professional responsible for staff, services, and programs for all student personnel aspects of the residence halls and provides leadership and oversight of the residence life program. The Associate Director is responsible for providing vision and leadership in developing effective residential communities that contribute to student successes. Important elements in the position include: program analyses and development, policy formation, student affairs theory application, learning communities, judicial processes, selection, training and evaluation of professional staff, budget management, strategic planning, the ability to effectively manage multiple priorities on a timely basis, and the ability to work with academic and administrative staff. The Associate Director works closely with four additional senior staff members and the Director, coordinates activities with other campus units, and serves on University-wide committees.

Requirements include a Master’s in student personnel, educational administration or related field plus six years relevant experience to include residence life, required. Excellent administrative, supervisory and interpersonal/communication skills necessary. Experience with application of student development theory and residential community development necessary. Experience in higher education environment preferred. Submit cover letter and resume to: Dr. Doug Zateckha, Director of Housing, P.O. 880622, UNL, Lincoln, NE 68588-0622. Review of resumes will begin October 18. Position will remain open until a suitable candidate is found. Protected class individuals are strongly encouraged to apply. UNL is committed to AA/EEO and ADA/504. If you need an accommodation, please call 402-472-7173.

RICE UNIVERSITY
http://www.rice.edu/
Lee Hage Jamail Chair in Latin American Literature
The Department of Hispanic and Classical Studies
http://www.rice.edu/~span/ invites applications for the newly created Lee Hage Jamail Chair in Latin American Literature. Appointment at the rank of Full or Associate Professor effective July 1, 2006. Area of specialization open. We aim to hire a versatile scholar of Latin American literature and culture, with strong theoretical and interdisciplinary interests, a distinguished record in publications and professional activities, and a serious commitment to both graduate and undergraduate teaching. Native or near-native command of Spanish. Send letter of application, cv, and three letters of recommendation, postmarked no later than November 15, 1996, to Mauricio Rivas, Chair, Search Committee (span@rice.edu), Department of Hispanic and Classical Studies, MS 34, Box 1952, Rice University, Houston, TX 77251-1952. Rice University is an equal employment / affirmative action

UNIVERSITY OF MARYLAND

Faculty Position(s)
Professor of Management, Finance and/or Leadership

The Maryland School of Public Affairs is seeking a senior professor who will take a leading role in its Management, Finance & Leadership specialization.

For full information visit our web site http://www.pfum.edu/employment_section.htm

As an affirmative action/equal opportunity employer, the School particularly welcomes applications from women and minorities.

Broward Community Coll
DIRECTOR OF INSTRUCTIONAL DESIGN
4911, South Campus

BCC seeks an enthusiastic, highly motivated individual to provide leadership & expertise to support successful integration of tech. into teaching/learning. The Director of Instructional Design will initiate to transform courses from trad delivery to delivery by distance ed. & data educ. This person will guide faculty design & redesign development of course content & instructional strategies for courses delivered on-line. The Director of Instructional Design will implement a comprehensive faculty development program to encourage the thoughtful application tech. in the classroom & on the web.

MAA/plus three yrs. exp. integrating tech. in teaching/learning process; knowledge of multiple instructional tech. (especially the web), distance & instructional design & assessment methodology demonstrated ability to design, create & distribute instructional materials, use appropriate develop. tools, & train & teach faculty in these end. Successful candidates must have strong project management & written & oral communication skills. Highest teaching exp. is desirable. Sal: $39,087-$56,000

Closing date: 10/14/99

The salary for this position is negotiable. A le application and resume indicating the position & transcripts must be rec'd by 3:00 pm on or before 10/14/99 at Broward Community College, HR, 225 E Las Olas Blvd. Ft. Lauderdale, FL 33301, call (954) 761-7450 for an official app.

Equal Access/Equal Opportunity Institution

Oswego

SOCIeLOGY

Tenure track Assistant Professor position at Os State University beginning Fall 2000

The candidate is expected to have experience teaching sociology and work on and/or make research and sociology of business. Ability to supervise MBA program, experience in outreach local/regional business and government organizations, interest in global comparisons is desired, but not required. Completed PhD in Sociology strongly preferred. Advanced ABI Sociology will be considered. The deadline for receipt of all application materials is December 11999. Send cover letter, curriculum vita., of transcripts, three letters of reference, a teaching statement, syllabus, publications, etc., and samples to

Hank Vandenburgh
Co-Chair, Search Committee
Department of Sociology
313 Mahair Hall
Oswego State University
Oswego, NY 13126

Direct inquiries to vandenbhu@oswego.edu

Minority and women candidates are especially encouraged to apply. Oswego State University is an Affirmative Action Employer.
SOCIOLOGY OF GENDER
Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position in Gender at the Assistant Professor level, anticipated to begin in the Fall 2000. Additional expertise in one or more of the following areas would be desirable: family, race and ethnicity, or research methods.

Teaching responsibilities: may include inter alia, Sociology of Gender, Sociology of the Family, Race and Ethnicity, and Research Methods. Normal teaching load is three courses per semester. The Department contributes to the Women’s Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in Sociology by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: Michael J. Weber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

GLOBALIZATION
Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position at the Assistant Professor level, anticipated to begin in the Fall 2000. We are interested in candidates who specialize in any aspect of globalization, including global environmental issues, international migration, development/underdevelopment, border studies, multinational enterprises and the international division of labor; women in development, cultural globalization, inequality, etc.

Teaching responsibilities: may include inter alia, Globalization, Global Population and Consumption, Environmental Sociology, Global Inequality. Women in Development, Environmental Racism as well as general Sociology courses. Normal teaching load is three courses per semester. The Department contributes to the Women’s Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in Sociology by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: Michael J. Weber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

PUBLIC RELATIONS
Pending approval and funding, the University of San Francisco invites applications for a tenure-track position in Public Relations at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities: may include inter alia, Public Relations Writing, Public Relations Theory, Public Relations Research and Campaigns, Public Speaking, and other courses according to the candidate’s specialty. Competency in related areas, such as advertising and organizational communication is also desirable. The faculty member will assist in building a public relations program, develop and advise the PRESSA chapter, and assist with Public Relations internships. Because the University of San Francisco is a Jesuit institution situated in a culturally diverse region, the new program will emphasize nonprofit and international PR; professional public relations experience in either of these areas is extremely desirable.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: Rhonda Parker, Chair, Public Relations Search Committee, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

COORDINATOR OF EXPOSITORY WRITING
Pending approval and funding, the Department of Communication Studies at the University of San Francisco invites applications for a full time tenure-track position in Expository Writing at the Assistant or Associate Professor level, anticipated to begin in the Fall 2000. The Department of Communication Studies incorporates English as a Second Language, Expository Writing, and Speech/Rhetoric.

Responsibilities include: Coordinating the undergraduate Expository Writing program, teaching two to three expository writing courses per year and collaborating with other Communication Studies faculty to advance curriculum development and to integrate speech and writing as communication skills.

Qualifications: University teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, academic program administrative experience, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: Stephanie Vandrick, Chair, Expository Writing Search Committee, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

INTERNATIONAL MEDIA/VIDEO OR MULTIMEDIA PRODUCTION
Pending approval and funding, the Media Studies Program at the University of San Francisco invites applications for a tenure-track position in International Media with a second specialization in Production, at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities: may include inter alia International Media, Media and Globalization, Media and New Technology and/or Video or Multimedia Production, and other courses according to the candidate’s specialty. Competency in one or more of the following core courses is also necessary: Media and Society, Media Institutions, Media Law and Policy, Media Theory, Media Audience.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required.

Send applications to: Bernadette Barker-Plummer, Chair, International Media Search Committee, Department of Media Studies, University of San Francisco, 2130 Fulton Street, Harney 243, San Francisco, CA 94117-1080.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation. Applications must be received by October 15, 1999, in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment.

USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request.

We particularly encourage minority and women applicants for all positions.
ASSISTANT SOIL SCIENTIST/EXTENSION SPECIALIST
(SOIL FERTILITY/SOIL QUALITY)

Annual, tenure track position. 60% research; 40% extension. REQUIRED: Ph.D. in soil science or allied field with specialization in soil fertility/chemistry, soil microbiology/physiology, or soil ecology upon hire. Demonstrated performance/interest in extension of information to user groups; ability to communicate orally and in writing. DESIRED: Possess broadly based knowledge of agriculture as well as in-depth knowledge of soils/plant nutrition, holistic approach to crop management systems; working knowledge of soil/plant analytical techniques; demonstrated ability to conduct research in the field, establish and maintain plots so as to combine novel experimental design analysis with broad agronomic practices of crop and local conditions; provide innovative direction and function in individual and team oriented extension/research activities; supervise staff/students: demonstrate innovative ideas to communicate with broad audiences; promote positive interpersonal skills in relations with clientele. DEADLINE: January 31, 2000, or until position is filled. SEND: letter addressing qualifications, vita, copies of transcripts, three letters of recommendation to Dr. Thomas A. Lumpkin, Department of Crop and Soil Sciences, R.O. Box 646420, WSU, Pullman, WA 99164-6420.

QUESTIONS: Dr. R. James Cook, ph. 509-335-3722 or fax 509-335-8674

THE UNIVERSITY OF MICHIGAN
Department of Communication Studies

FACULTY OPENINGS 1999 - 2000
ASSISTANT/ASSOCIATE PROFESSOR OF COMMUNICATION STUDIES

Communication Studies — The University of Michigan Department of Communication Studies seeks applicants for several faculty positions. Growing department emphasizes mass communication as a social phenomenon and the study of mass media systems, processes, contexts, and effects. Positions available, and possible areas of research and teaching, are as follows:

Position 1: Television Studies (aspects of the industry or production, audience reception, or technology). Secondary interests in additional areas of gender studies or race would be welcome. This position will be a joint (50%) appointment with the Program in Film & Video Studies. Appointment likely at assistant professor level, but more advanced candidates will also be considered.

Position 2: Media and Public Affairs (media and government, issues of freedom of expression, public opinion, media and politics, media policy, comparative media systems). Appointment likely at assistant professor level, but more advanced candidates will also be considered.

Position 3: Media Systems (history of media systems, media organizational routines, international media systems, new media technology, media economics). Appointment likely at assistant professor level, but more advanced candidates will also be considered.

The University of Michigan is a non-discriminatory/affirmative action employer. Applicants should identify position of interest and send a vita, three letters of recommendation, and evidence of teaching effectiveness.

SEND APPLICATIONS TO: Search Committee
Department of Communication Studies
The University of Michigan
2020 Fritz Building
Ann Arbor, MI 48109-1285.

DEADLINE: EA/EO/AA/ADA

HEAD, DIVISION OF BUSINESS AND ACCOUNTING

Truman State University seeks applications and nominations for the position of Head of its Division of Business and Accounting. The Division of Business and Accounting consists of 26 full-time and 6 staff serving 1000 undergraduate majors in accounting and business administration. The Division offers a graduate program in accountancy. The Division has received accreditation from the AACSB - International Association for Management Education for both its business and accounting programs. The Division is housed in a recently renovated structure with state of the art equipment.

The Division Head is an important academic leader and administrator responsible for all matters. The duties of Division Head are far-reaching, incorporating responsibilities similar to both dean and department chair in more traditional administrative models. Academic and administrative programs. A Division Head leads each division, reporting directly to the Vice President for Academic Affairs. Truman's unique administrative structure emphasizes faculty interaction. The Division Head must have an institutional perspective and support the mission as a public liberal arts and sciences institution. The salary is commensurate with responsibilities required.

Responsibilities include:
- Supporting and promoting student learning and high achievement in the context of public liberal arts and sciences universities
- Providing leadership for the division and serving as an advocate for divisional need programs
- Supporting University and Divisional assessment by disseminating data and using decision making and encouraging its use by faculty and staff
- Supporting faculty in teaching, professional development, and research activities in their collaborations with students
- Administrating Division budget
- Recruiting, hiring, and providing recommendations for tenure and promotion for division faculty
- Establishing and maintaining relationships with other external representatives and directing divisional fundraising activities

Qualifications include:
- Ph.D. or other degree appropriate to the division's programs
- Evidence of a strong academic record and excellence in teaching and scholarship
- Excellent interpersonal skills and the ability to work cooperatively, build consensus, and make sound decisions
- Evidence of administrative experience and the potential to lead and work with faculty and staff in a divisional fundraising capacity
- Understanding of, and support for, the liberal arts
- Understanding of, and commitment to, diversity

Truman State University is a Missouri premiere public liberal arts and sciences university. It is consistently recognized as one of the nation's best educational values. Truman was named News & World Report as the number one public regional university in the Midwest and it was selected as one of the top 100 best college buys by America's Best College Buys 2000. With a population of just over 6,000 students, Truman has received national recognition for its admission program, competitive student body, and out-standing undergraduate and graduate programs. Truman seeks candidates with a commitment to diversity and consider candidates who are identified as minority individuals.

Interested candidates should submit a letter of application, a current curriculum vitae, a 1000-word proposal on educational and administrative philosophy, and at least two letters of recommendation. Candidates should provide a list of names, addresses, (including e-mail) and phone numbers of four persons who may be contacted as references. Candidates who are identified for further review will be sent a confidential letter of reference directly to the university.

Application materials should be sent to: Garry Gordon, Vice President for Academic Affairs
Truman State University, McClain Hall 203
100 East Normal Street
Kirkville, MO 65350

Screening of complete applications will begin November 15, 1999 and continue until the position is filled. The anticipated date of appointment is July 1, 2000, but is negotiable.

Truman is an Equal Opportunity Institution committed to cultural diversity and compliance with the Americans with Disabilities Act of 1990.
St. Philip's College, one of four colleges in the Alamо Community College District, invites candidates for this executive position. Located near downtown San Antonio, Texas, St. Philip's College offers strong programs in health, business, and industrial careers and other vocational fields. Through articulation agreements, this community college also offers arts and sciences course work that directly transfers to four-year educational institutions. SPC has established a national reputation in instructional and learning resource technology and is the site of one of ten national Technology Transfer Centers supported by IBM and the League for Innovation in the Community College. For more information, visit our web site at www.accd.edu.

The President is expected to serve as a team leader in concert with the District Chancellor, Executive Vice Chancellor, other college presidents, faculty, and staff. The successful candidate will have the vision and energy to address the educational/technological demands of the 21st century, and will possess at least

- An earned Doctorate degree from an accredited institution
- Three (3) years full-time college teaching experience
- Three to five (3-5) years administrative experience (minimum as department chairperson)
- Some community college experience required

Must submit the following: (1) letter of interest reflecting your views on the role of a president and how your background can serve as a positive influence for a diverse student population, (2) comprehensive resume/vitae, (3) three letters of recommendation, and (4) photocopies of transcripts. Selectee subject to criminal history check. Incomplete packages may not be considered.

Deliver or postmark material by October 15, 1999 to:

Trina Diehl, Interim Employment/EEO Manager
Alamо Community College District • Human Resources Department
201 W. Sheridan • San Antonio, Texas 78204
www.accd.edu/accd/hr/hn.htm • emresume@accd.edu
(210) 208-9051 • Fax: (210) 208-9052 • EEO Employer

University at Buffalo
The State University of New York

SCHOOL OF SOCIAL WORK
Recruiting for Three Positions

RESEARCH PROFESSOR AND DIRECTOR, Center for Research on Children and Youth: Applications are being invited for a newly created tenured position in the School of Social Work (associate or full) to provide leadership to an interdisciplinary research center that focuses on issues related to the needs of children and families. Requirements include an earned Doctorate in Social Work/Social Welfare (preferred) or a closely related field (e.g., Education, Sociology, or Psychology) and an established record of scholarship and externally funded research.

ASSOCIATE DEAN FOR RESEARCH: Applications are being invited for a tenured position (associate or full) to provide leadership in carrying out the school's research mission and interface between the school's two research centers: UB Center for Research on Urban Social Work Practice and Center for Research on Children and Youth. Requirements include a MSW and a Doctorate in Social Work/Social Welfare (preferred) or a closely related field, an established record of social work scholarship and externally funded research, and familiarity with the broad range of social work research.

FACULTY POSITION (RANK OPEN): Applications are being invited for a faculty position. Requirements include a MSW and a Doctorate in Social Work/Social Welfare (preferred) or a closely related field, an established record of scholarship and research, and an ability/intensity to teach at the MSW and Doctoral levels.

The University at Buffalo, a Carnegie Foundation Category I Research University, is New York's premier public center for graduate and professional education, and the state's largest and most comprehensive public university. The School of Social Work enrolls over 380 students and offers a MSW and Ph.D. and a dual degree in social work and law. Faculty have established an outstanding record of research, service, and community outreach in such areas as aging policy, child welfare, substance abuse, mental health services, and multicultural social work.

DEADLINE: December 15 or until the positions are filled. Please submit a letter of application, curriculum vitae, samples of scholarship, and the names of three references to: Andrew Safyer, Ph.D., Chair, Personnel Committee, School of Social Work, University at Buffalo, 665 Baldy Hall, Buffalo, NY 14260-1000.

Visit our website at: www.sociwork.buffalo.edu

Sarah Lawrence College

Sarah Lawrence College seeks candidates for a tenure-track position in film studies

Candidates should have a Ph.D. in film or a related discipline and should have some teaching experience. Their field of specialization may be any period or movement in film history, theory, and criticism. Moreover, they should be able to connect film studies with other fields of study, with the practice of the arts, and with the larger culture and society. Sarah Lawrence is a small liberal arts college with an orientation toward arts and letters and a strong emphasis on individual attention to students as an integral part of the curriculum. Applicants should send resumes, letters of recommendation, and samples of critical or scholarly work to: Pedro Perez, Film Studies Search Committee, Sarah Lawrence College, 1 Mead Way, Bronxville, NY 10708. We will start looking at applications in late September and will accept them until November 15th. Sarah Lawrence College is an equal opportunity employer. Women and minorities are encouraged to apply.
Faculty Positions: 2000/2001 Academic Year

The Graduate School Care and Education Department seeks assistant/associate professors: Elementary Education, tenure-track, to teach a variety of courses, supervise student teachers, advise students and participate fully in the activities of a network of professor development sites. Ph.D. in education and successful teaching at the elementary level required. Sub-specialty in literacy, or mathem- and/or science education, and successful previous college teaching experience desired. Teaching Students With Special Needs, ten track, to assume leadership for a fourteen-month dual certification program in special education and elementary education, incl teach- ing, advising, and full participation in the activities of a network of professional development schools. Ph.D. in Special Need related field, successful college teaching experience required. Previous K-12 teaching experience desired. Send cover letter, curricu- l vitae, statement of teaching philosophy, samples of scholarly work, and names of three references to: Dr. Albert DeCic Dean of the Graduate School. Review of applications will begin 11/1/99 and continue until position is filled.

The Undergraduate Division of Professional Studies seeks an assistant/associate professor in Early Childhood Education, tenure-track, to prepare undergraduate students to teach in birth through age 5 and kindergarten through grade 3 inclusive programs. A terminal degree in early childhood, early childhood special education, or a related field. Professional focus in special education or child administration and leadership, and expertise in multicultural education and integration of writing skills across the curriculum particularly sought. Field experience with children ages birth through 8 is desired. Send curriculum vitae, letter detailing philoso- phy of teaching, and two letters of reference to: Nancy Hutchings, Assistant to the Undergraduate Dean. Review of applications begin 10/20/99 and continue until position is filled.

The Undergraduate Division of Arts and Sciences seeks an assistant/associate professor of history, tenure-track. The Human Program at Wheelock seeks a European historian with specialty in the relationship between Europe and one of its former colonies at preferably Africa or Latin America. Competency in integrating writing across the curriculum desirable. Ph.D. required; college teaching experience preferred. Send curriculum vitae, two letters of recommendation and a statement of teaching philosophy to: Mary Hall, Chair, History Search Committee. Review of applications will begin 11/1/99 and continue until position is filled.

Faculty/Administration Position: January, 2000

Wheelock College seeks Director of First Year Programs and faculty member in Human Development Education or related Human Serv Field to assume responsibility for entry and development of first year students. The successful candidate will demonstrate capacit to integrate student academic, co-curricular, and community life into a cohesive experience. Ability to work effectively with students faculty is essential. Dual faculty/administrative appointment includes teaching required freshman course(s) and course(s) in field specialty. Ph.D. preferred, with poor teaching and administrative experience relating to adolescents and/or young adults. Send current vitae, two letters of recommendation and a statement of teaching philosophy to: Dr. Helen Regan, Vice President for Academic Affairs. Review of applications will begin 11/1/99 and continue until position is filled.

Wheelock College, 200 The Riverway, Boston, MA 02215.

Wheelock College is an Equal Opportunity/Affirmative Action Employer and a member of the Colleges of the Fenway consortium.

UNIVERSITY OF NEW HAVEN
Assistant/Associate Professor of Physics and Education

Physicists 3 years minimum experience teaching physics at the college level or a full-time status, experience training full science teachers, well- versed in computer software for physics teaching. The position has a full-time teaching load with courses in both physics and education. Successful candidate will aid in the development on a Web page to include interactive learning modules for physics topics, collaboration on "in-situ" workshops, and in the development of grant proposals in physics education. The position will also help coordinate activities within the Physics Dept. Send cover letter, current vitae, and at least three professional references to Search Committee Chair, Search Committee 299-21, University of New Haven, 300 Orange Avenue, West Haven, CT 06516. If you have any questions about the position, please call the Search Committee Chair. Interested applicants must address the candidate's teaching ability. The search will begin immediately and continue until the qualified candidate is selected. The position will begin on either January 1, 2000, or on September 1, 2000, depending on the candidates availability.

UNIVERSITY OF MARYLAND
Tenured/Tenure-track Professor
Environmental Policy

The Maryland School of Public Affairs is seeking a professor (rank open) to take a leading role in its Environmental Policy Program.

For full information visit our web site: http://www.upsf.umd.edu/environmental Policy

As an affirmative action/equal opportunity employer, the University particularly welcomes applications from women and minority candidates.
CHANCELLOR

THE UNIVERSITY OF TEXAS SYSTEM

After 7 years of exemplary service as Chancellor, William H. Cunningham has announced his intention to retire no later than the end of August 2000. The University of Texas System Board of Regents announces a nationwide search to recruit the next Chancellor of the System.

First authorized by the State Constitution in 1876, The University of Texas System is composed of 9 academic institutions (Arlington, Austin, Brownsville, Dallas, El Paso, Pan American, Permian Basin, San Antonio, and Tyler) and 6 health institutions (Dallas, Galveston, Houston, San Antonio, M.D. Anderson Cancer Center in Houston, and Tyler) and includes 4 medical schools, 2 dental schools, and 7 nursing schools. The System enrolls over 145,000 students, employs over 76,000 persons, and has an annual operating budget of over $5.4 billion. The System also manages a $12 billion portfolio.

The University of Texas System faculty are consistently honored by their peers, professional associations, and other organizations for contributions to their academic fields and for their roles as outstanding teachers. Honors and distinctions among the System's internationally distinguished faculty include 7 Nobel laureates, 1 Pritzker Prize recipient, 32 members of the National Academy of Sciences, 45 members of the National Academy of Engineering, 37 members of the American Academy of Arts and Sciences, 21 members of the Law Institute, and 32 members of the American Academy of Nursing.

As the Chief Executive Officer of the System, the Chancellor reports directly to the Board of Regents and is responsible for executing the policies and procedures of the Board. The Chancellor serves as one of the State's senior advocates for higher education and interacts extensively with elected officials: the business, educational, philanthropic, and professional communities; and the general public. Reporting directly to the Chancellor are the Executive Vice Chancellor for Academic Affairs, Executive Vice Chancellor for Business Affairs, Executive Vice Chancellor for Health Affairs, Vice Chancellor and General Counsel, Vice Chancellor for Governmental Relations, Vice Chancellor for Development and External Relations, Vice Chancellor for Information Technology and Distance Education, Vice Chancellor for Federal Relations, Vice Chancellor for Special Engineering Programs, Director of Audits, and Executive Associate.

Applications and nominations should be sent to the address below. Review of candidate files will begin immediately and will continue until the new Chancellor is selected.

R. William (Bill) Funk
Managing Director-Education Practice
Korn/Ferry International
500 N. Akard
3232 Lincoln Plaza
Dallas, Texas 75201

---The University of Texas System is an equal opportunity/affirmative action employer---

NORTHERN ILLINOIS UNIVERSITY

PRESIDENT

After 14 years of dedicated and accomplishment-filled service as President of Northern Illinois University, John La Tourette has announced his intention to retire in early 2000. The Board of Trustees of NIU announces a nationwide search to recruit Dr. La Tourette's successor.

Chartered in 1895, Northern Illinois University is a comprehensive teaching and research institution with a student enrollment of over 22,000 located in one of the most dynamic regions of the country with its main campus in DeKalb. Northern also operates regional sites in Rockford, Hoffman Estates, Oregon, and Naperville (scheduled to open Fall 2000). The University is composed of 5 undergraduate colleges and 12 degrees-granting colleges that together offer 44 undergraduate majors and 70 graduate minors, including 10 Ph.D. programs, doctoral degrees in Education and the Juris Doctorate. Northern is a NCAA Division IA school and the NIU Huskies compete in the Mid-American Conference. For fiscal year 1999, NIU's operating budget was $256.7 million.

Reporting directly to the Board of Trustees, the President is responsible for the effective general management of the University.

Please send applications and nominations to the address below. Review of candidate materials will begin immediately and will continue until a new President is selected.

Korn/Ferry International Education Practice
Attention: NIU
500 N. Akard
3232 Lincoln Plaza
Dallas, Texas 75201
Fax: 214-954-1849
Email: kcubba@kornferry.com

Northern Illinois University is an equal opportunity/affirmative action employer

NEW MEXICO STATE UNIVERSITY

PRESIDENT

The Board of Regents invites nominations and applications for the position of President of New Mexico State University, NMSU, a comprehensive land-grant university, is a Carnegie 1 Research Institution, a Top Tier Minority Institution, and a member of the Hispanic Association of Colleges and Universities. The University serves over 15,000 undergraduate and graduate students on the main campus in Las Cruces, New Mexico, and 8,000 students on four branch campuses. With an operating and plant funds budget exceeding $337 million, including a funded research budget of over $512 million, the University provides a broad range of teaching, research, and extension services. In addition, NMSU and its Board of Regents are responsible for the operation of the New Mexico Department of Agriculture and research and educational programs worldwide.

The successful presidential candidate will exhibit a commitment to excellence in teaching, research, extension education and public service; have demonstrated fundraising abilities; possess the ability to successfully communicate the University's mission to its various constituencies; have the vision to continue leading the institution into national and international prominence; and demonstrate the leadership and administrative skills required to effectively manage a complex university in a multicultural environment.

The Committee will begin reviewing applications in November 1999. Application materials and/or nominations should be addressed to:

Mr. R. William Funk
Managing Director
Korn/Ferry International
500 N. Akard, Suite 1232
Dallas, Texas 75201

NMSU is an EEO/AA Employer
MASS COMMUNICATION
PUBLIC RELATIONS

Tenure track appointment to begin January or August 2000 depending on availabilty.
Primary responsibilities will be teaching res.
in public relations and mass communication
other coursework in mass communic
depending on specialty. Background in
relations, media effects, organizational
communication, corporate communication
public opinion research desirable. Commm.
work and advisement is required. Ph.D. in
communication required by the time
appointment plus evidence of teaching excel
and scholarly activity. Rank negotiable.
letter of application, vita, official transcript.
three letters of reference to:

PR Search Committee
 Communication Studies
Oswego State University
Oswego, New York 13126

Review of applications will begin November
1999 and will continue until the position is

Women and minorities are encouraged to a
Oswego State University
is an Affirmative Action Employer.

STAFF ASSOCIAT
(Human Resources & Affirmative Ac)
Responsibilities include employee recruitment, moni
toring, processes, fringe benefits administration, new e
orientation, position classification, labor relations
administration of collective bargaining agreements
personal policies for non-university employees,
compensation and unemployment compensation
management, budgeting, all areas of Affirmative Act
special projects. Master's Degree in Administration
Public Administration or a related field
years related experience (or a Bachelor's Degree and 6
related experience). Working knowledge of comp
human resource information systems, ISCT Banner pi
Experience in a large diversified organization with at
hundred employees. Background in higher ed
experience in dealing with issues related to Affirmation
including sexual harassment, Section 504 and ELC
knowledge and proficiency in computer programs
software, Excel, Access and PowerPoint

To apply send resume and cover letter indicating PO
the Associate Dean for Human Resources, N
Express Community College, Ellet Wey, Havert.
101930 by NOVEMBER 5, 1999

AN EQUAL OPPORTUNITY/AFFIRMATIVE AC
EMPLOYER MINORITIES AND FEMALES,
PARTICULARLY ENCOURAGED TO AP

OKLAHOMA STATE UNIVERSITY
Vice President for Student Affairs
Main Campus

The Vice President for Student Affairs provides
vision and leadership for the Division of Student
Affairs on the main campus of Oklahoma State
University in Stillwater, Oklahoma.

Oklahoma State University is a comprehensive
research and land grant university with state, national
and international impact. The Stillwater campus
enrolls over 20,000 students in six undergraduate
colleges, the Graduate College, and the College of
Veterinary Medicine, offering more than 100
degrees. In addition to teaching, research, and
service, leadership development is an OSU
hallmark. Over 300 student organizations offer
co-curricular and pre-professional activities. The
Division of Student Affairs has a staff of almost 450
and an annual operating budget of more than $45
million. Additional information about Oklahoma
State University and the Division of Student Affairs
may be obtained at http://www.okstate.edu or at
http://www2.okstate.edu/studentaffairs.

The Vice President for Student Affairs reports to
the Executive Vice President of the University and
serves as a member of the President's Executive Group. The
Vice President is responsible for the development,
implementation, and oversight of programs and
services to support the educational, social, and
personal development of students, building a spiritual
community on the campus. Major functional areas of
the Division of Student Affairs include Campus Life
and Student Organizations; Student Union
Bookstore, Food Court and Dining Room; Residence
Halls, Suites and Apartments; Campus Recreation;
Student Health and Wellness; Counseling Services;
and Career Services.

Qualifications:
The successful candidate will demonstrate
imagination, leadership and managerial skills,
including fiscal accountability, exemplary
interactions with students, effective communication
skills in both written and verbal form, strong support
for diversity; success in one or more of the major
functional areas of Student Affairs; or comparable
experience in a university setting; and a passion for
student success and academic excellence. An earned
degree is preferred; however, comparable
experience and professional credentials may be given
equal consideration.

To be assured full consideration, completed
applications should be received by December 1,
1999. Screening will begin on that date and
continue until the position is filled. Applications
should include a letter of interest including your view
of the potential contributions of an innovative
Student Affairs organization in a comprehensive
public university, and the names, addresses, and
telephone numbers of at least five professional
references. All nominations and applications (with
supporting materials) should be addressed to:

Vice President for Student Affairs
Search Committee
107 Whitehurst – Oklahoma State University
Stillwater, Oklahoma 74078-1015

OSU is an Affirmative Action/
Equal Opportunity Employer.
RHODE ISLAND SCHOOL OF DESIGN

DIRECTOR OF CONTINUING EDUCATION
(Search Reopened)

The Rhode Island School of Design invites applications for the position of Director of Continuing Education.

Reporting to the Provost, the Director of Continuing Education is responsible for advancing the Continuing Education mission to respond to the educational needs of the community and those who seek opportunities for lifelong learning in the arts with open, accessible programs of the highest quality.

The primary responsibilities are to develop, direct, and evaluate all Continuing Education and Special Programs and explore new growth and revenue generating opportunities. The successful candidate should be a leader with experience in the management, development, and marketing of extended and continuing education programs; a consensus-builder with a vision for lifelong learning and continuing education; a seasoned manager with an ability to build an enthusiastic, service-oriented team and an entrepreneur, familiar with the role of computer technology in the field of art and design.

Position requirements include a Master’s degree in the arts, art education, adult education or management. Five or more years of experience in the planning, execution, and management of educational programs, preferably in continuing education. Excellent communication skills.

RISD was founded in 1877 as a privately endowed educational institution. RISD has approximately 2,000 undergraduate and graduate students and offers degree programs in the fine arts, architecture and design disciplines. The Division of Continuing Education offers evening and weekend classes as well as an extensive summer program to more than 5,000 part-time students. Continuing Education has a budget of $6.2 million and 19 full- and part-time staff. For more information about the Division, please consult our website at http://www.risd.edu/

Competitive salary; excellent benefits.

HOW TO APPLY: Submit an application containing your resume, and a cover letter describing how your qualifications and experience relate to the responsibilities of this position. Review of applications will begin October 12, 1999. Mail your application to Ms. Carol Terry, Chair, Director of Continuing Education Search Committee, Rhode Island School of Design, 2 College Street, Providence, RI 02903-2784. RISD is an equal opportunity employer who encourages inquiries and application from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national or ethnic origin, sexual orientation or disability.

COLLEGE OF HEALTH PROFESSIONS
DEPT OF INTERDISCIPLINARY STUDIES

GERONTOLOGY EXPERTISE

Position #1109: Deadline: 12/6/99. Requires: Earned Doctorate/ Emphasis in Gerontology and Geriatric Services. Experience in research, teaching and administration. Minimum of 5 years of experience in geriatric services. Experience in geriatric care, education, supervision, and policy development. Experience in interdisciplinary education. The person will be responsible for developing and delivering courses in gerontology and geriatric services.

HEALTH SERVICES ADMINISTRATION EXPERTISE

Position #1122: Deadline: 12/1/99. Requires: Earned Doctorate with an emphasis in health services administration, or equivalent. Experience in teaching and administration in health services administration. Experience in health services administration, including policy development and implementation. Experience in health services administration, including policy development and implementation. Experience in interdisciplinary education. Experience in health services administration, including policy development and implementation. Experience in interdisciplinary education. The person will be responsible for developing and delivering courses in health services administration.

Appointments will be made at a rank and salary commensurate with the candidate’s experience on a 12-month multi-year appointment basis.

APPLICATION PROCESS: To apply submit two packages (one original and one photocopy) per each position. Each package must include a letter of interest, curriculum vitae, and list of five references postmarked by the deadline for the position. These positions are available August 2000. Additional information about the positions can be obtained by calling 1-800-325-1111 or visiting our website at http://admin.fgcu.edu/hr/index.html. Mail materials to FGCU, HR Dept., P.O. Box (state the position # for which you are applying), 10501 FGCU Blvd., South, Ft. Myers, FL, 33965-6565.

FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution which has a commitment to cultural, racial, and ethnic communities and encourages women and minorities to apply. It is expected that successful candidates share in this commitment.

CORNELL UNIVERSITY

Position Opening

Assistant, Associate or Full Professor of Marketing

Responsible for teaching basic and advanced courses in marketing at the graduate level; research in analytical/quantitative or behavioral area(s) of expertise and interests; supervision of doctoral students. Minimum qualification is a doctoral degree at or near completion in marketing or related field. Send applications with a curriculum vitae, a dissertation proposal or abstract (If this stage), copies of research papers, and available evidence of teaching quality to: Professor Vithala R. Rao, S.C. Johnson Graduate School of Management, 351 Sage Hall, Cornell University, Ithaca, NY 14853-6201. Cornell is an affirmative action/equal opportunity employer.
FACULTY OPENINGS

Brookdale Community College is recognized for its vision, excellence in educational practices, effectiveness in meeting diverse and eclectic student needs, utilization of state-of-the-art technology and resources, and its capability to anticipate the current and future needs of the students, citizens and community it serves. The campus is situated in an attractive rural area of Monmouth County, New Jersey, approximately 50 miles south of New York City and 70 miles north of Philadelphia.

The College invites applications for Faculty positions for January 2000. Brookdale is an innovative and comprehensive -- open admissions -- two year college with an enrollment of approximately 11,500 credit students (approximately 7,500 FTE). We seek colleagues who share our unequivocal commitment to quality instruction; collaborative relationships and who value service, diversity, innovation and technological literacy. These are full time, tenure track entry level positions.

COMPUTER SCIENCE***: Master's degree in Computer Science or related field. Position involves teaching computer science courses in a two-year career/college transfer program. Preferred knowledge of C, C++, Visual Basic, JAVA, Data Structures, Local Area Networks, Web Design and Microsoft Office suite.

MODERN LANGUAGES: Master's degree in Spanish, ESL or Foreign Language Education preferred. Fluency in Spanish and English, and willingness to teach nights and Saturdays required. Teaching experience in Spanish and ESL preferred.

SOCIETY: Master's degree in Sociology and strong teaching skills required. Ability to teach Principles of Sociology, Family, Social Problems, Minority and Multi-cultural issues preferred.

Additional Preferences: In addition to the listed requirements for each position, candidates should have familiarity with current technological advances related to the discipline. These positions may require participation in community-based activities. Candidates invited for an in-person interview may be required to present a teaching demonstration.

Salary range for Instructor level positions, is $32,447-$37,314. Positions are entry level and salary determination will depend on college teaching experience and/or related work experience up to three years.

**The only position that may be staffed at the Assistant Professor level is within the discipline of Computer Science.

APPLICATION PROCESS: Applicants interested in any of the above positions should submit letter of application (indicating desired position), curriculum vitae, copies of graduate transcripts and three letters of recommendation to Human Resources via fax at (732) 224-2970, or by mail to the address as noted below. Our Job Hotline telephone number is (732) 224-2281.

APPLICATION DEADLINE: All materials must be received postmarked/faxed no later than October 22, 1999.

Brookdale Community College
765 Newman Springs Road • Lincroft, NJ 07738
Visit our website: http://www.brookdale.cc.nj.us

GOVERNMENT
Comparative Politics

Starting Fall 2000, tenure-track Assistant I Required: Ph.D. by time of appointment; expertise & research interests in East Asia with emphasis in one or more of following: state-society relations, international comparison, comparative economic change or social movements. Duties: teach 5 courses/year, including an introductory survey a specialized upper division course; student participation in faculty governance. Send letter, c.v., writing sample, state teaching interests, suggested syllabi, evaluations, & 3 letters of recommendation to Fred Lawson, Chair, Government Committee, Mills College, Oakland CA Postmark deadline: November 15, 1999.

Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women with graduate program (see http://www.mills.edu). Persons of color & those committed to a multicultural environment are encouraged to apply.

EOE/AA

LORAS COLLEGE

DIRECTOR OF MULTICULTURAL INTERNATIONAL PROGRAMS & SERVICES

Loras College invites applications for a challenging position. The successful candidate will develop, implement and administer programs that promote multicultural international awareness within the college and that provide support to students and international back at Loras College. Complete job description available at http://www.loras.edu/HR/ is a Catholic, four-year, coeducational, liberal institution of approximately 1,800 students. The College is expected to support the College's tradition of reviewing applications immediately and continue until position is filled. Send letter of application, resume, and references to:

Chair, Director of Multicultural & International Search Committee
Department of Human Resources
Loras College
1450 Alta Vista
Dubuque, Iowa 52004-0778

AMS/EOE
THE AMERICAN UNIVERSITY IN CAIRO

FACULTY POSITIONS

Applications are invited for the following openings at The American University in Cairo (AUC). Founded in 1919, AUC's campus is located in Cairo, Egypt, and its degree programs are accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The undergraduate degree programs in Construction and Mechanical Engineering are also accredited by the Accreditation Board for Engineering and Technology (ABET). For more information see our website at www.aucegypt.edu. The Ph.D. is required for every position except where otherwise specified. University teaching experience is required. Two-year appointments begin September 2000. Renewal of an appointment depends upon institutional needs and/or the appointee's performance. The normal teaching load is three courses per semester. Arabic and English is the language of instruction. Salary and rank are according to scale based on qualifications and professional experience. For experience, housing, annual round-trip air travel for appointees and accompanying family, plus schooling for up to two children are included. In view of AUC's protocol agreement with the Egyptian Government which requires specific proportions of Egyptian, U.S., and third-country citizen faculty, at this time preference will be given to qualified applicants who are U.S. citizens. Application instructions are given below.

BIOLOGY. Possible position. Candidates must be able to teach courses in general biology and a core curriculum course in scientific thinking. Job #BIO-1

COMPUTER SCIENCE. Two or more openings to teach upper division undergraduate and M.Sc.-level courses in the following areas: high performance computer architecture and software engineering. Job #CS-1/2

CONSTRUCTION ENGINEERING. Several openings to teach undergraduate and M.Sc.-level courses and to conduct research in the following areas: construction management and technology, hydraulics and environmental sanitation. Job #ENSC/1-2

MECHANICAL ENGINEERING. Several openings to teach undergraduate and M.Sc.-level courses and to conduct research in the following areas: industrial engineering, materials and manufacturing design of mechanical systems and components, and thermofluids processes and systems. Job #ENME/1-2

ENGLISH AS A FOREIGN LANGUAGE. Possible openings for experienced English Language Teachers to teach English as a foreign language in the English Language Institute. A Master's degree in TESL/TEFL is required. Job #ELI-1

METHODS OF TEACHING A FOREIGN LANGUAGE. Possible opening for an experienced faculty member to teach methods in the M.A. in TESL program. Individual with strong background in methodology/teaching foreign language teaching methods and supervise TESL practicum. Additional teaching experience desirable in bilingual education, curriculum and materials development, CALL/interactive technology, second language acquisition, ESL program administration, ESL teaching reading or teaching writing. Familiarity with Arabic and the Middle East is useful, although the language of instruction is English. The position primarily involves teaching in the MA program and supervising MA theses, with the possibility of teaching undergraduate courses. The Ph.D. must be in hand at the time of application. Job #ELI-2

SECOND LANGUAGE ACQUISITION. Possible opening to teach SLA in the M.A. in TESL program. Strong preference will be given to candidates with additional expertise in structure of English/pedagogical grammar. Additional teaching experience desirable in curriculum and materials development, ESL program administration, ESL teaching reading, or teaching writing. Experience in CALL/interactive technology would be a strong asset. Familiarity with Arabic and the Middle East is useful. The position primarily involves teaching in the MA program and supervising MA theses, with the possibility of teaching undergraduate courses. The Ph.D. must be in hand at the time of application. Job #ELI-3

FRESHMAN WRITING PROGRAM. One or more openings for experienced writing and rhetoric teachers to teach writing, rhetoric, and research in the Freshman Writing Program. Experience in writing using computers would be a plus. M.A. in related fields in literature or the humanities is required. Job #FWP-1

LITERATURE. Ability to teach introduction to literature, critical analysis of texts, modern literary criticism, 20th century comparative literature, and European/American or European/Arabic literature. Job #ECL-1

FILM HISTORIAN/THEORIST. Possible positions. Ph.D. required. Candidates should be able to teach introductory film courses and related upper-division courses in film and within their special field of expertise. The position also may require teaching in the core curriculum seminar program. Candidates will be responsible for organizing campus film events, occasionally in conjunction with community organizations. In the past these events have included imaginative and innovative international festivals. An interest in Third World cinema and, above all, basic video production experience are a definite plus. Job #PVT-2

HISTORY: LATE OTTOMAN EMPIRE/MODERN TURKEY. The American University in Cairo invites applications for a position in history of the late Ottoman Empire/Modern Turkey. In addition to introductory and advanced courses in the field, the successful candidate must be prepared to participate in an undergraduate interdisciplinary seminar, and will also be required to teach an undergraduate survey course on Arab history. Job #HIS-1

MATHEMATICS. One or more openings to teach in all areas of undergraduate mathematics. Preference will be given to candidates with research and teaching experience in statistics. Job #MATH-1

PHILOSOPHY. Assistant Professor to teach two sections of philosophical thinking in the university's core curriculum, plus one other course each semester. Preference will be given to someone with in-depth knowledge of the history of philosophy, specialization in continental philosophy, and proven teaching ability. Job #PHI-1

PHYSICS. One or more openings to teach all levels of undergraduate physics including laboratory and electronic courses and to conduct research involving students. Particular consideration will be given to candidates with a proven ability to participate actively in teaching a general core course on scientific thinking. Candidates must have a Ph.D. in physics, electronic engineering, or a closely related area. Job #PHYS-1

POLITICAL SCIENCE: INTERNATIONAL POLITICAL ECONOMY AND THEORY. Possible position for an Associate or Full Professor experienced in teaching international political economy and related courses at the undergraduate and M.A. levels. A background in political theory is expected. Experience with the supervision of M.A. theses in international political economy and related topics in international areas would be an asset. Regional expertise in Middle East and/or Europe is preferred. Other areas of interest could be considered. Special topics courses can be offered from time to time in areas appropriate to departmental specializations. The person appointed will be expected from time to time to teach the introductory course in political science. We would be particularly amenable to a one or two year sabbatical or other leave arrangement for this position. Job #PS-1

POLITICAL SCIENCE: INTERNATIONAL RELATIONS. Two or more positions for persons with strong teaching experience at the undergraduate and graduate levels, including supervision of M.A. theses covering a broad range of IR topics. Successful candidates should complement each other in the following fields: international relations theory, strategic theory, international organization and institutions, international law, strategic studies, international migration, and international conflict management. A background in political theory and philosophy is highly desirable. Regional expertise in Middle East and/or Europe is preferred, including competence in foreign policy issues in these areas. Other areas of expertise could be considered. The Department offers special topics courses at both undergraduate and graduate levels on a variety of subjects. Candidates will be expected to have appropriate areas of competence to enable them to offer specialized courses from time to time. Persons appointed will be expected to teach the introductory course in international relations which is theoretically oriented, and from time to time to teach the introductory course in political science. Job #PS-2

SOCIOLOGY. Ability to teach sociology in a multicultural environment and in the framework of a liberal arts curriculum, along with participation in a multidisciplinary core curriculum seminar. Ability to teach courses on methodology/crime and deviant behavior, criminology and criminal justice, social psychology, and sociology of knowledge. Job #SOC-1

THEATRE: DESIGNER. Possible position. Responsibilities include set design, costume, and light design at beginning and advanced levels and introduction to theatre; supervising professionals and student shop crew, guiding student designers, and serving as designer (sets, costumes, and/or lights) for three mainstage productions each year. Applicant must have at least an M.F.A. in design, successful college-level teaching experience, and appropriate exposure as a theatre professional. Job #PVT-3

APPLICATION INSTRUCTIONS FOR ALL POSITIONS: Mail letter of application specifying Job Number with curriculum vita and names and addresses of three references before November 15, 1999, to:

Dr. Earl (Tim) Sullivan, Provost
The American University in Cairo
420 Fifth Avenue, F. 3-30
New York, N.Y. 10018-2728
De Anza College

Assistive Technology Training Center Instructor

The Foothill-De Anza Community College District is currently accepting applications for the position of Assistive Technology Training Center Instructor.

Instruct lecture and lab courses in adapted computer technology and computer applications for a diverse student population with visual, learning, communication, physical, and psychological disabilities. Assist in the planning, scheduling and coordination of the Assistive Technology Training Center (ATTC).

For application materials, contact:
Employment Services
12345 El Monte Road, Los Altos Hills CA 94022
(650) 949-8217
employment@fhda.edu
www.fhda.edu/district/hr/employment.html
AA/EOE

American University

Director of Admissions

American University is seeking a Director of Admissions to manage a national comprehensive undergraduate recruitment program which includes conferences, transfers, graduate and international applicants. The Director of Admissions develops admission policies and guidelines, and is responsible for ensuring performance of these standards.

This position requires enthusiastic leadership in an enrollment management environment, and an exceptional ability to communicate with all of its constituencies. The Director of Admissions acts as an official spokesperson representing AU to prospective students and families, guidance personnel, and the public. The position is senior manager within the Division of Enrollment Services and, as such, contributes significantly to the formulation of student enrollment strategies.

A Master’s degree or equivalent training and experience and a minimum of 5 years progressive experience in admissions is required. Strong supervisory and communication skills are essential.

Salary will commensurate with experience and qualifications. Candidates should submit a letter of application, resume and three professional references to the Office of Human Resources, 141 E. College Avenue, Decatur, Georgia 30030.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in its employment.

Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply. An Equal Opportunity Employer.

www.AgnesScott.edu

Kean University

Vice President for Administration and Finance

Kean University invites nominations and applications for the position of Vice President for Administration and Finance (VPAF). The VPAF has responsibility for leadership and coordination of the fiscal and physical resources of the University including budget, business services, payroll, human resources services, parking, campus safety and security, purchasing, management, capital construction, telecommunications, computer network operations.

The institution is a comprehensive, public university with an enrollment of approximately 11,500 graduate and undergraduate students. Kean University operates with an annual budget of over $110 million. The Administrative Finance Division has 800 full- and part-time personnel. The University is located in Newark, New Jersey.

Nominations and applications are invited from individuals identified in the following areas:

- A Doctor's degree in business, accounting, economics, finance or related field.
- Ten years senior-level administrative experience in higher education.
- Experience in financial management with progressively increasing responsibilities.
- A working knowledge of technological applications in financial and information systems.
- Demonstrated ability to work effectively with faculty, staff, students and other financial, educational, and governmental groups.
- Good communication and analytical skills.
- Knowledge of and experience in labor relations.
- A record of professional integrity.

Starting Date: July 1, 2000. Salary is competitive.

Applications and Nominations must be submitted no later than November 1, 1999. Consideration of applicants will begin on November 8, 1999. Applications must include a letter of application, current resume and the names, addresses and telephone numbers of at least five references. Please submit applications/nominations to: Dr. Jeffrey Glanz, Executive Assistant to the President, Kean University.
DEAN CAREERS DIVISION

LANSING COMMUNITY COLLEGE

Master's Degree in health sciences, management, business, vocational/careers studies, or other related area req. Doctorate preferred. Progressively responsible administrative exp including budgetary responsibility, resource management, curriculum planning and evaluation, and effective leadership req. Commitment to diverse/divisive college environment essential; demonstrated commitment to principles of affirmative action and equal opportunity opportunity. Successful candidate must be able to relate well to external constituencies, have a collegial style of management, possess demonstrated excellence in teaching, and the ability to lead a faculty dedicated to high quality education. Must demonstrate capability of working successfully with diverse groups of people and have the ability to establish positive industrial, business, alumni, community, and inter-college relations. Effective communication is essential to enhance the delivery of services. To ensure full consideration, applications should be received by October 15, 1999. To obtain application or other information call (609) 455-6589. All materials or requests for information should be directed to: Diane Schindler-Esser, Ph.D., President, Schindler & Associates, Inc., 16 Oak Drive, Bridgeton, NJ 08302, www.schindlerinc.com, info@schindlerinc.com AABEEO

RICE

Assistant Professor of Restoration and Eighteenth-Century Literature and Culture

Assistant Professor of English. Tenure track appointment, to begin July 1, 2000. Ph.D. by August 1, 2000 is required. Preference will be given to candidates who can demonstrate excellence in scholarship as evidence of future scholarly potential as well as those with teaching experience. Primary field: Restoration and Eighteenth-Century literature and culture. Teaching load: 2 courses per semester, comprising some combination of lower-division survey courses, upper-division field courses, and graduate seminars. We seek a colleague who will be a productive, significant scholar and an effective teacher. Salary will be commensurate with education and experience. Rice University is an Equal Opportunity/Affirmative Action employer; women and minorities are encouraged to apply. Please submit letter of application, curriculum vitae, and three references to Professor Robert L. Patterson, Chair, Search Committee, Department of English, MS 30, Rice University, PO. Box 1892, Houston, Texas 77251-1892.

Northern Arizona University

OFFICE OF THE PRESIDENT

PROVOST

(Chief Academic Officer/Student Affairs Officer)

Northern Arizona University seeks an energetic, imaginative leader for its academic programs and student affairs. The successful candidate must be able to advance the goals of a public university with a complex mission, consisting of undergraduate instruction, strong graduate and research programs in selected areas, and service to Flagstaff and other communities in Arizona.

Minimum qualifications for this position include an earned doctorate, at least five years experience in senior management at a complex institution, professional achievements sufficient to earn the respect of and work collaboratively with the deans, faculty, and student services staff and student leaders. Must have outstanding communication skills and experience working in an increasingly multicultural environment. Salary commensurate with the background and experience of the individual selected. NAU has an excellent benefit package.

One of three public universities in Arizona, Northern Arizona University is a doctoral 1 institution serving a multicultural student body of about 20,000. About two-thirds of NAU's students attend the historic Mountain Campus in Flagstaff; others are served at university centers or sites around the state or are enrolled in electronically delivered programs.

An acknowledged leader in residential undergraduate education and teacher preparation, NAU is also a leader in the use of technology for distance education and in partnerships with community colleges and K-12 schools. Areas of special strength in research and graduate studies include environmentally-oriented science programs, biochemistry, and the health professions. With a Native American student enrollment of about 7 percent of the total, NAU has a strong focus on tribal cultures and a strong commitment to educate the Native American leaders of tomorrow.

NAU's Mountain Campus is located in Flagstaff, a community of 55,000 located about 140 miles north of Phoenix and surrounded by the natural beauty and cultural riches of the Colorado Plateau.

The position will remain open until filled; however, the screening committee will begin reviewing applications on or about October 15. Send letters of application, resume, and names, addresses, phone numbers of five professional references to:

Chair
Provost Search Committee
NAU Office of the President
P.O. Box 4092
Flagstaff, AZ 86011-4092

Northern Arizona University is an equal opportunity/affirmative action institution. Minorities, women, persons with disabilities and veterans are encouraged to apply.

Southern Connecticut State University

LATIN AMERICAN POLITICS/HISPANIC POLITICS IN THE U.S.

The Political Science Department invites applications for a tenure-track position at the rank of assistant professor to teach Latin American Politics and Latin American Political Economy and/or Hispanic Politics in the U.S. A Ph.D. is required. Salary is competitive. Southern Connecticut State University is an EEO/AA employer and particularly encourages minorities and women to apply. Deadline for receiving applications is January 7, 2000. Incomplete applications should include a current vita, a transcript, and three letters of recommendation to:

Professor David F. Walsh
Department Chair
Southern Connecticut State University

UC BERKELEY

DIRECTOR ACADEMIC ACHIEVEMENT DIVISION

Provide programmatic and managerial leadership for two TRIO programs, Student Support Services and McNair Scholars Program, designed to increase academic success and preparation for graduate school for undergraduates who are low income, first-generation college students. AD has 10 FTE and an annual budget of $700,000.

Qualifications Include: Advanced degree required; Ph.D. preferred. U.S. Dept. of Ed grants program administration experience preferred. Proven record of success developing, managing, and evaluating creative programs designed to address student retention, success, and preparation for graduate school.

Salary $51,700-$72,400 midpoint. Workload: 10FTE (50%)

Application Deadline: Submit by October 1, 2000. Applications will be reviewed beginning October 1, 2000. Apply to: Send resume, letter stating qualifications, and supplemental application form available from Karen Burke-Johnston at kburke@berkeley.edu or from the Web at: http://dean.berkeley.edu/aoa/employment.html.
DISTANCE LEARNING FOR EARLY CHILDHOOD TEACHERS

The Center for Children & Families at Education Development Center is seeking personnel to join a team of researchers and curriculum and website developers to help us develop and study an innovative professional development intervention for preschool teachers. EDC is based in Newton, Massachusetts, and is an established international research and development firm.

We are seeking one person to work as a Research Associate who has knowledge of second language learning, cultural influences on children’s development, and research skills. Because these programs serve many families for whom Spanish is a first language, we are especially interested in candidates fluent in Spanish. We also are seeking two Research Assistants with knowledge of usage of technology for educational purposes. Strong knowledge and relevant experience in Web design including HTML, DHTML, CGI Java Script is required. Strong writing, editing and communication skills are important.

We are seeking to fill these positions by mid-November and will begin reviewing applications in early October. Interested candidates should send a cover letter, resume, and names of at least three references to:

Margo Sweet, Center for Children & Families, EDC, 55 Chapel St., Newton, MA 02458.
Fax: 617-969-3440; Email: MSweet@edc.org

Interested candidates may wish to visit our website at www.edc.org for more complete job descriptions. To review the most relevant projects see those that are directed by David Dickinson.

EDC is an affirmative action employer committed to diversity in the workplace.

EXECUTIVE DIRECTOR, ENROLLMENT SERVICES

Colorado State University invites nominations and applications for the position of Executive Director of Enrollment Services. The Executive Director provides overall leadership and direction to this critical department, whose mission is to support the recruitment and retention of students by assisting in the admissions process and delivering core services for the Registrars, Student Financial Services, and Student Accounts Receivable and Loans. For these functions, this position reports to the Vice President for Student Affairs. To ensure the full articulation and implementation of the University’s enrollment plan, this position will coordinate, support, and coordinate with the Office of Admissions, including consultation on the marketing and recruitment of undergraduate students. For these functions, this position reports to the Provost/Academic Vice President.

Qualifications: Master’s degree in student personnel or related area is required, Ph.D. preferred. At least eight years professional student affairs experience required with minimum of five years as a senior administrator, along with strong working knowledge of at least one of the core administrative units (registrars, financial aid services, student accounts/audit). Demonstrated personal and professional commitment to diversity and ability to articulate needs and concerns of diverse individuals. Effective leadership and communication skills, including ability to articulate public university philosophy and work with different constituent groups. Demonstrated successful experience in human resource development and new program development and planning; policy review and analysis; budgeting for large and complex organization. Desired experience in enrollment management and admissions recruitment and marketing. (A complete position description is available from the Search Committee Chair.)

Salary is commensurate with education and experience. Stating date is January 3, 2000. Nominations must be received by 5:00 p.m. MDT October 1, 1999. Applications (letter of interest, resume, and names, addresses, and telephone numbers of three references) must be received by 5:00 p.m. MDT October 22, 1999 by Dr. Grant Sherwood, Chair, Enrollment Services Executive Director Search Committee, Housing and Food Services, Palmer Center, Colorado State University, Fort Collins, Colorado 80523, (970)491-6511. Applications will be accepted until the position is filled; however, for full consideration, completed applications must be on file by 5:00 p.m. MDT October 22, 1999.

Colorado State University is an EEO/affirmative action employer.

University of Colorado at Boulder
College of Arts & Sciences

The College of Arts & Sciences at the University of Colorado at Boulder is accepting applications for the following tenure-track assistant professor (otherwise noted) faculty positions. Applications are encouraged from all qualified applicants. The department is particularly interested in candidates with a strong commitment to excellence in teaching, research, and service. Position announcements will be sent to ATTN: Chairperson, UCB, Boulder, CO 80309. For application information, including search committee, please consult the website address: http://www drip.edu/ArtsSciences/AASJobPostings/

DEPARTMENT, SUBDISCIPLINE, CAMPUS

• Anthropology, Cultural Anthropology, (Assoc. Full Professor), CB 233
• Applied Mathematics, Statistics/Stochastic Processes/ Applied Probability, CB 526
• Chemistry & Biochemistry, Inorganic Chemistry, CB 215
• Chemistry & Biochemistry, Biochemistry, (few positions including for Associate or Full Prof), CB 215
• Communication, Organizational Communication, CB 270
• East Asian Languages and Civilizations, Modern Chinese Language, (Non-tenure track, Instructor, CB 279)
• Economics, Environmental Economics/Nature Resource Economics, CB 256
• Economics, Macroeconomics, CB 256
• English, American Ethnic Literature, CB 276
• English, Creative Writing, CB 276
• English/Women’s Studies, African/American Literature, (Associate or Full Professor), CB 276
• Environmental, Population & Organismic Bio Cell Evolutionary Biology, CB 334
• Ethnic Studies, Chicanaa/Chicano Studies, CB 336
• Fine Arts, Art — New Media, CB 318
• French & Italian, Italian Medieval Renaissance, CB 238
• Geological Sciences, Astrobiology, CB 399
• Germanic & Slavic Languages & Literatures, German, CB 276
• Germanic & Slavic Languages & Literatures, Scandinavia, CB 276
• History, Early Modern Europe, CB 234
• International Affairs / Geography, Middle East Soviet Union Human Geography, CB 260
• Mathematics, Algebraic Topology, CB 395
• Mathematics, Logic, CB 395
• Molecular, Cellular & Developmental Biology, CB 347
• Physics, Theoretical/Computational Geophysics, CB 390
• Political Science / Environmental Studies, Environmental Policy, CB 333
• Political Science, International Relations, (tw-positions), CB 333
• Psychology, Cognitive Neuroscience, (Assoc. Full Professor), CB 345
• Psychology, Cognitive Psychology, CB 345
• Sewall, Residential Academic Program, Amor Studies, (Non-tenure track, Instructor, two po CB 353
• Sociology, Criminology, CB 327
• Theatre & Dance, African American Modern, CB 261
• Theatre & Dance, Theatre Instructor/Co-Director, (Non-tenure track, Instructor), CE 253

Colorado State University is an EEO/affirmative action employer.
MICHIGAN STATE UNIVERSITY
DIRECTOR OF INTERNAL AUDIT

Michigan State University is the nation's premier land-grant university established in 1855. It is among the largest universities in the U.S. with 42,000 students. 450 departments in 12,805 faculty/staff. The University's current funds, revenues and expenditures are approximately $1.1 billion annually.

MSU is seeking a Director of Internal Audit, who will report directly to the President. This senior-level executive is responsible for leading a staff of seven professionals in conducting financial, compliance, operational and information system audits. Responsibilities also include, directing special audits and consulting projects; providing management with independent analysis and evaluations of the adequacy and effectiveness of internal controls; the reliability and integrity of financial information, compliance with policies and procedures and the efficient use of resources.

A Bachelor’s degree in Accounting or Finance is required. CPA certification and an advanced degree in Business Administration or Public Accounting are required. CIA or CISA certification is highly desirable. Candidates should have at least six years experience in progressively more responsible roles in internal auditing, preferably in higher education, health care and/or federally sponsored research. The candidate should possess administrative or managerial experience. Knowledge of audit concepts related to information systems: strong analytical and reporting capabilities, excellent communication and interpersonal skills; and the ability to effectuate change.

Salary is commensurate with qualifications and experience. Fringe benefits are excellent and can be reviewed at www.hr.msu.edu. For a general overview of Michigan State University, please visit the university web site at www.msu.edu. Please send letter of reference and resume outlining qualifications by October 11, 1999 to:

Mary Jane Northrup, Committee Coordinator
Human Resource Services
120 Nisbet Building
Email northrup@hr.msu.edu
Michigan State University
East Lansing, Michigan 48824

MSU is an Affirmative Action, Equal-Opportunity Institution.

VANDERBILT UNIVERSITY
PEABODY COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF TEACHING AND LEARNING
DIRECTOR OF STUDENT TEACHING IN EARLY CHILDHOOD/ELEMENTARY EDUCATION

The Department of Teaching and Learning at Peabody College of Vanderbilt University is currently seeking candidates for the position of Director of Student Teaching in Early Childhood/Elementary Education. The Department offers programs leading to teacher licenses in Early Childhood Education, Elementary Education, or a related field with experience in applying pedagogical knowledge in K-12 settings. Duties will include: 1) placing elementary and early childhood majors in their student teaching experiences and coordinating their supervision; 2) organizing and conducting seminars that accompany student teaching; 3) preparing and monitoring graduate students who supervise student teachers; 4) preparing and overseeing graduate curricula in directing practicum experiences one semester each year; and 5) advising master's level and undergraduate students and serving on committees.

The Department of Teaching and Learning has 23 full-time faculty, 15 of whom are tenured or are on tenure track. 2 of whom are in practice faculty roles, and 6 of whom are on annual or multi-year appointments. The Department is known for its faculty’s work in many areas including mathematics and literacy education, teacher education, and educational technology. The Department offers programs leading to teacher licenses (for both undergraduate and graduate students) in early childhood, elementary, and secondary education.

Candidates must demonstrate excellence in scholarship and teaching. Salary and fringe benefits are competitive. Review of applications begins December 1, 1999. Position begins August 1, 2000. Applicants should send a letter of interest and curriculum vitae and request three letters of reference be sent to: Professor Ann M. Neely, Search Committee Chair, Department of Teaching and Learning, Box 330, Peabody College, Vanderbilt University, Nashville, TN 37203. E-mail: ann.m.neely@vanderbilt.edu

For additional information visit us at www.peabody.vanderbilt.edu

PUBLIC ADMINISTRATION

The Department of Political Science invites applications for a tenure-track position at the level of Assistant Professor. The Department seeks candidates with a primary focus in Constitutional Law and a secondary focus on one of the following courses: Public Human Resource Management, Ethics for Public Administration, or Constitutional Law. The University of Nevada is an Equal Opportunity/Affirmative Action employer. The University provides reasonable accommodations to known disabilities. Completed applications should be received by November 1, 1999. Send letters of application with vita, graduate transcripts, teaching evaluations, sample of scholarly writing, and three letters of reference to: Department of Political Science, 260 S. Central Campus Drive, Room 252, University of Utah, Salt Lake City, UT 84112-9152. FAX: (801) 581-6762.

www.utah.edu

THE UNIVERSITY OF IOWA
Anticipated Faculty Positions
Urban and Regional Planning

Up to three tenure-track positions at the assistant professor level beginning in August, 2000, in the following areas: transportation, environmental planning, or housing and community development. Initial review of applications will begin November 15. Details can be found at www.uiowa.edu/cprp. Applications may be directed to: Peter Fisher, Chair, Graduate Program in Urban and Regional Planning, 347 Jessup Hall, University of Iowa, Iowa City, Iowa 52242. Ph: 319-335-0032; FAX: 319-335-3330

The University of Iowa is an affirmative action/equal opportunity employer. Women and minorities are encouraged to apply.

School of Public & Social Services
Florida Gulf Coast University

- Social Work, Human Services (Asst/Assoc Full Prof) - $67,000 (2 positions available). Deadline 1/11/2000
- Social Work, Human Services (Asst/Assoc Full Prof) - $67,000 (2 positions available). Deadline 1/11/2000

Contact: Office of Human Resources, Florida Gulf Coast University

DEPAUL UNIVERSITY
ASSISTANT PROFESSOR
MODERN EUROPEAN HISTORY

DePaul University's Department of History seeks applicants for a tenure-track position at the level of assistant professor in 17th-18th century Europe. The successful applicant must be able to teach the French Revolution era and be willing to teach in interdisciplinary programs. The above teaching responsibilites; 1) undergraduate education and publications on major scholarly projects; 2) Ph.D. must be completed by August 2000; 3) send letter of application, CV, and three references to Chair, European History Search Committee, History Department, DePaul University, 2221 North Kenmore Avenue, Chicago, IL 60614-3300. Deadline: November 15. Preliminary interviews at AHA annual meeting. DePaul University is committed to diversity and encourages its faculty to embrace diversity and its importance in education and employment.

WWW.DEPAUL.EDU/HR
The North Orange County Community College District is seeking qualified candidates for the following positions:

**CYPRESS COLLEGE**
- Executive VP-Educational Programs & Student Services: Closing Date 11/10/99
- Vice President-Educational Support & Planning: Closing Date 11/10/99
- Executive Director, Foundation/Community Relations: Closing Date 10/20/99
- Director of Budget & Finance: Closing Date 10/29/99
- Dean of Social Science: Closing Date 11/5/99
- Dean of Admissions & Records: Closing Date 11/5/99
- Dean of Student Support Services: Closing Date 11/5/99
- Dean of Counseling & Student Development: Closing Date 11/5/99

**FULLERTON COLLEGE**
- Executive VP-Educational Programs & Student Services: Closing Date 11/10/99
- Vice President-Educational Support & Planning: Closing Date 11/10/99
- Dean of Counseling & Student Development: Closing Date 11/5/99

The District offers an excellent benefit package. A completed District application is due and must be received by 5:00 p.m. on the closing date. To request an application announcement, please call or write:

North Orange County Community College District
1000 N. Lemon Street
Fullerton, CA 92832-1351
Telephone (714) 578-8416
Web Page: http://www.nocccd.cc.ca.us

An Equal Employment Opportunity/Affirmative Action Employer
ASSISTANT PROFESSOR OF MUSIC THEORY

Emory University Department of Music is searching for a Music Theorist. Junior-level appointment at the Assistant Professor level. Earned doctorate required. Visible scholar with growing national or international reputation who has strong interests in teaching. All areas of specialization considered. Teaching load is two courses per semester.

Salary is dependent on the qualifications and experience of the candidate. Spring Fall, 2000. Send letters of application including vita and letters of reference to:

Chair
Theory Search Committee
Department of Music
Emory University
1604 N. Decatur Road
230 Burlington Road Building
Atlanta, GA 30322

Review of applications will begin 10 November 1999. AA/EOE
UNIVERSITY OF NORTHERN COLORADO
College of Arts and Sciences - Greeley, CO 80639
JACUITY POSITIONS

Applicants sought for full-time faculty positions starting August 21, 2000. All positions are contingent upon adequate funding from the state legislature and final approval by the Board of Trustees. All positions may include teaching assignments in off-campus undergraduate programs and/or partnership school activities. All applicants must include:
- A letter stating position number and position-related qualifications.
- A current vita.
- Three or more references, including contact information.

For more information about the University of Northern Colorado please visit our home page at: http://www.unco.edu

INQUIRY: DEPARTMENT OF ANTHROPOLOGY 790/351-2021
Lecturer in Cultural Anthropology (404906) One-year position, potentially renewable. Ph.D. in cultural anthropology is required. Any area of specialization considered. Responsibilities include teaching courses per semester, including introduction to cultural anthropology, and field methods in cultural anthropology, world cultures, modernization and development, and sex roles in cross-cultural perspective. Application Deadline: December 15, 1999.

INQUIRY: DEPARTMENT OF BIOLOGICAL SCIENCES 790/351-2921
Assistant Professor of Biological Sciences (409985) Continuation of search. Tenure track position. An earned doctorate is required in biological education, science education, or the biological sciences required. Also required are demonstrated potential for high-quality teaching, demonstrated potential for excellence in research on the learning and teaching of biological education, including measurement of student learning and improvement of instruction and learning. Application Deadline and Additional Materials: Continuing until filled, statement of teaching philosophy and research interests, and three letters of reference.

INQUIRY: DEPARTMENT OF BIOLOGICAL SCIENCES 790/351-2921
Assistant Associate Professor of Biological Sciences (40296), continuation of search. Tenure track position. An earned doctorate in biological education, science education, or the biological sciences required. Also required are demonstrated potential for high-quality teaching, demonstrated potential for excellence in research on the learning and teaching of biology, and a record of publication and grant activity. Responsibilities include advising graduate students in research on biology education. Application Deadline and Additional Materials: Continuing until filled, statement of teaching philosophy and research interests, and three letters of reference.

INQUIRY: DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY 790/351-2959
Assistant Professor of Chemistry (403201) Tenure track position. Ph.D. in chemistry is required. Responsibilities include teaching courses in general, organic, and physical chemistry and in consultation with the candidate, teaching in areas appropriate to the candidate's qualifications. Additional responsibilities include developing research programs in chemistry education, securing external funding, and service to the department, college, and university. Application Deadline and Additional Materials: December 15, 1999, statement of teaching philosophy, statement of research interests, and three letters of reference.

INQUIRY: DEPARTMENT OF EARTH SCIENCES 790/351-2647
Assistant Professor of Earth Science Education (403322) Tenure track position. Ph.D. in education or related discipline is required. Responsibilities include teaching courses in geoscience education and training of elementary and secondary educators in the field of geoscience education.

INQUIRY: DEPARTMENT OF ECONOMICS 790/351-2739
Assistant Professor of Economics (403405) Tenure track position. Ph.D. in economics or related discipline is required. Responsibilities include teaching courses in microeconomics and macroeconomics and possible additional upper division courses, scholarly activity including paper presentations, research and writing. Application Deadline: December 15, 1999, three letters of recommendation.

INQUIRY: DEPARTMENT OF FOREIGN LANGUAGES 790/351-2221
Assistant Professor of Chinese (403463) Tenure track position. Ph.D. in Chinese is required. Responsibilities may include teaching courses in linguistics, culture, and culture-related topics. Application Deadline: December 15, 1999, three letters of recommendation.

INQUIRY: DEPARTMENT OF HISPANIC STUDIES 790/351-2811
Assistant Professor of Spanish (403575) Tenure track position. Responsibilities include teaching courses in literature, culture, and culture-related topics. Application Deadline: December 15, 1999, three letters of recommendation.

INQUIRY: DEPARTMENT OF HISTORY 790/351-2925
Assistant Professor of Modern European History (403688) One-year position, potentially renewable. Ph.D. in a field with a European concentration is required. Responsibilities include teaching courses in European history, with an emphasis on European history during the period from the early modern period to the present. Application Deadline and Additional Materials: December 15, 1999, three letters of recommendation.

INQUIRY: DEPARTMENT OF JOURNALISM AND MASS COMMUNICATIONS 790/351-2726
Assistant Professor of Journalism and Mass Communications (403650) Tenure track position. Ph.D. in journalism and mass communications, or a related field, with specialization in mass media. Responsibilities include teaching and conducting research. Application Deadline and Additional Materials: Continuing until filled, statement of teaching philosophy and research interests, and three letters of reference.

INQUIRY: DEPARTMENT OF MATHEMATICAL SCIENCES 790/351-2620

INQUIRY: DEPARTMENT OF SPEECH COMMUNICATION 790/351-2045
Assistant Professor of Speech Communication (403891) Tenure track position. Responsibilities include teaching courses in speech communication, with emphasis on communication in social contexts, and conducting research in the area of communication and society. Application Deadline and Additional Materials: December 15, 1999, three letters of recommendation.

UNlv is an AA/EEO employer and is committed to fostering diversity in its student body, faculty and staff.
ST. LAWRENCE UNIVERSITY

The oldest continuously coeducational institution of higher learning in New York State, educating students of the region, the nation, and the world.

St. Lawrence University, chartered in 1856, is an independent, non-denominational university firmly committed to undergraduate liberal arts education and cross-cultural opportunities. The University's 2000 students come from 38 U.S. States and 59 countries, located halfway between the highest peaks of the Adirondack Mountains and the national capital of Canada. Ottawa, the University provides unparalleled access to outdoor recreation and international social and cultural opportunities.

St. Lawrence University offers a unique learning environment providing 33 majors, 52 minors, 3 graduate programs, education, and 11 interdisciplinary programs, including a nationally recognized First Year Program, taught by 60 full-time faculty. Under dynamic new leadership, St. Lawrence is recognized as an ambitious program to add to its traditional curricular programs while exploring new initiatives and is in the midst of major facility improvements, underwritten by a $75 million capital campaign.

ST. LAWRENCE UNIVERSITY INVITES APPLCIATIONS AND NOMINATIONS FOR THE FOLLOWING POSITIONS. ALL FACULTY POSITIONS ARE TENURE-TRACK UNLESS OTHERWISE NOTED AND ARE FOR APPOINTMENT FOR THE FALL 2000 SEMESTER.

Complete position descriptions can be found on the St. Lawrence University website http://www.slu.edu. See Job Postings under academics/administration.

FACULTY POSITIONS

Biology
Endocrinology / Cell Biology
Microbiology / Genetics (one-year)
Ecology / Botany (three semesters beginning Spring 2000)

Chemistry
Analytical / Instrumental
Organic Chemistry (one-year)

Economics
International Economics
Environmental Economics
Economics specialization (one-year)

Education (primarily graduate level teaching positions)
Educational Administration
School Counseling/Generalist

English
Restoration and 18th Century Literature
Renaissance / Medieval Literature (one-year)

Fine Arts
American with African American and/or Latin American (one-year)

Gender Studies
Field of specialization open

Geography
See Global Studies position description on the SU website

Global Studies
Five positions in comparative area studies

History
Eastern History
United States History

Mathematics
Specialization open (one-year)

Modern Languages
French (Quebec / Francophone specialist)
French (German or Italian or Russian) (one-year)
Russian (German or Italian or French) (one-year)

Philosophy
Comparative and/or Asian philosophies (one-year)

Sociology
Deviance
Speech and Theatre
Rhetoric and Public Speaking (one-year)

STAFF POSITIONS

Please see the full job advertisements for the start date for staff positions.

Biology
General Biology Specialist (masters level)

Head Coach
Men's and Women's Swimming

Modern Languages
Modern Languages Instructional Technology Specialist

Music
Director of Music Ensembles

Complete position descriptions can be found on the St. Lawrence University website http://www.slu.edu. See Job Postings under academics/administration.

St. Lawrence University is an Affirmative Action/Equal Employment Opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

This advertisement provides information accurate as of 9/1999. Consult the St. Lawrence University website for updated information.

CAL STATE FULLERTON

2000-2001 TENURE TRACK FACULTY & FULL-TIME LECTURERS

Cal State Fullerton is seeking faculty who are innovators in their fields and committed to providing students with an exceptional educational experience through a variety of teaching/learning modules that include classroom, experiential and technology-assisted strategies.

Cal State Fullerton faculty enjoy a number of advantages associated with working at an excellent comprehensive regional university including a collegial work environment; extensive faculty development programs; state-of-the-art technology; comprehensive benefits package; educational fee waiver program for spouses and dependent's; attractive Southern California coastal location and campus facilities; and access to numerous educational, cultural, athletic and community programs and activities.

Tenure track appointments are usually made at the rank of Assistant Professor (own disciplines may appoint at a higher rank) and the doctorate or required by August 2000 unless otherwise noted. Lecturer and visiting appointments are available. Visit our website at http://cs.fullerton.edu for more information or contact the Department of California State University, Fullerton, CA 92834 or (714) 278-4111.

SCHOOL OF THE ARTS

Arts I Illustration

SCHOOL OF BUSINESS ADMINISTRATION & ECONOMICS

Accounting
Financial, Cost, Audit, Systems & Tax

Economics
G2: Development, Economic Development
Area Studies
Comparative Economic Systems
Microeconomics
International Economics
Corporate Finance & Risk

MANAGEMENT
Organizational Behavior
Human Resources
Strategic Management (Pary)

MANAGEMENT SCIENCE & MIS
Information Systems
All Specialties

MARKETING
General (CRM), E-Commerce & Marketing Information Technology

SCHOOL OF COMMUNICATIONS

Public Relations

SCHOOL OF ENGINEERING & COMPUTER SCIENCE

Computer Science Database & Software Engineering

SCHOOL OF HUMAN DEVELOPMENT & COMMUNITY SERVICE

Public Affairs, Behavioral & Human Development Education

SCHOOL OF LIBERAL ARTS

General Studies
Multicultural Education
Research, Instructional Technology in Science, Mathematics, Reading, Social Studies
Reading/Language Arts

SCHOOL OF NATURAL SCIENCES & MATHEMATICS

Biology
Cell & Molecular Biology

Geological Sciences
Geology

Mathematics
Mathematics & Physics

SCHOOL OF CULTURAL STUDIES

English
Comparative Literature

SCHOOL OF SOCIAL & BEHAVIORAL SCIENCES

Sociology
Sociology

SCHOOL OF THE ARTS

Art
Illustration

SCHOOL OF BUSINESS ADMINISTRATION & ECONOMICS

Accounting
Financial, Cost, Audit, Systems & Tax

Economics
G2: Development, Economic Development
Area Studies
Comparative Economic Systems
Microeconomics
International Economics
Corporate Finance & Risk

MANAGEMENT
Organizational Behavior
Human Resources
Strategic Management (Pary)

MANAGEMENT SCIENCE & MIS
Information Systems
All Specialties

MARKETING
General (CRM), E-Commerce & Marketing Information Technology

SCHOOL OF COMMUNICATIONS

Public Relations

SCHOOL OF ENGINEERING & COMPUTER SCIENCE

Computer Science Database & Software Engineering

SCHOOL OF HUMAN DEVELOPMENT & COMMUNITY SERVICE

Public Affairs, Behavioral & Human Development Education

SCHOOL OF LIBERAL ARTS

General Studies
Multicultural Education
Research, Instructional Technology in Science, Mathematics, Reading, Social Studies
Reading/Language Arts

SCHOOL OF NATURAL SCIENCES & MATHEMATICS

Biology
Cell & Molecular Biology

Geological Sciences
Geology

Mathematics
Mathematics & Physics

SCHOOL OF CULTURAL STUDIES

English
Comparative Literature

SCHOOL OF SOCIAL & BEHAVIORAL SCIENCES

Sociology
Sociology
FERRIS STATE UNIVERSITY

CRIMINAL JUSTICE FACULTY POSITIONS

Ferris State University, Big Rapids, MI is accepting applications for three Criminal Justice faculty positions. Two vacancies are for Law Enforcement Specialists (JOB CODE HO-005860 & JOB CODE HO-005866) with responsibilities to teach Criminal Justice core courses, along with Michigan Commission on Law Enforcement Standards (MCLES) certified courses. Other duties include student academic advising, new course development, appropriate committee work, research, and maintenance of expertise within the field. REQUIRED QUALIFICATIONS: At least three years of practical experience as a local, state, or federal law enforcement practitioner and be certified to teach by MCLES. Must possess college-level criminal justice teaching experience and/or training experience and demonstrated ability to work with culturally diverse populations. MINIMUM ACADEMIC REQUIREMENTS: Master's degree in Criminal Justice, Criminology, Sociology, or a related discipline from an accredited college/university. PREFERRED QUALIFICATIONS: Substantial criminal investigation experience, a Doctorate degree (or ABD with an estimated date for completion) in Criminal Justice, Criminology, Sociology, or a related discipline. The third vacancy is for a Corrections Specialist (JOB CODE HO-005910) with responsibilities for teaching criminal justice core courses along with other associated courses within the undergraduate and graduate criminal justice programs. Other duties include scholarly research, academic advising of students, new course development, appropriate committee work, and maintenance of expertise within the field. The appointee will specialize in corrections and will be assigned to the Justice Learning Community in the full semester.

REQUIRED QUALIFICATIONS: Doctorate degree or ABD in Criminal Justice, Criminology, Sociology, or a related discipline will be considered. At least two years of work experience in a position directly involved with the custody, care, and control of incarcerated felons or misdemeanants, probationary felons or misdemeanants, paroled felons, and/or incarcerated juvenile offenders. PREFERRED QUALIFICATIONS: Doctorate degree in one of above areas and extensive correction agency experience. Salary and academic rank of these positions are dependent upon qualifications. Salary is competitive with other Michigan state-supported colleges and universities. Woman and minorities are strongly encouraged to apply. Screening of applications will begin in November 1999 and continue until positions are filled. Send a letter of application, resume, transcripts (finalists will be required to submit official transcripts), and names, addresses, and phone numbers of three references to: JOB CODE HO___ Human Resources Development, Ferris State University, 420 Oak Street, PK150, Big Rapids, MI 49307. For information about FSU visit our website at www.ferris.edu. AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

UNIVERSITY OF NEW HAMPSHIRE

DIRECTOR

NEW HAMPSHIRE INSTITUTE FOR HEALTH POLICY & PRACTICE

The State of New Hampshire Department of Health and Human Services has joined with the Dartmouth Medical School and the University of New Hampshire (UNH) to create the New Hampshire Institute for Health Policy and Practice. When fully operational, the Institute will conduct applied research and policy analysis, sponsor educational and training programs, provide technical assistance, and disseminate critical information intended to improve the health or health care of New Hampshire citizens. The Director will oversee a ten-person UNH faculty position in the School of Health and Human Services with rank appropriate to background and experience. The Director will serve as the principal investigator for health policy research and program development. The Director will provide intellectual and administrative leadership, manage projects and staff, develop new initiatives, gain grants and awards, and advance growth and development of this new entity. The successful candidate will be a nationally recognized health services researcher having (a) experience with state and national health policy analysis and implementation; (b) expertise working with professionals and practitioners at all levels of government; (c) a record of external funding; (d) experience in administering large research projects and teams; and (e) expertise and experience in a wide range of research design and (f) presentation and communication skills. The last day to receive materials is October 15, 1999. UNH is committed to excellence through diversity in its faculty and strongly encourages women and minorities to apply.
The Board of Regents welcomes nominations and applications for the position of President of the University of South Florida (USF). Founded in 1956, USF currently serves approximately 35,000 students with nearly 200 programs at the undergraduate, masters, specialist, and doctoral levels, including the M.D. A member of the State University System of Florida, USF is now the largest metropolitan university in the southeastern United States. The University includes eight colleges and a network of regional campuses in St. Petersburg, Sarasota, and Lakeland. New College is a nationally ranked, residential, liberal arts college located on USF’s Sarasota campus. Also on that campus is the University Program that attracts a high percentage of non-traditional students. The search is underway for a new dynamic leader to start in summer 2000.

Located in Tampa, one of the fastest growing metropolitan areas of the nation, the University is one of the top 56 public research universities in the country. USF was recently classified along with the University of Florida and Florida State University as a Research 1 University by the Florida Board of Regents, which will enhance its graduate and professional schools, and its research status. The University is one of ten institutions in the State University System of Florida governed by the 14-member Board of Regents.

Leading candidates will have experience as a distinguished academic leader, most likely as a college/university president or provost. Skills in relationship building and community relations and experience with issues of diversity are important. Participation in a large capital campaign is preferred. Candidates should have the ability to communicate, work cooperatively, and create enthusiasm for USF among corporate, government, and philanthropic communities. The successful candidate shall have senior academic and administrative leadership experience in positions of increasing responsibility in complex organizations. The President should have the capacity to work at the intersection of academic inquiry and best business practices, of shared governance and effective decision-making, and of strategic thinking and tactical, pragmatic implementation. Knowledge of and willingness to foster economic partnerships is important. An earned doctorate or equivalent terminal degree plus a record of scholarly and professional accomplishments are required.

Candidate screening will commence in late September and will continue until a final candidate pool is selected. Send letter of nomination or c/v/resume and cover letter (plus a brief statement expressing educational philosophy and approach to university leadership) to:

Morris & Berger
201 S. Lake Ave., Suite 700
Pasadena, CA 91101
Fax: 626-795-6330 or
E-mail: mb@morrisberger.com

The State University System of Florida is an Equal Opportunity Employer and encourages women, people of color and people with disabilities to apply. The search is being conducted under the “Public Records Act” and the “Government in the Sunshine” laws of the State of Florida.
AFRICAN HISTORY: tenure-track assistant or associate professor-African Studies Program, in conjunction with the Departments of Anthropology and History, teaching in modern Sub-Saharan African History, with a specialization in one of the following subfields: West African History, African History, and/or the Social History of Africa. The ability to teach and research in African History is required. Ph.D. in African History is required. The position is available immediately. Review of applications will continue until the position is filled. Search Committee Chair: Professor Karin Leidner.

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY: tenure-track position requiring expertise in the fields of Mesopotamia or the Levant. Applicants with experience in Near Eastern archaeology, including the Sumerian and Hittite periods, will be preferred. Ph.D. in Archaeology required. Review of applications will continue until the position is filled. Search Committee Chair: Professor Philip J. King.

COMPUTER SCIENCE: tenure-track assistant professor-scholar specializing in the fields of computer science and/or artificial intelligence. Ph.D. in Computer Science or related field required. Review of applications will continue until the position is filled. Search Committee Chair: Professor Jack B. Miller.

ECONOMICS: tenure-track assistant professor-scholar specializing in microeconomics and/or economic theory. Ph.D. in Economics required. Review of applications will continue until the position is filled. Search Committee Chair: Professor David A. Zwick.

ENGLISH: tenure-track assistant professor-scholar specializing in Film Studies-experience in one or more of the fields: narrative theory, genre fiction, filmic theory. Ph.D. in English required. Review of applications will continue until the position is filled. Search Committee Chair: Professor Elizabeth A. H. Klie."
ATTN ADVERTISERS:
The Hispanic Outlook in Higher Education Magazine

DOES NOT
place advertisements or accepts ads from
TRANSWORLD MEDIA GROUP

Looking for a back article of Hispanic Outlook???

"Hispanic Outlook in Higher Education"
is archived in the ERIC database on an annual
basis. These annual accumulations (26 issues) may
be purchased (in microfiche or reproduced paper
copy) from:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742, 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

The Department of Spanish and
Portuguese and La Alianza Latina
invite you to attend

LATINOS
Interdisciplinary Approaches to the
Millennium

A conference to discuss the future of
Latino Studies in the US
February 3-6, 2000
Dartmouth College
Hanover, New Hampshire

Sponsored By:
Dickey Foundation
Hewlett Foundation
Dean of Faculty:
Rockefeller Center
Department of Spanish & Portuguese
LALACS

For more information contact:
Professor Beatriz Pastor at:
beatriz.pastor@dartmouth.edu
or register on our Website:
www.dartmouth.edu/~latinos/main

EL CAMINO COMMUNITY COLLEGE

El Camino College is an accredited, public two-year college in southwest Los Angeles County. Founded in 1946, the college has an enrollment exceeding 37,000 day and evening students. El Camino College is seeking innovative individuals to work in a stimulating environment with an ethnically diverse student population to provide leadership in and to plan, organize, control and direct the programs, projects and activities of the assigned area.

Dean of Instruction - Business Education
Qualifications: Master’s degree in higher in a business related area. Three full-time years of post-secondary teaching experience and one year of formal training, leadership or leadership experience in business education. Salary Range: $82,969-$93,382

Dean of Counseling Services & Matriculation
Qualifications: Master’s degree in counseling, psychology, education/counseling or related discipline. Three years of counseling students in education and career planning and one year of formal training, leadership or leadership experience in counseling. Salary Range: $82,969-$93,382

Director-Financial Aid & Scholarships
Qualifications: Bachelor’s degree in business administration, social science or related field and five years increasingly responsible financial aid or related experience including one year in a supervisory capacity. Salary Range: $72,217-$81,291

Director of Accounting
Qualifications: Bachelor’s degree in accounting, finance, business administration or related field and five years of increasingly responsible accounting experience including the preparation of financial statements, and three years of experience in a supervisory capacity. Salary Range: $60,653-$69,963

Closing date for all positions is November 9, 1999. For more detailed information and a district application, please contact:

El Camino College - Human Resources
16007 Crenshaw Blvd., Torrance, CA 90506
(310) 660-3474 or -3476 Job Hotline (310) 660-3899
Visit our website at: http://www.elcamino.cc.ca.us/EOE/AA

DEPAUL UNIVERSITY

Twentieth-Century American Women’s History

DePaul University’s department of history seeks applicants for a 9-month, track position (assistant or associate level) in American History. Applicants should specialize in twentieth century American history, or in American women’s history or both. Successful applicants will bring a multi-cultural perspective to their field of study and will be able to teach courses on the diverse experiences of American women, especially women of color. Commitment to graduate education and publications or strong scholarly potential required. Ph.D. must be completed by August 2000. Send letter of application, C.V., and three reference to Professor Gregory Knueven, Chair, American Search Committee, History Department, DePaul University, 2250 W. kenmore Ave., Chicago, IL 60614-3100.

DEPAUL UNIVERSITY

November 19, 2000 Preliminary meeting of the 1999-2000 annual meeting. DePaul University is committed to diversity and equality in education and employment.

www.depaul.edu/hr/

UNIVERSITY OF TEXAS AT SAN ANTONIO
Assistant Professor

Language Minority Education: Assistant Professor

without tenure starting Fall 2000. pending budget
approval. Specialist will record of research in language
minority education, cultural pluralism, linguistic
diversity. Teach undergraduate and graduate courses,
pursue research, and provide support to Interdisciplinary
Studies. Salary competitive. Full description available
on Division website.

http://elb.uta.edu/Interdisciplinary/Hispanic/Submit
application letter, C.V., sample writing, and names and
addresses of three references by 11-1-99 to Dr. Ellen
Rigas Clark, Chair, Search Committee, Division of
Bicultural-Bilingual Studies, University of Texas at
San Antonio, TX 78249-0635. Non-U.S. citizens must
state current visa and residency status. Women and
minorities are encouraged to apply. AA/EO employers
DEAN OF THE MICHAEL E. PRICE COLLEGE OF BUSINESS AND THE FRED E. BROWN CHAIR IN BUSINESS

COLLEGE OF BUSINESS ADMINISTRATION

THE UNIVERSITY OF OKLAHOMA, NORMAN CAMPUS

The University of Oklahoma invites applications and nominations for the position of Dean of the Michael E. Price College of Business and the Fred E. Brown Chair in Business.

responsibilities: The Dean provides academic, intellectual, and administrative leadership to the College and reports directly to the Academic Senate Vice President and Provost, Norman Campus. The Dean is responsible for improving and promoting the quality and effectiveness of the College's instructional, research, and outreach programs. The basic budget for the College is more than $12 million with a permanent endowment of $60 million.

Qualifications:
- Candidates with an academic background must possess an earned doctorate and quality for appointment as a tenured professor in the College.
- Candidates with a business background must have an outstanding record of leadership and achievement and a demonstrated commitment to and an understanding of higher education.
- In addition, candidates must have demonstrated ability to lead and successfully manage professionals in academic, corporate, or governmental organizations; must have demonstrated success in securing external support and/or leading fund-raising activities; and must possess personal qualities that will facilitate working relationships within the University, its alumni, and among business leaders.
- Candidates must have a commitment to Affirmative Action employment guidelines, practices, and outcomes.

General Information:
- The University of Oklahoma, Oklahoma's flagship public comprehensive university, has its main campus in Norman and Health Sciences Center campuses in Oklahoma City and Tulsa. Norman is a progressive city of 95,000 located in the Oklahoma City metropolitan area and offers diverse cultural activities within a high-quality of life environment. The Norman campus, with thirteen colleges, enrolls more than 20,000 students, which includes approximately 4,000 graduate students. The University is the largest in the state and it is proud of its growth in minority populations, graduate students, and research and total external funding. It is going through a period of unprecedented growth and achievement. One example of this includes the growth in endowments, which have doubled in the last five years, going from $304,000 to $429 million. Another example is the recruiting of an outstanding student body - now first in the number of merit scholars per capita of any public university. During this time, OU sponsored programs expenditures have increased more rapidly than for any other school in the Big 12. Since FY95, external funding across the Norman and Health Sciences campuses have exceeded the $100 million mark and in FY99 reached almost $190 million. The University offers Masters degrees in 67 areas and Doctoral degrees in 66 areas. OU web page address: http://www.ou.edu

- The College of Business Administration offers five baccalaureate degrees, two Master degrees and the Doctor of Philosophy degree in Business Administration. The College consists of approximately 60 full-time faculty who serve approximately 3000 undergraduate and 300 graduate students. It has five academic units, which include the School of Accounting and Division of Management Information Systems, Finance, Management, and Marketing. Also included is the Center for Economic and Management Research. The College's faculty are actively engaged in research and enjoy national recognition in a variety of research specialties. OU College of Business web page address: http://www.ou.edu/business

- Salary: The individual selected as Dean will also be the holder of the Fred E. Brown Chair in Business. The Fred E. Brown Chair has a substantial endowment that will allow a total compensation package that is very competitive with major A&M/PhD Business programs as well as allowing support of college-wide activities of interest to the Dean

- Beginning Date: Preferably Spring or Fall 2000

Applications and Nominations: The Search Committee will begin screening applications November 15, 1999, and continue until an appointment is made. Complete applications must include a letter of application, a curriculum vitae/resume, and a list of five references (including addresses and telephone numbers). Please send nominations and/or applications to:

Dean Andrew M. Coons
Chair, Search Committee - Dean of the Michael E. Price College of Business and the Fred E. Brown Chair in Business
University of Oklahoma College of Law
1200acbile Rd.
Norman, OK 73019-5001
Tel: (405) 325-6489
Fax: (405) 325-1321
E-mail: arichmond@ou.edu

The University of Oklahoma is an Equal Opportunity Affirmative Action Employer. Women and minorities are encouraged to apply. OU has a policy of being responsive to the needs of dual-career couples.
UNIVERSITY OF TEXAS AT ARLINGTON

ASSISTANT PROFESSOR OF SOCIOLOGY OR ANTHROPOLOGY

The Department of Sociology and Anthropology and the Center for Mexican American Studies at the University of Texas at Arlington invite applications for a tenure-track position as assistant professor of sociology or anthropology to begin September 2000. Applicant should have a Ph.D. or an equivalent of completion by August 2000. Applicants must possess scholarly strengths in some aspect of Latino/Hispanic society and culture in the United States. Ability to teach in a women's studies program is desirable. The preferred specialty for anthropology is linguistic anthropology (e.g., sociolinguistics and/or bilingualism); candidates with research and teaching experience in other areas of sociocultural anthropology will also be considered. Sociology specialists are open. Responsibilities include research and teaching in undergraduate and graduate programs of the Department of Sociology and Anthropology and the Center for Mexican American Studies.

UTA is a comprehensive, diverse, metropolitan university situated in the Dallas-Fort Worth metropolis, enrolling approximately 20,000 students. The University and the larger metropolitan community provide significant resources for scholars committed to Mexican American Studies. Anthropology and Sociology at UTA each offer a separate B.A. and M.A. degree.

Applicants must include: 1) Cover letter describing the applicant's research and providing evidence of teaching experience; 2) current curriculum vitae; 3) samples of written work; and 4) three letters of reference. Review of applications will begin 12-8-99 and continue until position is filled. Send applications to:

Professor Manuel Garcia y Griego, Search Committee Chair
Center for Mexican American Studies; PO. Box 19444
University of Texas at Arlington
Arlington, Texas 76019-0444

U is an EEO/AA Employer

Position: VICE PRESIDENT FOR STUDENT AFFAIRS

Description:

Rowan University invites applications and nominations for the newly created position of Vice President for Student Affairs (VP-SA). The VP-SA provides the leadership and administrative oversight for the university's comprehensive academic and student support services division. The VP-SA is one of four vice presidents reporting directly to the university president and serves on the president's cabinet. Rowan is seeking a highly qualified, experienced administrator who will provide the leadership for the recently reorganized administrative division that includes:

- Admissions
- Basic Skills/Tutoring
- Career and Advising Services
- Counseling
- Dean of Students
- Educational Opportunity Fund/Minority Achievement Program
- Financial Aid
- Intercollegiate Athletics
- International Students
- Multicultural Education
- Registrar
- Residence Life
- Specialized Services
- Student Center
- Student Health Services
- Student Recreation Center
- Student Judicial System
- Student Programming

This position is available as early as February but no later than July 1, 2000. Salary is competitive and consistent with a senior level university position with an excellent benefits package.

Qualifications:

- A Master's degree (doctorate preferred)
- A proven record of leadership and accomplishments in student affairs as a senior level administrator
- Demonstrated capacity for working collaboratively with deans and other vice presidents
- Strong interpersonal, organizational, and communication skills
- A record of working well with a diverse student body
- Demonstrated achievement in creating innovative and distinctive student affairs programs, with a particular focus on student learning
- A demonstrated commitment to integrate student life outcomes with academic outcomes
- Experience with enrollment management

Rowan University:

Rowan University (formerly known as Glassboro State College) is a selective, medium-sized, state university located in southern New Jersey close to Atlantic City and Philadelphia. In 1922, Rowan University received a $100 million gift from Henry and Betsy Rowan, one of the largest gifts ever bestowed on a public university. The gift has led to a catalyst for Rowan's transformation into a university of regional prominence. Founded 1922 as a normal school for teachers, the university enrolls over 9,500 students in degree programs ranging from bachelor's through doctorate. The university is divided into six colleges: Business, Communication, Education, Engineering, Fine and Performing Arts, and Liberal Arts and Sciences, and a Graduate School. The 209-acre campus contains 31 buildings, including six residence halls and three apartment complexes. The university is also the site of the historic Summit Conference Between President Johnson and Soviet Premier Khrushchev in 1967. Additional information about Rowan University can be found at http://www.rowan.edu.

Application Process:

Applications and nominations for the position are invited. Applications should include a narrative letter indicating how the individual's experience and background relates specifically to the listed position qualifications, a complete curriculum vitae, and the name and current title, address, and telephone number of five (5) professional references. Applications will be reviewed beginning October 15, 1999, and continue until the position is filled. Applications and nominations should be sent to:

Dr. Jay Chassek, Chair
Search Committee for Vice President for Student Affairs
Office of the President
Rowan University
201 Mullica Hill Road
Glassboro, New Jersey 08028-1701

Madeleine K.B. Condit
Korn/Ferry International • Suite 3300
233 S. Wacker Drive • Chicago, IL 60606
Tel: 312.526.0563 • Fax: 312.466.0451
email: madeleine.condit@kornferry.com
Governers State University is an equal opportunity/ affirmative action employer
VICE PRESIDENT FOR STUDENT AFFAIRS

The College seeks a dynamic, creative and proactive educator to lead a comprehensive range of programs and services to promote student success. This individual will have the vision and ability to engage the College community in initiatives that link student affairs with a variety of educational opportunities to expand the intellectual and personal development of students.

The successful candidate for this vice presidency will strengthen and broaden approaches that reflect institutional priorities on recruitment, retention, student access and community engagement. She or he will be the primary person to articulate the emerging needs of a diverse student body, provide leadership for institutional strategies to address these needs and engage student affairs staff in professional development opportunities to move planned change forward.

Student Affairs consists of the following clusters: Access (recruitment and entry services, student data management, financial assistance and international student services); Retention Services (counseling, mentoring, EOP, student activities, volunteer services and senior adult programs). This vice president reports to the president and is a member of the executive council.

QUALIFICATIONS:

Master's degree required; doctorate preferred, with a minimum of five years of progressively responsible Student Affairs management experience (community college preferred) and a combination of the following experiences and skills:

- Development, supervision and evaluation of programs to support student success within a multiethnic, multicultural environment, as well as student affairs professional development initiatives within the same context.
- Enrollment management (including recruitment and retention models and community involvement strategies).
- Information technology and its application to student services.
- Student programs and institutional assessment.
- Ability to manage planned and unexpected change.

Salary: $85,000

Search will remain open until the position is filled. The application must consist of a cover letter detailing qualifications, a statement of educational and student affairs philosophy, current resume, as well as three names, addresses and telephone numbers of five references. The College cannot consider incomplete applications. No telephone calls please. Forward application materials to:

Mr. Edward Thayer
Human Resources Department
SUNY ROCKLAND COMMUNITY COLLEGE
145 College Road - Suffern, NY 10901

Visit our website at: www.sunyrockland.edu
SUNY Rockland Community College is an Equal Opportunity Employer.

How Easy Can It Get?

E-Mail us your ads at:

Outlook@sprintmail.com

and visit our Website at http://www.HispanicOutlook.com

University of Northern Colorado
KENNETH W. MONFORT COLLEGE OF BUSINESS

Assistant or Associate Professor of Account Position #20955

The desired areas of specialization are in Managerial/Cost and AIS. Candidates must complete all requirements for a Ph.D. or Doctor degree in Accounting from a regionally accredited institution.

Assistant or Associate Professor of Business Position #20042

Candidates must have completed all requirements for a Juris Doctor degree from a regionally accredited institution.

The positions will be filled on a salary of the University of Northern Colorado.

EXECUTIVE DIRECTOR
BROOKDALE CENTER OF AGI
HUNTER COLLEGE

Executive Director Brookdale Center on Aging at Hunter College, a nationally recognized interdisciplinary academic program involving a budget of $15 million and a staff of 40. The Center provides community-based service activities, training and continuing education opportunities for 10,000 people each year in courses, workshops, and conferences. The Center also operates the Institute on Law and Rights of Older Adults and the Re-Institute for Prevention of Financial Exploitation of Elders.

The Brookdale Center works closely with Hunter's School of Work, the Schools of Health Professions and the School of Education to promote and develop gerontology education at Hunter College. Reporting to the Provost, the Executive Director provides intellectual and organizational leadership to the professional and support staff of the Center and guide the management and implementation of educational programs. The successful candidate will be an administrator, able to work with faculty and staff in the aging network of New York State in research and educational activities, as well as in the broader community. A background in gerontology or geriatric medicine is essential. An earned doctorate or equivalent terminal degree is required. The Director will report to the Provost as an HEO (Higher Education Officer) or as a professor. Candidates must have an appointment as professor if they have an academic record sufficient to be tenured. The salary is $85,000.

Send resume, cover letter and the names of three referees to:

Dr. Charles Hays, Director of Human Resources
Hunter College, CUNY, 695 Park Avenue - E151
New York, NY 10021

Hunter College is an Affirmative Action/Equal Opportunity/Affirmative Action/Affirmative Action/Equal Opportunity Employer.
WESTERN MICHIGAN UNIVERSITY

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Western Michigan University, located in Kalamazoo, Michigan, invites applications and nominations for the position of provost and vice president for academic affairs, the University's chief academic officer. Reporting to the president, the provost shares the president's vision for the University and provides leadership in the development, delivery, and evaluation of academic programs through the University, including eight colleges and a variety of academic units. Western Michigan University ranks among the top 100 public universities in the nation. Western Michigan University is a vibrant, student-supported, student-centered research university of more than 27,000 students.

Applicants should demonstrate appropriate leadership and administrative experience preferably at the dean's level or above. Credentials should qualify candidates for tenure at the rank of full professor in one of the University's academic units. Applicants should demonstrate an earned doctorate or equivalent terminal degree, a record in scholarship and teaching, and a history of success in setting and implementing academic policy.

Applications should include a letter of interest addressing special qualifications, a resume, and the names, titles, addresses, and telephone numbers of five references. The screening process will begin November 1, 1999, and will continue until the position is filled. The projected date for accepting a letter of offer is March 1, 2000. The materials should be forwarded via email or mail to:

Jan Greenwood, Search, Provost's Office, WMU, 1903 W.操纵 Street, Box 568, Kalamazoo, MI 49007

WMU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

For further information about Western Michigan University see http://www.wmich.edu

PURDUE FELLOWS PROGRAM

Purdue University invites applicants for the Purdue Fellows Program for the academic year 2000-2001. The Program provides stipends, research, and service opportunities for a one-year period to visiting assistant professors or post-doctoral appointees at Purdue University. The primary objective of the program is to develop minority scholars for possible retention and promotion as tenure-track faculty members at Purdue University, West Lafayette campus.

Eligibility: Purdue Fellows are members of the following ethnic/racial groups: African Americans, Hispanics/Latinos, or Native Americans, and U.S. citizens or permanent residents. Recent recipients of doctoral or terminal professional degrees and/or individuals nearing completion of all requirements for such degrees are encouraged to apply. Special consideration will be given to candidates committed to careers in university research and teaching, and whose life experiences, research or employment background contribute significantly to academic diversity and excellence.

Application: Candidates should submit two full copies of each of the following materials (preferably no later than January 1, 2000):

• a current curriculum vita
• a graduate school transcript
• names and addresses of three references
• a description of teaching and research interests

Applications and inquiries should be addressed to:

Purdue Fellows Program
Purdue University
Director, Affirmative Action Office
1065 American Railway Building
West Lafayette, IN 47907-1066

As one of the nation's leading public institutions of higher education, Purdue University, West Lafayette, Indiana, enrolls nearly 30,000 students. As a land-grant university, its academic, leadership, and service programs extend beyond the campus through scholarship, instruction, and service. Purdue University is an equal access/equal opportunity affirmative action employer.
ASSISTANT VICE CHANCELLOR
FOR GRADUATE SCHOOL & RESEARCH

Applications and nominations are invited for the position of Assistant Vice Chancellor for Graduate School and Research at the University of Wisconsin Oshkosh.

RESPONSIBILITIES: The Assistant Vice Chancellor for Graduate School and Research will report directly to the Provost and would be responsible primarily for providing leadership to graduate education to include graduate admissions, recruitment, program review, Graduate Council and program coordinators, research initiatives and supervising personnel functions within the school of graduate studies. Other duties would include providing leadership and supervision to the Continuing Education Division, the Weekend and Evening Degree Program, the Office of Institutional Research and university-wide grant efforts.

QUALIFICATIONS: include a doctorate or an appropriate terminal degree, an outstanding ability in teaching, scholarly activity, and service, experience with and a vision of and appreciation for the value of graduate education and research, administrative experience in higher education at least at the department chair level or equivalent, outstanding leadership and management skills, strong oral and written communication skills, an ability to function effectively in a shared governance environment, a capacity for high volume and diverse workload, and demonstrated grant writing ability.

STARTING DATE: Negotiable; July 1, 2000 preferred.

Application Procedures: Interested candidates should submit a letter of interest addressing the qualifications above, a current résumé and three (3) letters of recommendation to:
Dr. Colleen McDermott, Chair, Search and Screen Committee for Assistant Vice Chancellor for Graduate School and Research, University of Wisconsin Oshkosh, 800 Algoma Blvd., Oshkosh WI 54901. Phone: (920) 424-2290, Fax: (920) 424-0247, E-mail: mcdermott@uwosh.edu

APPLICATION DEADLINE: The deadline for nominations and applications is November 1, 1999.

UNIVERSITY OF WISCONSIN OSHKOSH
An Affirmative Action/Equal Opportunity Employer. Minorities and women are encouraged to apply.
www.uwosh.edu

American Association for Higher Education
2000 National Conference on Higher Education

To Form a More Perfect Union...

Diversity & Learning

March 28-April 2, 2000
Hilton Anaheim Hotel
Anaheim, California

American Association for Higher Education
For more information contact:
LaWan Price
Conferences and Meetings Assistant
lprice@aache.org or call 202-293-6440 ext 793

SUMMER 200

Universidad Complutense
MADRID - SPAIN

Scholarship Program
for Teachers, Counselor & School Administrator

Three or six weeks of intensive Spanish language study from
July 6th to July 27th
Cost (with scholarship) $1,500

or
July 6th to August 17th
Cost (with scholarship) $2,400

Includes: round trip airfare from New York/Madrid/New York, t/l meals a day, room accommodat and instruction at Colegio Miguel del Santa Maria de Europa Universidad Complutense.

For information, write or call:
Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-045

Tel: (201) 845-9744
FAX: (201) 368-0433
**HISPANIC OUTLOOK 1999-2000 RATE CARD**

### SUGGESTED AD SIZES

<table>
<thead>
<tr>
<th>Size Description</th>
<th>Dimensions</th>
<th>Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Page Spread</td>
<td>15&quot; wide (± 1/2&quot; guide) x 9.75&quot; deep</td>
<td>$3,250</td>
</tr>
<tr>
<td>Full Page</td>
<td>7.5&quot; wide x 9.75&quot; deep</td>
<td>$1,750</td>
</tr>
<tr>
<td>3/8 Page Vertical</td>
<td>4.875&quot; wide x 4.75&quot; deep</td>
<td>$1,280</td>
</tr>
<tr>
<td>2/3 Page Horizontal</td>
<td>9.75&quot; wide x 7.25&quot; deep</td>
<td>$1,280</td>
</tr>
<tr>
<td>1/2 Page Vertical</td>
<td>3.625&quot; wide x 9.75&quot; deep</td>
<td>$1,050</td>
</tr>
<tr>
<td>1/3 Page Horizontal</td>
<td>4.875&quot; wide x 4.75&quot; deep</td>
<td>$1,050</td>
</tr>
<tr>
<td>1/4 Page Vertical</td>
<td>2.375&quot; wide x 9.75&quot; deep</td>
<td>$765</td>
</tr>
<tr>
<td>1/4 Page Horizontal</td>
<td>2.375&quot; wide x 4.75&quot; deep</td>
<td>$765</td>
</tr>
<tr>
<td>1/6 Page Horizontal</td>
<td>2.375&quot; wide x 2.375&quot; deep</td>
<td>$465</td>
</tr>
</tbody>
</table>

### MECHANICAL REQUIREMENTS

- **TRIM SIZE:** 8.375"w X 10.875"d
- **LIVE AREA:** 7.5"w x 9.75"d
- **BIND METHOD:** Saddle Stitched
- **KIND OF PRINTING:** Two Color Web
- **PAPER STOCK:** 70 lb. opaque

### PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. No cancellations or changes will be accepted after closing dates. Refer to schedule for deadlines.

### CLOSING DATES

<table>
<thead>
<tr>
<th>Issue Date</th>
<th>Closing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24</td>
<td>Sept. 7</td>
</tr>
<tr>
<td>October 8</td>
<td>Sept. 21</td>
</tr>
<tr>
<td>October 22</td>
<td>Oct. 5</td>
</tr>
<tr>
<td>November 5</td>
<td>Oct. 19</td>
</tr>
<tr>
<td>November 19</td>
<td>Nov. 2</td>
</tr>
<tr>
<td>December 3</td>
<td>Nov. 16</td>
</tr>
<tr>
<td>December 17</td>
<td>Nov. 30</td>
</tr>
<tr>
<td>January 7</td>
<td>Dec. 14</td>
</tr>
<tr>
<td>January 28</td>
<td>Jan. 11</td>
</tr>
<tr>
<td>February 11</td>
<td>Jan. 25</td>
</tr>
<tr>
<td>February 25</td>
<td>Feb. 8</td>
</tr>
<tr>
<td>March 10</td>
<td>Feb. 22</td>
</tr>
<tr>
<td>March 24</td>
<td>March 7</td>
</tr>
<tr>
<td>April 7</td>
<td>April 4</td>
</tr>
<tr>
<td>April 21</td>
<td>April 18</td>
</tr>
<tr>
<td>May 5</td>
<td>May 2</td>
</tr>
<tr>
<td>May 19</td>
<td>May 2</td>
</tr>
<tr>
<td>June 2</td>
<td>May 16</td>
</tr>
<tr>
<td>June 16</td>
<td>May 30</td>
</tr>
<tr>
<td>June 30</td>
<td>June 13</td>
</tr>
<tr>
<td>July 14</td>
<td>June 27</td>
</tr>
<tr>
<td>July 28</td>
<td>July 11</td>
</tr>
<tr>
<td>August 11</td>
<td>July 25</td>
</tr>
<tr>
<td>August 25</td>
<td>Aug. 8</td>
</tr>
<tr>
<td>September 8</td>
<td>Aug. 22</td>
</tr>
<tr>
<td>September 22</td>
<td>Sept. 5</td>
</tr>
</tbody>
</table>

### HOW TO PLACE ADVERTISEMENTS

**By Mail**—All materials should be sent to:
Hispanic Outlook in Higher Education;
Duplay Advertising:
210 Route 4 East; Paramus, NJ 07652

**By E-Mail**—outlook@apinstmail.com

**By Fax**—Transmit to (201) 587-9105 seven days a week.

**To Confirm**—Call (201) 587-8300 (x102 or x106)
Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.
<table>
<thead>
<tr>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARIZONA</td>
</tr>
<tr>
<td>Northern Arizona University</td>
</tr>
<tr>
<td>CALIFORNIA</td>
</tr>
<tr>
<td>California State University, Fullerton</td>
</tr>
<tr>
<td>De Anza College</td>
</tr>
<tr>
<td>El Camino College</td>
</tr>
<tr>
<td>MiraCosta College</td>
</tr>
<tr>
<td>North Orange County Community College District</td>
</tr>
<tr>
<td>Orange Coast College</td>
</tr>
<tr>
<td>San Jose/Evergreen Community College District</td>
</tr>
<tr>
<td>The Tomás Rivera Policy Institute</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
</tr>
<tr>
<td>University of San Francisco</td>
</tr>
<tr>
<td>University of Southern California</td>
</tr>
<tr>
<td>COLORADO</td>
</tr>
<tr>
<td>Colorado State University</td>
</tr>
<tr>
<td>The Colorado College</td>
</tr>
<tr>
<td>University of Colorado at Boulder</td>
</tr>
<tr>
<td>University of Northern Colorado</td>
</tr>
<tr>
<td>CONNECTICUT</td>
</tr>
<tr>
<td>Southern Connecticut State University</td>
</tr>
<tr>
<td>University of New Haven</td>
</tr>
<tr>
<td>DC</td>
</tr>
<tr>
<td>American University</td>
</tr>
<tr>
<td>FLORIDA</td>
</tr>
<tr>
<td>Broward Community College</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
</tr>
<tr>
<td>University of Florida</td>
</tr>
<tr>
<td>University of Miami</td>
</tr>
<tr>
<td>University of South Florida</td>
</tr>
<tr>
<td>GEORGIA</td>
</tr>
<tr>
<td>Agnes Scott College</td>
</tr>
<tr>
<td>Emory University</td>
</tr>
<tr>
<td>Georgia Southern University</td>
</tr>
<tr>
<td>Georgia State University</td>
</tr>
<tr>
<td>IOWA</td>
</tr>
<tr>
<td>Loras College</td>
</tr>
<tr>
<td>The University of Iowa</td>
</tr>
<tr>
<td>ILLINOIS</td>
</tr>
<tr>
<td>City Colleges of Chicago</td>
</tr>
<tr>
<td>DePaul University</td>
</tr>
<tr>
<td>Governors State University</td>
</tr>
<tr>
<td>Northern Illinois University</td>
</tr>
<tr>
<td>MARYLAND</td>
</tr>
<tr>
<td>University of Maryland</td>
</tr>
<tr>
<td>MASSACHUSETTS</td>
</tr>
<tr>
<td>Boston College</td>
</tr>
<tr>
<td>Education Development Center</td>
</tr>
<tr>
<td>Northeastern University</td>
</tr>
<tr>
<td>Northern Essex Community College</td>
</tr>
<tr>
<td>Wheelock College</td>
</tr>
<tr>
<td>MICHIGAN</td>
</tr>
<tr>
<td>Ferris State University</td>
</tr>
<tr>
<td>Lansing Community College</td>
</tr>
<tr>
<td>Michigan State University</td>
</tr>
<tr>
<td>University of Michigan</td>
</tr>
<tr>
<td>Wayne State University</td>
</tr>
<tr>
<td>Western Michigan University</td>
</tr>
<tr>
<td>MINNESOTA</td>
</tr>
<tr>
<td>University of Minnesota, Twin Cities</td>
</tr>
<tr>
<td>MISSOURI</td>
</tr>
<tr>
<td>Truman State University</td>
</tr>
<tr>
<td>NEW HAMPSHIRE</td>
</tr>
<tr>
<td>University of New Hampshire</td>
</tr>
<tr>
<td>NEBRASKA</td>
</tr>
<tr>
<td>University of Nebraska-Lincoln</td>
</tr>
<tr>
<td>NEW JERSEY</td>
</tr>
<tr>
<td>Brookdale Community College</td>
</tr>
<tr>
<td>Kean University</td>
</tr>
<tr>
<td>Rowan University</td>
</tr>
<tr>
<td>NEW MEXICO</td>
</tr>
<tr>
<td>New Mexico State University</td>
</tr>
<tr>
<td>NEW YORK</td>
</tr>
<tr>
<td>Columbia Business School</td>
</tr>
<tr>
<td>Cornell University</td>
</tr>
<tr>
<td>Hunter College/CUNY</td>
</tr>
<tr>
<td>Monroe Community College</td>
</tr>
<tr>
<td>New School University</td>
</tr>
<tr>
<td>Sarah Lawrence College</td>
</tr>
<tr>
<td>St. Lawrence University</td>
</tr>
<tr>
<td>SUNY, Oswego State University</td>
</tr>
<tr>
<td>SUNY, Potsdam College</td>
</tr>
<tr>
<td>SUNY, Rockland Community College</td>
</tr>
<tr>
<td>SUNY, University at Buffalo</td>
</tr>
<tr>
<td>OKLAHOMA</td>
</tr>
<tr>
<td>Oklahoma State University</td>
</tr>
<tr>
<td>University of Oklahoma</td>
</tr>
<tr>
<td>PENNSYLVANIA</td>
</tr>
<tr>
<td>Bryn Mawr College</td>
</tr>
<tr>
<td>RHODE ISLAND</td>
</tr>
<tr>
<td>Rhode Island School of Design</td>
</tr>
<tr>
<td>TENNESSEE</td>
</tr>
<tr>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>TEXAS</td>
</tr>
<tr>
<td>Rice University</td>
</tr>
<tr>
<td>St. Philip's College</td>
</tr>
<tr>
<td>Texas Lutheran University</td>
</tr>
<tr>
<td>The University of Texas System</td>
</tr>
<tr>
<td>University of Texas at Arlington</td>
</tr>
<tr>
<td>University of Texas at San Antonio</td>
</tr>
<tr>
<td>UTAH</td>
</tr>
<tr>
<td>University of Utah</td>
</tr>
<tr>
<td>VERMONT</td>
</tr>
<tr>
<td>University of Vermont</td>
</tr>
<tr>
<td>Vermont Law School</td>
</tr>
<tr>
<td>WASHINGTON</td>
</tr>
<tr>
<td>Washington State University</td>
</tr>
<tr>
<td>WISCONSIN</td>
</tr>
<tr>
<td>University of Wisconsin-Oshkosh</td>
</tr>
<tr>
<td>EGYPT</td>
</tr>
<tr>
<td>American University in Cairo</td>
</tr>
</tbody>
</table>

| RECRUITMENT |
| Center for International Studies |

| CONFERENCES |
| American Association for Higher Education |
| Dartmouth College-Latino 2000 |
| Hispanic Association of Colleges and Universities |
| National Association of Hispanic and Latino Studies |

| FELLOWSHIPS/SCHOLARSHIPS/AWARDS |
| National Research Council |
| Purdue University |

| OTHER SERVICES |
| CollegeNet |
MENTORS AS CULTURE BROKERS

José Martí, the great Cuban patriot and poet, once said, “Education is preparation for life” (“Educación es preparación para la vida”). Sometimes we forget that education is not just about scholastic endeavors but that it prepares us to be active in the world around us.

It is disheartening to review the nearly 30 percent dropout rate for the nation’s millions of Hispanic students. But remember that not all Hispanic students have trouble in school. And those who succeed have had to master the art of living in three cultures simultaneously: home (Hispanic), outside world (North American, and school/youth). Even without an accent, many repeated experiences as a “minority” begin a process of internalization and identification as being “different” and possibly “less able.”

American educational systems are themselves cultures with particular rules, definitions, values, and beliefs. Students are then enculturated into this unique system, whether or not they share the same cultural background. Often Hispanic students and their parents might not understand these systems simply because they come from a different culture. So, if education is preparation for life, then how we learn affects how we will approach life.

Children especially learn what they SEE. That’s where the idea of mentoring comes in.

The New Revised槌esquez-Spanish-English Dictionary (1985) defines mentor as “mentor, counselor or guide.” But I would argue that mentors are better characterized as “culture brokers” because they are able to bridge cultural gaps.

One of the issues associated with mentoring, it occurs to me, is that it is not what we do but rather HOW we do it. Mentoring might be just as much an attitude as it is a clearly defined activity. For example, is it mentoring if we coach Little League? Is asking a child about his or her family’s special cultural traditions also mentoring? How about taking time out to spend the afternoon with a child in the park? I think that these activities teach children how to behave in society, they model appropriate behavior, and the time spent with the child shows him or her that he or she is important, regardless of cultural background.

Maybe it is time to rethink the idea of “mentoring” so as to include something above and beyond what we might already do. Mentoring can and should be something that we can integrate and build upon. Maybe mentoring could actually be the “can do” attitude we try to infuse in kids?

Not all Hispanic families are the same. They differ by social class and the number of years here in the United States. Families with children who are first-generation Hispanic Americans will need different types of encouragement, help, and mentoring than those who have generations in the U.S. Our experience in Florida with Mexican-origin shows that parents who are recent immigrants who cling to their traditions and have more difficulty relating to their children’s desire to assimilate into our culture. Many times, these parents have lower levels of education themselves and have never experienced the cultural norms of American schools, which makes it difficult for them to relate to their children’s daily challenges. Often these children will stop Spanish and respond to their parents in English, which causes a series of other complications that can be partly addressed through a mentoring relationship.

Dr. Anne Carvajal-Gonzalez, director of USF’s High School Equivalency Pro dropout program, states that her students lack the “know-how,” the “what to do,” the “how to” of not just their language but also their culture.

Teachers, of course, are natural mentors. Many have mastered the fine art of mentoring by engaging in conversation and demonstrating the “day-to-day things” that we think everything from job skills to parenting to professional interactions.

Teachers, of course, are natural mentors. Many have mastered the fine art for it. It is not the same as teaching, however, and teachers cannot be expected to be all things to all people. Mentoring requires a specific attitude that engages them in their important role. Parents are already often mentors and can be mentoring through the school system. Hispanic and other school staff (and parents) should be educated about all levels of school personnel about different cultures that are in a cookbook perspective in which an entire culture is summarized by.

There is a need to work with the entire family, and showing an interest in family is important. Praise for being bilingual can give students and parents a sense that they might lack. Community members who volunteer might need special training to work with and understand the family dynamics. The mentor is able to bridge gaps between parents and children, school systems, and people, and, hopefully, different cultures.

Remember, whatever you do DOES matter. I invite you to assist in helping Hispanic students become “more prepared for life” through mentoring. One word of well-placed encouragement can make all the difference.
About Walden University: Founded in 1970 and accredited by the North Central Association of Colleges and Schools, Walden University is the pioneer in the field of innovative, alternative pathways to graduate degrees. Walden enjoys the reputation of being the leading graduate, distributed learning institution in the country. Doctoral programs use course-based and competency-based curricula; master’s programs are course-based. Instruction, assessment, mentoring, and the delivery of student services rely extensively on the Internet.

Associate Vice President for Enrollment Management: This position requires an individual with strong academic values; a keen sense of entrepreneurship and competitiveness; the ability to work in a fast-paced, team-based environment; and a demonstrated commitment to an academic environment that has an uncompromising commitment to quality, integrity, and student-centeredness. A master’s degree is required; a doctoral degree is preferred. The AVPEM is responsible for leading the successful development and refinement of the University’s enrollment management model and for the effective management of the cross-functional tasks necessary for the attainment of the University’s five-year enrollment projection objectives. The AVPEM reports to the Vice President for Academic Affairs and the position is based in Minneapolis. Some travel is required.

The compensation for this position is highly competitive with the possibility of substantial merit-based monetary incentives. A generous fringe and benefits package accompanies the position. The effective date of appointment is January 15, 2000 or earlier.

Chair of the Management Division: This position requires an individual with a strategic vision of management education in the 21st century; an interest in and commitment to on-line teaching and course delivery; evidence of outstanding interpersonal and communication skills with adult learners, faculty, and staff; a demonstrated record of innovative administrative leadership; teaching, research, and service experience in higher education at a senior rank; and an earned doctorate in business, management, or a related discipline. The Division’s doctoral programs currently include specializations in Leadership and Organizational Change, Finance, and Operations Research. The Division will launch a new on-line MBA program during the coming year with plans to develop additional new programs in the coming years. The Chair is the academic leader and administrator of the Division, serves as the director of the Division’s doctoral program and reports to the Vice President for Academic Affairs.

This is a full-time, 12-month position based in Minneapolis. The compensation package is highly competitive. The targeted appointment date is September 1, 2000.

Program Director for the Ph.D. in Health Services: This position requires an individual with an understanding and vision for health services education in the changing environment of the new millennium; an interest in and commitment to distance education; evidence of outstanding interpersonal and communication skills with adult learners, faculty, and staff; a demonstrated record of innovative leadership; teaching, research, and service experience in higher education or in a practice setting at a senior rank; and an earned doctorate in public health, health science, health administration, or a related discipline. The Ph.D. Program in Health Services enrolls approximately 150 students, has a faculty of 15, and offers specializations in Community Health, Health Administration, and Health and Human Behavior.

The Director of the Ph.D. Program reports to the Chair of the Division of Health and Human Services. The Director’s position is a full-time, 12-month position based in Minneapolis. The compensation package is highly competitive. The targeted appointment date is September 1, 2000.

Program Director for the Master of Science in Education: This position requires an individual with a strategic vision of the future of in-service teacher development; an interest in and commitment to on-line teaching and course delivery; administrative experience; graduate teaching experience in the field of professional education; and an earned doctorate in education. The Director provides leadership for the development and implementation of the program within the University’s Education Division, and reports to the Chair of the Education Division. The Director is responsible for working with K-12 schools to develop student cohorts.

This is a full-time, 12-month position that requires extensive travel related to the recruitment, development, and maintenance of cohort groups of students. The compensation package is highly competitive. The ideal appointment date is January 15, 2000, but consideration will be given to strong candidates who are not available mid-year.

To Apply: Individuals interested in these positions should read the detailed position descriptions and procedures for application at www.waldenu.edu/searches/. The University especially welcomes applications from women and minorities.
CONTENTS

FEATURES

Hispanic Heritage Foundation Awards
This year the foundation salutes Plácido Domingo, Antonia Hernández, Anthony Muñoz, Tina Ramirez, Gary Soto—and lauds its student scholarship winners.

White House Initiative and CHCI Celebrate
Both are empowering and informing during Hispanic Heritage month and beyond.

Instituto de Cultura Puertorriqueña
A salute to a San Juan-based institute working to preserve and promote Puerto Rico's history—and a brief overview of that history.

Fordham University Apprentice Program
Fordham is just one of the enabling partners of a Bronx school program that helps academically challenged students.

Princeton Latinoamericano
Newly published research looks at the past and present of Hispanic immigrants living in a renowned N.J. town.

Changing our View of the Borderlands
Goodbye stereotypes, hello reality. Hopes are high for UTEP's interactive, multimedia Borderlands Encyclopedia.

Diversity at UT-Austin, Post Hopwood
New scholarships and a law school prep program are restoring the welcome extended to minorities.

ECHHO: Hispanic Gateway
Grassroots organization helps students see all educational opportunities.

Lillian Ortiz: Old Soul in a Young Body
This new dean at Manchester Community Technical College offers a winning mix of drive and heart.

DEPARTMENTS

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW
Hispanic Heritage

Honor Roll: University of Southern Colorado
One in four students is Hispanic, as D. Tito Guerrero III completes his third year as president.

People, Places, Publications, Conferences

Book Review: Charles Edward Maigorra
The Panama Years

QUINTO FINAL?
Will There Be Latino Ph.D.s in the 21st Century?

Cover Photo: Hispanic Heritage Month poster "A Vision for the 21st Century" by Jorge Louis Sosa, Managua, Nicaragua, Sixth in the series of Hispanic American Artist Collect.

Courtesy of and available through HACU at www.hacu.org
Upcoming Issues

Our 10th year covering Minority Issues

Publisher's Picks Issue
November 19th
Ad Deadline November 2nd

Sports Issue
December 17th
Ad Deadline November 30th

Call for advertising info:
201.587.8800
ext. 102 or 106

Fax: 201.587.9105

Visit our Web site!
www.HispanicOutlook.com

Contributors: Charrel Anderson, Ed Brennan, Roger Deitz, Amalia Ducta, Marilyn Gilroy, Elizabeth Coxroth Martinez, Gustavo Mellandar, Nelly Mellander, Mari Carmen Sarracien, Jeff Simmons, Gary Stern, Marvin Stewart

Letters to the Editor: Comments or Questions should be addressed to:
The Hispanic Outlook In Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.

All correspondence should include author's full name, address, and phone number.

Editorial Office: The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652. TEL. (201) 567-8800 FAX (201) 567-9105. All contents of this journal are copyright © 1999 by The Hispanic Outlook in Higher Education Publishing Company, Inc. All rights reserved. Reproduction in whole or in part without permission is prohibited.

Editorial Policy: The Hispanic Outlook in Higher Education is dedicated to exploring issues related to Hispanics in higher education. The Hispanic Outlook in Higher Education is published for the members of the higher education community. Editorial decisions are based on the editors' judgment of the quality of the writing, the timeliness of the article, and the potential interest to the readers of The Hispanic Outlook in Higher Education.

From time to time, The Hispanic Outlook in Higher Education will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The Hispanic Outlook in Higher Education neither endorses nor agrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

Display Advertising: 210 Route 4 East, Suite 310, Paramus, NJ 07652. TEL. (201) 567-8800. FAX (201) 567-9105. email: pub@HispanicOutlook.com

Subscriptions: U.S., Canada, Virgin Islands, and Puerto Rico, 1 year $60.00, Single copies—pre pay $3.75

Postmaster: Please send all changes of address to: The Hispanic Outlook, P.O.Box 66, Paramus, New Jersey 07652

Publisher
José López-Iza
Editor
Adelyn Hixon
Executive Editor
Mali Carmen Sarracien
Senior Editor
Mia Anderson
News Desk Editor
Jason Paneque
Managing Editor
Publicity Director
Suzanne Lopez-Iza
Art Director
Avedis Derbalian
Production Manager
Avedis Derbalian
Assistant Production Manager
Marco Morillo
Production Coordinator
Joanne Aluceto
Advertising Sales Coordinator
Jeffrey Hendlin
Advertising Sales Associate
Angel M. Rodriguez

Editorial Board
Ruth Burgos-Sasscer, Chancellor
Houston Community College System
Maximo Castillo, President
University of Houston - Downtown
Roberto Cruz, President
National Hispanic University
Alfredo G. De Los Santos
Ricardo Fernandez, President
Lamar College
Juan Gonzalez, Vice President
California Polytechnic State University
Carlos Hernández, President
The New Jersey City University
Arturo Hattie, Vice President for Academic Affairs
Lasell College
Vernon Lattin, President
Brooklyn College
Lydia Ledeaux, President
St. Agnes College
Gustavo Mellander, Dean Emeritus
George Mason University
Manuel Pacheco, President
University of Missouri
Eduardo Padron, President
Miami-Dade Community College
Antonio Perez, President
Borough of Manhattan Community College
Alejandro Sanchez, President
Albuquerque Technical/Collegiate Institute
Maria Valdez, Provost
Palm Beach Community College

Publisher's Picks Issue
November 19th
Ad Deadline November 2nd

Sports Issue
December 17th
Ad Deadline November 30th

High visibility advertising for staff and faculty recruitment

Call for advertising info:
201.587.8800
ext. 102 or 106

Fax: 201.587.9105

Visit our Web site!
www.HispanicOutlook.com
Hispanic Heritage

BY GUSTAVO A. MELLANDER

Decade of...

In the 1980s, there was a lot of hullabaloo and excitement that it would be the Hispanic Decade. That was premature for sure. The numbers might have been there, but the infrastructure wasn’t.

As we celebrate this month, we can be a lot more sanguine about the future. Last November’s elections nationwide saw the nation’s 32 million Hispanics mobilize and flex their political muscle. They succeeded from New England to the West Coast—and dramatically so.

In California, they elected Cruz Bustamante lieutenant governor. It was the first time since 1877 that a Latino/Hispanic had been elected to a statewide position. And he won by an impressive 53 percent to 39 percent. The future would seem to be even more Latino-sensitive since they comprise 25 percent of the state’s population.

Ron Gonzalez was elected mayor of San Jose, Silicon Valley’s budding capital. But he was not alone. Six more Hispanic seats were added to the legislature. Veterans such as Ron Pacheco, the first Hispanic Republican elected to the legislature this century, was re-elected and has now been named assembly minority leader. The Democrats have not been left behind. Antonio Villaraigosa from Los Angeles was elected assembly speaker.

Lee Baca was elected Los Angeles county sheriff. With an annual salary of $225,000 per, he is the nation’s highest-paid elected official. (President Clinton receives $200,000.) It should be noted that Baca’s victory might not be a harbinger since his election came about after the highly favored incumbent died a few days before the election. Nevertheless, Sheriff Baca, a Hispanic, holds a highly visible and influential position in a highly populated section of California.

Hispanic gains were not limited to California. They were also evident in Colorado, Massachusetts, New Mexico, Texas, and Wisconsin. Colorado elected the first Hispanic attorney general. Wisconsin elected its first Hispanic in the state legislature, and Massachusetts elected three to its House of Representatives. They are the first to serve in more than a decade.

Thirty-seven percent of New Mexico’s population is Hispanic, the highest percentage of any state, and they elected four of their own to statewide office.

In Texas, aside from helping George W. Bush win an impressive, overwhelming re-election victory, Hispanics elected Tony Garza railroad commissioner. That powerful position oversees the state’s oil and gas industry, and he became the first Hispanic to win statewide elective office in Texas.

In Congress, the number of Hispanic voting members remained steady at 18. (Puerto Rico’s resident commissioner does not have a vote.) Five of the 18 are female, an all-time high.

Other beneficiaries

Hispanic politicians weren’t the only ones to benefit from a focused and invigorated Hispanic electorate. In bellwether New York, Representative Charles Schumer could not have beaten incumbent Alphonse D’Amato in the Senate race without the Hispanic support he received.

Their influence was also seen in the election of Republican Jeb Bush, who defeated incumbent Democrat Bob Graham. And, as mention before, George was re-elected to the US Senate. Both speak and campaign in Spanish and stressed the importance of immigration.

Perhaps as important is the future of this trend, if it turns out to be the new norm. The Hispanic population is expected to grow at a rate of 4% per year compared to the 1% national average. And the Hispanic population in California is expected to grow at an even faster rate of 5% per year.

Presidential politics

It is hard to discuss politics without thinking about the presidential election. Will there be another Hispanic-American candidate? Will Hispanics vote in record numbers? Only time will tell.

If Hispanics increase their turnout, it could have a significant impact on the election. They are the largest minority group in the US and their numbers continue to grow. It will be interesting to see how this affects the election.

Dr. Mellander is a professor of government at George Mason University.
Hispanic Heritage Awards Salutes Excellence

Outstanding Hispanics Are Honored

HISPANIC HERITAGE AWARDS

“Our 1999 honorees are well-known and widely admired as Americans, and as Hispanic Americans, they have given our nation the benefits of their rich heritage.”

RAUL TAIPA
FOUNDATION CHAIR

Hispanic Heritage Award Foundation (HHAF) paid tribute to five American heroes with its 1999 Hispanic Heritage Awards. According to the HHAF, these individuals were chosen because they have reached the pinnacle of their careers, achieving brilliant personal success while contributing to our society.

The winners were honored in September at the John F. Kennedy Center for the Performing Arts. That ceremony, broadcast in early October, was hosted by Daisy Fuentes and featured performances and speeches by Hispanic entertainers. Each honoree was awarded a custom-designed Hispanic Heritage medallion sculpted in sterling and brass, designed by DagenBela Graphics.

In his comments about the honorees, Raul Tapia, chair of the foundation, stated, “Today we stop and reflect on the extraordinary impact Hispanic Americans have made in every area of American life. Our 1999 honorees are well-known and widely admired as Americans, and as Hispanic Americans, they have given our nation the benefits of their rich heritage.”

PLACIDO DOMINGO (for Arts)
“If I don’t have passion for music in my life, I cannot conceive of my existence.”

Placido Domingo is considered by many to be the world’s most important opera figure. Born in Madrid, Domingo moved at the age of 8 to Mexico City, where at age 16 he launched his career with the Mexican National Opera. Since then, he has performed in the greatest opera houses of the world.

His prolific recording career of more than 90 albums has garnered him numerous awards, including eight Grammys.

In September 1998, Domingo celebrated his 30th anniversary with the Metropolitan Opera (N.Y.C.) with his 2,800th career performance. He is also spending time behind the scenes of the opera world by serving as artistic director of the Washington Opera and artistic director designate of the Los Angeles Music Center Opera.

As a humanitarian, Domingo has raised millions for charity through special benefit concerts. In 1985, he joined relief efforts for the victims of the devastating Mexico City earthquake, in which he lost four relatives.

Always interested in helping young people, he has established Operalia, a singing competition for aspiring young opera singers from all over the world.

Among the 1999 National Hispanic Heritage Youth Honorees are: (l) Magaly and Adolfo Lara and (r) Michele Mayorga.
ANTONIA HERNÁNDEZ
(for Leadership)

“...The civil rights organization is a business...I don't make widgets. I go about making change.”

As president and general counsel of the Mexican American Legal Defense and Education Fund (MALDEF), Antonia Hernández provides a strong voice for the Hispanic community and represents its interests. The national litigation and advocacy organization uses the law, community education, and research to protect the civil rights of the nation’s 24 million Latinos. Hernández directs all of these efforts and plans the organization’s long-range goals and objectives, which include immigrant rights and language rights programs to confront the “English only” movement.

Hernández, who moved to Los Angeles from Mexico at the age of 8, grew up with a strong sense of public service that has shaped her professional career. With a law degree from UCLA, she joined the Los Angeles Center for Law and Justice in 1974 and in 1977 became the directing attorney for the Lincoln Heights Office of the Legal Aid Foundation of Los Angeles. She joined MALDEF in 1980 and was elected president five years later.

ANTHONY MUÑOZ (for Sports)

“I think about all the opportunity I was offered, the encouragement, the instruction I was offered, and it allowed me to do only one thing...make my life an offering.”

Football legend Anthony Muñoz, who won Super Bowl rings with the Raiders, the 49ers, and the Redskins, was the first Hispanic to be inducted into the National Football Hall of Fame. That was the pinnacle of a long and illustrious football career, during which he received nearly every honor possible. He was named to 11 consecutive Pro Bowls and was named NFL Man of the Year in 1991.

When he played for the Cincinnati Bengals, Muñoz was so deeply involved in the Cincinnati community that plans are under way to name a street near the new football stadium after him. Former Bengals coach Sam Wyche praised Muñoz, saying, “Anthony is a better person than he was a player. And he was one of the greatest players of all time.”

A devout Christian and family man, Muñoz has made it a point to do as much good off the field as he does on. He has contributed generously to charities such as Children's Hospital of Cincinnati and has spoken at more than 150 high schools urging students to stay in school and off drugs and alcohol.

TINA RAMIREZ (for Education)

“We represent the best of this city, its cultural diversity, its rich artistic life, and its promise of opportunity for people of all ethnic backgrounds.”

Tina Ramirez has combined her incomparable artistic vision with years of performance and teaching experience to create and sustain the nation’s preeminent Hispanic American dance institution, Ballet Hispanico. Incorporating elements of the flamenco, salsa, merengue, mambo, and other dances from Spain, Mexico, the Caribbean, and Central and South America, Ramirez’s art is a wildly rich cross-cultural tapestry that encompasses the Hispanic American experience. Today, Ramirez’s Ballet Hispanico is not only a nationally acclaimed company but also an award-winning school of dance with more than 600 students, and a leader in arts education through Primeros Pasos (First Steps), its nationwide public school program, which brings dance to more than 25,000 children across the country.

Born in Venezuela, Ramirez came to the U.S. at the age of 7 and began studying dance under Lola Bravo, the premier Spanish dancer.
in New York. After she launched her professional career with a tour of North America and Cuba, Ramirez returned to New York to fulfill her promise to take over Lola Bravo's studio when Bravo retired. In 1967, Ramirez created Operation High Hopes, a professional dance training program for minority and economically disadvantaged inner-city children. This led to the formation of Ballet Hispanico in 1970.

Ramirez has received many awards for her work and has served on the dance panel of the National Endowment for the Arts and New York City's Advisory Commission for Cultural Affairs.

GARY SOTO (for literature)

"...my task, aside from writing, is to ensure that Latinos make a literate society."

Gary Soto is an award-winning poet, essayist, and novelist—one of the few Mexican American authors who writes for both children and adults. Through his work, he has given readers around the world insight into Mexican American life, including scenes from his own childhood in the San Joaquin Valley where his family made a living doing field and factory work. Although much of his work is set in Mexican American households, it usually embodies universal themes that transcend the ethnic experience.

Over the years, Soto has won many honors for his work. In 1976, he was awarded the U.C.-Irvine's Chicano Literary Prize. He was given an American Book Award in 1985 for Living Up the Street, his first published work of prose collections. Soto earned Pulitzer Prize nominations in 1978 and 1995.

Since 1977, Soto has been associate professor of both the English and Chicano Studies Departments at U.C.-Berkeley. He is also currently a professor in the department of Creative Writing at U.C.-Riverside. Through his involvement with the General Electric Award for Young Writers, he has been able to help young people with their literary endeavors.

1999 honorees are Placido Domingo, Antonia Hernández, Anthony Muñoz, Tina Ramirez, and Gary Soto.

The winners each received $1,000 to use for their education, plus $5,000 donation to the community organization of their choice. Winners were honored at cere monies held in nine cities earlier this year—Philadelphia, Chicago, Los Angeles, Phoenix, San Francisco, Miami, Denver, San Antonio, and New York City.

The five national winners were selected from the field of regiona honorees. They received an additional $4,000 and traveled to Washington, D.C., with their parents where they were honored at the Hispanic Heritage Awards Ceremony.

This year’s national Hispanic Heritage Youth Honorees are:


Michelle Mayorga received the Second Annual Youth Award for Leadership and Community Services, sponsored by the Fannie Mae Foundation. While at Westor High School, she was a member of the National Honor Society and was valedictorian of her graduating class. Of Nicaraguan descent, Mayorga has received many other honors, including National Hispanic Recognition Scholar
Miami Herald Silver Knight, and Advanced Placement Scholar. Her extensive community service involvement included work for Habitat for Humanity and helping victims of domestic abuse as well as tutoring adults in English as a Second Language. Mayorga began her studies at Yale University this fall.

New York City’s Joseph Puma, winner for the Arts, finds creative ways to bring together his photographic abilities and community service. Also at Yale this year, Puma, of Puerto Rican descent, was a volunteer for the Bureau of Young G.R.A.P.E.s and worked as a writer, editor, researcher, and layout artist to help produce *We’re in Print: The Whole Story by Kids for Kids*, a how-to book to encourage children worldwide to start their own publications. Puma, who attended Marta Valle High School, has won prizes for his photography in the Scholastic Art Awards and has exhibited in local galleries. Allstate Insurance company sponsored the award for the Arts.

Miami’s Claudia Patricia MacMaster, winner for Literature/Journalism, the award sponsored by NBC Television, is passionate about writing in both English and Spanish. MacMaster attended Our Lady of Lourdes Academy, where several of her creative works have been published in the school’s literary magazine and have earned her many prizes. A self-described aspiring poet of Colombian descent, she won first place in her school’s Novice Debate Competition and served as editor of her high school newspaper, *The Grotto*. MacMaster is now attending the University of Florida.

The Bronx, New York’s Jasmine Vallejo, winner for Academic Excellence, aspires to a career in politics and eagerly seeks out positions of leadership in her community. She was valedictorian of her graduating class at Grace Dodge High School, where she also served as editor-in-chief of the school newspaper and yearbook. Of Puerto Rican descent, Vallejo is concerned that other young Hispanics are unaware of their ethnic history; she therefore gives workshops at various colleges about her great uncle Don Pedro Albizu Campos—leader of the Puerto Rican Nationalist Party in the early 1900s. She received the distinguished Posse Leadership Scholarship to Brandeis University, where she is currently enrolled. The Chase Manhattan Bank sponsored the Academic Excellence award.

Magdalena and Adolfo Lara, siblings from Denver, Colo., are co-winners for the Sports award, sponsored by Denver’s Restaurants. This brother and sister pair attended Manual High School, where they were active in varsity athletics and graduated at the top of their class. Magdalena has played varsity basketball since her first year in high school and also competed on the varsity track, cross country, and volleyball teams. She volunteered with a local ambulatory surgical unit and participated in the National Honor Society and Student Council. Despite her extensive extracurricular activities, Magdalena maintained a 3.7 average and fulfilled her academic requirements early enough to graduate last January. Adolfo, Magdalena’s younger brother, also graduated early, at the age of 15. Adolfo started playing varsity baseball at 13 as an ambidextrous pitcher and, in his last season, was pitching 78 mph fastballs. He has been very involved in his church youth group, an experience he believes taught him to work well with others and to respect individual beliefs.

**About the Hispanic Heritage Awards Foundation**

In 1987, a White House task force brought together prominent Hispanics from the private sector and the administration to create an event to highlight Hispanic excellence. The brainchild of these sessions was the Heritage Awards. The Hispanic Heritage Awards Foundation was subsequently established as a nonprofit organization to recognize and reward Hispanic leaders who display excellence in their professions and serve as positive role models in their communities.

The foundation is comprised of 34 national Hispanic organizations, including the U.S. Hispanic Chamber of Commerce, the National Puerto Rican Coalition, and the Cuban American National Council. These organizations work closely with the foundation to showcase Hispanic leaders and their impact on our nation’s communities and youth.

The Hispanic Heritage Awards has become the most celebrated and prestigious event of Hispanic Heritage Month. Broadcast on NBC earlier this month, this year’s event offered the American public the opportunity to learn more about our nation’s Hispanic leaders and their contributions to our society.

The Hispanic Heritage At Foundation also honored six categories—arts, educa leadership, lifetime achiever, literature, and sports. The initials who are profiled in this article not only excelled in their respective fields but have enhanced their communities.

The program began with the Fannie Mae Foundation at sponsoring the award in 1986 with the first Y Leadership and Community Award being presented. This year’s event saw new organizations joined in sponsorship, allowing a tremendous expansion of the program.

This article was compiled by Marilyn Gilroy from news reports and in cooperation with the Hispanic Heritage Foundation.
White House Initiative and CHCI Celebrate
Empowering and Informing

BY MARI CARMEN SARRACENT

For some groups, Hispanic Heritage Month is an everyday undertaking—as such, The White House Initiative on Educational Excellence for Hispanic Americans and the Congressional Hispanic Caucus Institute (CHCI) are no exception. However, supported and promoted by Presidential Executive Order, beginning in September, for an entire month, people nationwide celebrate Hispanic American accomplishments during what has been declared for years as Hispanic Heritage Month. Universities, organizations, local, state, and federal government participate annually.

The White House Initiative was established by Executive Order 13000 to advance the development of human potential, to strengthen the nation’s capacity to provide high-quality education, and to increase opportunities for Hispanic Americans to participate in and benefit from federal education programs. The following are some activities that kicked off prior to Hispanic Heritage Month and will be ongoing.

The Excelencia en Educación conference series is the by-product of several factors—the comprehensive report prepared by the President’s Advisory Commission on Educational Excellence for Hispanic Americans, entitled Our Nation on the Fault Line: Hispanic American Education, which discussed issues regarding Latino educational attainment from pre-kindergarten through graduate and professional education, and the Hispanic Education Action Plan, announced by Vice President Al Gore in 1998, which provides over $520 million in educational program investments.

Secretary of Education Richard Riley stated in the New York Excelencia en Educación conference that “a quality education must be considered a key civil right for the 21st century.”

“The Excelencia and Education conference series was designed by the White House Initiative on Educational Excellence for Hispanic Americans to go to different cities with large Latino populations and let them know that parents must become involved in their children’s education. That is a fundamental key, and families and students need that in order to succeed,” stated Luis Rosero, director of communication for the White House Initiative.

The first Excelencia en Educación was launched in October 1998 with AVANCE in San Antonio, Texas. For the inaugural conference the White House Initiative brought together five federal agencies—Education, Health and Human Services, Labor, Interior, and the Small Business Administration as well as over 400 parents, educators, Latino advocacy organizations and leaders from the private sector. According to the White House Initiative, members of the Clinton/Gore administration and members of the Congressional Hispanic Caucus have spoken.

Small Business Administrator Aida Alvarez (spoke at San Antonio) and U.S. Representative Ruben Hinojosa and Representative Ciro Rodriguez also participated.

“We’ve added government agencies to participate with us and bringing their resources to the table to help the Latino community help itself. In San Antonio, we had approximately 700 participants. In Los Angeles in March of 1999, we had about 800, and about 750 in New York City, which took place in June,” added Rosero.

The conference in New York took place at City University of New York (CUNY)-City College. The Hispanic Federation, Community Association of Progressive Dominicans (ACDP), United Way of NY, the NY Board of Education, CUNY-City College, and ASPIRA of New Jersey collaborated. Speakers included Secretary of Education Richard Riley and U.S. Congress members Nydia Velázquez, Robert Menéndez, and José Serrano.

The academic issues that we focus on are reading, math, science, and college readiness, noted Rosero. These are fundamental courses that kids need to take that will get them to college and a career, he added.

“That is one of the reasons why the conference is geared toward grassroots, making sure organizations, parents, and the community know how they can connect with education agencies,” he added.
Upcoming are visits to Miami and Chicago. The White House Initiative is working with community leaders in Chicago (stated for November 5-6) and Miami (December 3-4).

Recently, Univision launched a major campaign in conjunction with the Department of Education and in collaboration with the White House Initiative entitled "Tu Futuro depende de ti...Educate!" Noed Rosero: "They've committed to a multi-year campaign. All of their affiliates will broadcast public service announcements by featured individuals—Oscar de la Roca, Don Francisco, Giselle Blondet from "Despierta America," and a lot of other visible Latinos—to let the public know that education is the number one priority for our community."

During Hispanic Heritage Month, the White House Initiative held a press conference regarding standards and assessment. Commissioners Sonia Hernández and Efrinda Archuleta, co-chairs of the Assessment Committee of the President's Advisory Commission conducted a briefing at the National Press Club, where commissioners discussed the impact of educational standards and assessment practices on Hispanic students with an emphasis on English language learners.

In addition, modeled after the Initiative, Massachusetts, said Rosero, is the first state to adopt the White House Initiative. "A group of concerned parents took our executive order and transformed it to a local level. They are going to work with all the government agencies in that state [public and private] and with concerned parents to do on a local level what we've done on a national level." Entitled the Massachusetts Initiative, it is composed of public officials, students, educators, administrators and businesses which have joined to develop a statewide response to improve educational achievement for Latino students. Sarita E. Brown, White House Initiative executive director, and Mario Moreno, Department of Education Assistant Secretary joined Massachusetts Governor Paul Cellucci in announcing the state's initiative for Latino students in the State House in Boston. On October 2, a summit meeting was held at Worcester State College regarding these plans.

The White House Initiative also is participating in the Congressional Hispanic Caucus Institute's 1999 Issues Conference summit series, which included an education seminar chaired by U.S. Representative Ruben Hinojosa. White House Initiative Chairwoman Ana Cia Guzmán addressed the CHCI educational seminar too, discussing the different efforts that the Initiative is spearheading.

For the Congressional Hispanic Caucus Institute, Inc., a nonprofit, nonpartisan, education organization that offers educational opportunities and information to develop the next generation of Latino leaders. Hispanic heritage activities culminated at its Annual Gala, which is one of the major Hispanic fund-raising events in the United States. This year marks the 22nd year of the CHCI event. Since its start in 1976, the gala has grown so that it attracts more than 1,500 guests. The theme this year is "Building Coalitions: A Kaleidoscope of Possibilities."

Vice President Al Gore and First Lady Hillary Rodham Clinton addressed salient issues to the Hispanic community at the 22nd Annual Gala, which happened to be the first day of Hispanic Heritage Month. CHCI chairwoman Lucille Roybal-Allard stated: "We are honored to have Vice President Al Gore and the First Lady celebrate Hispanic Heritage Month with us. They recognize the significant role Hispanics will play in the 21st century and the importance of ensuring a constant succession of leadership in our community. It is encouraging that the current administration understands that the Latino agenda is America's agenda."

Attendees at the gala event are, according to CHCI, a "who's who of leaders from the public and private sectors, including members of Congress, entertainers, industry leaders, Cabinet members and community activists."

Geraldo Rivera, host of CNBC's Rivera Live and Giselle Fernandez, former co-host of Access Hollywood, served as co-emcees. Tito Puente and his orchestra provided the entertainment for the evening, and Nelson Escalante an internationally acclaimed artist captured the theme of the event by creating a limited edition poster.

Also at the festivities were Congressman Robert Menendez (D-NJ), vice chairman of the Democratic Caucus and rock music legend Carlos Santana. Both were honored for their long-standing commitment and service to the Hispanic community and received the Medallions of Excellence. Roybal-Allard stated, "We honor Congressman Menendez for his tireless pursuit of fairness, his leadership in the fight for human rights and his dedication to helping underserved communities." Santana received the Medallion of Excellence for Community Service in response to his commitment through his music to innumerable social causes as well as education. According to CHCI, Santana lends time and money to Gataeza es un Mundo (Each Mind is a World), a high school drug out prevention program for Latino students.

Since 1993, CHCI has hosted four national Issues Conferences in Washington, D.C., at which policy-makers, Latino elected officials, and guests have an opportunity to address issues affecting the Latino community's inclusion the following:

- Telecommunications: Hispanic representation in telecommunications, broadband media; slamming; unfair trade practices on long distance rates
- Social Security Reform: private collective investment, budget surplus
- Census & Civil Rights: accurate census and civil rights issues
- Health Disparities: diabetes, substance abuse, mental health, HIV/AIDS
- Education and Training: reauthor the Elementary & Secondary Educa. (ESEA), bilingual education for LEP students, teacher quality and importance of parental involvement and accountability for schools receiving funds. Hispanic dropout rate, among others
- Arts and Entertainment: opportunities who owns what we see, and how can that change
- Immigration: fairness for immigrants
- International Relations: diversify in foreign services, development assistance to America and the Caribbean
- Business and Economic Development: energy deregulation on impact on community

According to CHCI, the issues confer on the black tie gala were scheduled Hispanic Heritage month to discuss, on and under issues and accomplishments of the Hispanic community—"in celebration of achievement as an organization and country—and to empower and inform the com.
At the entrance of the National Archives in Washington, D.C., there is a maxim that reads, "What is Past is Prologue." All areas and all people have a unique history, customs, and culture that defines them—defines them and molds their very existence. Throughout the world, people attempting to prepare for the future seek to find out who they are, where they came from, and where they might be headed.

The Puerto Ricans
Few people in the history of the world have found their very existence so markedly divided between two countries, two cultures as have Puerto Ricans. For four hundred years, they were intimately associated with Spain, and for the past 100 years, they have been associated with the United States. Until quite recently, much of the island's abundant and varied history was not very well known nor much appreciated, not even in Puerto Rico. To address that lack, the Instituto de Cultura Puertorriqueña was created in 1955. Its mission was clear and to the point—to provide the Puerto Rican people with an institution dedicated to the study, conservation, dissemination, and enrichment of Puerto Rico's culture.

The Instituto is presently under the able leadership of former distinguished university professor and administrator Dr. Ramón de la Torre. He is firmly committed to showcasing all that is Puerto Rican and determined not to denigrate other cultures, other expressions. Instead, he labors to emphasize the good that exists in all the peoples and cultures that have created modern-day Puerto Rico.

The American Connection
Census figures are outdated, but it is estimated that there are 3.8 million Puerto Ricans on their tiny 35-mile-wide by 100-mile-long island and some 2.5 million Puerto Ricans in the fifty United States. These estimates are conservative.

As educated people in this country know, Puerto Ricans are an integral part of this nation. Their association with the United States is a long and deep one. Business and cultural ties go back to colonial times. Puerto Rican produce was freely available in Washington, D.C. markets during George Washington's administration. The relationship would intensify dramatically at the end of the 19th century. In 1898, Puerto Rico was invaded by the United States. It would become a war prize of the Spanish-American War, a war that John Hay, Lincoln's former secretary, called "a splendid little war." A war whose justification historians throughout the world have long questioned. A war President William McKinley and millions of Americans did not want. A war that made Theodore Roosevelt a national hero and ultimately president.

But some did want the war. None more passionately so than William Randolph Hearst. His control of the information flow to a large portion of the nation's newspapers gave him the trump cards he utilized to mold public opinion. It was a short, successful, and popular war. Cuba, Puerto Rico, Guam, and the Philippines were war prizes.

Puerto Ricans were granted American citizenship a few years later, 1917, via the Jones Act. They wanted to be good American citizens, and their contributions to America's "arsenal for democracy."
VIRGEN DEL CARMEN
Amalia Cletos, 1861

VENDEDOR DE CHINAS
Juan Rosado, 1939

GOBERNADOR MIGUEL ANTONIO DE USTARIZ
José Campeche, 1792

RETRATO DE OLLER
José López de Victoria

UNA CALLE DE CATAÑO
Manuel Jordan

GUINEOS
Félix Medina, 1906

PAISAJE
Luisina Crdóñez, 1938

CAMPO DE HÍO PIEDRAS A CAGUAS
Fernando Díaz McKenna
to quote Woodrow Wilson, in the First World War began the long history of Puerto Ricans fighting in America’s wars. Unfortunately, they died disproportionately to other Americans in all those wars. At first, they were willing patriotic volunteers, as were other Americans. They would later be drafted, but thousands of others would continue to volunteer.

Many Americans would be surprised to hear of Puerto Rican service to America. Many have distorted views of Puerto Ricans as low-level laborers or, worse yet, welfare recipients. The culture they live and create on the mainland, although closely connected to the island’s, is at times very different. Buttressed by different realities, at times harsh, at times liberating, those experiences have been and are the subject of considerable research and interest. Since Puerto Ricans travel back and forth to the island very frequently, cross-pollination has been intense.

The Predominant Historical Influences

Few knew of the island’s rich cultural history, which predates Columbus. When he landed there on his second trip, on November 19, 1493, it was then known as Boriquén. It was from that point that Puerto Rico began to develop its unique present-day culture. It is an amalgam that blends its three foundations: the indigenous Taino Indians, together with the African and European, mostly Spanish, influences.

España, La Madre Patria: Spanish Influence

No country has influenced Puerto Rico more than Spain. A loyal outpost for four hundred years, the island is still, a hundred years after their formal separation, intimately tied to La Madre Patria and its many cultural traditions. Fifteen years after Columbus’ trip, Juan Ponce de León sailed from Hispaniola with fifty men to the island that had been renamed San Juan Bautista. Ponce de León explored the southern and eastern part of the island before heading for the northeastern section. He came upon a large bay with a natural port and was so taken by its potential that he called it Puerto Rico—Rich Port. (In years to come, the names would be switched. The island would become Puerto Rico, and the city, San Juan.)

The following year, 1509, Ponce de León returned as Puerto Rico’s first governor, with a larger contingent. It included his wife and children, nearly 100 Spaniards, and one free black man. He founded the colonial capital, Caparra, which was built a few miles inland, away from the coast. From that location, they began to spread Christianity and Spanish mores throughout the island. For twelve years, Caparra was the capital. It was ultimately moved, over Ponce de León’s objection, to the tip of a peninsula along the ocean. Thus began the international city of San Juan, which remains the island’s capital to this day.

Caparra fell into disuse and was abandoned. Its foundations were covered by subsequent development and neglect. They were virtually forgotten. They were unearthed in 1935 and later, under the tutelage of the Instituto, restored to an ongoing historical and educational site. From those early beginnings, Spain would be the most important influence on the island for some
The Fourth Influence: Stateside Puerto Ricans

Those are the three traditionally mentioned foundations of Puerto Rican society. Yet some believe there is another, a fourth strand of influence, that helped create the modern-day Puerto Rico. It is the two and a half million Puerto Ricans who live on the mainland. Over the past one hundred years, hundreds of thousands migrated back and forth. They came to work, but visited their island frequently. Some worked in both locations, Ricans, those on the island and those here on the mainland. Cognizant of the importance of that fact, there had long been an interest, mostly among the intelligentsia, to collect, preserve, interpret, and disseminate the island's heritage.

The movement to enrich the population's perception and help build a stronger foundation for the future gained support in the 1950s. It ultimately led to the establishment of the Instituto de Cultura Puertorriqueña in 1955. Since then, governors of both political parties have been quick to the latest worldwide trends—from the pietistultra-sophisticated, in concert with some island residents imitate the European artistic waves. The fourth century has seen a desire to create from within.

The Instituto has served impetus for creative forces in activities such as literature, music, and the fine arts. Research has also been a spot in such fields as history, anthropology, and folklore. An attempt has been made to be balanced. A single facet has been favored; has been ignored. This has a tuned Puerto Rico's commitment to higher education. Recent Bank statistics note that the Rican rate of enrollment in higher education ranks sixth in the world.

Two significant policy decisions were made early on. The first would labor not to be provincial, particularly, it would not be inscribed by the desires and mores of the capital city, San Juan. The Instituto from the very beginning determined to serve the entire island and not play favorites any one region. And its success—historical sites and cultural realities have been highlighted the Instituto in all parts of the island.

The second policy issue was to be autonomous from the federal political realities of the island. There too it has succeeded. The Instituto has survived and prospered under governors and legislatures from both political parties. There is every reason to be optimistic about the future. Instituto will undoubtedly continue to provide more light for generations yet unborn.
Dr. Tito Guerrero, III, is serving his third year as president of the University of Southern Colorado (USC). Already he has distinguished his presidency in a number of ways.

During his first two years in the post, USC broke existing fund-raising records, netting nearly $12 million. The educator was instrumental, too, in gaining legislative appropriations of $20.5 million to support important capital construction and deferred maintenance projects.

Dramatic changes during his tenure at his former institution, Texas A&M- Corpus Christi, included a doubling of faculty size, a quadrupling in university funding, and a significant expansion of academic offerings.

USC’s president, who received his doctorate in administration, planning, and social policy from Harvard University, has worked as an advisor to a great many institutions, among them the U.S. Agency for International Development, the Costa Rican government, the U.S. Center for Disease Control, the American Educational Research Center, and the National Institute of Education, the Administration for Children, Youth, and Families, the Bureau of Education for the Handicapped, the Florida Department of Education, and the Missouri Coordinating Board for Higher Education.

Guerrero’s master’s in secondary and health education is from the University of North Texas; his bachelor’s from Texas A&M. He was awarded fellowships by the Kellogg, Ford, and National Science Foundations and the American Association of State Colleges and Universities.

During Convocation Week 1999, which had the theme “Maintaining Excellence,” Dr. Guerrero told the USC gathering that it was time to address “the challenge of recognizing and sustaining the many things at which we excel, while continuing to address those areas that require our further attention.” He spoke, too, of USC’s Diversity Plan for 1999-2003. “The USC Diversity Council,” he said, “has arrived at a comprehensive set of goals, responsibilities, and timelines to achieve these goals.”

“As we begin our comprehensive campus-wide assessment,” he said, “our goal must be to identify and initiate those changes that serve to maintain and expand the core of excellence that is the heart of our institution.”

For recognizing the value of diversity, and for showing that commitment in a high-profile manner, our Hispanic Heritage Week issue of The Hispanic Outlook honors the University of Southern Colorado with Dr. Tito Guerrero, III. at the helm. We congratulate...
Honor Roll Facts in Brief

INSTITUTION
University of Southern Colorado

LOCATION
2200 Bonforte Boulevard
Pueblo, Colorado 81001
(719) 549-2100

ESTABLISHED
1933

ENROLLMENT
4,036 (1,033 Hispanic)
123 Hispanic graduates for 1997-1998

DEGREE OFFERINGS
Bachelor's
Master's

TUITION AND FEES
$2,219 for residents

FACULTY
217 Full-time

SEVERAL DEGREE PROGRAMS
Accounting
Industrial Science and Technology
Mass Communication
Nursing
Social Work

NOTABLE HISPANIC-SERVING ORGANIZATIONS
American Language Academy
Center for International Programs
MEChA

INTERNET ADDRESS
www.uscolo.edu

Tito Guerrero, III, University of Southern Colorado president

the institution for its inclusion on the Honor Roll.

USC is a comprehensive regional university with a polytechnic emphasis. Founded in 1933, it was incorporated as The Southern Colorado Junior College. Classes took place on the top floor of the Pueblo County Courthouse. The “Class of ’35” graduated 17 students. The first building on campus was donated privately by the Colorado Fuel and Iron Corporation in 1936. One year later, local citizens decided to support the institution with county taxes. They organized the Pueblo County Junior College District and the institution was renamed Pueblo Junior College.

In 1951, PJC became the first accredited junior college in Colorado. A decade later, Colorado's general assembly enacted legislation, effective in 1963, that changed PJC to a four-year institution called Southern Colorado State College. It received accreditation in 1966. By then there were four buildings erected on a new campus north of Pueblo's Belmont residential district.

On July 1, 1975, the state granted the institution university status. Three years later, the State Board of Agriculture assumed governance of the university. In 1986, USC, Colorado State University and Fort Lewis College joined the Colorado State University System.

The campus is located on 275 acres in northeast Pueblo, a mid-sized city with a population of approximately 110,000. The campus has 13 state-funded classroom, academic support, and administrative support buildings. Additionally, the campus provides the following self-funded facilities: residence hall, student apartments, student center, recreation center, telecommunications facility, and child care center.

For 1998-1999, USC enrolled 4,036 students in its on-campus programs, equating to 3,535 full-time students for the full fiscal year. Percent of the students were residents of Colorado: 7% percent, other states; and 7% percent, international. Approximately 32% of enrolled students are ethnic minority, and 55% percent are female. Of the total USC student population, 1,033 or 25.6 percent Hispanic. The rest includes 0.8 percent American Indian, 3.3 percent African American, and 2.0 percent Asian.
There were 123 Hispanic graduates in 1997-98, accounting for 19.5 percent for that year. USC employs 559 full-time equivalent (FTE) non-student personnel, consisting of 27 FTE faculty, 160 FTE professional support, and 190 FTE classified support. The ratio of FTE students to FTE faculty is approximately 1:1. For 1998-99, 19 percent of the faculty was ethnic minority, with 16.6 percent of tenure faculty and 35.7 percent of probationary faculty ethnic minority. For that year, 30.7 percent of all employees were ethnic minority.

One of USC's greatest advantages is its size. The small number of students attending allows students to work more closely with the faculty and to have the opportunity for hands-on experience.

Operating on a semester calendar, USC offers 29 bachelor's degree programs and three master's degree programs within the College of Applied Science and Engineering Technology, the Hasan School of Business, the College of Humanities and Social Sciences, the College of Science and Mathematics, and the Center for Teaching and Learning. In 1997-98, USC awarded 71 baccalaureate degrees and 79 master's degrees.

USC is an active participant in the educational and cultural life of southern Colorado. The university has an alliance with Pueblo School District No. 60, operates a community nature center, operates a public K-12 charter school with 400 students, manages the community symphony orchestra, operates a public television station, and is developing excess property for residential and commercial purposes. In 1998-99, USC embarked upon a $7 million remodeling of its Chemistry Building and is recommended for a $10 million remodeling of its Life Sciences and Physics/Mathematics Buildings for 1999-2000.

USC's total expenditures for 1997-98 were $48,192,742, of which 51 percent went for its "education and general" fund, 23.8 percent for auxiliary and self-funded activities, and 24.9 for restricted activities; 13.4 percent were for scholarships and fellowships. A recent study of the impact of the University of Southern Colorado on Pueblo's economy was conducted by Kevin Duncan, USC associate professor of economics, and Melanie Cecil, USC economics student in the MBA program. The study focused on USC's annual budget for 1997-98 and on a survey of yearly student spending. They measured the impact of more than $64 million that is derived from spending by USC students, the local earnings and spending by university employees, and other USC budgets. The study shows that the direct spending from each category creates additional local income, resulting in an increase of money spent, which boosts the economy. The student impact equals 5.2 percent of the total economic impact. These are students who reside in or commute to Pueblo specifically to attend USC. The USC employees' earnings and spending contribute 26 percent of the total impact, while its expenditures comprise 21 percent. According to the study, every USC job creates .392 additional local jobs; therefore, the 520 USC employees result in 214 job opportunities in Pueblo. These facts, along with the 2,400 students who reside in or commute to Pueblo, form the true economic picture.

Earlier this year, USC was the site of the biannual Southern Colorado Minority Youth Conference, hosted twice each year to provide an opportunity for African American, Hispanic, Asian American, and Native American students to visit a college campus. The event was a collaborative effort of the Black Students Organization (BSO), the Movimiento Estudiantil Chicano de Aztlán (MECHA), and the Office of Admissions. The conference featured cultural events and entertainment, a campus tour, and workshops on admissions, financial aid, and scholarships, according to Deborah Martinez-Martinez, who coordinates the event for the USC Office of Admissions. "The highlight of the event," she says, "is the opportunity for high school students to meet and talk with college students during the tours, lunch, and workshops by BSO and MECHA. In addition, if students submit their admission applications on this day, the $52 dollar application fee is waived."

Reaching out into the community is important to Dr. Guerrero, who says: "USC is not an 'ivory tower' set apart from the communities of our region. To serve those communities, we must understand their needs and prepare our students for successful careers, meaningful lives, and positions of leadership in those communities. Our graduates are already making a difference in Colorado and throughout the world. And we must ensure that they continue to make a difference by preparing them to embrace the challenges of these exciting times."

University of Southern Colorado students
Apprentice Program Builds Employability

Bronx School for Career Development

BY

JEFF SIMMONS

Charles Hamilton is enrolled at the Bronx School for Career Development, but doesn't really go to school each day. Instead, he spends about eight hours handling electrical chores on the campus of nearby Fordham University.

It's not education in the traditional sense, and Hamilton is not a traditional student. He is severely learning disabled, and learning basic skills such as reading, math, and science has never come easily. But the imposing yet quiet Bronx student has discovered something that does come easily: satisfaction for a job well done.

"It is cool [having] a job," says Hamilton, sitting in a cafeteria, a floor away from the workshop where he spends most days.

He spent the past academic year, and this summer, working in a thriving apprentice program, one that provides entry-level training in crafts skills and is designed to direct his career path and inevitably land him a job.

Based at the special education high school, the program has now branched out and forged links with seven hospitals and institutions to teach troubled students how to survive in the workforce. This fall, it is expected to grow even more.

"This school has been very effective in making these kids think positive about themselves," says Michael Burke, a former special education supervisor of home instruction who was appointed the school's principal in 1994. "Their academic experience has been for the most part negative before they get here. They don't have disabilities that can be remedied through special techniques. These are very deep-seated learning disabilities. They have a ceiling on academic skills."

Burke adds: "However, there are other talents and aptitudes that are unsrapped. They do much better here. This is a school set up not only to nurture them but to train them."

These are students who most likely won't attend college. The New York City Board of Education developed the school, and others like it, in each of New York City's five boroughs in the 1980s. Thousands of students with severe disabilities attend on a year-round basis, many as old as 21.

But officials acknowledge that there is only so much they can provide within the school walls, so they looked for answers through ties to outside agencies. "The city is worried about what these students are going to have when they get out of the system, and what it is we're going to do with all the money we are spending on special education," Burke says.

Thus the seeds were planted in 1988 for what has since become a flourishing program that matches student apprentices with craffe who serve as role models for the Bronx, the school has collaborated with several institutions and organizations for four years.

Initially it might seem a pairing. Fordham University placed students—many of whom were severely disabled, often Teamsters and veterans at their crafts.

Fordham University has placed students—many of whom were severely disabled, often Teamsters and veterans at their crafts.
ered with it.' But this is a chance for them to learn about the kids in the community.'

Amy Raiss, the high school's work-study program supervisor, for the students and assigned to two programs at Fordham, adds that "When the students first come here, there's a lot of immaturity in the relationships to each other and with their surroundings. They have problems just getting along with each other."

But their self-esteem improves as they gain hands-on experience. "They seem to settle down, and they spend much less time with each other and more with the people they work with," she says. "They are much more aware of themselves and gain respect."

Students are now involved in two programs at Fordham, one directly with the school's operations department and the other with Sodexo Marriott Services, which runs the food service department. It takes a combination of time, patience, and perseverance for the students to participate and succeed in the program.

The three-story high school opened its doors in the mid-1980s, and currently enrolls more than 550 students on a year-round basis. A majority of the students are Hispanic and African American, and many are older than the average student. Their basic reading and math skills are equivalent to or less than a third grader's; often they have an IQ of less than 62 points.

Unlike many surrounding high schools for nondisabled students, this school provides students with vocational training: there are automotive and carpentry workshops, and instruction in food service and photography.

While in these simulated working environments, students, all of them Bronx residents, acquire what Burke and Raiss call "employability skills:" they are taught how to fill out job applications and time cards, handle bank accounts, and accomplish other tasks that might come easily to a nondisabled student or employee.

The high school students learn to work in groups as they are exposed to work experiences but students respond to which skills and then make referrals when the students have spent several years at the school. There are parent conferences, and then the school places the older students, usually those from 18 to 21 years old, at sites to work as apprentices.

"We tell them that we'd like to see how you can use those skills out in the workplace," says Raiss, a former mathematics teacher. "The ones that are most successful make the transition from school to work. They seem to find the people they work with as their peers."

Between 12 and 15 students, the majority of them male, move from an academic and vocational training arena to a place where education becomes a real-life work experience. Most often, they start in entry-level jobs: working in mail rooms, performing grounds-care work, or carrying equipment.

Students meet with Raiss for one hour each day to hone academic skills and for lessons on everything ranging from literacy to substance abuse to AIDS. They also are required to meet for lunch. But it's out on campus where they begin to learn the skills to survive in a competitive marketplace: to be on time for work, to have good attendance, to communicate, to listen, to dress appropriately, and to adhere to safety rules.

"When I first meet the kids, they seem anxious and nervous, and you might even say that some of their emotional and neurological or physical problems are pretty apparent," says John Ambrosini, operations manager at Fordham. "I just look at them, and they have a strong sense of belonging. They carry themselves differently. There are visible changes, and it's remarkable."

Students are often required to wear uniforms, to dress according to where they are assigned. They also are not paid (although some take part in a separate grant program in which they eventually earn wages for three hours of work daily).

"Once they go out into the field they never want to come back to our school," Burke says. "They are treated differently. Now they are given a good deal of responsibility and most of our kids respond positively to that type of environment and they really do carry themselves differently."
It’s a transition that doesn’t escape the craftspeople either. John Vargas, who has worked with Fordham for 15 years, has been paired with Hamilton since September 1998. He recalls how the silent student became inquisitive as Vargas taught him to bend pipes, run wires, and repair outlets.

“At first I thought that maybe he could just lift the ladder or change a light bulb. But Charles has been enthusiastic about working with me and understanding everything I do. Most of the time, I make it my business to explain things to him because he’s curious and I don’t like to leave him in the dark. It actually benefits me, too, because we work together.”

The two spend most days handling electrical tasks at the 85-acre campus’ 30 buildings.

When they discuss a problem and how to correct it, Hamilton is all ears. “Charles is a good listener, so it helps. Sometimes I get home and keep talking to my wife, and she says, ‘Yes, yes, yes.’ All she cares about is that the thing gets done,” Vargas says. “But Charles is in a learning capacity. He says, ‘Yes, yes,’ but asks ‘Why are you doing this? Why is it this way?’ The two start laughing together.

The pair continued to work in unison through the summer months, time in which Hamilton has learned the value of hard work and respect.

“I can say I learned from him,” Hamilton says. “He showed me different tools, bending of piping, and wiring.” Hamilton hopes the skills will win him a job upon graduation next June.

Ambrosini and Raiss pay particular heed to matching personalities, but occasionally the pairings do not work, personalities do not long way to undoing stereotypes rather than reinforcing them,” Ambrosini says.

A number of students enter the school with poor English-language skills. Ambrosini requires them to speak English as often as possible because it is important to dissolve any potential workplace barriers.

“We all need that in the working world,” Ambrosini says. “A lot of time, they speak only Spanish at home with their parents, and here, it’s an English-speaking environment.”

Once they are old enough to graduate, at 21, the students are not simply given a certificate and a handshake and shoved out the door. If they have done well in the program, often they are offered a job. Close to a dozen have been hired by Fordham and Marriott. There are also referrals.

Burke recalls one student who arrived at the Bronx school a “very angry young man.” He cut classes, was racially insensitive, and ignored school rules. There were teachers and counselors with his side. He developed an interest for food service and was with the Sodexo Marriott on campus.

“He did well there and impressed the people at Marriott and they asked him to come back Saturdays. They paid him school and on weekends, he got a job,” Burke points out that Fordham “opened up its heart” to students, inviting them to fill out applications and get to know them.

“What we do with these meaningful, and every day they have a hand in the kids’ and that’s what teaching is all about,” Burke says. “The school really relates to kids’ futures in a meaningful way. We’re about getting kids jobs and getting them to college.”

Angel Perez arrived from Rio three years ago. Perez, 19 and now somewhat fluent in English, spent his last two years running school and working with painting trade each day: “I am doing my thing with pride. I knew I wanted to do it.”

Late this spring, he attended a ceremony that once seen as impossible. He received his Individual Education Program (IEP) diploma at graduation.

“It was great,” he says believes he’ll have a bright future because working with a mentor given him a jump-start.

Now, he says, he has a new passion: “Find a job.” he says, semi-seriously.

The program has now branched out and forged links with seven hospitals and institutions to teach troubled students how to survive in the workforce.

gem, and they must find a new craftsman for the student.

“There are some craftsmen who are resistant to this program. But as a result of meeting the kids one-on-one and seeing that they have personalities and interests, it goes a several parent conferences. “I thought he wasn’t going to make it,” Burke says, “and that we had to send him to a school for emotionally disturbed kids.”

Eventually the transition took place. The student realized that the
Princeton Latinoamericano:
Probing the History and Culture of Latin American Immigrants

BY MARILYN GILROY

ike many communities across the country, Princeton, New Jersey, has experienced an influx of Latin American immigrants. They come seeking a better life and often take their place as laborers, tenants, and consumers in the local area. Until recently, few questions were asked about the many cultures and histories from which these immigrants arrived. That changed when students and faculty from Princeton University set out to document how these recent arrivals had changed the community and, just as importantly, how the Latin Americans were adjusting to their new way of life.

The result is the publication of Latin American Princeton/Princeton Latinoamericano, a book that presents the lives of Latin Americans in Princeton through oral histories, interviews with public leaders, and official statistics. It is a printed record of experiences for the rapidly growing Latin American community of Princeton and an invitation to all communities to learn from these experiences.

This is not Miami or Los Angeles, where Latino and Hispanic immigrants have a visible and obvious presence. This is the story of how a community like Princeton, known as an academic town full of tradition, becomes transformed in subtle and direct ways by one of the most important demographic changes of the 1990s.

The Latinoamericano project grew out of the efforts of Dr. Paul Kramer, now a history professor at Johns Hopkins University, but in 1997 a graduate student at Princeton University. Kramer became interested in Latin American immigrant experiences as an undergraduate at Hopkins, where he worked as a tutor. Kramer sought to tell those stories in their own words, which were then transcribed, edited, and translated into English. The interviews are included in the second half of the book.

Victor Osorio, one of those profiled in the book, was a student in Kramer’s ESL class and became one of his closest friends. As Kramer recalls, Osorio came to class “rain or shine.” “Although I was teaching English to the class,” said Kramer, “Victor taught me about the experience of adapting to a strange and novel culture, about the values of a family, and about hope in the face of adversity.”

Osorio had dreamed about coming to the United States since he was a little boy in Guatemala and saw pictures of beautiful landscapes and sparkling cities in Life magazine. Like other immigrants, he worked as a gardener in what he calls “the toughest job I ever had because the temperature in summer would hit more than 100 degrees and we were out there with shovels and pickaxes pruning trees and cutting grass.”

In class, Osorio was a persistent student and eagerly learned a new language as well as his rights as an employee and resident of the United States. Kramer taught the immigrants to handle some of their basic jobs and living situations—when they were entitled to overtime pay for extra hours worked, how to say critical phrases such as “Where’s my paycheck?” or how to tell the landlord that the apartment needs repairs. In return, Kramer began to learn about some of the working conditions at the construction sites, in the hack kitchens, around the landscaped lawns, and as caretakers of other people’s children—the jobs held by many Latinos in the process. Kramer got a glimpse of how the immigrants were adjusting to the community.

For Victor Osorio, who lives in Princeton with his wife, children, and grandparents, the adjustments were myriad and included language barriers and unfamiliar work habits. “In Guatemala, almost 95 percent of people work at home,” he said. “Each one has his or her loom and works out of the house. It’s rare to see people go to work in factories or office buildings.”
But he also notes the differences in social customs. Back in Guatemala, Osario courted his wife for five years. When he came to the U.S., he was "astonished" by the differences in dating customs. "Back home we were boyfriend and girlfriend, but we respected each other," he said. "Here, it's only hugs and kisses: you never took your girlfriend home to stay with you."

Another immigrant, referred to in *Latinoamericano* only as Felipe, started his own business in Princeton, a restaurant called "A Taste of Mexico." He came to the U.S. from Mexico when he was 15 and worked in the fields of southern California. He could not speak English and did not have legal immigration papers, but through long hours of hard work and some education, he managed to improve his life. Felipe eventually left the fields and began working in restaurants—Greek, Italian, and American—and learned a great deal about the business. He finally got a chance at achieving his dream of owning his own place.

"In Princeton, there was no authentic Mexican restaurant—you had to go to New York," says Felipe.

Felipe met someone who was running a small cafe and wanted to retire, so he negotiated a deal and opened A Taste of Mexico in 1996.

Felipe believes strongly that learning English is a critical part of the adjustment process for immigrants.

"There is too much Spanish all over," said Felipe. "The Korean, Chinese, and those from other countries come here and immediately learn English because there is no one who speaks their language. It is too easy for an Hispanic not to learn English in the U.S."

And while Felipe maintains close ties to his family in Oaxaca, Mexico, his life in Princeton has come to resemble that of many working Americans: he owns a home, pays taxes, and works out in a health club after work.

In addition to the oral histories such as Felipe's and Victor's, *Latinoamericano* offers a study in how the police, health care system, education, and social systems began to adapt to Latin American immigrants. For example, churches in town began to offer services especially geared to the growing immigrant population. Recognizing that religious practices are central to the lives of Latin Americans, St. Paul's Catholic Church, located on the main street of town, began offering a mass in Spanish. Often it was filled with whole families of Latin Americans who came to worship with people of a common background.

Here, too, however, immigrants encountered sharp contrasts between the Catholic church at home and that in Princeton. Several of those interviewed spoke of the whole mass as being "less warm," than those back home and dined a "lack of rapport with priests," who are often on temporary assignment. Some individuals noted that in Guatemala or Mexico, there were many opportunities to be involved in the church and the whole community felt a sense of ownership of the church as opposed to the U.S., where practicing religion seems to be just a "weekly sermon."

Another area of adjustment for entire Latin American families was education. By 1994, nearly eight percent of the students in the Princeton Regional School District were Hispanic children of immigrants. By the time these students reached Princeton High School, they were failing at rates one and half times greater than the overall student population.

As noted in the book, university researchers found that Latino students were often on the low rung of the ladder because of income difference and the accompanying gulf in parental educational attainment, which placed Latino students at a disadvantage when competing with the children of the university faculty or other members of the Princeton upper-middle class.

Add to this, Paul Kramer says, the notion that immigrants find the relationship between the students and teachers in Princeton to be much different than that of their native countries, and the transition to American education became even more challenging. Latino parents said that they had no idea how to advise their children in dealing with the educational system.

Yet Kramer believes that schools offer the best opportunity to integrate immigrants on a widespread basis.

"That's where they get the resources and skills to put them on an equal footing in the community," he said. Finding that equal footing is often a matter of wrestling with stereotypes and power structures that set up barriers to opportunities.

"When we think of Latinos, we say, 'Oh, that's the guy behind the counter at the restaurant,'" said Kramer. "And we probably acknowledge they live in substandard housing and think okay. In other words, we see immigrants in a two-dimensional framework, and it's a kind of segregation from the rest of society.

What we need, Kramer says, is a wider recognition of immigrants as people who belong here and have a role in the community. "We need to stop using the vocabulary of evasion," he says, "People have to stop putting up walls."

One area of the community in which the have come down is health care. As the number of patients requiring translation services increase hospital administration for the Medical Center at Princeton created a full-time position to coordinate these services. Fredy Es from Guatemala was hired for that position feels that it reflects a commitment to serve Hispanic community. The medical center has a special clinic, and of the 10,000 mostly approximately 50 percent are made by Hispanics.

Estrada believes that these kinds of sets can help immigrants adapt to the general harsher changes they experience in the "Practically speaking, coming here directly it's not difficult," said Estrada. "What was difficult was adapting to this change of life."

Estrada and others profiled in the book helping Latin Americans to develop a voice in Princeton and to define themselves and not immigrants. That process exactly the story that Kramer and his college set out to tell. The book is a vivid account of degree to which immigrants adjust to the context and the process by which they make it their own.

"There is now a Latin American Princeton," said Kramer. "It is a reality.

"Latin American Princeton/ Princ Latinoamericano" can be obtained for free online at the web site: <www.princeton.edu/plasapoyo/>.
Changing Our View of the Border

High Hopes for UTEP Borderlands Project

BY GARY M. STERN

Mention the border to most Americans, and what comes to mind is drug-dealing and illegal immigrants. But a new CD and internet site developed at the University of Texas at El Paso (UTEP) aims to alter our view of the border and to show the influence of the border's culture and economics. Dr. Henry T. Ingle developed *The Borderlands Encyclopedia* as an outgrowth of teaching the Borderlands Telecommunications Seminar, which integrated multimedia, videoconferencing, and online teaching. Ingle is associate vice president for technology planning and distance learning at UTEP's Undergraduate Learning Center.

The *Encyclopedia* CD demonstrates that the border between the United States and Mexico breathes, lives, and flourishes and is not a destructive force, as is often portrayed. "The border," declares Dr. Ingle, who is a native of El Paso and comes across in a telephone interview as a man on a mission, "is more than a physical boundary." For the people who are reared near the border that stretches over four states [Texas, Arizona, New Mexico, and California], "the border is not seen as a divider. It is other people who see it as a fence." Indeed, Dr. Ingle notes that 10 million people reside in the 250,000-square-mile borderlands but more than 90 percent of them reside in 13 pairs of sister cities. Every American city on the border has a sister city in Mexico: San Diego has Tijuana; El Paso, has Juarez; Laredo has Nuevo Laredo.

The border represents "two cultures," notes Dr. Ingle. "We cross the border and conduct business on both sides. It's a state of mind for everyone who lives here and enjoys living and working here. It represents our Latino roots and American presence," he adds. It also represents the search for a better life, improved education, and higher literacy rates.

Since the university was already expanding its internet sites, Dr. Manuel Gonzalez, vice chancellor for Telecommunications and Information Technology at the University of Texas at Austin, endorsed the idea of writing a grant to create a CD and internet site about the border. Dr. Ingle drafted a proposal, which led to $25,000 in seed money from UTEP's Multimedia Educational Information Delivery Initiative and eventually $50,000 to finance the CD-ROM.

*Borderlands Encyclopedia* is organized into six topical areas—culture and the arts, family life, business and economics, legal issues, education and training, and NAFTA-related issues. For example, although many people describe graffiti as the prime example of border art, the encyclopedia points to Manuel Acosta, an artist who was inspired by the border to create his paintings. While the media highlights illegal immigration as the border's major activity, the encyclopedia depicts families who have lived in border towns for eight generations. "We explore issues and how they

http://www.utep.edu/border
affect the border—the peso being devalued, effects of Catholicism on families, and the size of border families,” asserts Dr. Ingle.

The CD encyclopedia is part of a multimedia experience. Connected with the CD is an internet site at <www.ute.p.edu/border>. Users can access the internet site, ask questions of scholars, conduct research, and create a fully interactive experience. Users are able to download a video and listen to an audio recording about the border to create this three-dimensional, multimedia experience. Based on feedback, questions, and e-mail from users, scholars, journalists and students, Dr. Ingle updates the internet site continually to keep it dynamic and current. Indeed, users can even contribute to the internet site by reviewing guidelines for submission, proving its interactive nature.

Not only is The Borderlands Encyclopedia aiming to inform and educate, but it also strives to correct the many misperceptions and misinformation that people have of the border. Dr. Ingle attributes this misinformation to shoddy journalism perpetuated by mainstream newspapers such as the New York Times and Washington Post. "Illegal drugs and immigration creates its own stereotype. "We're trying to move beyond food and fiesta and see its life as a three-dimensional reality," Dr. Ingle says.

The NAFTA trade agreement has triggered considerable discussion, debate, and arguments about border trade. It too has fostered considerable misperception and exaggeration, which The Borderlands Encyclopedia hopes to rectify. Many people think that NAFTA has been damaging for the United States and beneficial for Mexico, but that does not reveal the full story, NAFTA has generated a new income base for both countries, but Dr. Ingle acknowledges that job displacement has taken place. He cites workers in the garment industry and manufacturing who lost jobs, which were transferred to Mexico. From the Mexican viewpoint, jobs are being created, but Borderlands Encyclopedia explores the environmental triggered by additional trucks vehicles coming across the I for increased trade.

As part of the grant Borderlands Encyclopedia is distributed free of charge in more than 300 schools in Mexico a U.S. Students in elementary, high, and high school can use CD as a learning tool about life. But its audience extends beyond school-age children; LUTEP faculty teaching a class concerns border life will re copy. Dr. Ingle expects that journalists who require access to information will use the internet site. Scholars studying border life will use t and internet site for research well. Anyone can visit its Web purchase the CD for $24.95.

Fittingly, the CD and internet site are both bilingual. "If we put it in English, we'd perpetuate the same stereotype of U.S. nance," Dr. Ingle says, a myth trying to overcome. Eighty p of the students who study or sides of the border are bilinguists; a dual-language CD is appropriate.

Besides overcoming misperceptions about the border, Dr. Ingle also wants to encourage Hispanics to use multimedia research tool. The media, too, have been fostering the idea that many offer minimal salary and exploitative situations. The

Users are able to download a video and listen to an audio recording about the border to create this three-dimensional, multimedia experience.

Not only is The Borderlands Encyclopedia aiming to inform and educate, but it also strives to correct the many misperceptions and misinformation that people have of the border. Dr. Ingle attributes this misinformation to shoddy journalism perpetuated by mainstream newspapers such as the New York Times and Washington Post. "Illegal drugs and immigration creates its own stereotype. "We're trying to move beyond food and fiesta and see its life as a three-dimensional reality," Dr. Ingle says.

The NAFTA trade agreement has triggered considerable discussion, debate, and arguments about border trade. It too has fostered considerable misperception and exaggeration, which The Borderlands Encyclopedia hopes to rectify. Many people think that NAFTA has been damaging for the United States and beneficial for Mexico, but that does not reveal the full story, NAFTA has generated a new income base for both countries, but Dr. Ingle acknowledges that job displacement has taken place. He cites workers in the garment industry and manufacturing who lost jobs, which were transferred to Mexico. From the Mexican viewpoint, jobs are being created, but Borderlands Encyclopedia explores the environmental triggered by additional trucks vehicles coming across the I for increased trade.

As part of the grant Borderlands Encyclopedia is distributed free of charge in more than 300 schools in Mexico and United States. Students in elementary, high, and high school can use the CD as a learning tool about life. But its audience extends beyond school-age children; LUTEP faculty teaching a class concerns border life will reproduce. Dr. Ingle expects that journalists who require access to information will use the internet site. Scholars studying border life will use the CD and internet site for research well. Anyone can visit the CD's Web site to purchase the CD for $24.95.

Fittingly, the CD and internet site are both bilingual. "If we put it in English, we'd perpetuate the same stereotype of U.S. nance," Dr. Ingle says, a myth trying to overcome. Eighty percent of the students who study or live on either side of the border are bilingual; a dual-language CD is appropriate.

Besides overcoming misperceptions about the border, Dr. Ingle also wants to encourage Hispanics to use multimedia research tools. The media, too, have been fostering the idea that many offer minimal salary and exploitative situations. The
ties avoid using the internet, and this site will trigger interest and use. "We're interested in creating a cross-cultural dialogue as well," he adds. Users can ask questions and provide feedback. "The format is easy and should start a dialogue for people who are curious about the border," he said.

The CD and internet site will also help legitimize the border as an intellectual discipline. Chicano Latin American, and African American studies took years to gain acceptance in academic circles, and border studies are only beginning to gain academic credence.

The Borderlands Encyclopedia helps students understand the "unique history of the border," which stems from the 1848 Treaty of Guadalupe between the U.S. and Mexico, notes Dr. Refugio Rochin, director of the Latino Initiatives Program at the Smithsonian Institute. "People should know that the border was crafted to delineate a social territory. In residence, one forgets the gated self, but we find the population merging and crossing in bicultural ways." He adds that the CD and website enlighten students on border issues concerning culture, language, commerce, labor, and schooling. It will "serve the Latino community in a number of ways, providing information that it can use and research, providing connections with professors and materials that they can use with their students for understanding the border."

What effect is the CD having? Dr. Mario González replies that it offers "outreach and opportunity. It makes information more widely available." Moreover, it is helping to "look beyond the negative stereotype and look at the miracle of what's happening from Brownsville to El Paso." He is referring to a South Texas border initiative that is helping to revive border life, exemplified by the growing importance of universities such as the University of Texas at El Paso.

The encyclopedia encourages students to find out more information on the border. "It's graphic and immediate. Students can access it at home and use it at school for free. It provides youngsters with direct access to enormous information not readily available through traditional search methods," notes Dr. González.

Critics will say that The Borderlands Encyclopedia is painting an overly benign portrait of border life and downplaying issues associated with it, issues such as illegal immigration and drugs. Asked about downplaying the issue, Dr. Ingle responds indignantly, "If you go into the internet resource, you'll find negative pieces counterbalancing the other material. I'm not a Pollyanna or Walt Disney; we print the good, the bad, and the ugly," he said. Yet a closer view does not reveal an extended investigation of what problems are created by illegal immigration or how to surmount the drug issues.

Ultimately, Dr. Ingle would like The Borderlands Encyclopedia to accomplish loftier goals than becoming a part of an education curriculum. He envisions that the CD and internet site and the attention they generate will "stimulate a socioeconomic revival through the border region." He would like to see border towns receive benefits such as improving substandard housing, better schools, and modernized phone and internet service.

"The CD is helping to create a border identity. Having a database will counteract the identity that the media has shaped that might be erroneous. This identity is filled with visuals, sounds, music, and art, and every aspect that defines a place and group of people," says Dr. Ingle. If enough people conduct research via The Borderlands Encyclopedia and its internet site, then the border will become associated with a thriving and distinctive culture, not just illegal activities.
Diversity at UT-Austin Post Hopwood
New Scholarships in Place

BY AMALIA DUARTE

When a reverse-discrimination lawsuit killed affirmative action at the University of Texas at Austin, many expected minority enrollments to dry up. But remarkably, the pool of Hispanic students has not evaporated, and this fall, the number of first-year Hispanic students at UT-Austin is expected to include about as many as in the days before the lawsuit. "We're hopeful that our numbers for the entering (first-year) students will be close to what it was like before the case," said UT-Austin Vice President for Student Affairs Jim Vick. "It's looking pretty good."

Looking good, indeed. Over the three years since the controversial ruling, legislators, alumni, and university officials in Texas have successfully counterattacked a lawsuit that was expected to roll back the clock on diversity at the state's public universities and colleges. "It's been frustrating," said Vick, referring to the handcuffs put on the university by the case. "And we're not where we want to be. But recent numbers show how our hard work is paying off."

Putting even more weight behind this counterpunch is a newly elected attorney general, Republican John Cornyn, who has pledged that his office will take the lead in appealing the lawsuit all the way up to the U.S. Supreme Court. It's a complete about-face for that office.

The case started when four White students, including Cheryl Hopwood, who were denied admission at UT-Austin Law School, sued the school claiming that separate criteria used to judge minority applicants were illegal. After the students won, the previous attorney general, Dan Morales, widened its scope to include scholarships, summer opportunity programs, and undergraduate admissions. (Later, Morales did not seek re-election.)

Now, a new attorney general and the university handed down the first ruling. And afterward, the U.S. Supreme Court declined to hear the case. But UT-Austin Law School Dean Michael Sharlot said that this has no bearing on the high court's taking up the case in the future, although he doesn't expect a quick resolution. "We probably won't hear a decision on this appeal until early in the year 2000," said Sharlot. "The wheels of justice turn embarrassingly slowly. I imagine we probably won't get a resolution on this case for at least two more years."

In its latest appeal, UT-Austin cited the Fifth Circuit's sweeping injunction consideration of race directly with U.S. Supreme Court judgment in the landmark 1978 Bakke case. In the court said that race counts in admission to of California medical school.

The UT-Austin appeal also limited consideration of race as serving compelling interest in maintaining a diverse student body, overcoming the effects of past discrimination. Patrick C. Oxford, a former University of Texas Board of Regents, "The ruling clearly and unfairly at a competitive disadvantage public universities. The executive and judicial branch of the federal government apparently maintain positions, and we cannot prop Texas in such confused circumstances believe this is an excellent brief forward to our team's oral argument."

While the case once again went through the courts, a number of efforts are helping UT-Austin to recruit and admit large numbers of undergraduate Hispanic students even in the law school, which was est by Hopwood, is maintaining Hispanic enrollment. But for now, no one will argue that the law suit was recovered. In the 1994-95 academic year, 170 Hispanics at the law school were enrolled. And for the total of 40 African Americans at the law school and 122 Hispanics. At the same time, 122 Hispanics at the law school were enrolled.

And the incoming numbers at law school tell an even more troubling story, especially...
African Americans. Final enrollment figures for the 1999-2000 academic year were not available at press time, but the number of African American students expected to enroll at the law school this year was in the single digits. Meanwhile, just 32 Hispanic first-year law school students were expected this year, versus the 40 to 60 students who'd enroll each year before Hopwood, said Dean Sharlot.

However, the law school has been working hard to look at other ways of giving minority candidates an edge. An essay for law school candidates was added to help pinpoint minority candidates, for example. The essay allows students to write about how they have overcome adversity—including discrimination—in their lives. The school also started a program to identify and interview potential applicants who are attractive for reasons other than just strictly test scores. “We are actually going out and inviting these potential candidates to come in and interview with us,” said Sharlot.

Additionally, the UT-Austin Law School has partnered with the University of Texas at El Paso, which has an overwhelmingly Hispanic student body, to start the Law School Preparation Institute at UTEP. The institute brings in students for two intensive summer programs after their sophomore and junior years to prepare them to take the LSAT and to offer guidance on the mechanics of applying to law school. Then, during the school year, students continue practicing for the grueling LSAT exam to stay sharp. Of the first class of 10 students, all were accepted into accredited law schools, including UT-Austin and Harvard Law School. “The program is designed to introduce these students to the thinking that's rewarded in the legal profession,” said UTEP Assistant Professor William Weaver, who is an instructor with the Law School Preparation Institute. “It's all kinds of logic problems just like a first-year semester law school course.”

UT-Austin helped with funding the first year of the institute and teaching but now mostly just reaps the rewards in capable students and hopes that other schools will follow with similar programs. UT-Austin Law School Dean Sharlot said, “It's really a very imaginative program, and the credit goes to UTEP. We have urged other colleges in Texas to use this as a model.”

Hopwood also cut off financial aid targeted at minorities, but two scholarship programs have been created at UT-Austin to fill the vacuum. Started two years ago, the President’s Achievement Scholarship is for students who perform well academically and also score high on an adversity index that includes socioeconomic factors, such as attending a high school that is not well funded and where overall SAT scores are low. “If students do well in comparison to their peers, then they get a bonus for that as well,” explained Vick. So far, the university has given out close to 400 of these four-year scholarships, ranging from $1,000 to $5,000, with more than half going to Hispanics.

The second four-year scholarship program started last year, is the Longhorn Opportunity Scholarship. In this program, university officials, and in some instances even the president of UT-Austin, visited inner city schools in Houston, Dallas, San Antonio, and Laredo to recruit students. At these schools, the university promised to give out Longhorn Scholarships worth $4,000 to at least three students who graduated in the top 10 percent of their class. “It really got their attention and got students and teachers excited,” said Vick. “It also brought in students who then qualified for the President’s Achievement Scholarship as well.” So far the university has awarded 100 Longhorn Opportunity Scholarships, all to minority students.

And in yet another financial aid effort, alumni and other private donors have taken the lead. The Ex-Students’ Association of UT-Austin, led by Class of 1999 graduate Larry Temple, has raised more than $4 million for law school and undergraduate scholarships given out through the Texas Leader Scholarships. Because the money is raised and held by a private foundation, the money can be taken into account when awarding the scholarships. “We feel that a racially diverse student body is essential to the future leadership of Texas, and we need to be able to compete with other major universities for these top students,” said Temple when the scholarships were announced in October 1997.

And in another dramatic move that year, the Texas legislature helped level the playing field for minorities by passing a law requiring the state’s public universities admit the top 10 percent of Texas high school graduating seniors. Sponsored by Congresswoman Leticia Van de Putte and Senator Juan Chapa, the bill was aimed at offering encouragement to students in the wake of Hopwood. “The message is that if they have the academic ability, they certainly will be considered,” said Chapa. “We have to tell students that the universities are not closed.” To draw more attention to this new opportunity, this fall a letter is going out from presidential contender Governor George W. Bush, who signed the measure into law, urging top high school graduates to take advantage of it.

As affirmative action continues to be attacked through lawsuits aimed at other universities, these initiatives can serve as a strong model of how to keep campuses diverse. Reflecting on the demographics at the law school, Dean Sharlot said, “It would take something to get the African American students back. And I can’t blame them for choosing Harvard or Yale over us. But with the Mexican American population, it’s different. Most are from Texas, and we have managed to keep enough enrolled so there’s a feeling of support. I’m hopeful that over time the Mexican American student enrollment in our law school will get back to where it was.”
Educators in College Helping Hispanics Onward

As a youngster growing up in Ohio, Melissa Cardenas always knew that she wanted to attend college.

But as time came to write out her college “wish list,” Cardenas didn’t think to put down a school of the size and scope of Ohio University. It wasn’t that she was intimidated by such an immense institution; it was just that for a student coming from the small, tranquil grounds of parochial school, joining one of 18,000 students on a campus hadn’t really entered Cardenas’ thought process.

But a longtime family friend, someone who had known Cardenas since the days of algebra and school lunches, had other ideas. As a founding member of Educators in College Helping Hispanics Onward, Juana Sanchez knew full well that bigger and better educational opportunities awaited Cardenas—if only she knew how to look for them.

So Sanchez introduced Cardenas to ECHHO, a nexus of representatives from an array of colleges and universities across Ohio. She took Cardenas to one of ECHHO’s college fairs. Then she took her to another. Soon, Cardenas had Ohio University at the top of her “wish list.”

“I remember going to some ECHHO fairs, which exposed me to not only Ohio University but also higher education in general,” recalls Cardenas, who four years later had a college degree from Ohio U, a degree she knows she owes in large part to Sanchez. “Juana Sanchez was so adamant about me going to college and really making me interested in college, and those kind of things are now what I got to Ohio University. Just the mentorship and the influence that she had over my life really had a big impact on me.”

Such an impact that after graduation, after landing an assistant director of admissions position at Kent State University, Cardenas became the school’s ECHHO representative. Soon she returned to her alma mater to work as assistant director of admissions, and she quickly became the school’s ECHHO rep. And today, at the tender age of 25, Cardenas is paying back ECHHO in the ultimate way—she is serving as its president.

“After becoming involved in the organization, I just had a real sincere desire to get involved and help the communities where there are a lot of Latino youth,” Cardenas says. “I really wanted to get involved.”

Her involvement brings a smile to the face of Dr. Ronaldo Andrade, the man who first dreamed up the ECHHO program some 16 years ago. Andrade, who refuses to be called ECHHO’s “founder,” says he merely saw the need for such a group and passed the word on to others in higher education, around him. “I suggested it to other people, and they ran with it,” says Andrade, an associate professor of ethnic studies at Bowling Green University.

To Andrade, ECHHO needed to address two major problems facing Hispanic education in Ohio. “One is that there are very few faculty and very few administrators who are Mexican Americans, or Latino, and therefore we are really isolated,” Andrade explains. “I thought there was a need, especially for admissions people talking with each other.” That, unfortunately, is a very difficult thing to make happen. In the competitive world of higher admissions departments competing for top students rarely reveal trade secrets. Andrade wanted to change this by starting the schools to put their egos on the line for once and think of what was best for the students—a surprisingly simple concept.

“Let the university be secondary, let be first,” Andrade announced. “We [leges] do not know what the other or especially when you deal with administering programs for students. So we cut our own throat by not cooperating.”

Not only did Andrade think that the adversarial admissions department cooperation was so far as to be a believe should encourage each other.

“Because we are so isolated and few of us, we need to know each other. We need to encourage each other; we back each other. That was the main thing we faced, and we still do.”

Since its first steps back in 1983, ECHHO indeed come a long way in addressing issues. Today, the volunteer organization includes 90 institutions and other charitable organizations in Ohio, Indiana, Michigan, and among its members. From the $100 membership fee that entitles the schools and organizations to participate in all nine ECHHO college fairs in September, ECHHO is able to award more than $200 to defract the cost of travel and other necessities each year.

While the scholarship money isn’t enough, ECHHO sees its purpose going far beyond that. By bringing students face to face with their educational opportunities at the fairs, and by being able to answer such questions about the college education process, sees itself as a gateway to its member colleges.
"The impact its had—I don't think its necessarily from the scholarships given out," says Ricardo Lucio, who was at the very first ECHHO meeting with Andrade back in 1983, when it was just the two of them and they other reps from Ohio State University. "I think its biggest impact is the information and the way it's delivered to the students. That information is what helps students grow and prosper."

Lucio, who served two terms as ECHHO president earlier this decade, can remember when the ECHHO coffers were bare and when the treasurer had no money to take care of.

"I decided to hit my institution up for some money," recalls Lucio, who for 18 years worked as associate professor of Spanish at both the University of Findlay and Ohio University. "Finally some of the other representatives went to their institutions and asked them for donations.... Today, it carries a $9000 budget. It's not much, but it covers expenses."

In 1994, ECHHO's presidential torch was passed to David Garcia, assistant director of admissions at Bowling Green. Garcia admits that he "had no clue" what ECHHO was about when he began working at Bowling Green in 1992, but "then I heard one of their guest speakers talking about how to get into college and how to get financial aid, and I thought, wow, this is neat... I soon found out about the work they do and how they are involved with Hispanic youth."

Garcia, who is still involved with ECHHO, likes where the organization is going in the new millennium. "Overall, I think ECHHO has reached a point of state wide recognition. Its membership is very strong, and it's represented by a variety of institutions."

But Cardenas will be the first to tell you that there is still plenty of work to be done. In late August, she was busy preparing for the string of upcoming ECHHO college fairs, enrolling new members, looking for new donors, planning for the group's long-term future, and, oh yeah, taking care of her 9-to-5 admissions duties at Ohio U.

"I hadn't realized how much work really goes into an organization like this," Cardenas says while preparing the agenda for that week's ECHHO meeting. "And because we are year-round, we're always meeting and planning, and those things take a lot of time... It can be stressful."

To ensure that ECHHO didn't lose sight of its long-term goals in the midst of so many short-term responsibilities, it instituted an advisory board at its annual meeting in May. Sanchez and Lucio were all there to offer their sage advice, as were several other of ECHHO's early leaders who could no longer serve in a regular capacity.

Besides forming the advisory board, ECHHO mapped out several of its long-term goals at this year's annual meeting. One was to create a Web site, which is now up and running at <www.eccho.org>.

"What we're trying to do now is create a bilingual English/Spanish resource manual for parents, counselors, and students to resource on the Web so they can get the information they need for applying for college and about the financial expenses," Cardenas says. "One thing we try to do, not only during the fairs but during the year, is to do try to be resource contacts for anyone who has questions about our host schools or, really, college in general."

Some other goals are improving ECHHO's general exposure, increasing attendance at the college fairs (currently about 900 each year), and moving the college fairs from high school to college settings "so students can actually get a chance to see the campus and get exposed to more of the college setting," Cardenas says. The drawback, she quickly adds, is that "when we move away from the high schools, we have to provide transportation."

Which leads to the goal of fund-raising. "It's a huge goal every single year," Cardenas says. "For any organization that's working on a shoestring budget, it's really a big issue. It really ties your hands because there isn't a whole lot you can do... You always have big ideas, but if you don't have the funds, or you don't have the resources or [staff] to do it, then it's very, very tough to get those goals accomplished." But judging by how far ECHHO has come since Dr. Andrade first saw the need for it some 16 years ago, there's no reason to think it can't get those future goals accomplished. Andrade, a native of Mexico who came to the United States and got his Ph.D. from the University of Oklahoma in 1975, is certainly impressed with how far ECHHO has come. "Oh, definitely. Not only where it has gone, but what it has done," he says. "I attended that meeting last spring, and it was so wonderful to see them cooperating and talking with each other, having fun, and really helping the students. In terms of minorities, there are a limited number of students that we have out there, and we're really trying to place the students in the right place. And that's wonderful."
Lillian Ortiz: "Old Soul in a Young Body"

New Dean at MCTC MANCHESTER COMMUNITY-TECHNICAL COLLEGE

BY MARVIN STEWART

W hen Lillian Ortiz was selected out of more than one hundred very strong applicants for a job in education, she became the youngest Latina dean appointed to any community-technical college in the State of Connecticut, and perhaps beyond.

Lillian Ortiz, 35, is a woman on a mission. As the dean of institutional development at Manchester Community Technical College (MCTC) in Manchester, Conn., she is presently charged with expanding the college's development relationships with business and industry. Ortiz seems likely to achieve the same high levels of success in this post as she has in many other endeavors.

Ortiz was the youngest of six siblings, and she loves her family. She is a woman who shares concerns about the quality of life within her community and on the job, where she oversees the scholarship program, which serves diverse populations with socio-economic challenges at MCTC.

Ortiz grew up in the heart of downtown Hartford—the south end, a racially mixed neighborhood. She attended Hartford High School and graduated with the class of 1982. While still in high school, she was the Mayor's Youth Task Force and was selected by Governor Ella Grasso to represent youths within the state at the White House Conference on Families. This trip was very inspirational for Ortiz, who had the pleasure of meeting such celebrities as Vice President Walter Mondale and Coretta Scott King. "After this trip I really got interested in politics, public policy, and how it impacts all Americans," Ortiz said.

Ortiz was very inspirational to Ortiz, who had the pleasure of meeting such celebrities as Vice President Walter Mondale and Coretta Scott King. "After this trip I really got interested in politics, public policy, and how it impacts all Americans," Ortiz said.

Her parents shared her newfound interests and encouraged her to finish high school and make the transition to college. At age nineteen, Ortiz started working on weekends with Center City Churches, a multi-denominational religious organization that serves the homeless, elderly, and youth.

There was a time during high school when her guidance counselor told her that she would not make it to college. "She told me I needed to enroll in secretarial courses because I was not college material." Her determination and strong will to go to college led her to enroll in a college prep program funded by the Department of Education and hosted by Trinity College in Hartford. "I spent out of every summer for this program. I sacrificed all to ensure that I could college-level education," Ortiz said.

After Ortiz graduated, she received six scholarships for her college, Central Connecticut State University, where she studied science.

Ortiz was a generation college: She had achieved what her parents wanted her to do and exactly what her guidance counselor couldn't do.

She says she had a mentor, Charles Jones, who was director of the Educational Opportunities Program, who encouraged her throughout her college years at CCSU.

Ortiz worked two jobs, on campus and the other at Center City Churches (CCC). Her employers at CCC was with the Weekend E Service Program. Every week, she would work with meals to, and provided meals to those in need.

Lillian Ortiz (right) and Connecticut State Rep. Pamela Sawyer

When Ortiz graduated with a B.A. in 1986, she was offered the job as coordinator of the Elderly program, as its director had resigned. "I was so grateful, and

Lillian Ortiz

DEAN OF INSTITUTIONAL DEVELOPMENT

"My success stems from my early exposure to the knowledge and wisdom of the elderly."

Lillian Ortiz, DEAN OF INSTITUTIONAL DEVELOPMENT
Upon resigning from the City of Hartford, Ortiz returned to rescue the Connecticut Puerto Rican Forum, ten years after she left, as the new CEO. The agency was in a $300,000 deficit. Ortiz helped take the Forum out of that deficit, doubled its corporate funding, built new programs, and stabilized the organization.

Ortiz played an active role, too, in putting together the Program for Comprehensive Economic Self Sufficiency (PROMESSA), a collaborative effort between four community-based organizations, The Urban League, Connecticut Puerto Rican Forum, Southerland Community Services, and HART. PROMESSA was the first collaborative ever formed to serve all the communities across the city of Hartford. “We made sure that all neighborhoods were served and people in the city were reached before falling through the cracks,” Ortiz said.

Ortiz secured a grant from the Connecticut Business and Industry Association to fund the collaborative in order for people to receive specialized training. More than $1 million was raised for the agency over the years. Ortiz was instrumental in generating public, private, in-kind services and gifts to reach her goal.

Even with such an impressive resume, Ortiz admits that securing the position as dean at Manchester was a most challenging venture. “My husband brought the job to my attention. It had an uphill battle to serve is a personal burden that I carry with honor, to help people achieve their educational goals and successfully manage college programs that raise funds to support them.”

“Philanthropy is one of the bedrocks on which this country was built. The mission of the Office of Development is to bridge a financial need to educational opportunities for students.”

Already, Ortiz was instrumental in revitalizing the “Evenings of Fine Wines,” a major fund raiser for MCTC that generated more than $90,000 at this year’s auction.

She works with the MCTC Foundation and the Alumni Association to raise money to support scholarships and programs.

MCTC’s new state-of-the-art building program is now under construction at a cost of $61 million. Phase I of the project is a new Learning Resources and Technology Center that will cost $26 million. This building, scheduled for completion by Fall 2001, will include a state-of-the art library, laboratories, and a computer classroom. Phase II of the project is the Arts, Science and Applied Technologies building, which will consist of technology labs, an auditorium, and fine arts studios, scheduled to be completed by Fall 2001.

The Development Office is charged with ensuring that all students are supported with scholarships and programmatic support appropriate to their academic success. In so doing, the office is required to develop corporate networks and linkages that will help to support the equipment and other needs of the new campus.

Ortiz is also responsible to establish and reach the goal of the Chancellor’s Office to raise at least $50,000 for the State Endowment Fund. It is her vision to guarantee that no student will be turned away from MCTC due to a lack of financial resources. “It’s a great challenge because the community college system is no used to raising dollars from grants or corporate funds,” she said. “It’s a new and growing area of development for MCTC.”

Ortiz has been a mentor to the past ten years for young fifth and sixth graders through “The Future Is in Our Hands” program. Presently, she mentors two Latines, Elizabeth and Lisa. She is also a member of the MetroMillennium Projects Management Committee in Hartford, which is an economic development engine for the region.

“My success stems from my early exposure to the knowledge and wisdom of the elderly. I wasn’t challenged by diversity because of my exposure to people of varied socio-economic, educational, religious and racial backgrounds,” Ortiz said.

“Because of my rich experiences in life, I view myself as a well-grounded, spirited individual that some might call an old soul in a young body.”

Manchester Community Technical College campus
Barry University Touts Mendez

Barry University (Fla.) research indicates that there are at least seven Fulbright Scholars among Barry's faculty and administration. Dr. Jesús Méndez is one such scholar of whom Barry is particularly proud.

Through a Fulbright, Méndez traveled to Argentina in 1983 to research Argentine intellectual history and intellectual life during the first half of the 20th century, conducting his studies at the Universidad de Buenos Aires.

One of his memorable moments was reading dust-covered letters and manuscripts written by some of the leading Spanish intellectuals of the 20th century (José Ortega y Gasset, Amerigo Castro, Claudio Sanchez-Albornoz, Ramón Menéndez Pidal, for example) at the archives of the Institución Cultural Española.

Diaz-Veizades and Chang Look at Race Relations

The 1992 Los Angeles riot is sometimes painted as an isolated violent reaction by some in the African American community to the Not Guilty verdict issued in the trial of officers videotaped beating Rodney King.

But University of California-Riverside Professor Edward Chang and Saybrook Graduate School (Calif.) faculty member Jeannette Diaz-Veizades (pictured) point out in their new book, Ethnic Peace in the American City: Building Community in Los Angeles and Beyond (New York University Press), that Latinos, Asian Americans, Whites, and African Americans were involved as victims and assailants in the riot.

The authors present local and international examples of people of different racial and ethnic backgrounds building coalitions, resolving disputes, organizing communities, and moving beyond the stereotypes that focus only on negative interactions between minority groups.

Cuba Scholar Aguilar León at University of Miami

The University of Miami (Fla.) Institute for Cuban and Cuban-American Studies (ICCAS) is offering a non-credit course, geared towards the community, exploring Cuba's history and culture.

Cuban History and Culture, taught by noted Cuba scholar and historian Luis Aguilar León (pictured), is offered together with University of Miami faculty and guest lecturers, covers Cuba's history, music, films, art, and literature. Born in Cuba, Aguilar León is professor emeritus at Georgetown University in Washington, D.C., and a senior fellow at ICCAS.

"This is an opportunity to learn about Cuba quickly yet thoroughly," said Jaime Suchlicki, director of ICCAS.

Moreno Attends Kellogg Institute

Gerardo Moreno, director of the Tutoring and Learning Center at Texas A&M University-Corpus Christi, was one of 40 persons in the U.S. to attend the Kellogg Institute for the Training and Certification of Developmental Educators, held at Appalachian State University (N.C.) this past summer.

The four-week intensive seminar, conducted by the National Center for Developmental Education, concentrated on assessment and placement, program evaluation, teaching, and learning strategies, and academic support services. Moreno was required to implement a program development project in the fall.

To cover part of the cost of the seminar, Moreno received the ALANA scholarship, awarded to an individual who works with underrepresented groups.

Olmos Highlights Hispanic Awareness Month at Central Michigan

Award-winning actor Edward James Olmos (pictured), who has been called the "Olivier of the Latino world," was the keynote speaker during Central Michigan University's (CMU's) 1999 Hispanic Heritage Month Celebration.

Olmos, who produces and directs films and is active in community affairs, gave a multimedia presentation, "Americanos: Latino Life in the United States: A Celebration of Latino Culture.

With the theme "Building Co-Kaleidoscope of Possibilities," the celebration also featured an exhibit of carvings by Manuel Salas; discuss CMU sociology, anthropology, and social chair Rod Kirk, physician Edwin R. American Council on Education President Héctor Garza; and Hispanic and Latino music.

Castaneda's Works Donated to Texas-San Antonio

The University of Texas-San Antonio (UTSA) recently accepted donation, Our Catholic Heritage Texas, 1519-1936, a celebrated seven series by noted Mexican American and author Carlos E. Castaneda.

In the weeks immediately preceding death on April 28, 1999, Mrs. Ilse G. San Antonio approached UTSA about her set of Castaneda's work Downtown Campus Library in memory son, Charles Coleman Griffith, an artist. Her sole heir, Llewellyn Griffith conveyed the gift to UTSA representative.

Also, historian and UTSA Professor Almaraz, Jr. presented a copy of his book of Castaneda, Knight Without Armor, Eduardo Castaneda, 1896-1958.

Photo © Bencon Photography
Junior College Association Names Perez-Greene Associate Director

Dr. Margot Perez-Greene, an Iowa Central Community College administrator since 1995, is the new associate director of the National Institute for Staff and Organizational Development, the nation’s second-largest community, junior, and technical college association, which has 600 member colleges and annually holds the country’s largest conference for two-year college faculty.

Perez-Greene’s mission is to improve communication with and service to the institute’s members and to develop and expand partnerships with agencies, companies, and other entities that help promote teaching and learning.

Cardenas Named Outstanding Leader

Mary Rose Cardenas, a Texas Southmost College (TSC) trustee, was named an Outstanding Local Leader at the John Ben Shepperd Public Leadership Forum at the University of Texas of the Permian Basin. The forum is the only Texas conference to bring together young emerging leaders and established public leaders for the development of leadership skills.

Cardenas is serving her fourth term as chair of the TSC board of trustees. She played a key role in establishing the partnership between the University of Texas (UT)-Brownsville and TSC. She also was instrumental in hiring the first Mexican American woman in the country to become president of a college or university, Dr. Juliet V. Garcia of UT-Brownsville.

Gov. George W. Bush commissioned a Yellow Rose of Texas in her honor for her dedication to expanding higher education in South Texas.

Morales at Manhattan School of Music

Clarinetist Ricardo Morales was a guest soloist in a performance of Carl Maria von Weber’s “Concerto No. 2 in E-flat Major, Op. 74” by the Manhattan Chamber Sinfonia at the Manhattan School of Music (N.Y.). Conducted by Glen Barton Cortese, the concert opened the school’s 1999-2000 performance season.

Morales, a native of San Juan, Puerto Rico, received his artist diploma from Indiana University. He is a faculty member at the Manhattan School of Music and principal clarinetist of the Metropolitan Opera Orchestra, a position held since 1995, when he was appointed at age 21.

Pavia Grateful to Communities in Schools

Fernando Pavia, a systems analyst with the international investment firm Goldman Sachs & Co., loves his work and feels blessed by the friends he has made and the opportunities he has been given. He volunteers for different organizations in Miami, Fla., gives generously to many causes, and hopes to one day get his bachelor’s degree and have a career in sports medicine.

Describing himself as detached and relentless as a teenager, Pavia credits Communities in Schools (CIS), Inc. as well as his grandmother, with enabling him to turn his life around. “I can say I’m a success because of CIS, and I want to give back to my community,” said Pavia.

The mission of CIS, an independent network of more than 141 local and 17 state offices, is to champion the connection of needed community resources with schools to help young people learn, stay in school, and prepare for life. Find out more about CIS at <www.cisnet.org>.

Castillo Leads Klipsch School at New Mexico University

Steven P. Castillo is now the official leader of the Klipsch School of Electrical and Computer Engineering at New Mexico State University (NMSU). A Klipsch School profes-

or, he had been interim department leader since December 1998.

Castillo is a senior member of the Institute of Electrical and Electronics Engineers and has served as advisor to the NMSU student chapter of the Society for Hispanic Professional Engineers. He has a bachelor’s degree from NMSU, and a master’s and doctorate from the University of Illinois.

Vice President Gore Announces Adult Learners Grants

Vice President Al Gore announced new $10 million federal grants to expand access to high quality education for adults. The funds will be provided by the U.S. Department of Education’s “Learning Anytime, Anywhere, Anywhere.”

The National Telecommuting Institute will be able to develop an at-home training program that will prepare people with severe disabilities to perform customer service jobs in "e-commerce" from their homes using the Internet.

Also, the Hispanic Educational Telecommunications System will create a virtual learning community to serve an estimated 100,000 students, that will develop workforce training and counseling as well as courses for academic credit.

Contact <www.ed.gov/offices/OPE/FIPSE/LAAP> for much more information on the grants.

Mangual de Delgado New Bloomfield Dean of Admission

Lourdes I. Mangual de Delgado is the vice president of enrollment management and dean of admission at Bloomfield College (N.J.).

Previously, Mangual de Delgado was dean of student development at Hesston Community College of the City University of New York, where she led three divisions: enrollment management, counseling services, and student life. She has a bachelor’s degree from Hunter College, and has
master's degrees from Columbia University's Teachers College.

President Clinton stresses importance of school construction

President Clinton is renewing his commitment to address school construction and modernization. His School Modernization Bond proposal, which provides $24.8 billion in tax credit over two years to modernize up to 6,000 schools, Clinton's proposal has an estimated cost of $37 billion over five years, and is fully paid for in his budget.

Nationally, there is an urgent need for school modernization. White House officials cited the following: the average school is 42 years old; one third of all schools need extensive repairs, which will require approximately $112 billion; and school enrollment is higher than ever, with a record 53.2 million children enrolled in elementary and secondary schools today.

Mt. Hood Offers Spanish Speaker Certified Nursing Program

A new program at Mt. Hood Community College (MHCC) in Oregon will offer native Spanish speakers a unique opportunity to enter medical field.

The Certified Nursing Assistant (CNA) program will provide 16 weeks of instruction combining supervised clinical experience with traditional CNA training. The objective of the program is to prepare the Spanish-speaking student to take the Oregon State Board of Nursing exam to become licensed CNAs.

The Northwest Health Foundation awarded a $28,504 grant to help fund the CNA pilot program, which will begin winter 2000 as part of El Futuro Abierto: MHCC's support service for Latino students.

Brookhaven in Texas Hooks up with Students in Madrid

World University students from Spain begin studying in the Dallas County Community College District (DCCCD) in Texas via distance learning through the LeCroy Center beginning Spring 2000. Jesús López-Davalillo, president of World University in Madrid, and Rosa Pérez-Sanz, director of international programs, visited Brookhaven College and DCCCD representatives and were excited about the possibilities that will emerge from the relationship between World University and Brookhaven College.

"World University wants to develop a student exchange program, not just for its students coming here, but with Brookhaven's science and faculty studying in Spain as well," said Luis Iglesias (photographed), client manager for Brookhaven's Workforce and Continuing Education Division.

Penn State Study Centers on Prenatal Care for Puerto Ricans

Contrary to common perceptions, psychological factors, rather than the liability of migration from Puerto Rico, bar Puerto Rican women living in the United States from access to adequate prenatal health care, according to a team of Pennsylvania State researchers.

Mt. Hood Offers Spanish Speaker Certified Nursing Program

A new program at Mt. Hood Community College (MHCC) in Oregon will offer native Spanish speakers a unique opportunity to enter medical field.

The Certified Nursing Assistant (CNA) program will provide 16 weeks of instruction combining supervised clinical experience with traditional CNA training. The objective of the program is to prepare the Spanish-speaking student to take the Oregon State Board of Nursing exam to become licensed CNAs.

The Northwest Health Foundation awarded a $28,504 grant to help fund the CNA pilot program, which will begin winter 2000 as part of El Futuro Abierto: MHCC's support service for Latino students.

Brookhaven in Texas Hooks up with Students in Madrid

World University students from Spain begin studying in the Dallas County Community College District (DCCCD) in Texas via distance learning through the LeCroy Center beginning Spring 2000. Jesús López-Davalillo, president of World University in Madrid, and Rosa Pérez-Sanz, director of international programs, visited Brookhaven College and DCCCD representatives and were excited about the possibilities that will emerge from the relationship between World University and Brookhaven College.

"World University wants to develop a student exchange program, not just for its students coming here, but with Brookhaven's science and faculty studying in Spain as well," said Luis Iglesias (photographed), client manager for Brookhaven's Workforce and Continuing Education Division.

Penn State Study Centers on Prenatal Care for Puerto Ricans

Contrary to common perceptions, psychological factors, rather than the liability of migration from Puerto Rico, bar Puerto Rican women living in the United States from access to adequate prenatal health care, according to a team of Pennsylvania State researchers.
Dr. Nancy S. Landale, professor of sociology, Dr. R. Sal Oropesa, associate professor of sociology, and doctoral students in sociology Michelle Inkle and Bridget K. Gorman are co-authors of the paper, "Prenatal Care among Mainland Puerto Ricans," which was presented at the annual American Sociological Association meeting.

"Among the most frequently mentioned barriers to adequate prenatal care for Puerto Rican women are those that signal psychological uncertainty about the pregnancy itself," said Oropesa (pictured with Landale).

In the News at University of Houston

The Recovering the U.S. Hispanic Literary Heritage project, a national project to reconstitute the literary legacy of U.S. Hispanics from colonial times to 1960, based at the University of Houston (Texas), received $500,000 from the "Save America's Treasures" program of the Department of the Interior. The award will be used to preserve 1,000 literary texts by Hispanic authors of the United States from 1780 to 1940.

The Arte Público Press Web site, <www.arpe.org>, has a Recovering the U.S. Hispanic Literary Heritage link, which is continually updated.

Kids Benefit from Unique Camp at Colorado Mountain

Forty 8th and 9th graders from western Colorado attended the week-long First Ascent Youth Leadership Camp held at Colorado Mountain College's (CMC) Timberline Campus in Leadville.

The camp program, founded five years ago by CMC Foundation Specialist Mariana Velasquez-Schmahl, incorporates physically and mentally challenging situations, set in the wilderness surrounding Leadville, with the goal of teaching teens teamwork, communication skills, and goal setting. (Pictured, Leadville resident Jasmine Marquez participates in rock climbing exercises.)

Fernández on Miracosta Governing Board

Rodolfo "Rudy" Fernández, who completed a six-year term as director of the Governor's Office of California-Mexico Affairs, California Trade and Commerce Department, has joined the Miracosta College Governing Board in California.

"I have received a lot from the community, both professionally and personally, and that is why I believe that in being active in professional and social organizations, I can give something back to the community," said Fernández. "I have a great interest in helping the youth of our country get a good education because they represent the future of this country."

Fernández's affiliations include the Mexican-American Business and Professional Association, Border Trade Alliance Board, San Diego Youth Symphony Board, and the District Export Council of the U.S. Department of Commerce.

Northeastern Receives Award from Historical Commission

Northeastern University (Mass.) received a $153,155 award from the National Historical Publications Records Commission, a division of the National Archives and Records Administration. The award will support "Preserving the History of Boston's Under-Documented Communities," a two-year project to identify, locate, secure, and make accessible the most important and at-risk historical records of four undocumented communities in Boston: African American, Chinese, Puerto Rican, and gay and lesbian.

"Latino Life in the U.S." exhibit at NYC Museum

The Museum of the City of New York presents "Americans: Latino Life in the United States," a photographic exhibition that pays tribute to the people and traditions that distinguish Latino culture as a unique and important part of American culture.

Presently running through Jan. 2, the exhibition features 120 photographs by 30 prize-winning photographers from around the county, and captures the breadth and variety of the Latino experience as well as the pride of the people. (This photo, taken by Rita Rivera, is of police officer Lisa Demetriou and her son at the Puerto Rican Day Parade in New York.)

"Americans: Latino Life in the United States," a project of Olmos Productions, was organized by the Smithsonian Institution Traveling Exhibition Service and the Smithsonian Center for Latino Initiatives.

Pan American Hospital Endows Teaching Chair at Miami-Dade

Pan American Hospital donated $45,000 to Miami-Dade Community College (M-DCC) in Florida to create an Endowed Teaching Chair. Carolina Calderín (pictured), Pan American Hospital CEO, made the presentation to Roberto Martínez (l.), M-DCC board of trustees chair, and Dr. Eduardo J. Padrón (r.), M-DCC president.

The hospital’s gift will be matched with $30,000 from state funds to create a $75,000 endowment that will establish the Pan American Hospital Endowed Teaching Chair with an annual award to one of M-DCC’s most outstanding educators, beginning in 2002.

"I am proud to strengthen M-DCCs commitment to providing the best education possible by supporting our most talented educators and inspiring others to follow their example," said Calderín.

Pew Grant Awarded to Community College Consortium

Recognizing the increasing importance of community colleges in the country's higher education system, The Pew Charitable Trusts awarded a $204,000 grant for a national project to establish new standards for the community college sector. The grant was awarded to the League for Innovation in the Community College: a consortium of commu-
nity colleges (established in 1968) that serves as a project incubator and facilitator of experimental work for the entire community college sector.

Jerry Moskus, 1999 chair of the League's board of directors and president of Lane Community College (Ore.), said the support from Pew enables the League to extend its efforts to help community colleges become better learning-centered institutions.

**Students Receive Laptop Computers at Cal State-San Marcos**

More than 40 low-income first-year students at California State University-San Marcos received new laptop computers as well as training and long-term technical support. Each student will have free use of his/her computer while enrolled at the university. Those who leave before graduation are required to return the computers. When they graduate, the computer becomes theirs.

University President Alexander Gonzalez said, "We must remember that computers are beyond the reach of some of our students. This program allows us to ensure that low-income students are not bypassed by the technology they need to succeed."

**Colorado-Boulder Awarded $600,000**

The Cooperative Education and Internship Program at the University of Colorado-Boulder was awarded approximately $600,000 to continue the National Institute for Standards and Technology Professional Research Experience Program (NIST/PREP).

The program provides outstanding work and learning experiences for undergraduate, graduate, and postdoctoral students at the NIST lab in Boulder. Graduate and postdoctoral students work with faculty on selected projects.

For the past six years, participation in NIST/PREP was limited to local universities. This year marks the first time that the process is open to universities nationwide.

**Scientific Research Grant Awarded to California-San Marcos**

The College of Arts and Sciences at California State University-San Marcos was awarded a $3.6 million, four-year grant to advance scientific research. Funding comes from the National Institutes of Health, Institute of General Medical Sciences, under the Minority Biomedical Research Support program.

"This grant will enhance the university's ability to conduct cutting-edge research in the science division," said Dr. Victor Rocha, dean of the College of Arts and Sciences and program director of the grant. "Building that infrastructure will allow students to participate in modern, state-of-the-art research, which will prepare them to be highly competitive for prestige graduate and medical schools around the country."

**California Lutheran Celebrates Diversity**

California Lutheran University (CLU), in celebration of diversity on campus, hosted a production of Colin Cox and Fran de Leon's "Faces of America." The performance, produced by Will and Company, was part of Diversity Ties, an annual event that emphasizes the value of diversity to CLU.

De Leon (pictured) has received high acclaim for her one-person performance of the emotionally charged play depicting the true stories of nine young ethnically diverse Americans.

On Oct. 28, CLU will celebrate Dia de los Muertos, a traditional Latin celebration that usually takes place on Nov. 1 (All Saints Day) to remember loved ones who have died.

**Texas-Kingsville Represented a Youth Convention**

Texas A&M University-Kingsville's 5th Programs students made presentations at the League of United Latin American Citizens National Youth Convention. The students' main focus was to let area youth know that they do not have to be honor students or in the top 10 percent to succeed in college.

Marcos Benavides (pictured), past SSI Support Services program coordinator, College Assistance Migrant Program coordinator at Texas A&M-Kingsville, coordinated the student presentations.

Student participants included Alvarado, Marcelo Mata, and Villagomez. Graduate student Juan Garcia attended.

Mrs. Consuelo Martinez, Texas Kingsville Special Programs director, presented on Mexican American Education.

**News from LaGuardia Commun College**

Fiorello H. LaGuardia Comm College (LCC) in New York receive a $2 million Department of Education grant over the five years to help close the computer gap predominantly low-income students of whom are Hispanic. The grant, for training of faculty and adjuncts, is designed to provide access to computers to computer science and technology mentors in order to help the student learn precalculus and programming. The grant also includes a $1 million grant for the workplace.

A multimillion-dollar Department Education grant designed to advance the achievement of middle school and high school youth in Western Queens over the five years was awarded to LCC and the Q Urban Partnership. The funds for the Q Urban Project will help provide for teacher training programs and additional support services on the establishment of meaningful connections between students and adults in the city.
Ballet Los Pampas at Westchester

State University of New York-Westchester Community College, in tribute to Hispanic Heritage Month, hosted “Argentine Tango and Folklore,” a performance of Argentine music, folk dance, and tango by Ballet Los Pampas. Founded in 1990, the company combines traditional and contemporary dance forms to create a gliterring extravaganza of sight and sound.

Drawing upon Latin American cultures from the Andes Mountains through the Argentine plains to the contemporary city of Buenos Aires, the dancers performed the Malambo, the Candombe, and the Zamba.

Valencia Awarded $2 Million Federal Grant

Valencia Community College’s (Fla.) Osceola Campus was awarded a $2,090,600 grant from the U.S. Department of Education. The five-year Title V grant will enable the college to continue to advance its learning-centered initiative, focused on measurable improvements in student performance.

The grant gives formal recognition to the Osceola Campus as a “Hispanic-Serving Institution.” Such a designation requires that Hispanic enrollment exceed 25 percent and that more than 50 percent of those students be financially needy. The Osceola Campus Hispanic enrollment is 28.9 percent.

“Continental Harmony” Project to Celebrate Millennium

Fifty composers, creating 50 original musical works, and hundreds of performing artists will join host organizations to form “Continental Harmony,” a nationwide musical celebration of the millennium. Each commissioned piece will be given a premiere performance between Dec. 31, 1999, and December 2000. Performances will include jazz, choral, musical theatre, and orchestral events. Nearly 40 performances are expected to take place on July 4, 2000.

Puerto Rican composer Raymond Torres-Santos (pictured), a Universidad de Puerto Rico professor, is the lone Latino composer to be chosen. He will work with the Newark Boys Chorus and New Jersey Philharmonic Glee Club for the project.

Funding for the project comes from the National Endowment of the Arts, the John S. and James L. Knight Foundation, Rockefeller Foundation, Land O'Lakes Foundation, William and Flora Hewlett Foundation, the Minnesota State Arts Board, and Ohio Arts Council.

District of Columbia Celebrates Hispanic Heritage Month

The following Hispanic Heritage Month events took place in Washington, D.C.:

• Raúl Julia Awards—The National Hispanic Foundation for the Arts recognized newspapers’ coverage of Latinos.

• Hispanic Heritage Youth Awards—Six Hispanic high school students, headed to Ivy League colleges, were honored.

• Congressional Hispanic Caucus Institute Gala —“Building Coalitions: A Kaleidoscope of Possibilities” was the theme.

• Hispanic Educational Excellence—A seminar, “Overview of Latino Education,” was presented by the White House Initiative on Educational Excellence for Hispanic Americans.

• Congress of Congress—Keynote speaker José Gestal lectured on “Hispanics Climbing the Corporate Ladder.”

Politics and Education in Argentina, 1946-1962

by Mónica Esti Rein

Based on extensive research in archives in Argentina and the United States, this book, written in English, deals with the way in which Argentina’s educational system was used for political purposes.

1998
235 pgs.
$26.95 paper
M.E. Sharpe
(NY) 511-6563

Speaking Chicana: Voice, Power, and Identity

D. Leticia Galindo and Maria Dolores Gonzales, eds.

This book offers an extensive examination of language issues among Chicanas by 10 contributors—from linguist to lawyer, from poet to art historian. This multifaceted approach to the study of Chicana speech provides a significant survey of the literature on Chicanas and language production.

1999
226 pg.
ISBN 0-8165-18157
$19.95 paper
University of Arizona Press
(800) 426-5757

Wandering Time

By Luis Alberto Urrea

While driving cross-country and wandering the West, Luis Alberto Urrea learned how to live. As nature opened his eyes, writing opened his heart. In journal entries that sparkle with discovery, Urrea ruminates on music, poetry, and the landscape.

1999
130 pgs.
ISBN 0-8165-1866-1
$18.95 cloth
University of Arizona Press
(800) 426-5757
The Quest for Security in the Caribbean: Problems and Promises in Subordinate States
by Helaw Lloyd Griffith

This book examines security problems of the English-speaking Caribbean, also known as the Commonwealth Caribbean. The area’s security concerns have received little comprehensive attention in the past, with writers either doing country case studies or focusing on selected issues. Otherwise, Caribbean security problems have been examined as tangents to the interests of the United States or of European powers.

1993
320 pgs.
ISBN 1-56324-509-4
$30.95 paper
M.E. Sharpe
(800) 541-6563

Latin America
by Román de la Campa

To what degree is the Latin America that is studied in U.S. academies actually an entity “made in the U.S.A.”? In this book, the author argues that there is an ever-increasing gap between the political, theoretical, and financial pressures affecting the U.S. academy and Latin America’s own cultural, political, and literary practices.

1999
224 pgs.
ISBN 0-8166-3117-1
$18.95 paper
University of Minnesota Press
(773) 365-4510

Tito Puente and the Making of Latin Music
by Steven Loza

This book provides an in-depth historical, musical, and cultural look at the career and the influence of this giant of Latin music.

Celebrating a dynamic performer and a genre that is deeply rooted in America’s rich ethnic diversity, this study reveals all the vibrancy and color of a consummate artist’s life, work, and world.

July 1999
260 pgs.
ISBN 0-252-07578-9
$25.95 paper
University of Illinois Press
(800) 545-4703

Dreams of the Abandoned Seducer
by Alicia Borinsky

This book, translated by Cola Franzen in collaboration with 1996 Latino Literature Award winner Alicia Borinsky, takes place in the new “free market” era of personal choices and relations—a chaotic, sometimes hopeful, often comic world that has supplanted the old order of political terror and clearly demarcated ideological divides.

1998
212 pgs.
ISBN 0-8032-6144-6
$15.00 paper
Bison Books
(800) 755-1105

I’m Going to Have a Little House: The Second Diary of Carolina María de Jesús
by Carolina María de Jesús

This book—translated by Melvin S. Arrington Jr. and Robert M. Levine—recounts native Brazilian Carolina María de Jesús’ struggles with celebrity, middle-class expectations, and the racial and social tensions her successful first diary had brought her.

May 1999
320 pgs.
ISBN 0-8018-5999-9
$45.00 cloth
Johns Hopkins University Press
(800) 545-4708

The Hernando de Soto Expedit History, Historiography, and “Discovery” in the Southeast
Patricia Galloway, ed.

Traditionally, studies of the Soto expedition have concentrated on reconstructing its route. While not neglecting this issue, the 18 contributors to this volume—themselves leading historians, archaeologists, critics, anthropologists, and ethnologists—investigate broader cultural and ecological aspects of the available historical record.

1997
457 pgs.
ISBN 0-8032-2157-6
$60.00 cloth
University of Nebraska Press
(800) 755-1105

The Myth of Quetzalcoatl
by Enrique Florescano

Warrior, rain-god, and spirit of the maize, the most familiar of the Mesoamerican gods, Quetzalcoatl, is better known for his attributes than his history. This comprehensive study traces the spread of the worship of the Plumed Serpent and the multiplicity of interpretations that surround him.

May 1999
320 pgs.
ISBN 0-8018-5999-9
$45.00 cloth
Johns Hopkins University Press
(800) 545-4708
**The Empress, the Queen, and the Nun: Women and Power at the Court of Philip III of Spain**

by Magdalena S. Sánchez

This book offers an intriguing examination of the political power wielded by three women in the court of Philip III of Spain—Empress María, Philip’s grandmother; Margaret of Austria, Philip’s wife; and Margaret of the Cross, Philip’s aunt.

1996
280 pgs.
ISBN 0-8018-5791-0
$39.95 cloth
Johns Hopkins University Press
(800) 537-5487

**La Generación Hijo Pródigo: Renovación y Modernidad**

(Written in Spanish)

by Arnaldo Carlos Vento

During the 20th century in Mexico, Mexican literati formed literary groups and created new movements in poetry, short story, and essay centered around significant literary journals. This book is a study and analysis of the literary journal **El Hijo Pródigo** and the generation of the early 1940s that brought Mexico into literary prominence.

1996
306 pgs.
$46.50 cloth
University Press of America
(800) 462-6420

**NAFTA, The First Year: A View From Mexico**

David R. Dávila Villers, ed.

This book offers a collection of articles on the first year of the North American Free Trade Agreement as seen from five different angles—economy, culture, environment, legal matters, and foreign policy coordination. It conveys a “Mexican” view of the agreement.

1996
228 pgs.
$44.50 cloth
University Press of America
(800) 462-6420

**Conversations with Isabel Allende**

John Rodden, ed.

In this collection of 34 interviews spanning the 1980s and 1990s, Isabel Allende tells her own story in her own words. From her early years as a Chilean TV personality and niece of the late Chilean President Salvador Allende through the major transformations of her adult life. Translations from Spanish by Virginia Invernizzi.

June 1999
476 pgs.
ISBN 0-292-70093-6
$24.95 paper
University of Texas Press
(800) 252-3206

**CONFERENCES**

**National Higher Education Conference on Students of Color**

October 27–31

“The Learning-Centered Environment: Students and Learning in the New Millennium.” Featured guests include Dr. Alfredo G. de los Santos, Jr., The Maricopa Community Colleges (Ariz.). At the Minneapolis Hilton & Towers, Minneapolis, Minn.

Contact: phone (850) 222-1087/885-175; e-mail, <cniford@aol.com>; Web site, <www.collegesurvival.mnco.com>.

**El Paso Community College—Great Teaching**

October 28–30

“Southwest Seminar for Great Teaching: Education as Liberation.” At the Sage Brush Inn, Taurus, N.M.

Contact: (915) 831-2201; e-mail, <anae@epcc.edu>.

**ACE: Educating a Nation (VII)**

October 28–30

The American Council on Education’s Division of Access and Equity Programs’ Office of Minorities Higher Education is sponsoring its 7th “Educating a Nation” national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: phone, (202) 939-9395; e-mail, <lachone_fuentes@ace.nche.edu>; Web site, <www.acenet.edu>.

**NSHMBAA—National Conference and Career Expo**

October 28–30

The National Society of Hispanic MBAs’ 10th annual event, this year on the theme of “Elevate beyond Excellence: Face the Challenges.” Closing plenary speaker: Ray Suárez, host of *Tusk of the Nation*. At the Adams Mark Hotel and Colorado Convention Center, Denver.

Contact: phone, (214) 267-1622; e-mail, <info@nshmba.org>; Web site, <www.nshmba.org>.

**HACU—13th Annual Conference**

October 30–November 2


**NAWE: Advancing Women in Higher Education**

November 6–10

“Institute for Emerging Women Leaders in Higher Education.” At University of Maryland Inn and Conference Center, College Park, Md.

Book Review

by Charnel Anderson

Charles Edward Magoon: The Panama Years, by Gustavo A. Mellander and Nelly Maldonado Mellander. Editorial Plaza Major (P. O. Box 3148, Guaynabo, Puerto Rico 00970-3148; e-mail <patrigut@prtc.net>), 1999. ISBN# 1-56328-155-4. $9.95 paper.

The U.S. has been turning over its Canal interests and properties to Panama for the past 20 years. That process ends on December 31. The transition has generated interest in the Panama Canal. What did the U.S. succeed where France had failed? Who helped create the framework, shape the policies and understandings between the U.S. and the Republic of Panama that would last for nearly 100 years?

In 1902, Columbus visited what is now the Republic of Panama. He had no idea whether a water passage existed, nor did he imagine that parts of the Isthmus were only 50 miles wide.

Many followed Columbus’ dream and failed as he had. Finally, Vasco Nuñez de Balboa in 1513 trekked across the steamy, hot isthmus to gaze upon a vast waterway that we now call the Pacific Ocean.

Some trace U.S. interest in a passageway to the late 1700s. But it was the California gold rush in the 1850s that peaked U.S. interest. Thousands found it easier, cheaper, and quicker to sail to the Caribbean side of Panama, walk or ride a donkey across the isthmus to the Pacific, and there board a ship for California.

The U.S. secured diplomatic agreements with European and Latin American countries, strengthening its role on the Isthmus. And worked hard to deter a European foothold.

In the 1880s, the French tried to build a canal in Panama. Within eight years, 20,000 died, millions were lost, and reputations were wrecked. France gave up. The Spanish American War of 1898 highlighted the need to move a navy quickly between both oceans, increasing U.S. interest in a canal. And when the assassination in 1901 of President William McKinley elevated the energetic, tradition-busting, action-oriented Theodore Roosevelt into the White House, U.S.-Latin American relations would never be the same, for Roosevelt wanted a canal.

In 1903, with the clear involvement of high-ranking U.S. citizens and public officials, Panama declared its independence from Colombia. The U.S. turned away Colombian troops and recognized Panama’s independence.

Thousands of North Americans went to the Isthmus and within ten years would achieve one of the greatest engineering feats of all time.

One of many involved was Charles Edward Magoon of Nebraska, an affable young lawyer and Washington bureaucrat who wrote the definitive manual on the administration of overseas possessions, implemented in Cuba, Puerto Rico, Guam, and the Philippines—all prizes of the 1898 war.

Appointed general counsel of the First Isthmian Canal Commission in 1904, Magoon visited Panama and reported back to Roosevelt. His astuteness and diplomacy were not lost on those with power. He was appointed both governor of the Canal Zone and U.S. Minister Plenipotentiary and Envoy Extraordinary to the Republic of Panama. His decisions and actions influenced not only the building of the canal but the diplomatic relations between both countries. Yet nothing had been written or published on this period of his life. Given his critical role in formulating long-term strategies, his “invisibility” was not warranted. He was truly the forgotten Isthmian.

Thanks to the Mellanders, the precedents that he established are now carefully documented. As governor, he launched a multiplicity of institutions that functioned through the long U.S. hegemony in the Canal Zone. As minister, he created procedures that set the pattern by which the U.S. and Panama interacted.

Much of what people recall as being the Canal Zone grew out of the precedents Magoon established: healthy sanitary conditions, superior salaries and good living accommodations for the canal workers, reasonably priced daily necessities, a public school system, and a civilian government, among others.

As minister, Magoon’s contributions were similarly impressive and long-lasting. He helped smooth ruffled feathers, addressed disputes diplomatically, and helped draft the Taft Memorandum, a key document that established working parameters between the U.S. and Panama that remained in place for more than 50 years.

Magoon attended the first elections ever held in the republic, in 1906. His towering presence, his careful hands-off stance but nevertheless high visibility during those elections set the tone for decades.

Gustavo Mellander, an accomplished and meticulous historian and recognized authority on Panama, is well known among “Panama hands” for his noteworthy book, The United States in Panamanian Politics: The Intriguing Formative Years, selected as a “best seller” in the United Nations when it was first published.

For this volume on Magoon, Nelly Maldonado Mellander, his wife and fellow professor at George Mason University, also a serious and committed scholar, helped him conduct primary and secondary research that heretofore examined by other researchers.

They relied heavily on primary sources such as Magoon’s annual reports, his State Department correspondence, Congressional records, private papers, newspapers and periodicals of both countries, and archival material in Panama and the United States. These rich and diverse sources give us a lively portrait of Magoon’s years and contributions in Panama.

This book is good history and a good read. Good because it is historically accurate and good because it is well written. For anyone wanting to know more about how U.S.-Panama relations developed and how those early pioneers lived in the Canal Zone—this is a must read. We are in the Mellanders’ debt.

Dr. Anderson, professor of Latin American history at Inter American University of Puerto Rico for 30 years, has traveled extensively throughout Latin America. He received his Ph.D. from George Washington University.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers’ Guidelines.
CALL FOR PAPERS

National Association of Hispanic and Latino Studies

National Conference
February 21-26, 2000
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

Abstracts must be postmarked by:
November 23, 1999

Send Abstracts To:
Dr. Lemuel Berry, Jr.
Executive Director, NANAS
Morehead State University
212 Rader Hall
Morehead, KY 40351
Telephone: (606) 783-2650
Fax: (606) 783-5046

Are You Ready to Wrestle?

You are invited to The Princeton Seminars
A weekend for reflection, theological exploration, and vocational discernment

1999
November 11-14
December 2-5

2000
January 27-30
February 10-13
February 24-27
March 16-19
March 30-April 2

For more information contact:
The Rev. Victor Aloyo Jr.
Director of Vocations
Princeton Theological Seminary
1-800-622-6767 ext. 1940
www.ptsem.edu

Princeton Theological Seminary is a theological institution of the Presbyterian Church (USA).

University of Massachusetts Boston

GREaT University
where 75% of research activities address the needs of urban communities
in a GREaT city

We are proud to support the University's Mauricio Gaston Institute for Latino Community Development and Public Policy.

We offer 98 fields of study leading to the bachelor's, master's, and doctoral degrees, as well as professional training programs.

call 617.287.6000
visit www.umb.edu

OFFICE OF CIVILIAN RADIOACTIVE WASTE MANAGEMENT GRADUATE FELLOWSHIP PROGRAM

Sponsored by U.S. Department of Energy and administered by Oak Ridge Institute for Science and Education

Benefits:
• Payment of tuition and fees not to exceed $8,000 per year.
• Monthly stipend of $1,200.
• Required summer practicum at a U.S. Department of Energy National Laboratory.
• Renewal awards for eligible participants.

Eligibility:
• U.S. Citizen.
• Students with undergraduate degrees in the physical and life sciences, mathematics, or engineering; including graduate students who have not progressed to the point of having an approved thesis or dissertation topic.
• Attend a Participating University.

Deadline: Monday, January 31, 2000

Contact:
Colleen Babcock - (423) 576-9272
or E-Mail babcockc@orau.gov for applications.
America’s most wired public university

*YAHOO!
1998 & 1999

Congratulations to NJIT’s student Academic Olympiad team: Jose Lopez, Paul Samaniego, and Penial Ortega on placing first and winning the national title in the National Science Olympiad conducted during the Hispanic Organization of Students in Technology and the Society of Hispanic Professional Engineers (HOST/SHEPE) National Technical and Career Conference in Los Angeles, Ca.

NJIT
New Jersey Institute of Technology

A Public Research University
University Heights
Newark, NJ 07102-1982
www.njit.edu

NJIT does not discriminate on the basis of sex, sexual orientation, race, color, national or ethnic origin or age in the administration of its educational policies, admission policies, financial aid policies, or programs and activities.

Find Yourself Here...
where an excellent education – at an affordable tuition – is part of every student’s life.

OPEN HOUSE
Sunday, November 14
Brooklyn Campus 12-3pm
Patchogue Campus 1-4pm

Brooklyn Campus
245 Clinton Ave.
718-636-9868

Patchogue Campus
155 W. Roe Blvd.
516-447-3219
www.sjcnh.edu

THE NATIONAL ACADEMIES
Advisers to the Nations on Science, Engineering, and Medicine

NATIONAL RESEARCH COUNCIL
Postdoctoral and Senior Research Awards
opportunities for research in:
Chemistry • Physics • Life & Medical Sciences
Space & Planetary Sciences • Earth & Atmospheric Sciences
Engineering, Mathematics & Applied Sciences
Also teaching/research opportunities at the US Military Academy in
Mathematics, Physics & Mechanical Engineering
• 350 awards for independent research at over 120 laboratories
representing nearly all US Government agencies with research facilities
• 12-month awards renewable for up to 3 years maximum
• Annual stipend for recent PhD or MD graduates $30,000 to $52,000 depending
upon sponsoring laboratory; stipend appropriately higher for senior researchers
• Support for relocation and professional travel; health insurance program offered
• 3 annual award competitions for most participating laboratories

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

Further information and application materials may be obtained from our
web site at http://national-academies.org/rap or by contacting:
MAIL: Associate Program (122114/HK)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418
FAX: (202) 334-2759
EMAIL: rap@nas.edu

Qualified applicants will be reviewed without regard to race, creed, color, sex, age, or nation origin.

HACU
14th ANNUAL CONFERENCE

MEET US IN
ALBUQUERQUE, NEW MEX

The Hispanic Association
Colleges and Universities
will be holding its
14th Annual Conference
Albuquerque, New Mexico
November 4-7, 2000
at the Albuquerque Convention Center

Visit HACU’s website at www.hacu.net for information regarding HACU and/or its activities.
GATES MILLENNIUM SCHOLARS PROGRAM
SIX ADVERTISED POSITIONS

Executive Director
The Executive Director will manage the Gates Millennium Scholars Program, a bold philanthropic initiative recently created and funded with an historic gift from the Bill and Melinda Gates Foundation to provide scholarships and leadership opportunities to academically talented minorities with demonstrated financial need.

Reporting to the President and CEO of The United Negro College Fund, the Executive Director will be responsible for the overall administration and management of the Gates Millennium Scholars Program for African American, Hispanic, Native American and Asian citizens. The fifty-five year old United Negro College Fund currently administers more than 400 scholarships annually as well as providing curriculum, faculty development, and technical assistance to historically black colleges. Through its established administrative system, The College Fund will provide general business services support to the Gates Millennium Scholars Program.

Specific desired experience and attributes include:
- At least eight years of higher education management experience, including a proven record of achievement as a builder of programs serving diverse constituencies;
- Outstanding communication, interpersonal and organizational skills including demonstrated success in fostering interagency cooperation;
- Good analytical skills including technological literacy and knowledge of statistical techniques and research methodology;
- Commitment to fiscal responsibility;
- A goal-oriented, energetic personal style with demonstrated familiarity with and sensitivity to minority higher education issues.
- An (earned) advanced degree is preferred, and a bachelor’s degree is required

Assistant Executive Director
Reporting to the Executive Director, the Assistant Executive Director will manage the application process for the Gates Millennium Scholars Program.

Specific desired experience and attributes include:
- At least five years of higher education management experience in the area of financial aid;
- Good communication, interpersonal and organizational skills;
- Demonstrated skills in fostering interagency cooperation;
- Good analytical skills including technological literacy;
- The ability to work with diverse constituencies;
- A master’s degree.

Four (4) Program Assistants
Reporting to the Executive Director, the Program Assistants will assist in managing the application process for the Gates Millennium Scholars Program.

Specific desired experience and attributes include:
- At least three years of experience in the area of financial aid in a college or university;
- Good communication, interpersonal and organizational skills;
- Technological literacy;
- The ability to work with diverse constituencies;
- A bachelor’s degree.

For each of the positions, candidates who represent the diverse constituencies served by the Gates Millennium Scholars Program are encouraged to apply.

Applications and nominations in confidence to:
Mr. James Abruzzo
Vice President and Managing Director, Nonprofit Practice
A.T. Kearney Executive Search
153 East 53rd Street
New York, NY 10022

Contact: Dr. Matthew C. Statler
(212) 785-1200 phone
(212) 350-3150 fax
matt_statler@atkearney.com

Eduardo Sanchez
Co-Writer/Co-Director
THE BLAIR WITCH PROJECT

Congratulations to Eduardo Sanchez,
one of our own....

Montgomery College has earned a reputation as one of the best community colleges in the nation by applying a winning formula: excellence in teaching; a collegewide focus on student success, innovative partnerships; and unrivaled leadership.

Campuses in Takoma Park, Rockville, and Germantown, Maryland
301.279.5000
www.montgomerycollege.com
Montgomery College is an equal opportunity employer
WHAT'S NEXT?

AMERICAN PLURALISM AND THE CIVIC CULTURE:
CHALLENGES AND PROPOSALS

This national conference at Smith College on race and ethnicity will bring together academic specialists and social activists to confront the challenges of diversity in American society—relations between old minorities and new immigrants, intra-group tensions of class, gender and age, and the ultimate challenge of making a "more perfect union." The conference goal is the development of public and educational policies for the next century.

For more information, please contact the Office of College Relations, Garrison Hall, Smith College, (413) 585-2170. The conference is supported by The Coca-Cola Foundation and the Office of the President, Smith College.

November 4  Otelia Cromwell Day
Keynote Address
Lani Guinier
Professor of Law, Harvard University

November 5-6  Presenting the Challenges
Johnnetta Cole
Presidential Distinguished Professor of Anthropology, Emory University

Rubén Rumbaut
Professor of Sociology, Michigan State University

Charles Willle
Charles William Eliot Professor of Education Emeritus, Harvard University

Participants include:
Gilberto Cárdenas
Director, Institute for Latino Studies, University of Notre Dame

Rudolph Crew
Chancellor, New York City Board of Education

Evan Dobelle
President, Trinity College

Myrle Evers-Williams
Former President, NAACP

Nathan Glazer
Professor of Education and Social Structure, Harvard University

Kathryn Rodgers
Executive Director, NOW Legal Defense and Education Fund

Anna Deavere Smith
Executive Director, Institute for the Arts and Civic Dialogue, Harvard University

Bob Suzuki
President, California State Polytechnic University at Pomona

A NATIONAL CONFERENCE
SMITH COLLEGE NOV. 4-6
NORTHAMPTON, MASS

DEPARTMENT OF HISTOR FACULTY POSITIONS

AMERICAN CULTURAL OR DIPLOMATIC HISTORY
The Department of History of the University of Wisconsin-Madison invites applications for a position as Assistant Professor (tenure track) in either American cultural history or in American diplomatic history. Successful candidates must have the Ph.D. degree by the starting date of the assignment (August 28, 2000) and be prepared to teach courses in the relevant field at undergraduate and graduate levels. Salary will be commensurate with qualifications and experience. Applications will be accepted until November 19. Please send a letter of application, CV, and three letters of recommendation to Chair, Search Committee, American History, History Department, University of Wisconsin-Madison, 3211 Humanities Building, 455 N. Park Street, Madison, WI 53706-1483.

20TH CENTURY RUSSIAN HISTORY
The Department of History of the University of Wisconsin-Madison invites applications for a position as Assistant Professor (tenure track) in the history of 20th century Russia and related areas within the boundaries of former Soviet Union. The successful candidate must have the Ph.D. degree by the starting date of the assignment (August 28, 2000) and be prepared to teach courses in the relevant field at the undergraduate and graduate levels. Salary will be commensurate with qualifications and experience. Applications will be accepted until November 19. Please send a letter of application, CV, and three letters of recommendation to Chair, Search Committee in Russian History, History Department, University of Wisconsin-Madison, 3211 Humanities Building, 455 N. P. Street, Madison, WI 53706-1483.

20TH CENTURY INDIAN HISTORY
The Department of History of the University of Wisconsin-Madison invites applications for a position as Assistant Professor (tenure track) in the history of 20th century India. The successful candidate must have the Ph.D. degree by the starting date of the assignment (August 28, 2000) and be prepared to teach courses in the relevant field at the undergraduate and graduate levels. Salary will be commensurate with qualifications and experience. Applications will be accepted until November 19. Please send a letter of application, CV, and three letters of recommendation to Chair, Search Committee in Indian History, History Department, University of Wisconsin-Madison, 3211 Humanities Building, 455 N. Park Street, Madison, WI 53706-1483.

20TH CENTURY HISTORY OF AMERICAN WOMEN
The Department of History of the University of Wisconsin-Madison invites applications for a position as Associate or Full Professor in the 20th history of American Women. Candidates for this appointment should currently hold tenure and must have outstanding record of research and teaching excellence. Salary will be commensurate with qualifications and experience. Applications will be accepted until November 19. Please send a letter of application, CV, and three letters of recommendation to Chair, Search Committee in Women's History Department, University of Wisconsin-Madison, 3211 Humanities Building, 455 N. Park Street, Madison, WI 53706-1483.

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

The University of Wisconsin-Madison is an Equal Opportunity/Affirmative Action Employer and encourages applications from women and minority
VERMILION COMMUNITY COLLEGE
Ely, Minnesota

Located in the heart of the Superior National Forest, Ely, Minnesota is the gateway to the Boundary Waters Canoe Area Wilderness, the most popular wilderness in the U.S. With a vast system of wooded trails and over 300 lakes in a twenty-mile radius, the area is noted for its fishing, canoeing, hiking, hunting, skiing, and snowmobiling. The town offers a safe family environment with a true spirit of community involvement. Ely hosts three major festivals and a range of yearly arts and sporting activities.

PROVOST

Leadership responsibilities in six areas:

- Academic Affairs
- Personnel and Program Management
- Budget and Finance
- Student Services and Residential Life
- Community Relations
- Learning and Institutional Assessment

Qualifications:
The qualified applicant will possess a Master's Degree; Doctorate preferred. Applicants should have classroom instruction experience; demonstrated administrative and leadership skills; and the ability to communicate effectively with all college constituents.

Salary Range:
$64,267 to $88,902
Placement commensurate with education and experience. Full benefits package.

Application Materials:
Interested applicants should send a letter of application addressing their qualifications: college transcripts; a philosophy of community and technical college education; and a current vita, including the names, addresses, and telephone numbers of three or five current references.

Send these materials to:
Patti Stahl
Director of Human Resources
1001 Chestnut Street West
Virginia, MN 55792
Phone: (218) 749-7743 Fax: (218) 749-0321

Deadline for Completed Applications:
December 3, 1999 (Only completed applications will be given consideration.)
Faxed applications will be accepted, but must be followed by the original in the mail.
Semi-finalist interviews will be scheduled in early January.

VERMILION COMMUNITY COLLEGE IS AN EQUAL OPPORTUNITY/ACCESS INSTITUTION

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK
SCHOOL OF SOCIAL WORK

The Columbia University School of Social Work invites nominations and applications for four ENDOWED PROFESSORSHIPS

The appointee to the Russell Professorship must have a distinguished record of teaching, research and practice in social policy or in clinical or advanced generalist practice. Preference will be accorded to candidates with a master’s and/or a doctoral degree in social work.

The John Smart Centennial Professorship.
The first appointee to the Smart Centennial Professorship must have a distinguished record of teaching, research and practice about programs that promote independent and autonomous functioning. Preference will be accorded to candidates with a master’s and/or a doctoral degree in social work.

The Sylvia D. and Mose J. Firestone Centennial Professorship in Clinical Social Work.
The appointee to the Firestone Professorship must have a distinguished record of teaching, research and practice in clinical social work. Candidates must have a master’s and/or a doctoral degree in social work.

The Marion Kenworthy Professorship of Psychiatry in Social Work.
The appointee to the Kenworthy Professorship must have a distinguished record of teaching, research and practice in psychiatry and must be able to relate the expertise to social work education, particularly regarding human behavior and the social environment. Candidates must have an M.D. degree and advanced training in psychiatry.

Successful candidates must have nationally or internationally recognized research and publications in the above areas as well as a continuing record of exceptional teaching and innovation in the classroom. The candidate should be able to mentor students and junior faculty in ways that enhance the profession. Endowed professors will exercise a leadership role in the School, particularly in procurement of major grants, collaborative research, and curriculum development in the cited areas.

Nominations and applications should be forwarded to:
Ronald A. Feldman, Dean
COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025
Columbia University is an affirmative action/equal opportunity employer. Minority and women candidates are especially urged to apply.

DIRECTOR OF THE LIBRARY
Belmont Abbey College invites applicants and nominations for the position of Director of the Library. Candidates must have an ALA-accredited MLS and several years of administrative experience in a college or university library. The responsibilities of the Director will include administration of staff, facilities and budget for an undergraduate library, continued integration of emerging information technologies, cooperation with faculty and staff to enhance library services, and commitment to develop the library in service of the Catholic and Benedictine intellectual tradition. Competitive salary and benefits. Belmont Abbey College is a Catholic, Benedictine, four-year coeducational liberal arts college with an enrollment of 950 students located 15 miles west of Charlotte, NC. The college is an equal opportunity employer. Applicants should submit a cover letter, resume and three letters of reference from professional colleagues toplaced salo,
O.R. Academic Dean, Belmont Abbey College, Belmont

A DOCTORATE FOR COMMUNITY COLLEGE PROFESSIONALS

For more information see our web site:
http://gec.gmu.edu/depart/ncce
http://gec.gmu.edu/depart/ncce/handbook.htm

The National Center for Community College Education
4400 University Drive MSN 1183
George Mason University
Fairfax, VA 22030-4444
(703) 993-2310 (office)
YOUR VISION—
Your Future

The University of Southern Colorado is proud to have been named among the Top 100 colleges and universities in graduating Hispanics at the bachelor's and master's degree levels.

Located in the culturally diverse city of Pueblo, Colorado, USC is committed to providing access for members of all minority groups, emphasizing and fostering cultural pluralism, enhancing the traditions of culture and language, and encouraging the development of economic opportunities.

For further information about your future at the University of Southern Colorado, please contact us at 1.877.USC.WOLF, or visit us online at www.uscolo.edu.

OPEN HOUSE!
Saturday, November 13
11 am-2 pm

MEET IN THE MUSIC BUILDING
AT LEHMAN COLLEGE

• Visit "the most attractive of the CUNY colleges...with some of its finest facilities," (The New York Times)
• Learn about our more than 90 degree programs in the liberal arts and sciences and professional studies.
• Meet students and faculty. Get information about admissions, financial aid, and scholarships.

CALL 1-877-LEHMAN-1 FOR DIRECTIONS
AND TO RESERVE YOUR PLACE

Lehman College
THE CITY UNIVERSITY OF NEW YORK
250 Bedford Park Boulevard West
Bronx, New York 10468

E-mail us at ENROLL@lehman.cuny.edu. Visit the Lehman College Website at <www.lehman.cuny.edu>.
Dean of Liberal Arts

(Non-Unit Professional Position)

GENERAL STATEMENT OF DUTIES: BHCC seeks a committed and energetic educator who desires to work in a dynamic changing environment, as a team member with the Vice President and other deans in the management of the academic area. The position requires long hours but offers the opportunity to establish the institution as a leader in diversity, technology and learning.

RESPONSIBILITIES: Reporting to the Vice President of Academic and Student Affairs, the Dean's responsibilities include managing the Liberal Arts Division (English, Foreign Language, English-as-a-Second-Language, Behavioral Science, Social Science, Humanities, and Community & Public Service), overseeing academic programs, evaluating faculty and staff, developing and implementing academic policies and strategic plans, enrolling and managing the division budget, encouraging professional and curriculum development, and in general providing innovative leadership to the division.

QUALIFICATIONS: Master's degree in Liberal Arts, Doctorate preferred; teaching and administrative experience in a college setting, preferably in a community college, demonstrating outstanding accomplishments; demonstrated leadership skills, particularly with faculty; competent administrative, computer and policy implementation skills required.

PROVEN ABILITY TO: Work well and lead faculty in strengthening existing and developing new programs; integrate technology, issues of diversity, global awareness and experiential learning into the curriculum; encourage and foster a student centered and diverse campus approach to teaching; encourage team approach in the management of departments and programs, and provide leadership in a strategic planning environment; work in an environment in which change is a highly valued cultural characteristic; work in a diverse environment with a willingness to utilize differences of students, faculty and staff to enhance individual learning and that of the college community; work as a partner with the Vice President in providing leadership to the academic area.

SALARY: $60,000.00-$80,000.00 yr.

Assistant Dean for Enrollment Management/Registrar

(Non-Unit Professional Position)

GENERAL STATEMENT OF DUTIES: BHCC seeks a committed and energetic educator who desires to work in a dynamic changing environment, as a team member with the Dean of Students in the management of the student services area. The position requires long hours but offers the opportunity to establish the institution as a leader in diversity, technology and learning. The Assistant Dean for Enrollment Management/Registrar assists the Dean of Student Affairs in the administration of enrollment services within the Division of Academic and Student Affairs, and in collaboration with the Division of Administration and Fiscal Affairs. The Assistant Dean reports to the Dean of Student Affairs.

RESPONSIBILITIES: The Assistant Dean of Enrollment Management/Registrar is the certification officer for the College and is responsible for student academic record maintenance including generation, storage, control, and security of all student records; chairs the Enrollment Committee that consists of directors of admissions, financial aid and advising, the individual will provide enrollment and technology leadership to all offices associated with enrollment; plans, organizes, and directs registration process, and collaborates with related college personnel to implement an effective and efficient enrollment management system; ensures strong and positive customer service philosophy and manages staff in a manner that ensures student-friendly service; assists the Dean of Student Affairs in developing and maintaining Division-wide policies and systems.

QUALIFICATIONS: Master's degree required in higher education, management, or a related field; Doctorate preferred; administrative experience with student services required; experience required relating to records management in registrar’s office; experience with computerized student and administrative information systems is required.

PROVEN ABILITY TO: Demonstrate exemplary management, supervisory, and organizational skills; demonstrate excellent oral and written communication, and interpersonal skills; provide strong, positive, and proven customer service philosophy; work with a diverse student population.

SALARY: $55,000.00-$60,000.00 yr.

To apply in confidence, interested candidates should send a resume, cover letter and a statement addressing each of the qualifications and proven abilities to:

Bunker Hill Community College
Molly B. Ambrose
Director of Human Resources and Labor Relations
250 New Rutherford Avenue
Boston, MA 02129-2925

Review of Applications will begin on NOVEMBER 1, 1989

Bunker Hill Community College is an Affirmative Action/Equal Opportunity Employer. Women, people of color, individuals with disabilities and others are strongly encouraged to apply.
Consortium for a Strong Minority Presence at Liberal-Arts Colleges
Minority Scholar-in-Residence Program

With a view toward encouraging African-American, Asian-American, Hispanic-American, and Native American scholars to consider teaching and research careers at small liberal-art colleges, the Consortium for a Strong Minority Presence at Liberal-Arts Colleges, an association of selective undergraduate institutions, has established the Minority Scholar-in-Residence Program. Applications are invited for the dissertation fellowship program or the post-doctoral fellowship program in all disciplines of the liberal arts and engineering. Applicants should be working toward the Ph.D. or the M.F.A. degree, or should have received the degree no more than five years before application.

The Minority Scholar-in-Residence will receive a stipend equal to the typical salary for beginning instructors or assistant professors at the host institutions. Scholars will be expected to do some teaching and research, and to participate in other activities under the supervision of a mentor. It is hoped that the scholars will, upon completion of their residency, be strong candidates for tenure-track positions at member institutions of the consortium or at similar institutions.

Scholars must be citizens of the United States and have had no more than five years of teaching or relevant work experience before receiving the award. Ideally, applicants for the dissertation fellowship program should have completed their research before the beginning of the fellowship year.

Among the member institutions of the Consortium, the following offer to sponsor minority scholars during the 2001-02 academic year: Bowdoin, Bryn Mawr, Carleton College, Colorado College, Connecticut College, Grinnell College, Haverford College, Macalester College, Mount Holyoke College, Oberlin College, Occidental College, Pomona College, Rhodes College, Southwestern University, Swarthmore College, Trinity College, University of the South, Vassar College, Wellesley College, Wheaton College, and Williams College.

The brochure describing the program and an application form may be requested by writing to Jean Cousins, Administrative Assistant, CSMP, Grinnell College, P.O. Box 805, Grinnell, IA 50112-0810.

Application deadline: December 1, 1999

---

DEPARTMENT OF HEALTH ADMINISTRATION AND POLICY
The University of Oklahoma Health Sciences Center
College of Public Health
Oklahoma City, OK

Position Announcement for

CHAIR OF HEALTH ADMINISTRATION POLICY

The University of Oklahoma Health Sciences Center is seeking to fill the position of chair of the Department of Health Administration and Policy. Minimum requirements for candidates wishing to be considered for the position are an earned doctorate in health administration and policy or a related field, a history of research funding and evidence of current scholarly activity/research, evidence of academic leadership, graduate teaching experience, strong leadership skills, and tenureability at the senior associate or full professor level.

Desirable traits for the position include previous experience with Accrediting Commission for Health Services Administration (ACHEAS) program accreditation, experience advising graduate students and mentoring student research, evidence of strong management skills, and a history of community service. Additionally, the candidate should be recognized as an authority in their field.

Applications will be reviewed as they are received. Candidates desiring additional guidance in preparing submissions may contact Dr. David Johnson at the address shown below, or visit the Department's web site at http://w3.ouhscc.edu/hap/.

Interested applicants should send a curriculum vitae and letter of application to

David L. Johnson, Ph.D.
Health Administration and Policy Chair Search Committee
College of Public Health
The University of Oklahoma Health Sciences Center
P.O. Box 26901, CHB-413
Oklahoma City, OK 73190

The University of Oklahoma Health Sciences Center is an Equal Opportunity/Affirmative Action Employer.

---

COLBY COLLEGE

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following positions:

Director of Physical Plant

The Director will be responsible for the leadership of the Department of Physical Plant, providing planning and project management services with 150 staff, 56 buildings, 1.3 million square feet, 744 acres, and a budget of about $12 million. May oversee degree in Engineering and a minimum of ten years progressively responsible management experience desired. Additional qualifications include excellent written and verbal communication skills; demonstrated leadership and supervisory skills; commitment to customer service and communication; strong leadership skills; ability to plan, estimate, and execute long-term capital projects; familiarity with state and federal regulations and building codes; and familiarity with computerized facility management applications also desired.

Interested candidates should submit a cover letter and two copies of a resume, including the names and telephone numbers of three references to: Peter N. French Associates, Inc., Attn: Director of Physical Plant Search, 126 Northville Farm Road, Carlisle, MA 01741.

For additional information regarding this position, please contact Peter French at 781-304-4569. Applications or resumes will be directed to Douglas H. Terry, Director of Physical Plant, Colby College, Waterville, ME 04901-8855.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site at www.colby.edu.

---

MILLERSVILLE UNIVERSITY

ELEMENTARY AND EARLY CHILDHOOD EDUCATION

Assistant Professor

Early Childhood Education emphasis. Full-time, tenure-track to begin no later than August 2000. Position available January 24, 2000. Teach undergraduate and graduate courses in two or more of the following areas: early childhood education, early childhood curriculum and methods, child behavior, and instructional technology. Experience in elementary education preferred. Early Childhood Education background. Conduct and supervise scholarly activities. Advise students and participate in department and university committee work and other activities. Required: ABD with doctorate (completable by 11/1/01) in early childhood education or child development. Must be completed by appointment date. Three years successful full-time teaching experience in an early childhood or early elementary setting in the U.S./Canada. Evidence of ability to conduct and supervise scholarly activities, work cooperatively with colleagues, and use instructional technology. A successful interview and teaching demonstration preferred.

Interested candidates should send a curriculum vitae, letter of application, and three letters of recommendation to: Dr. Alice A. Mackley, Early Childhood Ed., Ed.D., Millersville University, P.O. Box 1002, Millersville, PA 17551-0302. ATO4AA notation

---
Faculty Positions

Ranked among the top three national business specialty schools by US News and World Report, Bryant College, a student-centered College, is AACSB accredited at both the graduate and undergraduate level and enrolls approximately 3000 undergraduate and graduate students. The College offers a Bachelor of Science in Business Administration, a Bachelor of Arts in Liberal Studies, a Master of Business Administration, a Master of Science in Taxation, and a Master of Science in Accounting.

Bryant College in Smithfield, RI, located 15 minutes from Providence and one hour from Boston, seeks the following Assistant Professor level, tenure-track positions.

**Computers Information Systems**

Ph.D. in CIS/MIS required. In-depth knowledge required in two of the following areas: Visual Basic, Java, Internet/Intranet, telecommunications, networking, databases, and microcomputers.

**English**

Communication. Ph.D. Specialization should include Organizational and Small Group Communication.

**English.** Ph.D. in appropriate field. Specialization in U.S. minority literatures—specific field open with preference in African-American, Euro-American (excluding British), and Asian American.

**Humanities and Philosophy.** Ph.D. in appropriate field. Specific field of expertise open, with preference in aesthetics and comparative cultural studies.

**Finance**

Ph.D. required. Teaching and research interests in banking and/or financial services preferred. The Finance Department is responsible for the finance components of the business core as well as enriching the needs of students concentrating in Finance and Financial Services.

**History**

Latin American History. Ph.D. required. Must be able to teach U.S. Survey

**Social Sciences**

American in Political Science. Ph.D. required. Sub-field open, secondary field in Political Philosophy.

**Management**

Ph.D. required. Policy/Strategy area (two positions) and Production/Operations area (one position).

**Marketing**

Ph.D. in Marketing required. Areas of specialization primarily in Marketing Research, Sales and Sales Management, Business to Business, and Retail Management (two positions).

**Mathematics**

Ph.D. required in related field. Preference to candidates with demonstrated interest in the actuarial field. Interest in business-related fields such as statistics, finance, or operations research also a strong consideration.

**Science & Technology**

Ph.D. required. Seeking broadly trained physicists with interest in robotics or microelectronics. To teach introductory physics, astronomy, and metrology.

Active screening begins on December 15, 1999 and will continue until the positions are filled. Letters of interest indicating position applied for, a curriculum vitae, and two references should be sent to the Human Resources Office, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917-1284.

Applicants should have a strong commitment to excellence in teaching, research and service, and to intellectual contributions, as defined by AACSB standards. Teaching experience and a demonstrated record of continuing publications in referred journals required.

Excellent benefits, and AACSB-accredited. Bryant College is an Equal Employment Opportunity/Affirmative Action Employer, and an institution committed to diversifying its faculty.

Coordinator, Special Learning Services

Washtenaw Community College

A comprehensive two-year college dedicated to student, community, and staff success is presently seeking an individual for the position of Coordinator, Special Learning Services. Note: This position is funded with outside funds and shall not be construed beyond the life of such funding. No continuing employment rights are inferred. This individual is responsible for managing the day-to-day operations of the Special Learning Services office. The Coordinator is responsible for providing support services to students enrolled in federally reimbursable vocational educational programs who require special assistance in order to successfully complete occupational programs as well as students in general education who meet grant-specific criteria. The College is located in Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Bi Ten Sports, and the surrounding metropolitan area.

The successful candidate must possess a Masters degree in counseling, special education, or related field; counseling preferred; equivalent of two years successful work experience in counseling and/or working with foreign and/or differently abled populations. A demonstrated experience and skill in program planning and grant-writing.

Initial annual salary range is $35,200-$38,720 on a twelve month base: dependent upon education and related experience with numerous fringe benefits.

Deadline for receipt of WCC official application form is November 19, 1999.

Interested persons should send completed WCC application form with credentials (transcripts) to the Office of Human Resource Management, Washtenaw Community College, PO Box D-1, 4800 E. Huron River Dr., Ann Arbor, MI 48106. (734) 973-5947 or Fax (734) 973-5948. For more information, please visit our website at http://www.wccnet.cc.mi.us/jobs/. AAV/ADA employer.

NATIONAL INSTITUTES OF HEALTH
NATIONAL INSTITUTE OF MENTAL HEALTH
DIVISION OF EXTRAMURAL ACTIVITIES

The National Institutes of Health, National Institute of Mental Health, invite applications for an extramural program position located in the Division of Extramural Activities, Neuroscience and Behavioral. Science Review Branch (NESRB): Health Scientist Administrator, GS-601-13/14

The incumbent functions as a Scientific Review Administrator and is responsible for all aspects of planning, coordination, direction, and implementation of peer reviews of grants/applications whose focus is in the area of neuroscience and the application of neuroscientific research to the study of mental health.

The NESRB is responsible for the initial review for scientific merit of research and training grants, fellowship applications, cooperative agreements, and contracts and for conducting an annual review of extramural contracts.

Applicants should have a Ph.D. (or equivalent training) and extensive working knowledge of research in the field of neuroscience as applied to the study of mental health or illness. A broad knowledge base of neuroscience and neuroscientific research approaches is essential as the incumbent will be responsible for planning and coordinating the review of grant applications and contracts covering a wide spectrum of neuroscientific techniques and approaches.

This is a GS-13/14 Civil Service position with a salary range of $58,027 to $89,142 per annum (1998 rate with locality pay), as well as full Federal benefits package.

A copy of the full text vacancy announcements is available via the World Wide Web: http://www.nimh.nih.gov/omh/mb/job.html. Interested candidates may contact Ms. Margot Darby, NIMH Personnel Management Branch, at (301) 443-9094. Applications will be accepted if postmarked on or before November 12, 1999 and received within 5 working days.

NIH IS AN EQUAL OPPORTUNITY EMPLOYER
Assistant Director, Computing & Telecommunications Dept.

The University of Nevada, Reno, seeks candidates for the position of assistant director, Computing & Telecommunications Dept. The position has primary responsibility for managing the department's student computing labs and the Computing Help Desk, and supervising four computer systems administrators. Bachelor's degree required. Prefer master's degree and/or advanced degree in computer science, information systems, education, management, or related field. With bachelor's degree, minimum 5 years experience in computer science, and ability to work well with users on the use of computing hardware and software, and minimum 2 years experience in managing computer support unit. With master's degree, minimum 3 years and 1 year experience respectively. Prefer 2 years experience in managing a computing help desk unit. Salary DOE. TIAA/CREF and other retirement options available, 24 vacation days, tuition waivers for self and family, no state income tax or FICA. Submit letter of application, resume, and names and addresses of three references to: Assistant Director Search Committee, Computing & Telecommunications/MS 292, University of Nevada, Reno, Reno, NV 89557-0044. For additional information see jobs.unr.edu/cceo. Review of applications will begin November 1, 1999. AA/EOE.

THE UNIVERSITY OF KANSAS

DEAN
SCHOOL OF BUSINESS

Nominations and applications are invited for the position of Dean, School of Business. The appointment is effective July 1, 2000. The Dean is responsible for the administration of the School, which has a faculty of 50, with an enrollment of 1350 students (800 undergraduates and 550 graduates) in bachelor's, master's and Ph.D. programs. The Dean must be committed to achieving the School's strategic vision to become one of the top public business schools in the United States. The school has initiatives underway in international business, artificial intelligence, management of technology, law and organizational economics, auditing research and advanced technology, entrepreneurship, and business ethics. Required qualifications include: Doctorate in Business, Economics or an allied field; teaching and research accomplishments equivalent to those of assistant professor; demonstrated success in closing a letter to the community; a complete position description is available upon request. More information is available at the School of Business website (www.bsch.ku.edu). Screening will begin on November 15, 1999 and continue until the position is filled. A completed application must include a statement of interest, curriculum vitae, and the names, addresses and telephone numbers of three references. Nominations and applications should be sent to the following address or e-mailed to spascher@ku.edu.

Professor Charles Krieder, Chair
Business Dean Search Committee
c/O Office of the Provost
250 Strong Hall
The University of Kansas

MILLERSVILLE UNIVERSITY

ELECMENTARY EDUCATION
ASSISTANT PROFESSOR

Full-time, tenured beginning August 2000. Teach undergraduate and graduate courses in diversity/social justice and elementary education methods, supervise student teachers, conduct and supervise scholarly activities, advise students, and participate in department and University committee work and other activities. Required: AB with doctorate in education or related field (doctorate to be earned by 11/1/01); three years of successful teaching experience in Preschool-8 setting; varied experiences with diverse populations; ability to teach courses in diversity/social justice and elementary education methods; ability to conduct and supervise scholarly activities; ability to work cooperatively with colleagues; and a successful interview and teaching demonstration. Preferred: Completed doctorate, graduate emphasis in curriculum or instruction or elementary education, full-time teaching experience at the K-8 level in the U.S./Canada, ability to integrate computer technology with instruction, ability to teach methods of social studies or mathematics, experience teaching and advising at the college or university level, scholarly record, and experience as university or college supervisor of student teachers. Full consideration will be given to applications received by 1/10/00. Send letter of application, curriculum vitae, copies of all transcripts, and three letters from professional references to Dr. Richard Kerpo, Elementary Education/H1021-G, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.

http://www.millersv.edu

An E0/AA Institution.

UNIVERSITY AT BUFFALO
State University of New York

IMMUNOLOGY

Two tenure-track positions available at Assistant/Associate/Full Professor level in the Department of Microbiology and Immunology at SUNY at Buffalo. The successful candidate(s) would be expected to develop an independent research program in the area of cell biology, molecular biology, or immunology. The Department is seeking energetic individuals who are interested in contributing to the growing research activities in the area of cellular and molecular immunology and/or virology. The successful candidate(s) will be expected to teach at both the undergraduate and graduate levels and to contribute to the educational programs. Ph.D. or M.D. degree is required. Salary is competitive and based on experience. Phone: 716-829-7136. Fax: 716-829-7193. Send curriculum vitae, statement of research interests and two to three letters of recommendation to: Dr. John H. Hsu, Professor and Chair, Department of Microbiology and Immunology, University at Buffalo, 284 Life Sciences North, Buffalo, NY 14260.
THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS UNIVERSITY
NEWARK

CRIMINAL JUSTICE FACULTY

The School of Criminal Justice at Rutgers University-Newark has approval to hire two tenure-track faculty members to join us in Fall 2000. For the first position, we seek a warm professor with a distinguished and ongoing program of original research. For the second, we seek an assistant professor of exceptional scholarly promise and commitment to excellence in teaching. The School's needs and interests are wide-ranging across the fields of criminology and criminal justice, with special needs in the areas of corrections.

The School of Criminal Justice is a graduate program offering M.A. and Ph.D. degrees in Criminal Justice. The School also directs a criminal justice undergraduate program which is part of the College of Arts and Sciences. In January 2000, the School will move into a new building on the Newark campus, which also will house the Rutgers-Newark Law School, the Center for Crime Prevention Studies, the secretariat for the Newark Community Assistance Program, and the Criminal Justice/Neighborhood Development Library. This Library is a vast resource for the best scholarized criminal justice collection in the nation, and it regularly attracts international visitors as part of its Fellows Program. The campus at Rutgers-Newark is ranked by U.S. News & World Report as #1 in the nation for student diversity. Research support is excellent. Women and minorities are strongly encouraged to apply.

Applications, including curriculum vitae and addresses of three references, should be sent to:

Dr. Mercer L. Sullivan, Chair
Search Committee
School of Criminal Justice
Rutgers University
15 Washington Street, 12th Floor
Newark, NJ 07102
mercer@rutgers.edu

Rutgers, The State University of New Jersey, is a member of the Association of American Universities and is committed to excellence in scholarship. Rutgers is an equal opportunity/affirmative action employer.

REVIEW OF APPLICATIONS WILL BEGIN DECEMBER 1, 1999.

SCHOOL OF JOURNALISM
Indiana University-Bloomington

Indiana University's School of Journalism on the Bloomington campus seeks applicants for a position as assistant professor on tenure track. Applications should be able to teach courses in communications law and courses in reporting, writing and editing. We have a special interest in people who also can teach in the area of visual communications and/or online journalism. Applicants should have a promising agenda of scholarly research or creative activity and at least three years of professional experience in journalism or a related area. Preference will be given to applicants with a completed Ph.D. or J.D. degree.

Because the School of Journalism's curriculum integrates its resources in print, video and new media technologies to instruct all majors to work across media forms, applicants should be comfortable using a wide range of visual and computer resources in their teaching.

Applicants should send a letter of application, a curriculum vitae, three letters of reference and teaching evaluations, if available to:

Professor Jon Hills
Search Committee Chair
School of Journalism, Ernie Pyle Hall
Indiana University
Bloomington, IN 47405-6201

The search committee will start reviewing completed applications on December 15, and will continue until the position is filled. For more information about the Indiana University School of Journalism at Bloomington, explore our web site at:

http://www.journalism.indiana.edu

The School is particularly eager to consider applications from women and people of color. Indiana University is an Affirmative Action Equal Opportunity Employer.

UNIVERSITY OF WISCONSIN
MADISON

INSECT MOLECULAR BIOLOGIST
ASSISTANT PROFESSOR
DEPARTMENT OF ENTOMOLOGY

The Department of Entomology, University of Wisconsin-Madison is seeking applicants for a full-time, 12 month tenure track faculty position (80% research, 20% instruction). Qualifications include a Ph.D. in Biological Sciences with post doctoral research experience desirable. Duties include: conduct basic research on insect molecular biology, and relate these advances to aspects of insect ecology such as resistance to insecticides and biocontrol agents, identification of novel toxins and mode of action, and insect molecular genetics. Develop program in molecular aspects of insect physiology that interfaces with pest management programs in human health, agriculture, or forestry. Opportunities include participation in campus inter-disciplinary programs. Teaching responsibilities include developing a course that integrates the principles of insect taxonomy. The successful candidate will be expected to contribute to the Entomology Department general undergraduate and graduate instructional mission, including the training of graduate students. The applicant for this position must demonstrate high productivity and innovativeness in research and the ability to successfully compete for extramural funding in support of his/her research program.

A current CV, complete undergraduate and graduate transcripts, a statement of professional and teaching interests, and three letters of recommendation should be sent to: Carol Scheelke, Department Administrator, 237 Russell Labs, 1630 Linden Drive, Madison, WI 53706. E-mail: scheelke@entomology.wisc.edu WEB SITE: http://www.entomology.wisc.edu/

Closing date for applications: December 31, 1999

The UW, an equal opportunity employer, encourages applications from women, minorities, and individuals with disabilities.
MESABI RANGE
COMMUNITY AND
TECHNICAL COLLEGE
Virginia, MN Campus

Virginia, Minnesota is located on Mesabi Range near the Gunflint Ridge Golf & Ski Resort, at beautiful Northeastern Minnesota. The Land of Sky Blue Waters.

PROVOST

Responsibilities:
Provide educational leadership to the Mesabi Range Community and Technical College, Virginia Campus. Supervise instructional faculty at Campus. Plan and monitor instructional and institutional budgets. Lead the strategic planning process in instruction. Development of institutional delivery systems and recommend on the use of emerging technologies, including satellite programming, ITV, and Internet. Conduct quality instructional assessment studies and program reviews. Represent college with the community on civic, business, and economic development boards and through membership in appropriate community organizations. Mentor and evaluate effectiveness of new initiatives of the College. Provide leadership to all college administrators. Provide leadership for coordination of all appropriate programs and services with other educational institutions, agencies, businesses or community organizations with which the College maintains working partnerships.

Qualifications:
Masters Degree required; Doctorate preferred. Educational administration experience in higher education and classroom instruction experience needed. Effective communicator required. Experience in union environment would be helpful. Energetic, motivated, and visionary individuals wanted.

Salary Range:
$46,267 to $88,902 Placement commensurate with education and experience. Full benefits package.

Application Materials:
Interested applicants should submit a letter of application addressing their qualifications; college transcripts; philosophy of community and technical college education; and a current resume including the names, addresses, and telephone numbers of three to five current references.

Send these materials to:
Patti Stahl
Director of Human Resources
Mesabi Range Community & Tech College
1001 Chestnut Street West
Virginia, MN 55792
Phone: (218) 749-7743 Fax: (218) 749-0321

Deadline for Completed Applications:
December 3, 1999 (Only completed applications will be given consideration.)

EXCEPTION APPLICATIONS WILL BE ACCEPTED, BUT MUST BE FOLLOWED BY THE ORIGINAL IN THE MAIL.
Semi-Finalist interviews will be scheduled in early January.

MESABI RANGE COMMUNITY AND TECHNICAL COLLEGE IS AN EQUAL OPPORTUNITY/
Assistant Professor of Finance

Applications from qualified candidates are invited for a full-time tenure-eligible position at the assistant professor level, starting Fall 2000. Salary will be commensurate with the applicant's educational qualifications and research potential. The successful candidate shall have an earned doctorate in Finance or be ABSD in Finance with an expected completion date prior to August 2000. The candidate must clearly demonstrate strong potential for excellence in both teaching and research. Additional required qualifications are excellent oral and written communication skills and successful experience with diverse populations. Primary teaching responsibilities for this position include finance courses at the MBA and undergraduate level. AA/EOE

Assistant Professor of Production/Operations Management

Applications from qualified candidates are invited for a full-time tenure-eligible position at the assistant professor level, starting Fall 2000. Salary will be commensurate with the applicant's educational qualifications and research potential. The successful candidate shall have an earned doctorate in Production/Operations Management (POM). The candidate must clearly demonstrate strong potential for excellence in both teaching and empirical research. Additional required qualifications are excellent oral and written communication skills and successful experience with diverse populations. Primary teaching responsibilities for this position include POM courses at the graduate and undergraduate level. AA/EOE

Assistant Professor of Management Information Systems (MIS)

Applications from qualified candidates are invited for a full-time tenure-eligible position at the assistant professor level, starting Spring 2000. Salary will be commensurate with the applicant's educational qualifications and research potential. The successful candidate shall have an earned doctorate in MIS or be an ABSD in MIS with an expected completion date prior to August 2000. The candidate must clearly demonstrate strong potential for excellence in both teaching and research. Additional qualifications include excellent oral and written communication skills and successful experience with diverse populations. Primary teaching responsibilities for this position include MIS courses at the MBA and undergraduate level. AA/EOE

Applications must be received no later than November 30, 1995. Send letter of application and resume to:

Dr. Rick LeCompte
Chair, Department of Finance, Real Estate and Decision Sciences
Wichita State University
Wichita, KS 67260-0077
(316) 978-3219
rilecomp@wusu.edu

Opening at the Asst./Assoc. Professor level beginning Fall 2000, Ph.D. in Mathematics or related field is required. Evidence of strong ability and interest in teaching mathematics is essential. Candidates should have a research capability. Preference to candidates who have demonstrated interest in the actuarial field. In addition, strong consideration will be given to applicants with experience and interest in business-related fields such as statistics, finance, or operations research.

The Mathematics Department offers a major in Actuarial Science and courses which support the other business majors at the college. Bryant is a highly selective AACSB accredited four-year private college offering undergraduate and graduate degrees in business. The school is strongly committed to quality teaching and support of faculty research. Salary and benefits are competitive. Bryant College is an institution committed to diversifying its faculty, and women and minority are encouraged to apply.

The application deadline is January 1, 2000. Applicants should forward a current resume and at least three letters of recommendation to:

Human Resources-H 1150 Douglas Pike Smithfield, RI 02917

The Interdisciplinary Doctoral Program in Leadership Studies has four vacancies beginning August 2000, for tenure-track or provisional faculty at the Assistant or Associate Professor level. Candidates must demonstrate interest and competency in teaching at the doctoral level. A record of research, scholarly publications and funded projects, or evidence of potential success in these areas is also required. Applicants are encouraged to be explicit about their skills, knowledge and experience. Review of candidates will begin immediately and continue until the positions are filled. Salary is competitive and commensurate with experience. Send letter of interest, current curriculum vita and the names of three references to: Search Committee, c/o Raymond Boryczka, Center for Leadership Studies, Main 101, Our Lady of the Lake University, 411 S.W. 24th Street, San Antonio, Texas 78207.

Business

Candidates must have a doctorate in a business discipline or J.D. Candidates should have experience with leadership in a for-profit organization. Experience with financial aspects of organizational leadership is a plus.

Psychology

Candidates must have a doctorate in psychology or related field with a primary interest in organizational psychology, industrial psychology or psychology in a health care setting.

Chair, Sociology Dept.

Candidates must have a doctorate in sociology. This position will be a joint position with the Sociology Department and the Center for Leadership Studies. Experience with policy and program development and assessment is a plus.

Leadership

Candidates must have a doctorate in a business discipline, psychology, education, leadership or a J.D.; leadership experience, and expertise teaching leadership in a collegiate or training environment.

We invite interested candidates to visit the Center for Leadership Studies web site at www.leadershipstudies.org or e-mail the Search Committee at borycz@lollusa.edu.

Our Lady of the Lake University is accredited by the Southern Association of Colleges and Schools, the American Psychological Association, and the Association of Collegiate Business Schools and Programs, and seeks employees who are committed to the values of Catholic higher education. Women and minorities are encouraged to apply.

AA/EOE

www.LeadershipStudies.org

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
Public Administration Department Chair Position

The Public Policy and Administration Department of the School of Business and Public Administration is seeking a chairperson to lead the rebuilding of the department for the 2000-2001 academic year. The School is seeking a teacher/scholar with broad interests in public administration. The position may also include appointment as director of our Public Service Institute - a research and service institute housed in the School. Qualifications include possession of an appropriate doctorate, experience in a NASPAA accredited graduate program, and a record of scholarly activity appropriate to the rank of associate professor. Rank and salary will be dependent on qualifications and experience.

Applications consist of resume and names and addresses of three references. Send to:

Dr. Ronald Eaves
Interim Dean
School of Business and Public Administration
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1066

For additional information contact rveaves@csusb.edu or (651) 644-2157. For earliest consideration, please apply by November 1, 1999

CSUB is an EEO/AA employer, and applicants from women, ethnic minorities, veterans, and individuals with disabilities are welcome.
Purdue University invites nominations and applications for the position of Director, Women’s Resource Office.

Responsibilities:

Reporting to the Vice President for Human Relations, the Director will be responsible for implementing a collaborative vision of a community that offers opportunities for women to excel at Purdue University. The Director will provide leadership, advocacy, and support for women by initiating, developing, and administering programs and services that address the needs and concerns of all women at Purdue University. In cooperation with other campus offices and community organizations, the Director will:

- assist department heads, directors, deans, and vice presidents with their efforts to recruit and retain women faculty and staff;
- initiate and sponsor educational and professional development programs that meet the diverse needs of women;
- educate the campus community about gender-based issues and work with others to correct gender-based inequities;
- make recommendations on policies of special concern to women; and
- provide information, advice, and referral to women seeking assistance.

This is a 12-month administrative position; salary and benefits are competitive.

Qualifications:

1. Extensive knowledge of the development and administration of programs which address women’s issues and gender-related concerns, and an understanding and appreciation of the diversity among women required.
2. Experience in a university desired, ability to work with faculty and students in an academic setting required.
3. Leadership ability to build and maintain campus-wide support for the Women’s Resource Office; ability to collaborate with other offices and individuals in program development and problem solving; and effective oral and written communication required.
4. Experience with grant writing, community outreach, and public relations desired.
5. Terminal degree and/or faculty experience desired. A faculty appointment in a relevant academic department is possible, depending upon qualifications.

Purdue University is Indiana’s land grant university, and one of the nation’s leading institutions of higher education and research. Purdue University at West Lafayette enrolls approximately 37,700 students in its 11 schools and over 60 graduate programs, and employs approximately 2,300 faculty and 7,000 staff. The University is committed to increasing diversity throughout the campus and in its academic programs. Rich with cultural opportunities, Purdue is just an hour from Indianapolis and two hours from Chicago.

Nominations/Applications:

Please submit nominations or letter of application with vita and the names of three professional references to:

Dr. Linda A. Simunek
Chair, Search Committee
Office of the Vice President for Human Relations
Purdue University
1075 Hovde Hall
West Lafayette, IN 47907-1075
simunek@purdue.edu

The Search Committee will begin its review of applications on November 10, 1992, and will continue until the position is filled.

Purdue University is an Equal Access/Equal Employment/Affirmative Action Employer, to achieve a diverse work force.

http://www.purdue.edu/humanrel
Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 10,000.

NATHAN WEISS SCHOOL OF GRADUATE STUDIES

Assistant Director III Continuing Education
Under the direction of the Director of Continuing Education, the Assistant Director will assist with the implementation of all University Continuing Education programs and policies, with special responsibility for internal management of the Continuing Education Office, including computer operations, program and student records, scheduling, and related functions. The Assistant Director will assist with instructor assignments, facilitate program expansion on the Kean University campus and off campus sites, prepare copy for brochures and the Continuing Education web site, assist with internet and other distance education programs, and assist the Director with Continuing Education reports and communication.

Requires a Bachelor's degree (Master's degree preferred), with at least two years experience in higher education with nontraditional students or noncredit programs. Strong written, interpersonal and computer skills are essential, with web site experience helpful. Ability to work flexible hours, with weekends as needed. Apply to Dr. Roseann Bucalacci, Director of Continuing Education.

Associate Director II Research and Sponsored Programs
Under the direction of the Associate Dean, the Associate Director is responsible for the development of sponsored programs and grants in the sciences, social sciences, allied health areas, and related fields, as well as general sponsored program support for all academic units of the University.

He/she identifies, develops and researches opportunities for faculty and staff, and advises on all aspects of development and submission of research and grant proposals, including: collaborative/partnership arrangements, budget analysis, and all University and government grant and research policies and regulations; maintains the computerized database of faculty research and scholarly activities, comprehensive files and other information on public and private grant sponsors.

Requires a Bachelor's degree supplemented by a Master's degree in a related field (Doctorate preferred), and at least three years professional experience in grant/sponsored programs in sciences, social sciences, allied health areas, and related fields. Computer, web site, grant writing skills, ability to work under pressure, and familiarity with the policies and application procedures of the National Sciences Foundation, including the FASTLANE process, NH, NIH, and related federal agencies are all essential. Apply to Dr. Mark Lender, Associate Dean.

OFFICE OF FINANCIAL AID

Assistant Director III
Under the supervision of the Director of Financial Aid, manages financial aid processing for students. Responsibilities include reviewing aid packages, verifying applicant information, providing educational financial aid advisement for students and their families, and serving as an office liaison for outside funding agencies. The Office of Financial Aid is a highly automated environment using Datatel's Colleague. Financial aid personnel, including sixteen professional and support staff, deliver nearly $30 million in aid to over 5,000 students for the current year.

Requires a Bachelor's degree (Master's preferred) and 2 years of experience in higher education, preferably with an emphasis on student advisement and/or project management. Applicants should possess strong analytical, computer and interpersonal skills. The position carries a salary range of $35,845 to $53,772. The salary offered to the successful candidate will depend on prior work experience and credentials. Apply to Mr. Bart F. Batty, Interim Director of Financial Aid.

Assistant Director III Financial Aid Systems
Under the supervision of the Director of Financial Aid, assists in the management and operation of the department's student financial aid system, including Datatel's Colleague and other federal and state financial aid software packages. The Department of Financial Aid is staffed with sixteen professional and support personnel responsible for the delivery of nearly $30 million in financial aid to over 5,000 students. The Assistant Director of Financial Aid Systems works closely with other systems personnel to maintain computer operations.

A Bachelor's degree (Master's preferred) and 2 years of experience in higher education are required, with a preference for strong analytical skills. Prior experience should include, but is not limited to, Microsoft products, electronic data exchange, Datatel Colleague (desired), and work in a client server environment. The position carries a salary range of $35,845 to $53,772. The salary offered to the successful candidate will depend on prior work experience and credentials. Apply to Mr. Bart F. Batty, Interim Director of Financial Aid.

OFFICE OF THE REGISTRAR

Assistant Director I
Full-time 12 month position reporting the Registrar. Assumes a leadership role in the implementation of Datatel's Colleague Release 16. Responsible for the supervision of students' academic records and scheduling components. Will assist in the production of grade processing.

Requires a Bachelor's degree supplemented by a Master's degree in a field related to the position, plus three years of professional experience in an institution of higher education, preferably a Registrar's Office, with emphasis on scheduling and academic records. Preference given to candidates with experience using Datatel's Colleague software package. Leadership role in the implementation of any computer system or an acceptable alternative is important. Familiarity in query language utilization required. Strong analytical, computer and interpersonal skills a must. Apply to Ms. Carol Gubennet, Registrar.

APPLICATION, SALARY, BENEFITS INFORMATION FOR ALL POSITIONS:
Candidacy review begins immediately and continues until appointment is made. Send letter of interest, up-to-date resume, names, addresses, telephone numbers of three references, official transcripts and three current letters of recommendation required before appointment. Apply directly to Dean or Director as identified.
KEAN UNIVERSITY, 1000 Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate
ORANGE COAST COLLEGE

Dean, Literature & Language

Orange Coast College, Costa Mesa, CA (www.occcd.edu) has an opportunity for a full-time, 12 month per year, educational administrator. Reporting to the V.P. of Instruction, this position will coordinate the development of the division’s schedules, provide instructional resources within established budgets, oversee implementation of current employment contracts and assist in the communication, promotion and publicity of the division’s programs. Minimum qualifications include master’s degree (or equivalent), 3 years full-time teaching preferably at the community college level and demonstrated leadership of Literature and Languages educational programs. Knowledge and/or experience in one of the division’s disciplines, background in program accreditation and the ability to develop and implement grant programs desirable. Salary range is $57,084-$69,290/yr plus excellent benefits.

To apply: Call or visit the District Personnel office to obtain job description and required application form, #38-0-00, which must be submitted by the closing date of 10/29/99. Resumes cannot be accepted in lieu of required application.

Coast Community College District
1570 Adams Avenue
Costa Mesa, CA 92626
(714) 438-4714 or 438-4715
Equal Opportunity Employer
www.cccd.edu

DEAN OF INSTRUCTION SEARCH

TARRANT COUNTY COLLEGE DISTRICT

Tarrant County College is searching for a Dean of Instruction who is a proven academic leader, committed to 2-year Associate Degree education. The successful candidate should have a earned doctorate; community college teaching and administrative experience; ability to develop instructional policies and programs for the College and work effectively with faculty, staff and community groups.

Submit completed applications and copies of transcripts by November 15, 1999. Applications received after that date may not be considered for the vacancy. Send all papers to:

Tarrant County College
Human Resources Office
1500 Houston Street
Fort Worth, TX 76102
817/515-5238
http://www.ttcoll.net

Southwest Texas State University invites applications and nominations for the position of Director of Auxiliary Services. SWT, a unit of the Texas State University System, is the seventh largest public university in Texas, with enrollment of over 21,500 and an annual budget of $167 million. SWT is located in the scenic Texas hill country at the headwaters of the San Marcos River in the community of San Marcos between Austin and San Antonio. Visit SWT at:

http://www.swt.edu

The Director of Auxiliary Services reports to the Vice President for Finance and Support Services. The Director provides administrative oversight, which includes financial statement preparation, supervision and strategic planning, for the food service contract, shuttle bus contract, and copy service contract as well as the areas of bookstore, ID cards, transportation services, mail services, university press and duplicating.

Requirements: Bachelor’s degree in Accounting, Finance, Business Administration or a related field required; MBA, CPA or equivalent professional certification preferred. Note: MBA, for example, supersedes Bachelor’s degree requirement. Minimum of five years of increasingly responsible financial administrative experience required, preferably in an institution of higher education. Excellent oral and written communication skills are required. Experience in the administration of service provider contracts preferred. A demonstrated commitment to quality, customer service, staff development, diversity and the ability to work in a collaborative manner among such varied constituencies as administrators, faculty, staff, students and the community are required. Candidates must possess strong and demonstrated skills in spreadsheet-based analysis and have a high degree of computer proficiency. Salary for this position is commensurate with qualifications and experience.

For considerations: applications should send a completed SWT application, a comprehensive resume, names and contact information for three references, and a cover letter discussing qualifications for the position to:

Southwest Texas State University
Personnel Office
J.C. Kellam Building, Suite J46
601 University Drive
San Marcos, Texas 78666

Review of applications will begin November 8, 1999 and continue until the position is filled. Job Number 872 For an application, call (512)245-2557. Resume alone will not be considered.

SWT is committed to increasing the number of women and minorities in administrative and professional positions.
DEAN OF THE MICHAEL F. PRICE COLLEGE OF BUSINESS AND THE FRED E. BROWN CHAIR IN BUSINESS

COLLEGE OF BUSINESS ADMINISTRATION

THE UNIVERSITY OF OKLAHOMA, NORMAN CAMPUS

The University of Oklahoma invites applications and nominations for the position of Dean of the Michael F. Price College of Business and the Fred E. Brown Chair in Business.

RESPONSIBILITIES: The Dean provides academic, intellectual, and administrative leadership to the College and reports directly to the Academic Senior Vice President and Provost. Norman Campus. The Dean is responsible for improving and promoting the quality and effectiveness of the College's instructional, research, and outreach programs. The basic budget for the College is over $51 million with a permanent endowment of $60 million.

QUALIFICATIONS: Candidates must hold a Ph.D. or equivalent academic degree in a business-related field. Candidates should demonstrate a strong record of scholarly and research productivity as evidenced by peer-reviewed publications, grants, and research funds. Candidates should also possess a strong commitment to excellence in teaching and mentoring students. The ideal candidate will have a broad range of academic experience and accomplishments, including a record of successful fundraising and leadership in business education. Candidates should also demonstrate a commitment to diversity and inclusion.

APPLICATIONS AND NOMINATIONS:Candidates may submit a letter of interest and current curriculum vitae to Dr. John R. Boren, Search Committee Chair, via e-mail to boren@ou.edu. Candidates are encouraged to submit letters of support from colleagues and supervisors. The search will remain open until the position is filled.

DEAN OF THE MICHAEL F. PRICE COLLEGE OF BUSINESS AND THE FRED E. BROWN CHAIR IN BUSINESS

COLLEGE OF BUSINESS ADMINISTRATION

THE UNIVERSITY OF OKLAHOMA, NORMAN CAMPUS

The University of Oklahoma invites applications and nominations for the position of Dean of the Michael F. Price College of Business and the Fred E. Brown Chair in Business.

RESPONSIBILITIES: The Dean provides academic, intellectual, and administrative leadership to the College and reports directly to the Academic Senior Vice President and Provost. Norman Campus. The Dean is responsible for improving and promoting the quality and effectiveness of the College's instructional, research, and outreach programs. The basic budget for the College is over $51 million with a permanent endowment of $60 million.

QUALIFICATIONS: Candidates must hold a Ph.D. or equivalent academic degree in a business-related field. Candidates should demonstrate a strong record of scholarly and research productivity as evidenced by peer-reviewed publications, grants, and research funds. Candidates should also possess a strong commitment to excellence in teaching and mentoring students. The ideal candidate will have a broad range of academic experience and accomplishments, including a record of successful fundraising and leadership in business education. Candidates should also demonstrate a commitment to diversity and inclusion.

APPLICATIONS AND NOMINATIONS:Candidates may submit a letter of interest and current curriculum vitae to Dr. John R. Boren, Search Committee Chair, via e-mail to boren@ou.edu. Candidates are encouraged to submit letters of support from colleagues and supervisors. The search will remain open until the position is filled.

DEAN OF THE MICHAEL F. PRICE COLLEGE OF BUSINESS AND THE FRED E. BROWN CHAIR IN BUSINESS

COLLEGE OF BUSINESS ADMINISTRATION

THE UNIVERSITY OF OKLAHOMA, NORMAN CAMPUS

The University of Oklahoma invites applications and nominations for the position of Dean of the Michael F. Price College of Business and the Fred E. Brown Chair in Business.

RESPONSIBILITIES: The Dean provides academic, intellectual, and administrative leadership to the College and reports directly to the Academic Senior Vice President and Provost. Norman Campus. The Dean is responsible for improving and promoting the quality and effectiveness of the College's instructional, research, and outreach programs. The basic budget for the College is over $51 million with a permanent endowment of $60 million.

QUALIFICATIONS: Candidates must hold a Ph.D. or equivalent academic degree in a business-related field. Candidates should demonstrate a strong record of scholarly and research productivity as evidenced by peer-reviewed publications, grants, and research funds. Candidates should also possess a strong commitment to excellence in teaching and mentoring students. The ideal candidate will have a broad range of academic experience and accomplishments, including a record of successful fundraising and leadership in business education. Candidates should also demonstrate a commitment to diversity and inclusion.

APPLICATIONS AND NOMINATIONS:Candidates may submit a letter of interest and current curriculum vitae to Dr. John R. Boren, Search Committee Chair, via e-mail to boren@ou.edu. Candidates are encouraged to submit letters of support from colleagues and supervisors. The search will remain open until the position is filled.
ASSISTANT DIRECTOR/COMPANY OFFICERS (2)

Responsible for the non-academic life, counseling, discipline, supervision, motivation, para-military training and leadership training of men and women assigned to the Regiment of Cadets. Position involves participation in annual term at sea aboard the Academy training vessel. Knowledge and exp. of higher educ. principles and practices, particularly as they apply to student services. A Bachelors Degree is required. Military Officer experience and/or USCG License (3rd Ass't/3rd Mate) preferred. Exp. in coaching collegiate sports an asset. Sal: $30,000-36,000. 12 month position w/benefits. ASAP. Position open until filled. Letter of intent, resume and the names, addresses and tele. #s of (5) ref. must be submitted to:

Human Resources Dept.
101 Academy Drive
Buzzard's Bay, MA 02532
or e-mail to:
sglbs@mma.mass.edu
Visit our web page at:
http://www.mma.mass.edu
no calls
AA/EOE

ASSOCIATE PROFESSOR POSITIONS

The Biometrics Division of the University of Medicine and Dentistry of New Jersey at the Piscataway-New Brunswick campus is conducting a search to fill one or two full-time tenure-track assistant/associate professor positions. Major responsibilities include: carrying out methodological research and teaching courses in biostatistics, and providing statistical consultation and services to the university community. The candidate should have Ph.D., Sc.D., M.D., D.Ph., or equivalent degree in Biostatistics, with strong interest in developing collaborative research and teaching students in public health and biostatistics environment. Knowledge of computing using SAS and S-Plus in PC and Unix Systems, and experience in the design of experiments or survey sampling are highly desirable. Effective verbal and written communication skills are essential.

The UMDNJ School of Public Health is sponsored by the University of Medicine and Dentistry of New Jersey in cooperation with Rutgers, The State University of New Jersey and the New Jersey Institute of Technology, and in collaboration with the Public Health Research Institute. Applications will be received until the positions are filled. Applicants should send a letter of application, curriculum vitae, and three letters of recommendation to: Welchung Joe Shih, Ph.D., Chair, Search Committee, Division of Biometrics, University of Medicine and Dentistry of New Jersey, EOHsi Building, Room 236C, 170 Frelinghuysen Road, Piscataway, NJ 08854.

UMDNJ is an equal opportunity and affirmative action employer.

ROOSEVELT UNIVERSITY
College of Education

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS/ASSOCIATE PROFESSOR

The College of Education at Roosevelt University invites applicants for the position of Associate Dean for Academic Affairs. Roosevelt is a metropolitan university with two campuses; the College offers courses and degrees in 16 program areas, a master’s in special academic programs, and a doctorate in Educational Administration and Supervision. The College has a dynamic faculty committed to teaching and course development programs that meet the needs of graduates who work in diverse and multicultural settings.

Responsibilities of the Associate Dean for Academic Affairs include coordinating all academic programs of the College and supporting the growth and development of quality academic programs. Under the guidance and support of the Associate Dean, all College programs and projects will develop consistent College’s conceptual framework and with the University mission.

Specific responsibilities of the position will include:
- Working with program areas and the Roosevelt community to ensure continuous and consistent quality and enhancement of all academic programs
- Supervising the Certification Officer and induction process
- Coordinating technology integration with program development
- Coordinating with the Dean, Associate Dean for External Relations, and the faculty in initiating external partnerships that support the vision and the academic programs of the College
- Coordinating the PCsCATE accreditation process
- Teaching courses in year
- Developing and supporting faculty development activities including the procurement of grant other initiatives.

The successful candidate will be knowledgeable about the critical issues facing education and relations in a postmodern era and will have particular knowledge about integrating teaching and learning.

To apply, send a letter of application, vita, official transcript and three letters of recommendation to:
Mr. David Campos
College of Education, Associate Dean Search Committee

ASSOCIATE OR ASSOCIATE PROFESSOR FOR COUNSELOR EDUCATION

The Counseling and Human Services Program Area of Roosevelt University invites applications for a full-time tenure-track assistant or associate professor at the doctorate level. Roosevelt is a multicultural University with campuses in Chicago and northwest suburb of Schaumburg. The Counseling Human Services Program Area is located within the College of Education, and offers three graduate concentrations. The concentrations are school counseling, community counseling, and mental health counseling.

Responsibilities of the Assistant/Associate Professor of Counseling will include teaching seven course years of which one or two of the courses will involve supervision of clinical experiences, research, and committee responsibilities.

The ideal candidate will have a doctorate in counselor education, counseling psychology, or a closely related field. A graduate of a CACREP accredited doctoral program will be given special consideration. We are seeking a generalist with experience in either community counseling, school counseling, or teaching and research in higher education. The candidate must be interested in scholarship and teaching research and must be licensed-eligible in counseling and/or psychology. Applicants are encouraged to apply. Applications for the position will be received until March 1, 2000.

WABASH COLLEGE

Wabash College invites expressions of interest in the Owen Dutton Visiting Minority Professorship. The appointment is directed at recruiting ethnic minorities to consider and research careers at small liberal arts colleges. The one-year appointment, typically begins in the fall semester, is non-renewable, and carries a reduced teaching load, advising responsibility, and the expectation for continuing scholarship. The position is open to all ethnic minorities. U.S. citizens, having Ph.D., ABD or terminal degree in one of the following areas: Art (History), Classics, Computer Science, English, History, Mathematics, Music, Political Science, Psychology, Speech (Rhetorical Studies), Teacher Education (secondary), or Theatrical Studies, or three recent letters of recommendation to: Mary A. Dittrick, Dean of the College, Wabash College, PO Box 352, Crawfordsville IN 47933-0352.
B A L L S T A T E U N I V E R S I T Y

DEAN OF THE HONORS COLLEGE

Ball State University is seeking an experienced scholar/teacher to direct and coordinate activities of its nationally recognized Honors College as of July 1, 2000. Minimum qualifications are an earned doctorate or the terminal degree in the candidate's academic discipline; overall qualifications which merit a faculty appointment at a senior rank within the academic units of the university; demonstrated excellence in teaching, research, full-time and communication skills, and willingness to collaborate with other faculty in the University. Preferred qualifications are: experience in honors education; demonstrated leadership and management skills; commitment to interdisciplinary collaboration; and experience in developing external funding and participation in fund-raising activities.

Created in 1959 as an Honors Program and raised to college status in 2002, the Honors College serves 1,500 outstanding undergraduates from all disciplines, providing a small college atmosphere within the university's 50,000-member community.

The Department of the Honors College reports directly to the Associate Provost and works with the Academic Deans, Department Chairs, and the Office of Admissions to meet the needs of students in the university. Other priority duties include teaching within the Honors College curriculum, developing and administering the Honors College scholarship program, reviewing the College's fellowship program, and coordinating the College's study programs in Oxford, England.

Salary is dependent on qualifications and experience. Review of applications will begin on November 8, 1999, and continue until the position is filled. Send letter of application, curriculum vitae, and names of five references to: Dean of the Honors College, Ball State University, University Center, Muncie, IN 47306. Further information is available on the university's website at www.bsu.edu.

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

University of Pittsburgh

Vice Provost and Dean of Students

The University of Pittsburgh invites applications and nominations for the positions of Vice Provost and Dean of Students. The University enrolls more than 31,000 students in more than 350 separate degree programs on five campuses.

The Office of Student Affairs, led by the Vice Provost and Dean of Students, is located on the main campus and plays a pivotal and supportive role in the achievement of the University’s broader educational goals. Its principal purpose is to support a safe and healthy and productive environment that maximizes student learning and development both within and outside of the classroom. Candidates should also have demonstrated experience in working with faculty and other institutional staff.

The Vice Provost and Dean of Students is expected to lead initiatives designed to further integrate students and faculty in the classroom and to develop new and non-traditional opportunities for students. Candidates should have demonstrated experience in working with faculty and other institutional staff.

Candidates for a tenure-track appointment are not required but may be considered if the candidate has the appropriate credentials. Interested candidates are encouraged to apply as early as possible.

Dr. Jack L. Diamond, Chair, Vice Provost and Dean of Students Search Committee, 800 Cathedral of Learning, University of Pittsburgh, Pittsburgh, PA 15260

The University of Pittsburgh is an Affirmative Action/Equal Opportunity Employer

Women and minority group members are invited and encouraged to apply.

North Shore Community College

PRESIDENT

The Board of Trustees of North Shore Community College invites nominations and applications for the position of President of the College.

In its search for the President, the College will assess the candidate's demonstrated leadership ability to:

- Develop and articulate a vision for the future of the College in our service area.
- Implement and execute community college policies as outlined by the Board of Higher Education and in compliance with state and federal laws and regulations.
- Administer fiscal affairs, budgets, facilities, and personnel within a complex organization.
- Maintain a system of participatory governance and professional development in a collective bargaining environment.
- Ensure the development and evaluation of educational programming and curriculum in liberal arts and occupational preparation.
- Ensure successful implementation of the College's strategic plan.
- Direct appropriate staff in developing and evaluating strategies to address institutional effectiveness measures.
- Develop successful alliances with various organizations including specific partnerships with schools, community groups, governmental agencies and local business and industries.
- Participate visibly in public relations, resource development and fund raising for the College.
- Ensure for interpretation and administration of all collective bargaining provisions and requirements.
- Implement and execute Affirmative Action policies and procedures in an environment that promotes sensitivity to pluralism and diversity.
- Participate actively on various local, state, and national committees and task forces addressing issues and problems of interest to community colleges and higher education.

Minimum Qualifications:

Candidates for the position must have the following minimum qualifications:

- Master's Degree from an accredited institution, earned Doctoral Degree preferred; six years of leadership experience in similar administrative position (Dean or above) or equivalent experience in business, government or non-profit organizations; teaching credentials sufficient to warrant appointment at the institution; demonstrated record of successful program development and evaluation; demonstrated record of successful administration of finances, budgets, facilities and personnel; demonstrated knowledge of current major issues facing community colleges; both national and regional/county political awareness; and the ability to function effectively within a complex political environment, knowledge and sensitivity to collective bargaining environments; understanding of the use of technology applications in a complex institution; successful experience in resource development; experience in developing effective and successful alliances with various organizations, including but not limited to, those in business and industry; and participation and cooperation with organizations devoted to the advancement and improvement of community colleges; and proficiency in oral and written communications and interpersonal skills, including the ability to work effectively with administrators, faculty, staff, students, local community members, business and industry, state and local governmental agencies, and other educational institutions.

Compensation for the position will be commensurate with experience and qualifications. More information about the College is available on the web at www.nsc.edu. For more information, contact the Human Resources Office at 978-763-4500, X4490. For full consideration, nomination or application materials should be received by November 1, 1999. Candidates should submit a letter describing interest and qualifications for the position; a resume, and the names, addresses and phone numbers of five references.

Send nominations or applications to Director of Human Resources, North Shore Community College, One Ferncroft Road, PO. Box 3340, Danvers, MA 01922. Visit us on the web at www.nsc.edu.

As an equal opportunity, affirmative action employer, North Shore Community College is seeking candidates who will demonstrate the diversity of its faculty, staff and administration.
COLBY

Colby, a highly selective private liberal arts college of 1750 students located in Central Maine, seeks applicants for the following positions in Development:

Major Gifts Officers

Reporting to the Director of Major Gifts, the Major Gifts Officer's primary responsibility is to cultivate and solicit major gifts ($25,000 minimum) for the College. Other duties include working with the development staff, volunteers, and other Colby administrators and faculty to identify major gift prospects in specific regions of the country; designing cultivation strategies and ensuring follow-up activities and stewardship, and serving as the primary or secondary staff person in specific regional efforts. A bachelor's degree, preferably from a liberal arts college, a minimum of one to three years' experience in development, including personal solicitation of major gifts, and an understanding of and commitment to the values of a liberal arts education are required. The successful candidate must be willing and able to travel extensively, have a commitment to team participation, be deadline and detail-oriented, and possess excellent writing and speaking skills. Candidates with relevant experience and transferable skills will be considered.

Interested candidates should submit two copies of a cover letter and two copies of a resume, including the names and telephone numbers of three references to: Douglas C. Terp, Director of Development Services, Colby College, 1300 Mayflower Hill, Waterville, ME 04901-4888. A review of applicants will begin immediately and will continue until the positions are filled.

Colby is an Equal Opportunity/Affirmative Action Employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: www.colby.edu

INSTRUCTOR POSITIONS

Minimum Qualifications: Must meet entry level standards as set by the Southern Association Colleges and Schools, the Texas Higher Education Coordinating Board, and applicable certification or accreditation standards

<table>
<thead>
<tr>
<th>JOB #</th>
<th>SALARY RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>58-99</td>
<td>$24,403-40,404</td>
</tr>
<tr>
<td>59-99</td>
<td>$24,403-40,404 (Plus $20,000 SI)</td>
</tr>
<tr>
<td>67-99</td>
<td>$32,815-50,830</td>
</tr>
<tr>
<td>128-99</td>
<td>$24,403-40,404</td>
</tr>
<tr>
<td>129-99</td>
<td>$24,403-40,404</td>
</tr>
<tr>
<td>130-99</td>
<td>$67,275-53,674</td>
</tr>
<tr>
<td>126-99</td>
<td>$24,403-40,404</td>
</tr>
<tr>
<td>7-99</td>
<td>$35,636-48,899</td>
</tr>
<tr>
<td>3-99</td>
<td>$24,403-40,404</td>
</tr>
</tbody>
</table>

ADMINISTRATIVE & PROFESSIONAL POSITIONS

<table>
<thead>
<tr>
<th>JOB #</th>
<th>SALARY RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>62-99</td>
<td>$35,203-41,300</td>
</tr>
<tr>
<td>150-99</td>
<td>$34,473-57,231</td>
</tr>
<tr>
<td>153-99</td>
<td>$29,510-31,871</td>
</tr>
<tr>
<td>151-99</td>
<td>$47,395-56,874</td>
</tr>
<tr>
<td>130-99</td>
<td>$51,195-33,691</td>
</tr>
</tbody>
</table>

LCC OFFERS COMPETITIVE SALARIES AND EXCELLENT FRINGE BENEFITS.

Laredo Community College is an Equal Opportunity Employer and no applicant will be discriminated against on the basis of race, color, religion, sex, age, marital status, disability or national origin.

Please request position description and application packet from:

Laredo Community College
Department of Human Resources
West End Washington St.
Laredo, Texas 78040
Tel: (956) 721-5338; Fax: (956) 721-5367
Or E-mail us at: humanresources@laredo.edu to request your application packet today!

Laredo Community College is an Equal Opportunity/Affirmative Action Employer/AA Employer/M/F/V/D

GRAND VALLEY STATE UNIVERSITY

ASSOCIATE DIRECTOR FOR MULTICULTURAL CENTER

Grand Valley State University is accepting applications for the position of Associate Director for Multicultural Center. Master's Degree required in Student Affairs. Counseling, Business or related field. Demonstrated experience in student program planning, development, evaluation and supervision of students, and demonstrated knowledge of business related education or experience within the field. Preference for candidate with a college campus background. Ability to understand, research, experience in urban settings, and demonstrated sensitivity to multicultural issues are required. Must be available to work some evenings and weekends.

Send letter of application, resume and four references including telephone numbers and addresses to: Donald Williams Sr., Dean, Minority Affairs, Grand Valley State University, 130 Commons, Allendale, MI 49401. Review of applications will begin November 1 and continue until the position is filled. EEO/AA/IN

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Vice President for Student Affairs

Applications and nominations are invited for this position, which provides executive leadership, direction, coordination, and administrative, management, and budget formulation and allocation for student services programs and activities. The position provides executive direction to two Assistant Vice Presidents for Student Affairs - one for Education (Admissions, Career Planning and Placement, Financial Aid, Orientation, Outreach, and Resident Life) and one for Student Services (Center for Student Life, Educational Opportunity, International Student Services, Student Advocacy, Students with Disabilities, and Student Health Center). The Vice President will be a member of the 20-campus California State University system, located at the eastern edge of Los Angeles and the Western San Gabriel Valley, with more than 20,000 students reflecting the rich ethnic diversity of the area.

Qualifications:
- An earned doctorate or other terminal degree and a record sufficient to warrant a tenured appointment in an academic department at Cal State L.A.
- A record of significant executive-level responsibility in the area of academic support services
- Proven leadership abilities.
- Demonstrated ability to build relationships with faculty, staff and students
- Excellent oral and written communication skills
- Demonstrated ability and interest in working in a multicultural-multiphrenic environment

Salary for this Administrator IV position is commensurate with experience and qualifications. A comprehensive benefits program is provided.

Submit letter of application, curriculum vita, three letters of recommendation, and transcript from institution highest degree by November 15, 1999 to:

Chair, VPSA, HRM, #H99-90
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032-8534

Reasonable accommodation may be requested.
Dean, School of Music
University of Michigan, Ann Arbor

The University of Michigan is seeking nominations and applications for the position of Dean of the School of Music. The School provides highly effective teaching from undergraduate through doctoral levels in a comprehensive range of courses spanning the fields of music, dance, theatre, and musical theatre. The School combines the advantages of a music conservatory with those of a large public research university with strong interdisciplinary initiatives. The extraordinary faculty includes internationally active performers; former members of leading symphony orchestras, opera houses, and dance and theatre companies; prize-winning composers; and renowned scholars in theory and musicology. Public performances and pre-college outreach programs offer service to the community, the region, and the state. Six classroom buildings and more than a dozen performance spaces provide excellent physical facilities for the School’s extensive instructional programs.

The Dean will provide vigorous artistic and academic leadership to the School, oversee the instructional program, supervise the budget and personnel administration, and assume a major role in fundraising. As the chief executive and academic officer of the School, the Dean reports directly to the Provost and Executive Vice President for Academic Affairs.

Successful candidates should be nationally recognized artists and scholars whose active and distinguished professional records include some combination of performance, teaching, research, and leadership in the arts. Candidates must be qualified to assume a tenured faculty position at the University of Michigan, and will be expected to have a demonstrated commitment to positive action that supports those educational goals associated with a diverse student body and faculty.

Nominations and applications will be reviewed continuously beginning October 1, 1999, and will be accepted until the position is filled. Correspondence should be addressed to:

George I. Shirley
Chair, School of Music Dean Search Advisory Committee
and Joseph Edgar Maddy Distinguished Professor of Music
The University of Michigan
3074 Fleming Building
Ann Arbor, MI 48109-1340

E-mail may be addressed to musicsearch.chair@umich.edu The University has retained the services of Judith Auerbach and Geoffrey Hudson of Auerbach Associates to assist the Search Advisory Committee in this process. Telephone: 617-451-0095; Fax: 617-451-5198. E-mail may be addressed to jaa@auerbach-assc.com or ghudson@auerbach-assc.com

The University of Michigan treats inquiries, nominations, and applications for this position and others in a confidential manner. Applicants should confirm in their letters that they wish their applications to be kept confidential.

A Non-Discriminatory, Affirmative Action Employer

Florida International University

The Department of Physical Therapy of Florida International University (FIU) is currently accepting applications for a full time, 9-month, tenure-track faculty position at the Assistant or Associate Professor rank and one part-time (9-month) clinical instructor.

Minimal requirements include a master's degree, evidence of extensive academic or clinical experience and/or specialist training, eligibility for licensure as a physical therapist in Florida, and research training and experience.

The deadline for applications is October 28, 1999. Applications should include a letter of intent, a CV, and the names and phone numbers of at least three references.

FIU is an equal access/equal opportunity employer. For further information regarding the department, see our website at www.fiu.edu/physther, or contact

Helen Cornely, Assoc. Professor
Chair of Search & Screen Committee
Department of Physical Therapy, Florida International University, Miami, Florida 33199
Phone: 305-348-1968
Fax: 305-348-1240
E-mail: cornelyh@fiu.edu

TAM

TEXAS A&M UNIVERSITY
EDUCATIONAL HUMAN RESOURCE DEVELOPMENT
ASSISTANT PROFESSOR (TENURE TRACK)

The Department of Educational Human Resource Development at Texas A&M University seeks applicants with credentials in Human Resource Development or Adult Education. This position is a tenure-track position at the Assistant Professor level with teaching, research, and service responsibilities in training and development/human resource development.

Send letter of application, vita, three references (with names, addresses, e-mail and fax numbers) to:

Dr. Lloyd Korbomer
Search Committee Chair
Department of Educational Human Resource Development
College of Education
Texas A&M University
College Station, Texas 77843-3256

Screening for applicants will begin November 16th and will continue until the position is filled.

Texas A&M University is an EOAA employer which encourages applications from minority group members and women.
WILLIAMS COLLEGE

FACULTY POSITIONS

Williams College has openings in several fields. Unless otherwise noted, the positions are at the Assistant Professor level for three-year terms, beginning academic year 2000-2001, with possibility of reappointment and consideration for tenure. Although the College encourages applications from candidates with exceptional research and teaching credentials, the College values the contributions of diverse perspectives and backgrounds. Candidates should have the Ph.D. or completed dissertation within one year of appointment (other terminal degrees as noted). Search committee chair or contact and application deadline follow name of field. Hard copy application required.

AFRO-AMERICAN STUDIES (see English and History)

ANTHROPOLOGY/SOCIOLOGY (see Sociology)

ART (Kev Holmen, Jan. 3, 2000) One tenured-track position in painting and drawing, one tenure-track position in visual art. Send cover letter and resume. See CAM Careers

ASIAN STUDIES (see Chinese and Japanese)

BIOLOGY (Daniel L. Nov. 15) One tenured-track position in ecology See Science.

CHINESE (George C. Tang, TBA) One one-year visiting position in Chinese language and literature with special emphasis on teaching in Chinese literature. See AAS Newsletter

COMPUTER SCIENCE (William L. Smith, Jan. 16, 2000) One tenure-track position in computer science. See Computer Science at the ACM.

ECONOMICS (Ralph H. Hummel, Dec. 6) Three tenure-track positions in economics, financial, and urban/regions. One or more tenure-track positions in economic development, international economics, quantitative economics, or urban/regions. One or more senior-level positions in economic development, international economics, quantitative economics, or urban/regions. See JOE.

ENGLISH (Christopher Peters, application letter, vita, letter of response, writing sample of 25 pp. or less by Nov. 15) One tenure-track position in English. See MLA Job Information List.


MUSIC (David K. Moeller, Nov. 19) One tenure-track position in composition and music theory. Send cover letter and resume. See AAS Newsletter.

PHILOSOPHY (Alan B. B. Dec. 1) One tenure-track position in philosophy. See MLA Job Information List.

PHYSICS (Jeffrey Barlow, Dec. 15) One tenure-track position. Send cover letter and resume. See AAS Newsletter.

POLITICAL SCIENCE (Michael A. Macdonald, Oct. 15) One tenure-track position in political theory. Send cover letter and resume. See MLA Job Information List.

PSYCHOLOGY (Lauree L. Heath, Nov. 15) One tenure-track position in developmental psychology. See APA Bulletin.

RELIGION (William D. Nov. 1) One tenure-track position in Jewish studies. See Journals.

ROMANCE LANGUAGES (Gente Bell-Villada, Nov. 30) One tenure-track position in Romance languages. See MLA Job Information List.

SOCIOLGY (Michael Brown, Nov. 15) One tenure-track position in sociology. See AAS Newsletter.

Further inquiries concerning any of these positions should be directed to the appropriate department, or contact Chair of the Faculty, Offices of the Provost, Williams College, Williamstown, MA 01267

Williams College is a coeducational liberal arts institution, offering undergraduate education to its 2200 students. The college has built its reputation on a long tradition of focusing on teaching and scholarship and on the academic excellence of its students. The college encourages applications from candidates with exceptional research and teaching credentials, the college values the contributions of diverse perspectives and backgrounds. Candidates should have the Ph.D., or completed dissertation within one year of appointment. Search committee chair or contact and application deadline follow name of field. Hard copy application required.

VIRGINIA COMMONWEALTH UNIVERSITY

VICE PROVOST FOR ACADEMIC AFFAIRS

Virginia Commonwealth University is seeking nominations and applications for the position of Vice Provost for Academic Affairs

Located in Richmond, the capital of Virginia, VCU is composed of several colleges and schools, including the College of Humanities and Sciences; the Schools of Allied Health Professions, Business, Dentistry, Education, Engineering, Medicine, Nursing, Pharmacy, Social Work, and the School of Medicine. The full-time faculty of 1,500 attract more than $10 million annually in research funding, ranking VCU as one of the best in the region. VCU's 1,300 faculty and staff make the University one of the best in the nation.

MCCV Hospitals also is among the annual study, 100 Top Hospitals: Benchmarks for Success.

With annual revenues exceeding $1 billion, VCU is a significant force in the Richmond region. VCU's 13,000 faculty and staff make the University one of the most comprehensive academic health centers in the state.

VCU currently embarked on a second phase of its Strategic Plan for the Future. Virginia Commonwealth University, initiated by the President and approved by the Board of Visitors, with oversight provided by the Provost. This plan envisions increasing collaborations between the University and the community to enhance economic, community, and health-care development initiatives, including, among others, programs at the Virginia Biotech Research Park, the University School of Engineering, and the new Medical College of Virginia Hospitals. The University is creating interdisciplinary centers and research institutes of excellence to support the community agenda designed to increase the opportunities for students and faculty can work within the community.

The Vice Provost for Academic Affairs will be responsible to the Provost for Academic Affairs for providing leadership, evaluation, and promotion of excellence in academic programs of the University.

Primary areas of responsibility will include Undergraduate Studies, S. Studies, Academic Planning, Strategic Planning, Academic Affairs, Faculty Development and Evaluation, Academic Affairs, Liaison, Retention, Enrollment Management, Undergraduate Research Grant Program, and the University Center for Excellence in Teaching.

All candidates must have an earned doctorate and rank of professor at a research institution. Experience as a provost or vice president is preferable. The person must be an administrator with a strong background in teaching and scholarship, and an understanding of the unique needs of a research institution. The person must be able to work effectively with administrative staff and students, demonstrated leadership ability, and expert understanding of academic affairs, planning, and program development.

Nominations and applications (which should include a curriculum vitae, addresses, and phone numbers of five references) should be sent to:

Mr. Edwin E. Blanks
Chair, Search Committee
Office of the Provost
901 West Franklin Street
Richmond, Virginia 23224-2527

Application review will begin on November 8, 1999. Nominations and applications will be accepted until the position is filled.

For additional information about Virginia Commonwealth University, visit the website at "www.vcu.edu." VCU is an Affirmative Action, Equal Opportunity Employer. Women, minorities, and persons with disabilities are encouraged to apply.
PRESIDENT
EMPIRE STATE COLLEGE

In 1971, a creative and innovative group of educators founded Empire State College as an academically rigorous, student-centered institution. Operating as a college of arts and sciences of the State University of New York, Empire State College is recognized as a world leader in designing and delivering programs, from associate through master's, that meet the academic, personal and professional goals of more than 10,000 students each year. Empire State College remains a true innovator. Faculty mentors and adult students work together to achieve students' educational objectives. Face-to-face tutorials, print-based and on-line distance learning, study groups, seminars and cross registration at other colleges provide the means by which student-centered learning comes to life.

The College's administrative headquarters are located in Saratoga Springs, a historic community of 25,000 residents at the foot of the Adirondack Mountains, 30 miles from Albany, the state capital, and 180 miles from New York City. The College has eight major regional centers and more than 35 smaller units in New York State, as well as international offices in Israel, Cyprus, and Athens. Empire State is distinctive among adult and innovative institutions in its reliance on its own full- and part-time faculty.

Our new president must have an earned doctorate or its academic equivalent, significant leadership experience, a demonstrated commitment to lifelong learning for adults, and strong advocacy and fund raising skills. We seek someone who is comfortable working in a dispersed and highly collaborative environment, who will sustain the creativity of colleagues, who shares our commitment to innovation, and who has the practical disposition and background to make it all work. We invite candidates from academe and from other sectors as well.

For more information about the College and the presidential search, visit the Empire State College web site at www.ssu.edu/pressearch or write to:

Mr. Richard Liebich
Chair, Presidential Search Committee
Empire State College
1 Union Avenue
Saratoga Springs, NY 12866-4390

Dr. Barbara E. Taylor of the Academic Search Consultation service in Washington, DC, is assisting with the search. Inquiries may also be directed to her at 202/263-7480 or e-mail at bet@academic-search.org.

Empire State College is an equal opportunity employer and encourages the nominations and candidates of women and persons of color.

TUFTS
UNIVERSITY
Director of Career Services
Fletcher School of Law and Diplomacy

The Fletcher School, an internationally renowned institution, seeks a focused, highly organized energetic professional and team player with excellent marketing/sales experience to lead their Career Services office. Excellent communication, planning and problem solving skills a must. Experience in the world of international affairs and in relationship building. Must successfully adapt presentation skills and focus to variety of audiences ranging from students to international corporations, non-profits and government agencies. Experience in a competitive professional environment preferred. Successful candidate will plan, organize and administer comprehensive career services, including career internship placement assistance, in an undergraduate student population. Job Code: M97-765R


FRAMINGHAM STATE COLLEGE
ART AND MUSIC DEPARTMENT

Position: Full-time, tenure-track position in ceramics studies to teach in the Department of Art, beginning in the spring semester, 2002.

Description: Teaching responsibilities include directing a ceramics program that includes introductory through advanced courses. In addition the candidate must be able to periodically teach foundation-level courses in studio arts such as drawing and two-dimensional design. It is all of these courses the candidate must show he or she is capable of creating innovative ways of teaching a diverse group of students. This includes developing courses that offer a wide range of experiences that will help students explore traditional and non-traditional techniques and concepts.

Salary: Commensurate with experience.

Qualifications: MFA in ceramics; teaching experience preferred.

To apply, please send a current letter of interest, current resume, official transcripts, names and addresses of three references and slides of work no later than December 3, 1999 to: Professor John Anderson, Chair, Search Committee, Art and Music Department, Framingham State College, 100 State Street, Framingham, MA 01701.

Framingham State College is an affirmative action/equal opportunity employer which actively seeks to increase the diversity of its workforce. Applications from women, people of color and run-
AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

FACULTY POSITIONS
Agnes Scott College is a highly selective, independent, liberal arts college for women in the Atlanta area with a current enrollment of 900 students and a student-teacher ratio of 9:1. Faculty salaries at all levels are in the top quintile of AAUP rankings for baccalaureate institutions. Support for faculty development is generous and includes a one-semester pre-tenure research leave at full pay. You are invited to browse our home page for further information on the departments, the positions and the College.

ART HISTORY
The Department of Art invites applications for a tenure-track assistant professor position. Previous teaching experience is desirable. Teaching assignment will include Modern and Contemporary Art. Candidates should have the ability to teach 19th and 20th century art, contemporary theory, art criticism, and visual culture (photography, film studies, popular culture). Preference will be given to those who also have experience in a non-Western area (African, Islamic, Pre-Columbian, Native American, Asian). Candidates should have a strong commitmen to teaching from a cross-cultural and interdisciplinary perspective. In addition to teaching, the candidate may be called upon to curate one contemporary exhibition a year in the Dalton Fine Arts Gallery. Application deadline: January 15, 2000. Search chair: Dr. Donna Sadler, Chair, Department of Art.

ASTRONOMY
The Department of Physics and Astronomy invites applications for a tenure-track assistant professor position. We seek an observational astronomer with significant experience at optical wavelengths, and with primary research interest in planetary or solar system astronomy. Candidates should have a Ph.D. in physics, astrophysics, astronomy, or planetary science, as well as a strong commitment to teaching undergraduates and enthusiasm for engaging undergraduate students in research. Some startup funds will be available. Teaching duties will be assigned from the full range of undergraduate astronomy and physics courses. The College is presently engaged in a substantial renovation and expansion of its Bradley Observatory, located on campus. The observatory houses a 30-inch reflector, and after expansion will feature a 70-seat planetarium and a LIDAR facility. The successful candidate will assist in public nights at the observatory during the academic year, and in other outreach efforts. Application deadline: January 1, 2000. Search chair: Dr. Arthur Bowling, Department of Physics and Astronomy.

ECONOMICS
The Department of Economics invites applications for two tenure-track faculty positions at either the assistant or associate professor level. One position will focus on macroeconomics and applied micro courses; the other on microeconomics and applied micro courses. The qualifications and experience of the successful candidates will determine rank. In addition to teaching introductory economics and other macroeconomics or microeconomics, the teaching assignments will involve applied micro and macro courses including international trade, economic development, money and banking, environmental economics and the economics of race, class and gender. We will interview selected candidates at the ASSA meetings. Application deadline: December 15, 1999. Search chair: Dr. Rosemary T. Cunningham, Department of Economics.

ADELINE ARNOLD LORIDANS PROFESSOR OF FRENCH
The Department of Modern Foreign Languages and Literatures invites applications for an endowed chair, full professorship. The Ph.D. And a strong publication record in Medieval or Renaissance literature are required. The candidate will teach upper division courses in both periods and will participate in language instruction at all levels. Native or near native fluency in French is required. The successful candidate will be expected to play a strong leadership role in the department and in the College. We will interview at the MLA meeting in December. Application deadline: December 1, 1999. Search chair: Dr. Steven R. Guthrie, Loridans Professor Search Committee.

MATHEMATICS
The Department of Mathematics invites applications for a tenure-track assistant professor position. We seek someone who is well qualified to teach upper division courses in algebra and combinatorics, and who has both an interest in and experience with innovative teaching with technology. A background in computer science would be an asset. Additional members are expected to teach a wide range of mathematics courses. Application deadline: November 30, 1999. Search chair: Dr. Myrtle Lewis (search), Department of Mathematics at address below, or by E-mail to mathsearch@agnesscott.edu.

MUSICOLOGIST
The Department of Music invites applications for a tenure-track assistant professor position. Previous teaching experience is desired. We seek a musicologist with a foundation in Western art music and a specialty in American music to teach courses to undergraduate students. Application deadline: January 15, 2000. Search chair: Dr. Theodore K. Mathews, Department of Music.

APPLICATION PROCESS
Unless otherwise noted in a specific listing:
• Positions begin August 2000.
• Candidates are expected to have completed the appropriate Ph.D. by July 1, 2000.
• Candidates for all positions are expected to have an ongoing program of scholarly work, to demonstrate evidence of excellent teaching, and to be willing to serve the department and the College during a period of growth.

Founded in 1889 by Presbyterians, Agnes Scott College is committed to fostering cultural diversity and multicultural awareness in its faculty, staff, and students and urges members of under-represented groups to apply. An Equal Opportunity Employer

www.AgnesScott.edu
Dean, Worden School of Social Service

OLLU is a comprehensive university offering degrees through the doctorate to over 3,500 students, with a reputation for excellence particularly in the areas of the sciences and human services. We are an independent Catholic, Hispanic-serving institution located in San Antonio, with satellite programs in Houston and Dallas. We are proud of the emphasis we place on quality instruction.

The WSSS is the oldest school of social work in Texas. Fully accredited by CSWE, with 180 MSW and 145 BSW students and full-time and adjunct faculty, we have developed a direct practice curriculum stressing social and economic justice.

We are looking for applicants and nominees who possess:

- An innovative vision for professional education, including the role of technology and diversity practices.
- Academic leadership in a collegial style with strong support of faculty governance.
- Knowledge of current program development in social work and the challenges facing private higher education.
- Skill in developing new resources in support of student recruitment and persistence.
- An MSW and earned doctorate in Social Work or related field is required.

Reviews of materials begins immediately and continues until we fill this position. Please send letters, vitae, and names of references to:

Phillip A. Hall, Chair, Dean Search Committee
Office of the Provost
141 S.W. 24th Street
San Antonio, Texas 78229-4689

Information on OLLU, the Dean's position, and San Antonio appear at http://www.ollusa.edu. Inquiries to Hall at hallp@lake.ollusa.edu, Fax (210) 431-4628.

OLLU is an AA/EEO institution and actively seeks and encourages applications and nominations from men and women of all races and ethnic backgrounds.

OUR LADY OF THE LAKE UNIVERSITY

411 S.W. 24th Street - San Antonio, Texas - 78229-4689

The Hunter College Campus Schools (HCCS) which comprises the Hunter College High School (HCHS) and the Hunter College Elementary School (HCES), continue the search for a qualified candidate for the dual role of Director of the Hunter College Campus Schools and Principal of the Hunter College High School. HCCS is one of the nation's oldest centers for educating the intellectually gifted and serves a student body that is racially, ethnically, and socioeconomically diverse.

Qualified individual should have the educational background, experience and professional skills necessary to lead the HCCS toward an international reputation as laboratory schools/demonstration sites for the education of intellectually gifted students.

Appointment Date: 9/1/00.

**DIRECTOR/PRINCIPAL - HCCS/HCHS**

**Duties:** The Director/Principal reports directly to and is supervised by the Dean of the Hunter College School of Education. The duties and responsibilities of the Director/Principal include personnel selection and supervision, curriculum development, and budget management for the high school; oversight of these activities for the elementary school; and supervision and evaluation of the principal of the elementary school.

**Qualifications:** Training and experience in school administration, knowledge of theories and practices in the education of intellectually gifted students, proven managerial ability, experience with school-based management, skill in working with a variety of constituencies, skill in curriculum and staff development, SGS or SAS certification is required. An undergraduate degree in a related field is preferred. Experience with the full range of PreK-12 education is preferred. Evidence of leadership in the education of students with diverse backgrounds and in curriculum and staff development that affirm diversity is preferred.

**Salary Range:** $74,773-78,967 plus remuneration of $3,834-$13,231

Send applications to:

Dr. Ellis J. Barowsky, Chair, Search Committee for the HCCS Director
Office of the Dean, School of Education
Hunter College, 695 Park Avenue, New York, NY 10021

Send letter of application, including the names, addresses and telephone numbers of at least three references. Applications will be accepted up to November 15, 1999.

---

**ASSISTANT/ASSOCIATE PROFESSOR - SOCIAL WORK**

Tenure-Track

Springfield College School of Social Work, an accredited Master's in Social Work Program and a leader in MSW graduate education in New England and surrounding areas, invites applications and recommendations for a tenure-track faculty position in the Department of Social Work. The position is within the Social Work Program, responsible for the teaching of undergraduates. The Social Work Program is a social work master’s program accredited by the Commission on Social Work Education (CSWE). The program is designed to prepare students for professional social work practice.

The Department of Social Work is committed to developing a diverse faculty and strongly encouraging diversity in teaching, research, and service. The position is available immediately and will begin in August 2000.

**Qualifications:** Candidates must hold a Ph.D. in Social Work or related field with a strong background in social work practice and research. Experience in teaching social work courses at the undergraduate or graduate level is preferred. Experience in teaching online courses is preferred.

**Responsibilities:** The successful candidate will be expected to develop and teach courses in the Social Work Program, conduct research, and contribute to the program's commitment to diversity.

**Salary:** Competitive, commensurate with qualifications and experience.

Send letter of application, including a current resume and the names, addresses and telephone numbers of three references to:

Dr. Daniel J. Kapp, Chair, Department of Social Work
Springfield College School of Social Work
128 Alden Street, Springfield, MA 01109-1277

Application screening begins immediately and continues until the position is filled.

---

**SCIENCE OF PUBLIC HEALTH**

Applications and nominations are invited for the position of Dean of the Public Health at UCLA, effective July 1, 2000. The Dean has responsibility for developing and supporting the School's existing and new educational, research, and service programs. The Dean is also responsible for overseeing the integration of new educational programs in environmental health, as well as a number of other academic programs.

Applicants should have a demonstrated record of excellence in teaching, research, and service. The position is open to academics from all fields, including those with backgrounds in health science, environmental health, and public health. Applicants should have a Ph.D. or M.D. degree and at least 10 years of experience in a leadership role.

Applications should be submitted by November 22, 1999 and should include a letter of application, curriculum vitae, and three letters of reference to:

Public Health Dean Search Committee
Office of the Chancellor
University of California
3109 Murphy Hall
Los Angeles, CA 90095-1607
Fax: (310) 828-5643
Email: rdennis@chaminet.ucla.edu

Please view the position description as available at:

http://www.apo.ucla.edu/apo/college_dean.php

To be considered full consideration, nominations and applications should be received by November 22, 1999.
R.I.T
Faculty Position
DEPARTMENT OF PHYSICS
ROCHESTER INSTITUTE OF TECHNOLOGY

The Rochester Institute of Technology is primarily an undergraduate teaching institution with the Department of Physics offering a BS degree in physics. Research topics of current interest in the Department are thin films, magnetic materials, complex (colloidal/macromolecular) fluids, light/thermal neutron scattering spectrosopies, and observational astronomy. The Department maintains an observatory on campus that is used primarily for undergraduate astronomy courses and public outreach. The faculty of the Department also participate in the graduate programs in Imaging Science and Materials Science & Engineering. The Department of Physics invites applications for a tenure track position at the rank of Assistant Professor effective September 1, 2000. The minimum qualifications are a Ph.D. in physics, astronomy or a closely related field, a research focus compatible with the Department’s current research topics, evidence of excellence in teaching lecture and laboratory courses in a US college or university, and a commitment to sustained research involving both undergraduate and graduate students, and initiative in utilizing and/or developing alternative teaching methods. The ideal candidate will make significant contributions in one or more of the following areas in the upper-level physics curriculum: optical physics, computer interfacing, advanced experimental labs, electronics. Candidates should send a curriculum vitae and the names and phone numbers of at least three current references to Chair, Search Committee, Department of Physics, Rochester Institute of Technology, 65 Lomb Memorial Drive, Rochester, NY 14623-5603. Screening of applications will begin December 1, 1999, and continue until a pool of qualified candidates is identified. Descriptions of RIT and the Department of Physics are located at http://www.rit.edu/~674www/.

RIT is an equal opportunity, affirmative action employer; women and minorities are strongly encouraged to apply.

Dean, Fine Arts and Communication:

Foothill College, located in Northern California, leader in community college education because of superior classroom instruction, extracurricular activities and community outreach programs.

This administrative position will implement and facilitate the delivery of educational services to student the Fine Arts & Communications Division. Division offers Associate in Arts Degrees, certific and transfer programs in studio art, art history, graphic design, photography and digital imaging, dir film/television, theater technology, music, comm music, communication careers, radio broadcasts speech, and interactive/multimedia technolo

First review date: November 19, 1999.

For application materials, contact:
Foothill-De Anza Community College District, Employment Services, (650) 949-6217, employment@fhsda.edu, wwwfh.fhda.edu/district/hr/employment.html

Bates College
Organic Chemistry

The Department of Chemistry at Bates College (www.bates.edu) is a selective liberal arts college of 1,650 students, invites applications for a tenure-track position in Organic Chemistry at the assistant professor level, to begin in September of 2000. The teaching expectations include a two-semester organic chemistry course with laboratory and at least one additional course in an area of interest to the successful applicant. This position also supports our interdisciplinary programs in biological chemistry and neuroscience and provides opportunities to participate in other interdisciplinary programs as well. The applicant will be expected to develop a research program which will involve undergraduates. Major departmental equipment holdings for teaching and research include: 200 MHz NMR, EPR, FT-IR, ICP, GC-MS and UV-visible spectrometers, as well as HPLCs, ultracentrifuges, IBM work stations (with SPARTAN software) and a Nd. YAG-pumped dye laser. A Ph.D. is required; postdoctoral experience is desirable. Review of applications begins November 8, 1999, and will continue until the position is filled. Email inquiries may be directed to tlawson@bates.edu. Applicants should send a CV, undergraduate and graduate transcripts, brief statements of teaching philosophy and research interests, and three letters of recommendation to:

Professor T. Glen Lawson, Chair
Chemistry Search Committee
c/o Secretarial Services
Bates College
7 Lane Hall, 2 Andrews Road
Lewiston, ME 04247

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

UNIVERSITY OF TEXAS AT ARLINGTON
ASSISTANT PROFESSOR OF SOCIOLOGY OR ANTHROPOLOGY

The Department of Sociology and Anthropology at the University of Texas at Arlington invites applications for a tenure-track position as assistant professor of sociology or anthropology to begin September 2000. Applicants should have a Ph.D. or reasonable expectation of completion by August 2000. Applicants must possess scholarly strengths in an aspect of Latin American society or culture in the United States. Ability to teach in a women's studies program is desirable. The preferred specialty for anthropology is linguistic anthropology (e.g., sociolinguistics and/or bilingualism); candidates research and teaching experience in other areas of sociocultural anthropology also be considered. Sociology specialties are open. Responsibilities include teaching in undergraduate and graduate programs of the Department of Sociology and Anthropology and the Center for Mexican American Studies.

U.T.A. is a comprehensive, diverse, metropolitan university situated in the Dallas-Fort Worth metropolis, enrolling approximately 25,000 students. The University and larger metropolitan community provide significant resources for scholars committed to Latin American Studies. Anthropology and Sociology at UTA each offer separate B.A. and M.A. degrees.

Applicants must include: 1) Cover letter describing the applicant's research, teaching, and service; 2) current curriculum vitae; 3) three letters of reference. Review of applications will begin in August and continue until the position is filled. Send applications to:

Professor Manuel Garcia y Griego, Search Committee Chair, Center for Mexican American Studies, P.O. Box 19444, University of Texas at Arlington, Arlington, Texas 76019-0444.

Email: cmaa@uta.edu

UTA is an EOUA Employer
City Colleges of Chicago

VICE PRESIDENT, ACADEMIC AFFAIRS & STUDENT DEVELOPMENT

The Vice President is the chief academic and student officer and reports directly to the President of Harold Washington College. Responsibilities include the development, coordination, staffing, evaluation and enhancement of academic and student development programs. The candidate will also oversee the management and development of instructional and planning activities as they relate to the college’s diverse mission and goals.

The Vice President will manage the Deans of College Credit, Student Services and all department chairpersons. Also will make recommendations to the President for academic schedules, appointments to the faculty, promotions, tenure, leaves, and sabbaticals. Furthermore, our selection will promote scholastic achievement, innovative programs and faculty development, while assisting the leadership and on going development of the college.

To qualify, a Master’s Degree supplemented by at least 5 years of diverse and successful academic administrative experience as a Vice President or Dean, or an equivalent combination of education and experience is required. A Doctorate degree with a record of working with regional as well as professional accrediting agencies is preferred. Must have the ability to work with a unionized faculty, staff and students.

Applications will be accepted until the position is filled.

For immediate consideration send your resume to: Office of Human Resources, Harold Washington College, 30 E. Lake Street, Room 1123, Chicago, Illinois 60601. Chicago residency is required within six months of hire. The City Colleges of Chicago is an equal opportunity/affirmative action employer.

---

Alumni Relations Assistant Coordinator

Rowan University seeks an energetic and creative individual to plan and execute events and programs targeted toward its current graduates as well as general alumni work. Requirements: Excellent communication skills, outgoing manner, ability to handle multiple projects and work independently, ability to work some weekend and evening events, including off-campus settings. Bachelor’s degree. Rowan University degree desirable as are previous alumni work, staging of events and programs and good computer skills. Send letter of application, resume and the names and telephone numbers of four references to Gene Lyman, Director of Development, 201 Mullica Hill Rd, Glassboro, N.J. 08028 by November 2, 1999.
OPENINGS FOR 2000-01

LOYOLA MARYMOUNT University is currently seeking applicants for the following faculty positions, which will be available in the fall 2000. All positions listed are tenure track and at the Assistant Professor level. Salaries are competitive and commensurate with background and experience.

COLLEGE OF BUSINESS ADMINISTRATION

FINANCE/MANAGEMENT INFORMATION SYSTEMS (MIS). Teach introductory and advanced courses in computer information systems and technology at both the undergraduate and MBA levels. Prior experience is highly desirable. Applicants are expected to have Ph.D. or equivalent experience, three years college teaching beyond Graduate Assistantship, ability to teach 2-D (Raiser and Vector) Graphics on Microsoft with an emphasis in Motion Graphics and/or 3-D multidisciplinary projects. Send application letter, curriculum vitae, department of 15 pages, three letters of recommendation and three samples of student work to: Dr. Richard J. Pelle, Chair, Department of Finance and Computer Information Systems, 15425 Marketing. Two positions available. Applicants must have a Ph.D. in Marketing, either in hand or near completion, and should be able to provide evidence of success and potential in teaching and research. Send application letter, curriculum vitae, and three letters of recommendation to: Dr. Richard J. Pelle, Chair, Department of Finance and Computer Information Systems, 15425 Marketing. Two positions available. Applicants must have a Ph.D. in Marketing, either in hand or near completion, and should be able to provide evidence of success and potential in teaching and research. Candidates with demonstrated ability to teach both undergraduate and MBA courses in marketing research and advertising, and whose work strongly mathematical modeling skills will be given priority. LOU is an equal opportunity employer.

ART AND ART HISTORY. Department seeks excellent artists/teachers in the area of multimedia. Teach undergraduate level courses, advise students, assist w/ University committee and departmental work. Ph.D. research and creative work required. The successful candidate must have M.F.A. or equivalent experience, three years college teaching beyond Graduate Assistantship, ability to teach 2-D (Raiser and Vector) Graphics on Windows with an emphasis in Motion Graphics and/or 3-D multidisciplinary projects. Send application letter, curriculum vitae, philosophy statement, appropriate evidence of professional activity, i.e., slides, CD-ROM, or Sample Book, include slides and/or examples of student work, three letters of recommendation and SASE to: Dr. Thomas, Chair, Department of Art and Art History, 15425 Marketing, Deadline January 30, 2000. DEPARTMENT OF COMMUNICATION ARTS. Two positions available in HARVEY PRODUCTION. Each successful candidate must have M.F.A. or equivalent experience, ability to teach three classes each semester at both the undergraduate and graduate levels in at least three areas listed in each position. Send application letter, curriculum vitae, statements of research and teaching interests, three letters of recommendation and three samples of work to: Professor Howard Luckinham, Chair, Department of Communication Arts, 15425 Marketing. For additional information, visit www.lmu.edu/colleges/ce/coen/. COMMUNICATION STUDIES. Two new positions available. (1) Rhetorical Theory and Criticism, expertise in language and culture, public address, social movements, or feminist rhetoric. (2) Organizational Communication, expertise in organizational communication and culture, public address, social movements, or feminist rhetoric. Send application letter, curriculum vitae, and three letters of recommendation to: Professor Howard Luckinham, Chair, Department of Communication Arts, 15425 Marketing. For additional information, visit www.lmu.edu/colleges/ce/coen/.

African American Studies in the Department of Liberal Arts seeks a full-time, nine-month position at the graduate assistant level to participate in the African American Studies program. Responsibilities include teaching undergraduate and graduate courses, participating in the academic program, and serving as a research assistant. Candidates must have a strong background in African American Studies and a commitment to diversity in the classroom. Send letter of application, curriculum vitae, and three letters of recommendation to: Professor A. Davis, Chair, Department of African American Studies, 15425 Neil. Review of applications will begin December 1, 1999. ENGLISH Ph.D. in Composition Studies or rhetoric. Successful candidate will teach a semester-long course in African American Studies, discussion groups, and courses in rhetoric. Send letter of application, curriculum vitae, and three letters of recommendation to: Professor A. Davis, Chair, Department of African American Studies, 15425 Neil. Review of applications will begin December 1, 1999. ENGLISH Ph.D. in Composition Studies or rhetoric. Successful candidate will teach a semester-long course in African American Studies, discussion groups, and courses in rhetoric. Send letter of application, curriculum vitae, and three letters of recommendation to: Professor A. Davis, Chair, Department of African American Studies, 15425 Neil. Review of applications will begin December 1, 1999. ENGLISH Ph.D. in Composition Studies or rhetoric. Successful candidate will teach a semester-long course in African American Studies, discussion groups, and courses in rhetoric. Send letter of application, curriculum vitae, and three letters of recommendation to: Professor A. Davis, Chair, Department of African American Studies, 15425 Neil. Review of applications will begin December 1, 1999. ENGLISH Ph.D. in Composition Studies or rhetoric. Successful candidate will teach a semester-long course in African American Studies, discussion groups, and courses in rhetoric. Send letter of application, curriculum vitae, and three letters of recommendation to: Professor A. Davis, Chair, Department of African American Studies, 15425 Neil. Review of applications will begin December 1, 1999.

COLLEGE OF ARTS AND SCIENCES

Applications, curriculum vitae, evidence of scholarly and/or professional activity or teaching effectiveness, letters of recommendation or more information should be sent to:

Professor Barbara J. Bane, Acting Chair, Department of Communication Studies, 15425 Neil.

LoYola Marymount University is an Equal Opportunity/Affirmative Action Employer.
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
Faculty Positions Available - September 2000

Stockton College, located 12 miles west of Atlantic City, is surrounded by 1606 acres of southeastern New Jersey Pinelands. It is a four-year undergraduate institution and has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton’s diverse faculty and student body combine a spirit of innovation with a sense of tradition for academic excellence.

Candidates for Associate Professor ($45,555-$52,391) must hold a terminal degree and have considerable experience. Candidates for Assistant Professor ($37,477-$43,100) must hold a terminal degree. Candidates for Instructor ($30,831, $35,454) must hold a Master’s degree and have an ABD status and be in the latter stages of their dissertation. Salaries may be higher depending on qualifications, experience and increases in the appropriately established compensation plan.

Teaching load is 12 credit hours per semester (4 credit courses, 2 credit labs). Additional duties as expected under collective bargaining agreement, including an expectation of ongoing scholarly activity. All faculty are expected to teach general studies courses.

ARTS AND HUMANITIES

COMMUNICATION STUDIES, Asst. Prof., Tenure Track. Teach courses in video production, advertising, media studies, media writing and other related courses. Terminal degree required. College-level teaching and professional experience in media industry preferred.

INDIAN OCEANS/SOUTH ASIAN HISTORY, Asst Prof., Tenure Track. Teach undergraduate courses in migration (covering the South Asian diaspora), religion (especially Islam) and gender. Ph.D. required. College-level teaching preferred.

For positions in Arts and Humanities, send letter of application, indicating position applied for, with CV, statement of teaching philosophy, and three letters of recommendation to Dr. Kenneth Dollarhide, Dean of Arts and Humanities.

GENERAL STUDIES

QUANTITATIVE REASONING ACROSS THE DISCIPLINES, Asst. Prof. of Developmental Mathematics, Tenure Track. To join the core faculty guiding an innovative, college-wide program. Qualifications required: Ph.D. in relevant area, evidence of experience with innovative math teaching at various levels, including basic skills, and experience in an interdisciplinary academic environment.

For positions in General Studies, send letter of application, indicating position applied for, resume and three letters of reference to Dr. G. Jan Colijn, Dean of General Studies.

NATURAL SCIENCES AND MATHEMATICS

ENVIRONMENTAL/ANALYTICAL CHEMISTRY, Asst. Prof., Tenure Track. Teach courses in environmental chemistry and instrumental analysis; an interest in instrumentation and its application to the environment preferred; work with faculty in Environmental Studies to implement a curriculum in environmental chemistry. Also teach introductory chemistry lectures and labs, and sponsor student research projects. Successful applicants for this position should have a strong commitment to undergraduate education.

ORGANIC CHEMISTRY, Asst. Prof., Tenure Track. Teach introductory and advanced organic chemistry with research interests in biochemistry or environmental chemistry. Also teach introductory chemistry courses and labs, and sponsor research projects. Successful applicants for this position should have a strong commitment to undergraduate education.

Professors in Natural Sciences and Mathematics, send application letter, indicating position applied for, resume, three letters of recommendation and documentation of doctorate to Dr. Lynn Sills, Dean of Natural Sciences and Mathematics.

PROFESSIONAL STUDIES

COMPUTER SCIENCES AND INFORMATION SYSTEMS, Inst./Asst./Assoc. Prof., Tenure Track. Teaching includes a broad range of undergraduate courses in Computer Science and Information Systems. Successful applicant should be able to teach at least two of the following areas: Systems Analysis, COBOL, Computer Graphics, Networking, Computer Architecture, Introduction to Microcomputer Applications. The successful candidate is expected to be an excellent teacher and to be engaged in scholarly activity.

For positions in Professional Studies, send letter of application, indicating position applied for, resume and three letters of reference to Dr. Dee Henderson, Dean of Professional Studies.

SOCIAL AND BEHAVIORAL SCIENCES

CRIMINAL JUSTICE, Asst. Prof., Tenure Track. Ph.D. in criminal justice or related field to teach undergraduate criminal justice courses and to teach in a proposed criminal justice masters program. Successful candidate will have a strong foundation in statistics and be able to teach courses in criminal justice specialties.

SOCIAL WORK, Asst. Prof., Tenure Track (2 positions) Position 1: M.S.W. with a minimum of two years post M.S.W. professional experience required, doctoral and teaching experience preferred. Candidate should possess a thorough knowledge of, and the ability to teach generalist practice. They should be computer literate with a strong base of experience in direct practice. Teaching responsibilities include BSDE, Social Work practice courses, research methods, and social policy.

Position 2: M.S.W. with a minimum of two years practice experience required. Ph.D./D.S.W. preferred. Spanish facility required and candidates should possess a thorough knowledge of, and ability to teach generalist practice, including ethnic and minority relations, with expertise in one or more historically oppressed groups. Duties include the development of outreach programs with relevant community organizations.

For positions in Social and Behavioral Sciences, send letter of application, indicating position applied for, resume, documentation of completion of degree or expected date of completion, and three letters of reference to William C. Jaynes, IV, Dean, Social and Behavioral Sciences.

SCREENING BEGINS: NOVEMBER 19, 1999, and will continue until positions are filled.

Apply to appropriate dean at
The Richard Stockton
College of New Jersey
AA51, PO Box 195
Pomona, NJ 08240

Stockton is an AA/EOE. Women and Minorities are encouraged to apply. R001749
ESL INSTRUCTOR/ADMINISTRATOR

St. John's University, one of the largest Catholic universities in the U.S., is seeking a full-time English Language Specialist in its Institute of ESL. (12 month position, 35 hours per week). Responsibilities for the successful candidate include teaching 14 hours per week, test coordination, administration, curriculum development and student advisement. Master's in TESOL, at least three years teaching experience in a U.S. academic ESL Program, plus administrative and assessment experience required. Computer software experience helpful.

Send resume and cover letter by Nov. 1 to:
Clayala Ekbatan
Institute of ESL
St. John's University
8000 Utopia Parkway
Jamaica, NY 11439

St. John's is an equal opportunity employer and encourages applications from women and minorities.

IOWA STATE UNIVERSITY

Where you can become your best.

Associate Director of Governmental Relations
Assistant Director of Governmental Relations

Iowa State University invites applications and nominations for two positions in its Office of Governmental Relations which reports to the President of the University. Iowa State is a comprehensive, land-grant university located in Ames, a community of 50,000 people known for its exceptional quality of life. Iowa State has 28,000 students, 1,700 faculty members and an annual budget of approximately $1.51 billion. The university offers undergraduate, graduate, and professional degrees through its nine colleges: Agricultural and Life Sciences; Business; Engineering; Family, Childhood, and Community Sciences; Food, Agricultural, and Biological Sciences; Health and Human Sciences; Liberal Arts and Sciences; Natural Resources and Environmental Sciences; and Pharmacy and Pharmaceutical Sciences. The university is a member of the Association of American Universities, a national organization of research universities, and is recognized for its excellence in teaching, research, and public service.

Associate Director of Governmental Relations
This position reports to the State Board of Regents and the University President as a legislative liaison to the Iowa General Assembly. The successful applicant will have excellent written and oral communication skills, a bachelor's degree, and five years' experience in government, public affairs, or related fields. An advanced degree in public administration or public policy would be preferred. The position requires a strong commitment to excellence in higher education. The successful applicant will be expected to demonstrate leadership in the development and implementation of effective strategies for advancing the university's legislative and public affairs goals. The University offers a comprehensive benefits package.

Assistant Director of Governmental Relations
This position reports to the director of governmental relations and coordinates federal activities with the university's office of governmental relations. The successful candidate will have excellent written and oral communication skills, a bachelor's degree, and three years' experience in government, public affairs, or related fields. The University offers a comprehensive benefits package.

Nominations and applications for both positions will be accepted until filled. For complete information and to apply, go to: www.iastate.edu/jobs. Application deadline is December 1, 2009. The University is an equal opportunity/affirmative action employer and encourages applications from women and minority candidates.

HARTFORD SEMINARY

PRESIDENT

Founded in 1884, Hartford Seminary's mission is to promote faithful living in a multi-faith environment. It offers the M.A., M.Div., and Th.M. degrees, and certificates in Black and Hispanic and Women's Leadership. It has an international recognition for its centers for the study of Islamic studies and Christian-Muslim relations, and publishes The Muslim World, the oldest scholarly journal on Islam in the English-speaking world. The Seminary has an endowed faculty of 15 and a full-time staff of 70. Hartford Seminary is located in Hartford, Connecticut, midway between New York and Boston. The Greater Hartford area provides among the most diverse and affordable living spaces in the country.

The next president should be a person of theological, academic or other relevant professional distinction with a meaningful faith commitment. The president should be proficient in his or her profession and demonstrate ability to lead the Seminary in raising its national and international profile. The president should have experience in interfaith or inter-group relations and be able to work effectively with the Seminary's diverse constituencies. The successful candidate should have significant experience as a leader, effective communication skills and proven skills in fundraising from sources. Interest and experience in distance learning is desirable.

The Presidential Search Committee will begin to review candidates in November, 1999 and contact an appointment is made. Nominations and expressions of interest will be treated with confidentiality and should be sent to:

Martin L. Budd, Chair
Presidential Search Committee
c/o Day, Berry & Howard LLP
One Canterbury Green
Stamford, CT 06901

Dr. Patricia L. van der Vorm of Academic Search Consultant Service is assisting the Search Committee and inquiries may be made of her at (203) 263-7473 or via e-mail at pv@aademic-search.org.

An Affirmative Action/Equal Opportunity Employer. The Seminary especially encourages applications from women and minority candidates.
Anthony Bonomo

RHODE ISLAND SCHOOL OF DESIGN

ASSISTANT PROFESSOR
DEPARTMENT OF ART & ARCHITECTURAL HISTORY

HISTORY OF CONTEMPORARY ART AND VISUAL CULTURE

Salary and benefits competitive; September 2000. Proven accomplishment in histories and theories of contemporary art, including Post-Modernist or other themes. A Ph.D. degree in art history or a related field is required, plus at least one year of teaching experience at the university level. Applicants should send letter of application, CV, copies of three recent publications, 3 letters of reference, and a teaching statement to: Brian Hall, Chair, Department of Art History, Rhode Island School of Design, 222 George Street, Providence, RI 02903-5081.

Assistant Professor
DEPARTMENT OF ART & ARCHITECTURAL HISTORY

ART HISTORIAN

Salary and benefits competitive; fall 2000. Proven accomplishment in the histories and theories of one or two of the following: Dutch 17th century, Spanish 18th century, or American 19th century art. Experience in the teaching of introductory survey courses and the ability to teach a graduate seminar in a specialized area of expertise is required. Applicants should send letter of application, CV, copies of three recent publications, 3 letters of reference, and a teaching statement to: Brian Hall, Chair, Department of Art History, Rhode Island School of Design, 222 George Street, Providence, RI 02903-5081.

Project Director
RONALD E. McNAR

Postbaccalaureate Achievement Program

The University of Pennsylvania seeks a Project Director to implement a new federally-funded McNair Program. Serving low-income, first-generation, and underrepresented minority undergraduate students, the program is designed to increase and assist them to prepare for and enroll in a Ph.D. program with special emphasis on the humanities and social sciences. The Project Director will supervise the Project Coordinator, and work closely with the University's McNair Program staff. Applicants should send letter of application, CV, copies of three recent publications, 3 letters of reference, and a teaching statement to: Brian Hall, Chair, Department of Art History, Rhode Island School of Design, 222 George Street, Providence, RI 02903-5081.
EMPLOYMENT OPPORTUNITIES

THE UNIVERSITY OF TEXAS AT BROWNSVILLE
and
TEXAS SOUTHMOST COLLEGE

Dean of Health Sciences

The University of Texas at Brownsville and Texas Southmost College is seeking a dean for the School of Health Sciences due to the impending retirement of our present dean.

The School of Health Sciences has 33 full-time faculty and seven staff members involved in various accredited programs. The School consists of the departments of Nursing and Allied Health with associate degrees and a BSN. The School is just beginning to develop a graduate program in nursing.

Responsibilities of the position include academic leadership of the School, specifically academic planning, program enhancement, service learning, maintenance of accreditations, faculty recruitment and development, student management, alumni relations, fund-raising, and resource allocation. The Dean reports to the Provost.

Qualifications include an earned doctorate and credentials for appointment at the rank of Professor in one of the disciplines represented within the School. The candidate must have successful administrative experience within higher education, demonstrated excellence in leadership, a commitment to diversity, and the ability to foster collaboration with various internal and external constituents of the School.

Dean of Liberal Arts

The University of Texas at Brownsville and Texas Southmost College is seeking a Dean for the College of Liberal Arts.

The College of Liberal Arts has 76 full-time faculty and eight staff members in the departments of Behavioral Sciences, Criminal Justice, English & Speech, Fine Arts, Government, History, and Modern Languages. Responsibilities of the position include academic leadership of the College, including academic assessment, program planning and development, faculty recruitment and development, fund-raising, and resource allocation. The Dean reports to the Provost.

Qualifications include an earned doctorate and credentials for appointment at the rank of Professor in one of the disciplines represented within the College. The candidate must have successful administrative experience within higher education, including assessment and working in collaboration with teacher preparation programs; demonstrated excellence in leadership; a demonstrated commitment to diversity; and an ability to collaborate with other academic and student support units.

Applications should include a letter of application addressing the qualifications, a position paper on academic leadership, curriculum vitae, unofficial transcripts, and three letters of reference. Review of applications will begin December 1, and continue until the positions are filled. Send applications to:

Human Resources
The University of Texas at Brownsville
and Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520
1-800-544-8288 / (956) 544-2355 / Fax: (956) 983-0175
For more information, visit our web site at http://www.utb.edu

UTB/TSC does not discriminate on the basis of sex, race, color, religion, national origin, disability, age or veteran status.
Written and electronic materials are encouraged to apply. UTB/TSC is a "Smoke-Free" Institution.

WILLIAM STATE COLLEGE

ENGLISH LITERATURE

Tenure-track position beginning August 2000. REQUIREMENTS: Ph.D. required. Candidate with a strong background in philosophy, particularly ethics, preferred. RESPONSIBILITIES: teach American literature as well as general education composition and literature courses. RANK/SALARY: Commensurate with qualifications and teaching experience.

LOCATION: Wayne State College is located in Wayne, a city of approximately 5,100 in northeastern Nebraska. In recent years, FTE enrollment has increased by 55%, bringing the student population to 4,000. The college is a focal point and catalyst in northeast Nebraska, not only for education but also for community and economic development, the arts, and cultural activity. Library automation and a campus-wide computer network link faculty to each other and to colleagues across the nation.

DEADLINE: Applications will be reviewed upon receipt and position will remain open until filled. APPLICATION: Send letter of application, curriculum vitae, names and addresses and telephone numbers of three references to: English Literature Search, c/o Interim Vice President for Academic Affairs, Wayne State College, 1111 Main St., Wayne, NE 68787.

Minorities are encouraged to apply. Wayne State is an Equal Opportunity/Affirmative Action Employer.
ONONDAGA COMMUNITY COLLEGE
REGISTRAR

Onondaga Community College invites applications for the full-time, twelve-month position of Registrar. A member of the Enrollment Management/Student Success Services team, the Registrar will manage the complete registration process, supervise the creation, maintenance and certification of academic records, prepare all course schedules and certify degrees and certificates. The candidate will have strong written and verbal communication skills, knowledge of computerized registration and records software (Dartek College® preferred); strong supervisory skills and an ability to complete multiple tasks in a fast-paced environment.

MINIMUM QUALIFICATIONS: Bachelor's degree plus four years' supervisory experience in a records and registration office or equivalent combination of education and experience.

SALARY: Commensurate with education and experience.

DEADLINE FOR APPLICATIONS: Application review begins November 10, 1999 and continues until the position is filled.

TO APPLY: Submit a current resume covering one page of application, together with the names, addresses, and telephone numbers of two (2) references to: Office of Human Resources, Room 114 Service and Maintenance Building, Onondaga Community College, 4941 Onondaga Road, Syracuse, NY 13215-2099 (atten: Registrar search).

OCC is an Affirmative Action/Equal Opportunity employer. Women, people of color, individuals with disabilities, veterans, and other protected class members are urged to apply.

Aims Community College
Executive Vice President
Aims Community College
Greeley, Colorado

Aims Community College invites applications for the position of Executive Vice President. The individual will report directly to the President. General responsibilities include: coordination of College-wide policies, procedures, systems, committees and activities that lead the institution through shared decision making, quality improvement and recognition of success.

The College
Aims is a comprehensive local district community college in Greeley, Colorado, 45 miles north of downtown Denver. The three-campus college serves 14,000 students (4,000 FTE) in a service area that includes a population base of 300,000-plus residents.

Specific Duties
Within established mission and vision statements, responding to directives of the President including implementation and development of special projects o Supervising the areas of human resources, information technology systems, institutional planning, and research, o Two campus deans and grants program O Coordinating academic and student affairs programs and services. O Coordinating and directing staff development programs O Directing and implementing the College's strategic planning process and linking it to the budget planning process O Coordinating and developing comprehensive internal evaluation plans O Responsible for compliance with all federal and state regulations O Coordinating all college committees and tasks force O Maintaining and coordinating college-wide policies and procedures O Assisting the President in determination of appropriate compensation practices for the College's employees O Serve as the administrator in charge of the College in the absence of the President.

Criteria
Understanding of and commitment to the mission of the comprehensive community college in a local control district O Earned doctorate from an accredited institution preferred. O Administrative leadership in a community college O Full-time community college teaching preferred. O Leadership experience demonstrating a strong decision-making style that is based on collaborative relationships, team building, and experience with shared decision-making. O Demonstrated management skills in entrepreneurial activities, human resources, financial management/allocation of resources, strategic planning, team building and conflict resolution. O Evidence of effective working relationships with local, state and federal agencies, other colleges and faculty and staff O Successful record of innovative education and management practices and a willingness to assume considered risks O Demonstrated concern for student needs and for open communications with students O Evidence of an understanding of the use and implementation of technology in education and administrative settings. O Successful record of participation in partnerships with various constituencies including business, public schools, universities and community groups O Sensitivity to diversity issues and a demonstrated ability to lead an institution in which differences are valued (bilingual/bicultural background a definite asset) O Superior written and oral communication skills O Evidence of successful support for community economic development O Demonstrated understanding of the role of the community college in international education.

Application Process
Candidates should submit a letter of application in response to the criteria point by point, a resume and at least three professional reference letters as well as any other pertinent information to: Ms. Diane Miller, Director of Human Resources, 5401 W. 20th St., Greeley, CO 80634.

Applications will be accepted until the position is filled. The screening process will begin November 4, 1999.

EMPLOYMENT STARTING DATE: March 1, 2000

Information
Call Ms. Diane Miller at (970) 330-8008. FAX: 6434 • E-mail: dmliller@aims.edu • Website: www.aims.edu.

UNIVERSITY OF CINCINNATI
DIRECTOR, STUDENT ORGANIZATIONS AND ACTIVITIES

(99PV0651) The University of Cincinnati is a state-supported Research Institution located in southwest Ohio. UC is one of the most architecturally dynamic campuses in America today.

This position is responsible for the overall supervision and administration of the Student Organizations and Activities Office including professional and student support staff and an operating budget of $1,132,000. Programs include leadership training, Greek Advising, student activities, community service and service-learning, diversity programming, and the oversight of Student Government Association and program planning. This position is a key member of the Student Life Management team and will work closely with students, faculty and staff to develop a comprehensive student activities program. This position will also play an instrumental role in a major capital effort to renovate an existing university center and build a new recreation complex.

MIN. QUALS: Master's degree (PhD preferred) in higher education or related field. 5 yrs. professional involvement in student life programming and 3 yrs. supervisory experience. The ideal candidate should possess skills in programming, student advising, leadership development, diversity training, assessment/evaluation, budgeting and resolving conflict. The candidate should also have professional experiences working in a large, comprehensive university with diverse student populations, faculty and community stakeholders.

Resumes accepted until filled. Send resume noting control #99PV0651) and the names, addresses and phone numbers of three references to: Dr. Maurice Gonzalez, University of Cincinnati, PO Box 216193, Cincinnati, OH 45221-0193.

The University of Cincinnati is an affirmative action/equal opportunity employer. Women, minorities, disabled persons, Vietnam-era veterans, and disabled veterans are encouraged to apply.
California State University Monterey Bay

California State University Monterey Bay (CSUMB), is a comprehensive public university that is committed to serving the diverse people of California, especially the working class, historically under-served, and low-income populations. The university values an educational environment of critical and linguistic diversity and gender equity; ethical reflection and practice; effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative, inclusive, and community-oriented service learning. The campus is organized around student learning outcomes in 14 interdisciplinary undergraduate and graduate degree programs. It is global in perspective and of sufficient breadth and depth to meet local, regional, and statewide needs, specifically those of isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

CSUMB is currently recruiting faculty (tenure track unless noted) in the following areas for appointments effective August 2000.

<table>
<thead>
<tr>
<th>Position</th>
<th>Rank</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>Student Services Professional/Academic Related II</td>
<td>MBCOU-</td>
</tr>
<tr>
<td>African-American Studies</td>
<td>Associate or Full Professor</td>
<td>MBBPS-</td>
</tr>
<tr>
<td>British &amp; American Literatures and Postcolonial Cultural Studies/</td>
<td>Coordinator English Subject Preparation for Secondary Teaching</td>
<td>MABAS-</td>
</tr>
<tr>
<td>Replicative Media and Theory</td>
<td>Associate or Full Professor</td>
<td>MBBMT-</td>
</tr>
<tr>
<td>Foreign Language Pedagogy, Spanish Language Emphasis</td>
<td>Assistant or Associate Professor</td>
<td>MBFLP-</td>
</tr>
<tr>
<td>Community Health</td>
<td>Assistant Professor</td>
<td>MBCH-</td>
</tr>
<tr>
<td>Psychological Foundations with Special Emphasis in Educational Psychology</td>
<td>Associate or Full Professor</td>
<td>MBPF-</td>
</tr>
<tr>
<td>Secondary Education (Single Subject) Curriculum and Instruction</td>
<td>Assistant or Associate Professor</td>
<td>MBSEC-</td>
</tr>
<tr>
<td>Global Learning</td>
<td>Multi-year Lecturer</td>
<td>MBGL-</td>
</tr>
<tr>
<td>Human Development with Special Emphasis in Child Development</td>
<td>Assistant or Associate Professor</td>
<td>MBHCD-</td>
</tr>
<tr>
<td>Human Development with Special Emphasis in Child Development</td>
<td>Associate or Full Professor</td>
<td>MBHCD2-</td>
</tr>
<tr>
<td>Social Foundations of Multicultural/Multilingual Education</td>
<td>Assistant or Associate Professor</td>
<td>MBSFME-</td>
</tr>
<tr>
<td>Management</td>
<td>Assistant or Associate Professor</td>
<td>MBMGMT-</td>
</tr>
<tr>
<td>Communications Science and Technology</td>
<td>Assistant Professor</td>
<td>MBCSTP-</td>
</tr>
<tr>
<td>Communications Science and Technology</td>
<td>Multi-year Lecturer</td>
<td>MBCSTL-</td>
</tr>
<tr>
<td>Applied Chemistry</td>
<td>Assistant Professor</td>
<td>MBAC-</td>
</tr>
<tr>
<td>Geology/Watershed Systems</td>
<td>Assistant Professor</td>
<td>MBGWS-</td>
</tr>
<tr>
<td>Director, Institute for Telelirective Arts and Technology</td>
<td>Associate Professor or Professor</td>
<td>MBDDTAT-</td>
</tr>
<tr>
<td>Telelirective Arts and Technology</td>
<td>Assistant or Associate Professor</td>
<td>MBTATP-</td>
</tr>
<tr>
<td>Multi-year Lecturer</td>
<td></td>
<td>MBTATL-</td>
</tr>
</tbody>
</table>


For complete position announcements please visit our web site at http://www.csUMB.edu/general/fac-recruit/ or contact: Recruitment/Demographic Personnel, CSUMB, 100 Campus Center, Seaside, CA 93955-8001. Tel: (831) 582-3569. Email: faculty_recruitment_H@monterey (General Inquiries Only).

CSUMB is an Equal Opportunity Employer

---

WAYNE STATE COLLEGE

ENGLISH WRITING

Tenure-track position beginning August 2000. REQUIREMENTS: Ph.D. or other appropriate terminal degree required. Ability to teach ESL methods and theory desirable. RESPONSIBILITIES: teach general education composition and literature and major classes in writing to include Expository Writing, Teaching College Writing, and possibly Technical Writing. RANK/SALARY: Commensurate with qualifications and teaching experience. LOCATION: Wayne State College is located in Wayne, a city of approximately 5,100 in northeastern Nebraska. In recent years, FTE enrollment has increased by 55%, bringing the student population to 4,000. The college is a focal point and catalyst in northeastern Nebraska, not only for education, but also for community and economic development, the arts, and cultural activities. The campus is a campus-wide computer network with faculty on each campus and to colleagues across the nation. DEADLINE: Applications will be reviewed upon receipt and position will remain open until filled. APPLICATION: Send letter of application; curriculum vitae and names, addresses and telephone numbers of three references to: English Writing Search, c/o Interim Vice President for Academic Affairs, Wayne State College, 1111 Main St., Wayne, NE 68787.

Minorities are encouraged to apply. Wayne State is an Equal Opportunity Affirmative Action Employer.

---

ENGLISH: Creative Writing

Tenure-track position in writing of fiction workshops, craft courses, expository writing, possibly literature; advise students and select or hire. Participate in faculty governance. Assistant Professor. To begin Fall 2000. Required are: distinguished record of publication, experience at undergraduate and graduate level.

Send letter, c.v., writing sample (up to 2 pages) and 3 letters of reference, postmarked by N 1, 1999, to: Professor Elmae Amsbuder, Department Search Committee, Mills College, 5000 College Dr., Oakland, CA 94613. Located in the San Francisco Area. Mills is a selective liberal arts college for women with undergraduate programs. Women and those committed to working in a multi-cultural environment are encouraged to apply. AA
The University of Kansas Announces Tenured and Tenure-Track Faculty Positions

The University of Kansas is a major comprehensive research and training university and is the only Kansas Regents university to hold membership in the prestigious Association of American Universities. The University of Kansas offers the highest quality undergraduate, graduate, and professional programs, as well as outstanding libraries, museums, and technology. The university fosters a multicultural environment in which the dignity and rights of individuals are respected. A city of approximately 80,000, Lawrence is located in the rolling hills of eastern Kansas 35 miles west of the Kansas City metropolitan area and 20 miles east of Topeka, the state capital. Home to Haskell Indian Nations University as well as KU, Lawrence offers the cultural opportunities of a major university.

College of Liberal Arts and Sciences

(All positions are contingent on budgetary approval)

African-American Studies-Assistant Professor in Arabic language and culture.

Anthropology-Assistant Professor. Focus on women, biocultural approach (joint position with Women's Studies).

Biological Sciences-Molecular Biosciences-Assistant Professor in signal transduction; Ecology and Evolutionary Biology-Two positions. Assistant/Associate Professor in molecular plant systems (joint position with Museum of Natural History); Assistant/Associate Professor in fungal biology.

Chemistry-Three positions. Adams Distinguished Professor in Bioanalytical Chemistry; Assistant Professor in organic chemistry; and Assistant Professor in physical chemistry.

Communication Studies-Two positions. Assistant/Associate Professor in organizational communication (technology emphasis preferred); Assistant Professor in rhetorical communication.

Economics-Two positions. Assistant Associate Professor in empirical economics (start date Jan. or Aug. 2001); Oswald Scholar Assistant Professorship in macroeconomics.

English-Assistant/Associate Professor in composition studies or rhetoric.

Environmental Studies-Assistant Professor in environmental history and policy (joint position with History).

Geology-Two positions. Assistant Professor in hydrogeology; Assistant Professor in tectonics or petrology.

History-Two positions. Assistant Professor in environmental history and policy (joint position with Environmental Studies); Assistant Professor in medieval history. (1 position to begin January, 2001).

History of Art-Two positions. Assistant Professor in Japanese art history; Assistant Professor in 19th century European art history (1 position to begin January, 2001).

Physics-Assistant Professor in atmospheric (remote sensing) physics.

Psychology-Assistant Professor in quantitative methodologies.

Clinical Child Psychology-Assistant Professor in pediatric psychology.

Mathematics-Two positions. Assistant Professor in statistics; Assistant Professor in computational mathematics (1 position to begin January, 2001).

Speech/Language/Hearing-Assist./Assoc. Professor (exceptional candidates at Full Professor may in some cases be considered) Expertise in speech physiology, perception, or psycholinguistic processing.

Women's Studies-Assistant Professor. Focus on women, biocultural approach (joint position with Anthropology).

For the above positions: Start date is August 18, 2000 (unless otherwise indicated). Candidates must have the Ph.D., other appropriate terminal degree, or the equivalent in hand at the time of appointment. In searches for assistant professors, exceptional candidates at higher ranks may in some cases be considered. Candidates must present evidence of scholarly or creative productivity and effective teaching. For a complete position announcement, refer to the CLAS website: www.library.ku.edu. Contact the department of interest through the KU Directory Assistance (785) 864-2700, or Deb Muncy, College of Liberal Arts and Sciences, 200 Strong Hall, University of Kansas, Lawrence, KS 66045. FAX: (785) 864-5331 or E-mail deb@classmain.ku.edu.

School of Engineering

Mechanical Engineering-Tenure-track Assistant or Associate Professor in biomedical engineering, mechanical engineering, or a closely related field. Preferred research specialization in biomechanics, broadly defined. Applicants should have a strong background and research interests in the area of human musculoskeletal biomechanics. Although all areas of biomechanics will be considered, primary consideration will be given to applicants with experimental and/or computational experience in (1) human movement, (2) muscle mechanics, (3) tissue mechanics, and (4) motor control.

Review of applications begins December 1, 1999. Contact Dr. Carl W. Luchies, Search Committee Chair, Department of Mechanical Engineering, 2013 Learned Hall, University of Kansas, Lawrence, KS 66045-2234; Phone: 785-864-3181; E-mail: luchies@ku.edu. Visit http://www.engr.ukans.edu/~kume/BMEAnnounc.html for details.

Electrical Engineering and Computer Science-Two or more tenure-track faculty positions at all levels in computer science, computer engineering or electrical engineering. Expertise in one or more of the following areas: distributed systems (programming languages; information retrieval and databases; network applications and security), visualization, human-computer interaction, wireless systems, and digital design. Applicants should have both industrial research and academic experience and should hold research interests consistent with current research activities in the KU EECS department. Visit the departmental website at http://www.eecs.ukans.edu.

Appointment will begin mid-August 2000. Review of applications begins January 15, 2000. Contact Prof. Susan Gauch, Dept. Of Electrical Engineering and Computer Science, University of Kansas, 415 Snow Hall, Lawrence, KS 66045; Phone: 785-864-8817; E-mail: sgaucho@eecs.ukans.edu.

School of Social Welfare

Three tenure-track positions at Asst. or Assoc. Professor-level beginning August 18, 2000 to teach in core curriculum areas, including human behavior, social policy or practice, with research and teaching interests in mental health, aging, health, substance abuse or community development. Required: Ph.D. completed by October 31, 2000, at least one earned degree in social work from accredited school of social work, evidence of ability to teach in core curriculum area consistent with School’s vision. To teach practice, must also have MSW degree and 2 years post masters practice experience.

Submit curriculum vita, current writing samples, and have 3 references send recommendations directly to Dr. Alice Lieberman, School of Social Welfare, University of Kansas, Lawrence, KS 66045-2510. Visit our web site http://www.socwel.ukans.edu for more information about the School and complete position descriptions. Review of applications begins October 16, interviews will begin as early as November 1, 1999.

The University of Kansas is an Equal Opportunity/Affirmative Action Employer. The University encourages applications from underrepresented group members. Federal and state legislation prohibits discrimination on the basis of race, religion, color, national origins, ancestry, sex, age, disability, and veteran status. In addition, University policies prohibit discrimination on the basis of sexual orientation, marital status, and parental status. Visit the University of Kansas Web site www.ukans.edu. Visit the Equal Opportunity Office Web site www.ukans.edu/~eqao.
The William Paterson University of New Jersey is a comprehensive public institution of higher learning committed to promoting student success, academic excellence, and community outreach with opportunities for long learning. Boasting a highly distinguished and diverse faculty, nationally renowned academic programs, state-of-the-art information and communications technology, the University maintains a low student-faculty ratio and small class size (25:1) for its 29 undergraduate and 17 graduate degree programs. The University is located on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

UNIVERSITY CONTROLLER
(Search Extended)

Reporting to the Vice President for Administration and Finance, the controller directs the financial affairs of the University and prepares financial analysis of operations for management. Major responsibilities include overseeing the business services operation of the University; responsibility for the unit accounting and reporting function; preparing and submitting all federal and state financial statements to various funding agencies, recommending and instituting appropriate fiscal policies, procedures, and controls; and analyzing financial data, coordination of the annual external audit process.

Bachelor's degree with a major in accounting; MBA in a related field and/or CPA certification; 5 years of management experience in accounting and fiscal administration; experience in a college or university environment required; knowledge of computerized accounting systems is essential; knowledge of financial systems program software; knowledge of current professional accounting standards and reporting standards of colleges and universities; experience in re-engineering of business processes is desirable; and a demonstrated record of effective leadership, business/financial expertise and customer-service oriented attitude.

Candidates should have an understanding of and appreciation for current trends in management, the nature of the academic community, multidisciplinary and multicultural environment, and written and oral communication skills. Salary range is $70,000-75,000 with benefits package.

Please submit a letter of intent, resume and the names and addresses of three references to 501 N. Main St., Ste. 400, Wayne, NJ 07474-0001. Additional information about the University can be found at http://www.wpu.edu. The review of applications will begin immediately and continue until a position is filled.

WILLIAM PATSON UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

The University of Texas at Dallas
Faculty Position in Operations Management

The School of Management seeks to fill a tenure track position in Operations Management at the rank of assistant professor beginning in September 2000. Applicants must possess a Ph.D. in Operations Management or a closely related field and have a strong track record of publication in refereed journals and evidence of good teaching ability. Applicants should have a strong publication record and enjoy national/international reputations.

The University offers an attractive salary, excellent benefits, and an attractive campus in the Texas Metroplex. The University is located near Dallas/Fort Worth International Airport and is within an hour of Austin, Houston, and San Antonio.

Please submit a letter of application, a current curriculum vitae, a statement of research interests and plans, and three letters of recommendation to:

Dr. S. Richard Roessner
Search Committee Chair
School of Management
The University of Texas at Dallas
P.O. Box 800903
Richardson, TX 75083-0001

The University of Texas at Dallas is an Equal Opportunity/Affirmative Action employer and strongly encourages applications from candidates who would enhance the diversity of the University's faculty and administrations.

SOUTHAMPTON PUBLIC SCHOOLS

Intermediate School Principal

Grades 5-8

Instructional Leader
Strong Interpersonal Skills
Successful Experience as Middle School Principal Preferred
Salary Commensurate With Experience

Application Deadline: November 12, 1999

Contact:
Richard C. Malone, Superintendent
Southampton Public Schools
70 Leane Lane
Southampton, NY 11968

UNIVERSITY OF MINNESOTA
FACULTY AND ADMINISTRATIVE POSITIONS
UNIVERSITY OF MINNESOTA, TWIN CITIES
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Faculty positions currently available in the College of Education and Human Development, University of Minnesota, are listed below. Positions are tenured or tenure-track unless noted and salary offers will be commensurate with experience and level of appointment. Applications will be reviewed until filled, but review of application materials will begin on 11/12/99 unless noted otherwise.

- Counseling & Student Personnel Psychology (Assistant or Associate Professor) focused on career development.
- Educational Administration: Educational Leadership and Management (Associate or Full Professor)
- Educational Leadership (2 positions: Open Rank)
- Exercise Physiology (Assistant or Associate Professor)
- Instructional Systems and Technology (Assistant or Associate Professor)
- International and Intercultural Education (Assistant or Full Professor) with a particular emphasis on the Administration of educational programs and schools
- School Counseling (Assistant or Associate Professor - non-tenure-track)
- Second Languages and Cultures Education (Assistant Professor)
- Special Education - Social/Emotional/Behavioral Difficulties (Assistant Professor)
- Special Education - Mild Cognitive Disabilities/Developmental Disabilities (Assistant Professor)

Administrative positions currently available in the College are listed below. These are 2-month positions and must be qualified for a tenure faculty position. These positions will remain open until filled, but review of application materials will begin on 11/24/99.

- Associate Dean for Research & International University (with faculty rank) to provide leadership in developing college policies and other sponsored projects.
- Department Chair with faculty rank. Department of Educational Psychology, to provide leadership in departmental policy and philosophy, in nurturing and maintaining the professional growth of individual faculty and in implementing strategies for high quality of instruction, disciplined inquiry, and outreach within the department.

For more information about the University, please visit http://www.coe.umn.edu or, from the College Office (612-625-8000), email: mnoore@tc.umn.edu

The University is an equal opportunity educator and employer.
DIRECTOR OF INTERNATIONAL PROGRAMS

UNIVERSITY OF MARYLAND

The University of Maryland, a Research 1 University and the flagship of the state university system, is located in the Baltimore-Washington corridor, in close proximity to the nation's capital. To strengthen its international initiatives, the University has recently reorganized several of the existing international offices into a new unit. The Director of International Programs will direct this newly formed office and will lead the university through academic partnerships in achieving even greater prominence for its current international activities and in developing new initiatives that take advantage of its strategic location. Specifically, the Director of International Programs will serve as the leading advocate for international activities on campus, promote research and form educational partnerships with academic and administrative units; and foster and maintain high quality service and programs for international students and faculty. The position reports directly to the Senior Vice President for Academic Affairs and Provost and operates with a large degree of delegated authority.

The Director of International Programs manages the Office of International Programs which works with the university community to develop policy and long-range planning in international issues, assists with the design of curriculum, conducts faculty development and research, and develops relationships with national and international government agencies, foundations, and funding sources. The Director also assists the deans of the colleges and alumni office in appropriate outreach efforts.

Following a recent reorganization, the Director is also responsible for the following three offices: (1) Office of International Educational Services, a long standing unit that provides centralized services to international students and faculty, including: admission, placement, orientation, advising and counseling; administration of immigration services, exchange visitor programs, study abroad programs, and student exchange programs; and coordination of an international residence hall. (2) J. William Fulbright International Center: This Center, under development, is a joint venture between the University of Maryland and Fulbright International Inc. The Director will be expected to lead the campus in the design and conceptualization of appropriate programming for the Center by facilitating and coordinating initiatives with faculty and academic units. (3) Institute for Global Chinese Affairs: This unit promotes programs, exchanges, and other activities between university faculty and academic units with our Chinese counterparts.

The requirements for the position include: a record of several years of successful administrative/leadership experience in the area of international programs; significant university experience with collaborative partnerships; proven track record in fundraising and program development; Candidates should have a record of scholarly research that would ordinarily justify appointment at the rank of Professor in one of the university's academic units.

Applicants and nominees should submit a letter of interest, curriculum vitae, and the names, addresses and telephone numbers of at least two persons who can be contacted by the search committee for references. Nominations are encouraged and will be received at any time. Please send all materials to:

Search Committee for Director, International Programs
Attention: Ms. Sheila Mahaffy
1119 Main Administration Building
University of Maryland
College Park, MD 20742

For best consideration, please send letter of interest and supporting materials by December 1, 1999. Nominations and application will be accepted until the position is filled. Please feel free to direct all inquiries to the chair of the committee, Dr. Judith Brzisca, either by calling (301) 405-6534 or by email to jbrzisca@osan.umd.edu.

The University of Maryland, College Park, actively subscribes to policies of Affirmative Action and equal education and employment opportunities. Women and ethnic minority candidates are encouraged to apply.

AMERICAN UNIVERSITY
WASHINGTON, DC

TENURE TRACK POSITIONS

American University is an independent, coeducational university with more than 11,000 students enrolled in undergraduate, master's, doctoral, and professional degree programs. The university attracts students from many different backgrounds from all 50 states, the District of Columbia, Puerto Rico, and more than 130 countries. Located in the nation's capital, AU's campus is in a beautiful residential neighborhood, a short distance away from the city's centers of government, business, science, research, and art. The university recently adopted a strategic plan, "Building a Global University: American University in the Next Century."

All inquiries and applications should be sent directly to the Departments listed below. All applications should include a current curriculum vitae and references. All applicants must possess the ability to balance teaching and scholarship, prepare our students to live and work in a diverse world, utilize information technology in the classroom, and promote interdisciplinary inquiry and experiential learning. All positions are at the Assistant Professor level unless otherwise indicated. Review of applications will begin in October unless otherwise noted.

Nominations and applications are invited for the following tenure-track faculty positions for the 1999-2000 Academic Year.

COLLEGE OF ARTS AND SCIENCES

Biology
Computer Science & Information Systems
History
Language & Foreign Studies
Mathematics & Statistics
Philosophy & Religion
Sociology
Performing Arts

KOGOD SCHOOL OF BUSINESS

Management
Marketing

SCHOOL OF INTERNATIONAL SERVICE

International Communication
Comparative and Regional Studies (Comparative study of identity in international relations)
International Politics and Foreign Policy
International Peace and Conflict Resolution

SCHOOL OF COMMUNICATION

Public Communication
Visual Media

SCHOOL OF PUBLIC AFFAIRS

Public Policy (including one position at the senior faculty level)
Justice and Public Policy
Justice and Society
Government

WASHINGTON COLLEGE OF LAW

TWO POSITIONS: Legal Writing, Constitutional Law (including the first Amendment and Federal Courts), Law and Governments (e.g., Legislation, Regulatory areas of the law, including Communications Law and Health Law), Commercial Law and related domestic and international business courses. Depurate Resolution (including International Dispute Resolution, Alternative Dispute Resolution, Arbitration and Negotiation).

American University is an AA/EO University committed to a diverse student body, faculty and staff. Minority and women candidates are encouraged to apply.

The private university with a public responsibility.
Join us
at the College of Lake County

Faculty like Natalia Casper and Raymond Salazar (pictured above) have found a dynamic and diverse academic community at the College of Lake County.

"I love the small classes and the fact that I have students of all ages and from many backgrounds," said Natalia Casper, a mathematics instructor who joined the college in 1998.

"The college encourages faculty to be creative and provides the resources to be innovative," said Raymond Salazar, a veteran instructor of Spanish.

Both instructors give high praise to the college's award-winning orientation program for new faculty. "A new faculty member isn't alone," Raymond Salazar said. "You have a support network," Natalia Casper added. "The college wants to help you succeed in the classroom."

The College of Lake County is a two-year community college with an enrollment of about 15,000, located in Grayslake, a northern suburb of Chicago. The college offers an attractive compensation package and will recruit for a number of tenure-track teaching positions for the 2000-2001 academic year.

The College of Lake County salutes Hispanic Heritage Month and encourages readers to find out about teaching opportunities at the college.

For information, call 847-543-206!
The Law School of the University of Southern California
POSITION DESCRIPTION - DEAN OF THE SCHOOL

The University of Southern California is inviting applications and nominations for the position of Dean of the Law School. The University is located in Los Angeles and is one of the nation’s premier research universities. USC Law School was the first law school established in the southwestern United States, and is now a national law school serving a student body drawn from over 100 undergraduate institutions distributed throughout the nation. It is one of the preeminent law schools in California, and is typically ranked among the top 15 or 20 in the country.

USC Law School is relatively small, with an average class size of approximately 200 students and a total enrollment of 600. It has approximately 35 full-time faculty, many of whom have advanced degrees or training in other disciplines in addition to law and are recognized nationally as experts in their respective fields. The Law School’s endowment is among the ten largest for private American law schools. The Law School’s primary mission is facilitating the production of quality scholarship by its faculty, and training students for the bar, bench and other pursuits to which knowledge about law and the legal system is relevant.

The Dean of the USC Law School is its academic leader and chief administrative officer, and reports directly to the Provost of the University. The responsibilities of the job include: leading the recruitment, development and retention of talented faculty; promoting excellence in the School’s educational and scholarly functions; planning and managing fiscal matters; leading the School’s fundraising efforts; and maintaining supportive relationships with alumni and with other members of the local bar and bench.

Nominations and applications should be sent to: Randolph Westerfield, Search Committee Chair, c/o Office of the Provost, University of Southern California, Bovard Administration Building, Room 202 - MC 4019, Los Angeles, CA 90089-0419. Applications should include a letter describing the candidate’s qualifications for this position; a curriculum vitae; and names, addresses and telephone numbers of three references. Questions may be directed to Bill Strippol, Director of Information Resources, Office of the Provost (213-740-0917, 213-740-1782 (fax), strippol@usc.edu). Review of applications and nominations will begin immediately and will continue until the position is filled.

USC is proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women. USC actively seeks nominations of and applications from qualified individuals from the broadest possible community.

(AA/EEOC)

COGNITIVE PSYCHOLOGY

Pending approval and funding, the Department of Psychology at the University of San Francisco issues this announcement for a full-time tenure track position in Cognitive Psychology with an emphasis in neurocognition at the Assistant Professor level, anticipate to begin in the Fall 2000.

Teaching responsibilities may include lower division courses in neuropsychology, cognition, (with lab), research methods, and related courses to undergraduates.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, and earned doctorate by August 1, 2000, experience and willingness to work in a culturally diverse environment and an understanding of and commitment to support the mission of the University are required.

We particularly encourage minority and women applicants for all positions. The University of San Francisco is an Equal Opportunity/Affirmative Action Employer and will provide reasonable accommodations to individuals with disabilities upon request.

Applicants should submit a letter of application, current vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation

Cognitive Psychology Search Committee
/c/o Michael Bloch
Department of Psychology
University of San Francisco
2134 Fulton Street
San Francisco, CA 94117-1080

Applications must be received by January 15, 2000, in order to ensure full consideration.

Established as San Francisco’s first institution of higher learning in 1855, the University of San Francisco presently enrolls 8,000 students in the arts and sciences, business, education, nursing, law, and professional studies. The University is a private Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment.

WASHINGTON COLLEGE OF LAW

VISITING PROFESSOR IN CLINICAL PROGRAM

American University. Washington College of Law, is seeking to hire two visiting professors in its Clinical Program for AY 2000-2001. Responsibilities in the in-house, live-client clinical program include teaching a seminar component of a clinic, conducting case rounds and supervising students in their fieldwork. In addition, visiting faculty teach one course each year outside of the clinical curriculum and participate fully in all aspects of the life of the law school. The Washington College of Law currently has the following clinics: civil practice clinic, community and economic development law clinic, criminal justice clinic (prosecution and defense); domestic violence clinic (criminal and civil); international human rights law clinic; tax clinic; and the women and the law clinic. Possible positions include teaching in the civil practice clinic, the criminal justice clinic, domestic violence clinic and the women and the law clinic. The applicant’s teaching responsibilities will depend on experience, interest, and the overall needs of the clinical program.

Minimum qualifications include a J.D. degree, outstanding academic record, three years’ experience as a lawyer, membership in a bar, and experience as a clinical teacher. Desired qualifications include published legal scholarship, participation in clinical teachers’ conferences and workshops, and membership in the District of Columbia bar. American University is an EEO/AA employer committed to a diverse faculty, staff and student body.

Applications consisting of a curriculum vitae and cover letter should be sent by November 1, 1999 to Professor Peter Jaszi, Chair, Faculty Appointments Committee, c/o Office of the Dean, American University, Washington College of Law, 4801 Massachusetts Avenue, N.W., Washington, D.C. 20006, with a copy to Professor Richard Wilson, Acting Director, Clinical Program, at the same address.
UNIVERSITY OF FLORIDA

COLLEGE OF EDUCATION

2000-2001 Faculty Positions

The School of Teaching and Learning, a recently reorganized unit in the College of Education at the University of Florida, is seeking qualified individuals to fill the positions listed below. All four of these positions are devoted to teaching the kind of education and educational programs that are vital to the success of our students. In addition to qualifications listed below, all four positions require some commitment to public education and an active interest in the educational needs of local and state governments. The School of Teaching and Learning, with over 115,000 students, is one of the largest in the state. Lectures and Assistant to the Director. Full-time position. Responsibilities: Assist the Director in all aspects of the program, with emphasis on graduate and undergraduate programs. The program is designed to help students develop skills in teaching and leadership, and to support public schools, staff development, and participation in professional organizations. Qualifications: Earned doctorate in an appropriate field; excellent leadership and communication skills; appropriate background experience in teaching, planning, and public administration. Beginning Date: January 1, 2000. Application Deadline: November 15, 1999

Assistant Professor, English to Speakers of Other Languages. (ESOL). Tenure-track position. Responsibilities: Teach undergraduate/graduate classes in ESOL and multicultural education, provide content leadership in teacher education programs, conduct and publish interdisciplinary research, provide service to public schools, and external funding. Qualifications: Earned doctorate in applied linguistics, ESOL or multicultural education, and teaching experience in these fields. Beginning Date: January 1, 2000. Application Deadline: November 15, 1999

Assistant Professor, Elementary Science Education. Full-time tenure-track position. Responsibilities: Teach undergraduate/graduate courses in elementary and middle school science education, provide content leadership in a teacher education program, conduct and publish research, provide service to public schools, and external funding. Qualifications: Earned doctorate with specialization in elementary science education, two years of elementary or middle school teaching experience, demonstrated potential for conducting research. Beginning Date: August 15, 2000. Application Deadline: January 17, 2000

Assistant Professor, Elementary Social Studies. Full-time tenure-track position. Responsibilities: Teach undergraduate/graduate courses in elementary and middle school social studies education, provide content leadership in a teacher education program, conduct and publish research, provide service to public schools, and external funding. Qualifications: Earned doctorate with specialization in elementary social studies education, at least two years of elementary school teaching experience, demonstrated potential for conducting research. Beginning Date: August 15, 2000. Application Deadline: January 17, 2000

Letters of application should be accompanied by a résumé, two representative samples of scholarly writing, other supporting materials as appropriate, a statement of research, and references. The University of Florida is an equal opportunity/affirmative action employer. Applications from women and minorities are especially welcome.

Ben F. Neims
Director, School of Teaching and Learning
2463 Norman Hall, Box 117648
Gainesville, FL 32611-7048

The University of Florida is an Affirmative Action/Equal Opportunity Employer. Applications from women and minorities are especially welcome.

AMERICAN UNIVERSITY

WASHINGTON, D.C.

FACULTY

American University: Washington College of Law seeks applications. Faculty. This position requires: coordinating all teaching of legal writing and rhetoric in the s. addition, we seek applications for visiting positions in wide range areas, and applications or nominations for a new distinguished professorship in Administrative Law. Details on requirements for

(1) For the tenure-track position, we will consider car at all career levels. Minimum qualifications include an outstanding academic record, a background in teaching rhetoric or persuasive writing, and a demonstration of scholarly interest in composition studies. A J.D. degree equivalent and administrative experience are desirable additional qualifications.

(2) Minimum qualifications for regular visiting position include a J.D. degree and significant teaching experience. We will be considering candidates with various specialties in composition studies.

(3) For the visitor's position in Administrative Law, an individual who has achieved a national reputation as academic, practitioner, or government official, He or she in the first incumbent to fill our new Bronfman C Administrative Law. Details of the position and appointments will be for the 2000-2001 academic year.

All inquiries should be by mail. Applicants should submit a letter of interest and resume to:

American University
Washington College of Law
Office of the Dean, Suite 366
4801 Massachusetts Avenue, N.W.
Washington, D.C. 20016

or send e-mail with cover letter, resume, and other support to: kwanno@wcl.american.edu

American University is an equal employment opportunity employer, committed to a diverse faculty, staff, and student body. Women and minority candidates are encouraged to apply.
What Magic Can You Bring to a Student's Life?

Are you interested in making a difference in students' lives? If so, Harford Community College is looking for you! Harford Community College is a comprehensive two-year institution located in Bel Air, Maryland, with easy access to Baltimore, Washington, Philadelphia, and the Chesapeake Bay. The College is a dynamic and progressive institution for higher education committed to excellence in all of its programs and services, systemic change in a collegial environment, and life-long learning. Applicants who exceed more than traditional responsibilities as an educator, are committed to excellence, and whose interests and presence will enrich and broaden the cultural and ethnic diversity of our campus and classroom are invited to apply for the following positions. The instructor positions are ten-month tenure track positions beginning mid-year January 2000, normal contract year is August 15th to June 15th. Starting salary commensurate with education and experience. An excellent fringe benefit package is available.

**Applied Technology Instructor**

Requires a masters degree and expertise in one of the following areas: manufacturing technology, CAD, electronics, mechanical engineering, or technology education. Must be able to teach a variety of courses in the areas listed as well as manufacturing processes and systems.

**Computer Information Systems Instructor**

Requires a masters degree in computer information systems or related field. Documented expertise with a variety of software applications including Microsoft Office 98 and Windows 98. Expertise with networking, internet technology, computer programming, and curriculum development experience is desirable.

**Developmental Math Instructor**

Requires a masters degree in math or math education. Must be able to show evidence of the ability to teach at-risk students and the ability to use technology in the classroom.

**Nursing Fundamentals/Medical/Surgical Instructor**

Requires a masters degree in nursing, recent clinical experience and some teaching background.

The required application, which must be completed in all areas and signed may be obtained from the Human Resources Office, HCC, 401 Thomas Run Road, Bel Air, MD 21014-1608, by calling 410/636-4145, or by email to vaylmer@harford.cec.md.us. RESUMES ARE ENCOURAGED BUT WILL NOT BE ACCEPTED IN LIEU OF AN APPLICATION. For best consideration application materials should be returned by November 12, 1999.

HCC is strongly committed to achieving staff diversity through affirmative action, an equal opportunity educator and employer, and has a long-standing commitment to cultural diversity. It is expected that the successful candidate share in these commitments.

Only candidates receiving further consideration will be contacted.

HCC is an EEO/AA Employer

www.harford.cec.md.us

---

**ALLAN HANCOCK COLLEGE**

A public California community college located in Santa Barbara County, halfway between Los Angeles and San Francisco on California's beautiful Central Coast, is seeking applicants for the following faculty positions:

**Coordinator, Basic Skills/Reading or Writing Instructor**

**High School Outreach and University Transfer Counselor**

**Mathematics Instructor**

These are full-time, tenure-track positions to support a federal Title V, Hispanic-serving institutions grant recently awarded to Allan Hancock College.

**Qualifications:** A master's degree in the appropriate discipline and experience in basic skills instruction and/or developmental programs. Community college experience is desirable.

**Applications desired by November 19, 1999.**

For a district application and qualification profile, please contact:

---

**Bates College**

**Classical & Romance Languages & Literatures**

**Instructor/Assistant Professor of Spanish (#R2261)**

Full-time (six courses) replacement position for the academic year 2000-2001.

Greater interest in native or near-native proficiency in Spanish and English, and solid knowledge of Hispanic literatures and cultures. Demonstrated excellence in language teaching at all levels. Duties may include advising of senior theses. Ph.D. preferred.

**Lecturer in Spanish (#R2262)**

Possible one-semester replacement position (January through April 2001).

Specialty open. Ph.D. preferred with demonstrated teaching ability at all levels of Spanish language. Three-course load. Native or near-native proficiency in Spanish and English.

**Lecturer in Spanish (#R2263)**

Possible one-year position with renewal based on performance and department needs. Four-course load of language courses. M.A. minimum; ABD or Ph.D. preferred. Demonstrated ability in language teaching at all levels. Native or near-native proficiency in Spanish and English.

For all positions the search begins November 20, 1998, and will remain open until filled. Please send letter of application, current c.v., and three letters of recommendation (one of which addresses teaching abilities) to the following address. Please address applications to the name and recruitment number (#R) where indicated by the blank below.

---

Search Committee Chair
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuous and effective Affirmative Action Program.

---

Human Resources, Bldg. U
Allan Hancock College
600 S. College Drive
Santa Maria, CA 93454-6399
www.hancock.cc.ca.us
(805) 922-6966, ext. 3722
FAX (805) 922-8196

EEO/AA Employer
Associate/Advanced Assistant Professor
Department of Educational Administration
Texas A&M University

The Department of Educational Administration is looking for a highly talented individual who is excited about being a part of a dynamic team that is committed to the preparation of school leaders, and whose research is teaching for new horizons in the field.

Responsibilities and Salary: The position is a ten-month tenure-track faculty position in our K-12 administrative preparation program and has teaching responsibilities in courses leading to mid-management certification with emphasis on the principalship as well as courses at the doctoral level including courses leading to superintendent certification. The successful candidate will also assist in advising and working with doctoral and master's students as well as conduct research and service consistent with the land grant mission of a Research I University. Rank and salary will be commensurate with the qualifications and experience of the successful candidate.

Qualifications: The successful candidate will have a doctorate in educational administration or equivalent and be qualified to teach a range of courses in the K-12 administration preparation program, and have a demonstrated commitment to scholarly work, social justice and improving education for all children. Preferred qualifications include experience as a public school administrator professional associations at the state and national levels, and strong competency in research design. The successful candidate will likely have some knowledge of the management of technology in schools.

Application: Applicants should submit (1) a letter of intent, clearly establishing that the applicant's credentials meet the qualifications and attesting to his/her ability to carry out the desired responsibilities, (2) current curriculum vitae, (3) official graduate transcripts, and (4) three letters of reference. All correspondence should be sent to:

Dr. Bryan R. Cole
Professor & Head
Department of Educational Administration
Texas A&M University
College Station, TX 77843-4226
Telephone (409) 845-5355

Review of applications will begin October 20, 1999 and will continue until the position is filled. The desired starting date is September 2000 or sooner.

Texas A&M University is an affirmative action, equal employment opportunity employer and has a strong commitment to the principle of diversity in all areas.

FRANKLIN & MARSHALL
LANCASTER, PA 17604

Franklin & Marshall invites applications for the following Fall 2000 tenure track positions. All positions require Ph.D. or appropriate terminal degree in hand or near completion. For a position description, please contact the department chair. Review of completed applications begins on the date in parentheses.

Business Administration: management information systems, Dr. Martha Nelson, (11/19/99)
Chemistry: organic chemistry, Dr. Richard Moog, (11/4/99)
Economics: international economics, Dr. William Whitesell, (11/19/99)
Mathematics: computer science, Dr. Jay Anderson, (10/15/99)

Franklin and Marshall College is an equal opportunity, affirmative action employer.

COOPERATIVE INSTITUTE FOR RESEARCH IN ENVIRONMENTAL SCIENCES
UNIVERSITY OF COLORADO AT BOULDER

PROFESSIONAL POSITIONS

CIRES is devoted to research and teaching in the wide-ranging disciplines of the environmental sciences including atmospheric, oceanic, hydrologic, ecosystem, climatic, geophysical, geologic, ecological, biogeochemical, paleoecological, and remote sensing. CIRES offers a broad range of science programs, including environmental research and policy laboratories, as well as training institutions.

For a list of our openings, please visit our web site at http://cires.colorado.edu/jobs/.

The University of Colorado at Boulder is committed to diversity and equality in education and employment.

GANNETT  VALLEY COLLEGE

Skagit Valley College located in NW Wash dedicated to educating and serving students seeking applicants for the following full-time track position to begin January 2000.

Counselor at Whidbey campus will individual vocational, academic/personal counseling services to students; degree in counseling or closely rela required; familiarity with running start SALARY: $31,000-00-0-54,131.80 for month contract. Plus benefits.

APPLICATIONS may be obtained to SVC Human Resources Off E. College Way, Mount Vernon, WA 98274, or to the SVC's website. application c) Resume with names of three professional references. Transcripts of degree(s). Screening w November 12, 1999. SVC is an EOE.

TEMPLE UNIVERSITY HOSPITAL

TEMPLE UNIVERSITY HOSPITAL

Kenneth L. Pacholke, M.D.
Chair, Cardiac Catheterization Laboratory

We are seeking an individual to serve as Cardiac Catheterization Laboratory Director for our newly constructed Cardiac Catheterization Laboratory. The laboratory will be located at the recently opened Temple University Hospital, located in Philadelphia, PA.

The position requires a minimum of five years of experience in performing invasive cardiac catheterization procedures, with a demonstrated ability to manage a busy, high-volume laboratory. A current license to practice medicine in Pennsylvania is required. Board certification in interventional cardiac catheterization is desirable.

Interested individuals should send a letter of application, curriculum vitae, and list of references to:

Pamela L. Capp, Administrator
Temple University Hospital
10001 N. Broad St.
Philadelphia, PA 19149-2355

Equal Opportunity/Affirmative Action Employer

HISTORY

FACULTY POSITION

(Tenure-track)

Tenure-track teaching position in History at Ganesville College, a two-year unit of the University System of Georgia. See www.gcs.ucm.edu for a complete description and application process.

AA/EOE Institution
Department of Child and Adolescent Studies

Child and Adolescent Studies offers an interdisciplinary undergraduate program to more than 1000 majors. The Bachelor of Science degree in Child and Adolescent Development takes an interdisciplinary approach to the study of development from conception through adulthood and is designed to enhance the personal and professional preparation of majors to interact with culturally diverse children and families in a variety of child and youth-related professions. These include work in early childhood and elementary education, special education, child guidance, parent education, and a variety of youth-related social services.

2 positions – Assistant Professor

(1) Applied Developmental Psychology/Youth Services Developmental expertise with an interest in applied adolescent development/Youth services. Teach existing courses in these areas, and work on development of new courses for an applied adolescent development/Youth services advanced track. Establishing goals for student learning and appropriate assessment strategies. Develop/publish fieldwork placements for this new track.

(2) Early Childhood Education/Developmental Psychology with an interest in early childhood education/development. Teach existing courses in these areas, and work on development of courses relating to teaching and program administration for an early childhood education advanced track, establishing goals for student learning and appropriate assessment strategies. Develop/publish fieldwork placements for this new track.

Questions about this position may be E-mailed to knewsbook@fullerton.edu or you may call 714-278-2255.

Department of Counselling

The Department of Counselling is committed to innovations in counselor education, offering a humanistic, multicultural training program, which emphasizes systemic thinking and reflective practice. Graduates are prepared to work as professional counselors in interdisciplinary settings and serve as change agents for diverse populations by providing preventive, assessment, and treatment services.

2 positions

(1) Department Head – Associate/Full Professor

Provide leadership in community-based program expansion, teach master's degree courses, coordinate student advisement, and enhance program offerings.

(2) Assistant Professor

Teach master's degree courses, student advisement, outreach, and recruitment, scholarly activity and service.

Questions about this position may be E-mailed to kobyne@fullerton.edu or you may call 714-278-2255.

Department of Human Services

The department offers a Bachelor of Science degree with three tracks, including mental health counseling and social work, and community service and organizational practice. It is committed to collaborative learning across disciplines, emphasizing community-based learning, self-awareness, cultural competence, and the integration of theory and practice.

2 positions – Assistant/Associate

Qualifications and interests desired that complement the department's mission. Assist in the development of individual and group counseling, community service, and community service practice. Demonstrate a commitment to working effectively with ethnically and culturally diverse student body and to teach relevant undergraduate courses in Human Services. Specializes in group therapy and the use of technology in the human services field are highly desirable.

Questions about these positions may be E-mailed to knewsbook@fullerton.edu or you may call 714-278-2255.

Fullerton College

Fullerton College

Fullerton, CA 92834-6868

Questions about this position may be E-mailed to knewsbook@fullerton.edu or you may call 714-278-2255.

Division of Kinesiology and Health Promotion

With emphasis on a "life span" approach, the Division of Kinesiology and Health Promotion offers three degree programs which focus on a broad understanding of human movement and health. The B.S. and B.S. degree in Kinesiology serve over 800 majors, who are preparing for advanced study and/or careers in such areas as teacher/counselling, fitness, intercollegiate sports, public health, and recreation supervision.

The kinesiology major is a four-year program designed for those interested in a career in the health education sector. Through elective coursework, students may focus their studies in areas such as substance abuse, sports health, and wellness.

2 positions – Associate Professor

(1) Health Science

Teach undergraduate Health Science courses in the areas of Community Health Education and Program Development, with an emphasis on the development of practicing health science internship programs, including establishing liaisons with community agencies and 미래의 전세대 캠퍼스와 협력 및 교육 프로그램 개발.

(2) Motor Development

Teach undergraduate courses in the areas of Motor Development and at least one of the following areas: Motor Education, Exercise Science, or Psychology. Serve as liaisons between the university and outreach community organizations to promote internship programs and promote movement science programs.

Questions about these positions may be E-mailed to kobyne@fullerton.edu or you may call 714-278-2255.

Fullerton College

Fullerton, CA 92834-6868

Questions about this position may be E-mailed to kobyne@fullerton.edu or you may call 714-278-2255.

Looking for a back article of Hispanic Outlook??

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulants (26 issues) may be purchased (in microfiche or reproduced paper copy) from the ERIC Document Reproduction Service (EDRIS). 7420 Fullerton Road, Suite 100 Springfield, VA 22153-2852. TEL: 800-443-3742; 703-440-400; FAX: 703-440-1408; Internet: EDRS@inet.ed.gov
The University of Texas at Dallas
School of Management

Faculty Position in Management Information Systems

The School is recruiting to fill one (1) Tenure Track Assistant Professor position in Management Information Systems in the Management Science and Information Systems area effective September, 2000. Applicants must have a Ph.D. degree or be near the completion of this degree and demonstrate the ability to conduct a nationally recognized research program. Graduate education in a university emphasizing research, training, and the ability and desire to interact with research projects with faculty colleagues in related disciplines are desired. Applicants should provide complete CV (educational history, teaching, research and other pertinent work experience, list of publications and presentations, and three letters of reference) to: Academic Search #4071, The University of Texas at Dallas, PO Box 850680, M.S. AD23, Richardson, Texas 75083-0680. Indication of sex and/or ethnicity for statistical purposes is requested as part of the application but not required. Review of applicants materials will commence on November 15, 1999 and will continue until the position is filled or the search closed on May 31, 2000. The University of Texas at Dallas is an affirmative action equal opportunity employer.

Summer 2000
Universidad Complutense

Madrid - Spain

Scholarship Program for Teachers, Counselors & School Administrators

Three or six weeks of intensive Spanish language study from:

July 6th to July 27th
Cost (with scholarship) $1,995
or
July 6th to August 17th
Cost (with scholarship) $2,495

Includes: round trip airfare New York/Madrid/New York, three meals a day, room accommodations and instruction at Colegio Mayor Santa Maria de Europa of Universidad Complutense.

For information, Write or Fax your request to:
Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451
Tel: (201) 845-9744
FAX: (201) 368-0433

Cornei University

Position Opening: Economics
Assistant, Associate or Professor of Economics

Responsible for teaching basic and a course in economics at the Master research in area(s) of expertise and supervision of doctoral candidates interdisciplinary contribution to the teaching of other faculty members. Inquiries to: Professor Michael W. Cornell University, S.C. Johnson School of Management, 323 S. Ichaca, NY 14853-6001. Applicants have completed a doctorate or dissertation stage of a doctoral Applications should include a vita, a dissertation proposal or letters of recommendation and research papers.

An Affirmative Action/Equity Opportunity Employer

Dean of College of Education and Human Services
University of Wisconsin Oshkosh

The University of Wisconsin Oshkosh is seeking applications and nominations of individuals qualified for appointment as Dean of the College of Education and Human Services. For additional information, visit http://www.uwosh.edu/positions/positions.html.

APPLICATION PROCEDURES: Interested candidates should submit a letter of interest that addresses the qualifications above; a current resume as well as names, position titles, addresses, and telephone numbers of three (3) references to:

Dr. Margaret Geniaux, Chair Search and Screen Committee for Dean of Education and Human Services
University of Wisconsin Oshkosh
800 Algoma Blvd., Department 335
Oshkosh, WI 54901
Phone 920-424-7231 or 920-424-4000
Fax 920-424-0247
E-Mail geniaux@uwosh.edu

APPLICATION DEADLINE: The deadline for nominations and applications is November 22, 1999.

The University of Wisconsin Oshkosh is an Equal Opportunity/Affirmative Action Employer.

Nominees and applicants may request in writing that their identity not be revealed. The name of those not making such a request and the names of all finalists must be revealed upon request under state law.

Florida State University
School of Social Work

Professor

The School of Social Work is seeking applicants & track faculty position for Fall, 2000, in the rank of two years post-MSW practice experience and an in social work or a related field is required. An e of scholarship, excellence in teaching, research ability, and a commitment to student services and professional growth. The School is seeking a candidate for the position of faculty members who have demonstrated excellence in teaching, research, and professional service. The School is interested in candidates with a strong commitment to diversity and excellence in teaching, research, and professional service. The School is interested in candidates who are committed to excellence in teaching, research, and professional service. The School is interested in candidates with a strong background in social work, policy, and program development.

The deadline for applications is December 11, 1999. Applications should be directed to the Chair, Professor Search Committee, School of Social Work, Florida State University, Tallahassee, FL 32306-3144. (850) 644-3225 or Fax: (850) 644-9790. E-mail: profsearch@fsu.edu Website: http://www.fsw.fsu.edu
SCHOOL OF HUMAN DEVELOPMENT AND COMMUNITY SERVICE
Division of Education

Teacher Education in the state of California is undergoing unprecedented growth and change. At CSU Fullerton, we are committed to providing the flexibility and resources necessary to match these opportunities. We are located 25 miles from Los Angeles. The expanding Southern California economy is diversified and vibrant with ample opportunities for dual career couples.

The Division of Education is pleased to announce the opening of the following searches for the 2000-2001 academic year.

Elementary, Bilingual and Reading Education - 3 positions - Rank Open
Teach courses in one or more areas: science, math, reading, language arts, social studies, education, and master’s level. Field supervision in multicultural urban environments. Experience in multicultural education, bilingual education, or educational research strongly preferred.

Applicants should submit a letter of application, curriculum vita, transcripts of graduate work, 3 current letters of professional reference, and a stamped self-addressed envelope to the above address listed below. Questions about this position may be sent to ahishop@fullerton.edu or you may call 714-278-7415.

Reading - 1 position - Assessment and Remediation - Assistant/Associate
Teach reading classes in diagnosis and remediation in the Masters of Science in Education, Reading Program. Responsibilities include directing off-campus reading clinics and teaching courses related to testing and evaluation. Advising students and scholarly and service activities related to the position are also components of the assignment.

Applicants should submit a letter of application, curriculum vita, transcripts of graduate work, 3 current letters of professional reference, and a stamped self-addressed envelope to the above address listed below. Questions about this position may be sent to ahishop@fullerton.edu or you may call 714-278-7415.

Secondary Education - 3 positions - Assistant/Associate
Two positions - Crosscultural, Language and Academic Development (CLAD), Applied Linguistics, Multicultural Education
Teach methodology courses in the CLAD sequence, including instruction in literacy across the curriculum, multicultural education, the education of language minority students, and second language acquisition. Administer the Single Subject CLAD Certificate Program.

One position - General Pedagogy and Director of Admissions
Serve in the capacity of Director of Admissions to the Single Subject Credential Program, and as Future Teachers Program Coordinator. Additional teaching assignments may include multicultural education educational introductory courses in education, or graduate courses in secondary teacher education.

Applicants should submit a complete packet if the following: letter of interest outlining qualifications related to job description, 3 letters of reference (included with application or mailed separately), curriculum vita, graduate transcripts, sample of scholarship/academic writing, and stamped self-addressed envelope to the above address listed below. Questions about these positions may be sent to tadwalk@fullerton.edu or you may call 714-278-7415.

Special Education - 2 positions - Assistant/Associate
Moderate/Severe Disabilities and Early Childhood Special Education
Teach courses in the above areas as well as share in a variety of tasks with colleagues in a small department. These encompass teaching, advising, supervision of graduate level research projects, grantwriting, program development, creative and scholarly activities, university service activities, and collaboration with various community schools and agencies.

Interested persons should submit a letter of application stating their beliefs regarding special education, areas of expertise, completed vita, credentials, three references, and curriculum vita. 3 letters of recommendation, 5 transcripts, and stamped self-addressed envelope to the above address listed below. Questions about these positions may be sent to ahishop@fullerton.edu or you may call 714-278-7415.

Mailing Address:
Search Committee (appropriate department)
Division of Education
California State University, Fullerton
P.O. Box 6868
Fullerton, CA 92834-6868
Phone: 714-278-7415

Cal State Fullerton is strongly committed to achieving a campus of success through diversity and equity.
DEAN
UNIVERSITY OF MARYLAND
SCHOOL OF LAW

The University of Maryland School of Law invites nominations and applications for the position of Dean.

The School of Law is widely regarded as the leading public law school in the Washington, D.C./Baltimore metropolitan area. The Dean is the chief academic and executive officer of the School of Law, one of six professional schools on the University of Maryland Baltimore campus, and reports directly to the President of the campus. The Dean is responsible for providing leadership for the School's development in the next century, promoting excellence in the School's scholarly activities and educational programs, providing administrative oversight and direction; planning and administering the School's budget; providing guidance for the School's fundraising activities; and fostering relationships with alumni, members of the bar in the region, government officials, and community leaders.

The School of Law is in the top tier of public law schools in terms of private fundraising and alumni participation. The School recently concluded a brief and highly successful capital campaign that raised more than $8 million in private funds for a new $42 million state building project. All public and private funding is in place, and construction is set to begin shortly on this new state-of-the-art building complex, which will house the School of Law, including the Thurgood Marshall Law Library, well into the next millennium.

The Law School's curriculum, widely recognized for its emphasis on integrating theory and practice, combines traditional offerings with innovative programs and a full menu of elective courses. Fifty-three full-time faculty members teach the approximately 635-day and 245 evening students. The School's acclaimed student practice programs are among the most ambitious and extensive in the nation, and include the integration of selected law practice experiences into core courses within the required curriculum. Nationally ranked programs in health care law and environmental law provide highly motivated students with traditional classroom instruction and clinical opportunities in an interdisciplinary setting, in conjunction with the American Bar Association, the School publishes the Business Lawyer, the second most widely circulated law review in the country.

The School of Law brings together students, faculty, and staff from different backgrounds and intellectual interests, ethnic and racial heritages, and academic and social experiences, to form a community where individuals are valued for their professional and personal contributions to the community.

Applicants should have academic credentials appropriate for appointment at the rank of professor, with an accomplished record of scholarship; proven leadership abilities; understanding and support for the University's multiple missions and its commitment to cultural diversity; commitment to the fostering of interdisciplinary activities; experience in fiscal management; and the ability to attract high-quality financial resources to the School.

Nominations and applications for the position of Dean of the School of Law should be submitted to:

Professor Richard Boldt,
Chair, Dean Search Committee
Office of the President
University of Maryland
520 W. Lombard Street
Baltimore, MD 21201

Applications should include a letter describing the candidate's qualifications, a curriculum vitae and the names, addresses and telephone numbers of five professional references. Review of applications will begin November 1, 1999, and continue until the position is filled.

Additional information about the School of Law is available at the School's web address: http://www.law.umaryland.edu.

The University of Maryland Baltimore is an Affirmative Action/Equal

HISPANIC OUTLOOK
1999-2000

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in issue of your choice. Advertisers with space reservations will be priority over others sending materials received by the closing date. No cancellations or changes will be accepted after closing date. Refer to schedule for deadlines.

CLOSING DATES

<table>
<thead>
<tr>
<th>Issue Date</th>
<th>Closing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24</td>
<td>Sept. 7</td>
</tr>
<tr>
<td>October 8</td>
<td>Sept. 21</td>
</tr>
<tr>
<td>October 22</td>
<td>Oct. 5</td>
</tr>
<tr>
<td>November 5</td>
<td>Oct. 19</td>
</tr>
<tr>
<td>November 19</td>
<td>Nov. 2</td>
</tr>
<tr>
<td>December 3</td>
<td>Nov. 16</td>
</tr>
<tr>
<td>December 17</td>
<td>Nov. 30</td>
</tr>
<tr>
<td>January 7</td>
<td>Dec. 14</td>
</tr>
<tr>
<td>January 28</td>
<td>Jan. 11</td>
</tr>
<tr>
<td>February 11</td>
<td>Jan. 25</td>
</tr>
<tr>
<td>February 25</td>
<td>Feb. 8</td>
</tr>
<tr>
<td>March 10</td>
<td>Feb. 22</td>
</tr>
<tr>
<td>March 24</td>
<td>March 7</td>
</tr>
<tr>
<td>April 7</td>
<td>March 21</td>
</tr>
<tr>
<td>April 21</td>
<td>April 4</td>
</tr>
<tr>
<td>May 5</td>
<td>April 18</td>
</tr>
<tr>
<td>May 19</td>
<td>May 2</td>
</tr>
<tr>
<td>June 2</td>
<td>May 16</td>
</tr>
<tr>
<td>June 16</td>
<td>May 30</td>
</tr>
<tr>
<td>June 30</td>
<td>June 13</td>
</tr>
<tr>
<td>July 14</td>
<td>June 27</td>
</tr>
<tr>
<td>July 28</td>
<td>July 11</td>
</tr>
<tr>
<td>August 11</td>
<td>July 25</td>
</tr>
<tr>
<td>August 25</td>
<td>Aug. 8</td>
</tr>
<tr>
<td>September 8</td>
<td>Aug. 22</td>
</tr>
<tr>
<td>September 22</td>
<td>Sept. 5</td>
</tr>
</tbody>
</table>

HOW TO PLACE ADVERTISEMENTS

By Mail—All materials should be sent to:
Hispanic Outlook in Higher Education; Display Advert
210 Route 4 East; Paramus, NJ 07652

By E-Mail—outlook@sprinmail.com

By Fax—Transmit to (201) 587-9105 seven days a week

To Confirm—Call (201) 587-8800 (x102 or x106)

Monday - Friday, 9 a.m. to 6 p.m. EST, to confirm
Don't miss these important issues!

Publisher's Picks Issue

November 19, 1999
Ad deadline: November 2, 1999

SPORTS ISSUE
DECEMBER 17, 1999
Ad deadline: November 30, 1999

FINANCING A COLLEGE EDUCATION
JANUARY 28, 2000
Ad deadline: January 11, 1999

For more information please contact us:
(201) 587-8800 (Ext-102 or 106)
Fax: (201) 587-9105
E-mail: Outlook@sprintmail.com
### A D V E R T I S I N G  I N D E X

<table>
<thead>
<tr>
<th>State</th>
<th>College/University</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CALIFORNIA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allan Hancock College</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>California State University, Bakersfield</td>
<td>56, 66</td>
<td></td>
</tr>
<tr>
<td>California State University, Fullerton</td>
<td>38, 38</td>
<td></td>
</tr>
<tr>
<td>California State University, Los Angeles</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>California State University, Monterey Bay</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Football College</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Loyola Marymount University</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Mills College</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Orange Coast College</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>San Diego State University</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>San Jose State University</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Solano Community College</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>University of San Diego</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>University of Southern California</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>University of Colorado at Boulder</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td><strong>COLORADO</strong></td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Aims Community College</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td><strong>CONNECTICUT</strong></td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Hartford Seminary</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td><strong>DC</strong></td>
<td>60, 82, 83</td>
<td></td>
</tr>
<tr>
<td>American University</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Gates Millennium Scholars Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FLORIDA</strong></td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Florida International University</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Florida State University</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>University of Florida</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td><strong>GEORGIA</strong></td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Agnes Scott College</td>
<td>70, 85</td>
<td></td>
</tr>
<tr>
<td>Gainsville College</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IOWA</strong></td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Iowa State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ILLINOIS</strong></td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>City Colleges of Chicago</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>College of Lake County</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>Rockefeller University</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>William Rainey Harper College</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td><strong>INDIANA</strong></td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Bell State University</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Indiana University-Bloomington</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Indiana University-Kokomo</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Purdue University</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>Wabash College</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>KANSAS</strong></td>
<td>53, 76</td>
<td></td>
</tr>
<tr>
<td>The University of Kansas</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Wichita State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MAINE</strong></td>
<td>69, 81, 84</td>
<td></td>
</tr>
<tr>
<td>Bates College</td>
<td>69, 81, 84</td>
<td></td>
</tr>
<tr>
<td>Colby College</td>
<td>50, 83</td>
<td></td>
</tr>
<tr>
<td><strong>MARYLAND</strong></td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Hartford Community College</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>National Institute of Health</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>University of Maryland</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>University of Maryland, School of Law</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td><strong>MASSACHUSETTS</strong></td>
<td>40, 55</td>
<td></td>
</tr>
<tr>
<td>Bunker Hill Community College</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Framingham State College</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Massachusetts College of Liberal Arts</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Massachusetts Maritime Academy</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>North Shore Community College</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Springfield College</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Tufts University</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Williams College</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td><strong>MICHIGAN</strong></td>
<td>48, 63</td>
<td></td>
</tr>
<tr>
<td>Grand Valley State University</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>University of Michigan</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Washburn Community College</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td><strong>MINNESOTA</strong></td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>Carleton College</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Macalester Range Community and Technical College</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Vermilion Community College</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Walden University</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>NEBRASKA</strong></td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>University of Nebraska at Omaha</td>
<td>72, 77</td>
<td></td>
</tr>
<tr>
<td>Wayne State College</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NEW JERSEY</strong></td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Kean University</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Rowan University</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Rutgers, The State University of New Jersey</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>The Reubold Stockton College of New Jersey</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>UNID of New Jersey</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>William Paterson University</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td><strong>NEVADA</strong></td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>University of Nevada, Reno</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NEW YORK</strong></td>
<td>72, 75, 87</td>
<td></td>
</tr>
<tr>
<td>Cornell University</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Hunter College/CUNY</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Onondaga Community College</td>
<td>69, 75</td>
<td></td>
</tr>
<tr>
<td>Rochester Institute of Technology</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Sarah Lawrence College</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Southampton Public Schools</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>St. John's University</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>SUNY, Empire State College</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>SUNY, Oswego</td>
<td>55, 59</td>
<td></td>
</tr>
<tr>
<td>SUNY, University at Buffalo</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td><strong>NORTH CAROLINA</strong></td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Belmont Abbey College</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Cleveland State University</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Miami University</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>University of Akron</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OKLAHOMA</strong></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>University of Oklahoma, Health Sciences Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pennsylvania</strong></td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Franklin and Marshall College</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Millersville University</td>
<td>50, 52, 57</td>
<td></td>
</tr>
<tr>
<td>Temple University</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td><strong>RHODE ISLAND</strong></td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Bryant College</td>
<td>52, 56</td>
<td></td>
</tr>
<tr>
<td>Rhode Island School of Design</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td><strong>TEXAS</strong></td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Houston Community College System</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Laredo Community College</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Our Lady of the Lake University</td>
<td>56, 58</td>
<td></td>
</tr>
<tr>
<td>Southwest Texas State University</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Tarrant County College</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>84, 85</td>
<td></td>
</tr>
<tr>
<td>The University of Texas at Brownsville and Texas Southmost College</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>University of Houston-Clear Lake</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>University of Texas at Arlington</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>University of Texas at Dallas</td>
<td>73, 87</td>
<td></td>
</tr>
<tr>
<td><strong>UTAH</strong></td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>University of Utah</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VIRGINIA</strong></td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WASHINGTON</strong></td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Grays Harbor College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skagit Valley College</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td><strong>WISCONSIN</strong></td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>45, 54</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin-Oshkosh</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td><strong>RECRUITMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for International Studies</td>
<td>NJ 87</td>
<td></td>
</tr>
<tr>
<td>George Mason University</td>
<td>VA 47</td>
<td></td>
</tr>
<tr>
<td>Lehman College/CUNY</td>
<td>NY 48</td>
<td></td>
</tr>
<tr>
<td>Montgomery College</td>
<td>MD 44</td>
<td></td>
</tr>
<tr>
<td>New Jersey Institute of Technology</td>
<td>NJ 43</td>
<td></td>
</tr>
<tr>
<td>Riverside Community College</td>
<td>CA 46</td>
<td></td>
</tr>
<tr>
<td>St. Joseph's College</td>
<td>NY 43</td>
<td></td>
</tr>
<tr>
<td>University of Houston-Downtown</td>
<td>TX 46</td>
<td></td>
</tr>
<tr>
<td>University of Massachusetts-Boston</td>
<td>MA 42</td>
<td></td>
</tr>
<tr>
<td>University of Nebraska at Omaha</td>
<td>NE 45</td>
<td></td>
</tr>
<tr>
<td>University of Southern Colorado</td>
<td>CO 46</td>
<td></td>
</tr>
<tr>
<td><strong>CONFERENCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic Association of Colleges and Universities</td>
<td>NM 43</td>
<td></td>
</tr>
<tr>
<td>National Association of Hispanic and Latino Studies</td>
<td>TX 42</td>
<td></td>
</tr>
<tr>
<td>NAWE</td>
<td>MD 88</td>
<td></td>
</tr>
<tr>
<td>Princeton Theological Seminary</td>
<td>NJ 42</td>
<td></td>
</tr>
<tr>
<td>Smith College-American Association</td>
<td>MA 46</td>
<td></td>
</tr>
<tr>
<td><strong>FELLOWSHIPS/SCHOLARSHIPS/AWARDS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia University</td>
<td>NY 41</td>
<td></td>
</tr>
<tr>
<td>Grinnell College</td>
<td>IA 50</td>
<td></td>
</tr>
<tr>
<td>National Research Council</td>
<td>DC 43</td>
<td></td>
</tr>
<tr>
<td>Oak Ridge Institute</td>
<td>TN 42</td>
<td></td>
</tr>
</tbody>
</table>
I PUNTO FINAL!

WILL THERE BE LATINO PH.D.S IN THE 21ST CENTURY?

1990s have been a decade of controversy over doctoral education: we read that research universities are producing too many Ph.D.s and that there are few jobs for them. The university teaching jobs are there, evidenced by increases of part-time and temporary or contract position, as well as enrollments. But not the traditional tenure-track positions. This controversy has most likely discouraged young Latinos from pursing Ph.D.s, and now we lack them just when college enrollments are going to soar. We faculty should encourage graduate-school level preparation for those interested in teaching literature, composition, and language, as well as ethnic studies. We need Latino faculty leaders to inspire and mentor the many Latino students of coming decades. Currently, and for the future, jobs are increasing, and Ph.D.s are needed, especially in some of the so-called “hot” fields, Latino studies and Spanish language among them.

In California, frequent reference is made to Tidal Wave II, the Baby Boomers’ children, who will flow onto our campuses for two decades. While administrators and politicians plan for buildings and technology enough to serve all, no mention is made of who will teach all. Add to this the faculty retirements over the next 10 to 15 years—ensured professors who began in the heyday of the late 60s and 70s who will soon be retiring in record numbers. Who will fill their chairs or pods? In the 22-campus CSU system, two-thirds of present tenure faculty are getting ready to retire.

Can the university of the future effectively manage large numbers with distance education and part-time faculty? The public university will most likely attempt this if we do nothing to influence the makeup of future faculty. Some reports that decline the lack of jobs for Ph.D.s are making great generalizations. Certain disciplines have diminished enrollment, but other fields are growing in interest and popularity—Latino Studies programs, for one. If we add together the continuing creation of Latino studies programs, burgeoning enrollments in Spanish departments, the projected increase in students, and oncoming retirements, there is a demonstrable need to prepare new Ph.D.s to become professors in the 21st century. While fighting our ongoing battle against the increase of long-term, part-time faculty and the assault on tenure, we need to grow new Ph.D.s to help combat these issues.

We have not identified and encouraged enough Latinos to pursue Ph.D.s. Their presence in academia is still dismally low. Of all staff and faculty at CSU’s 22 campuses, only 6.3 percent are indicated as Latino or Hispanic.

Present faculty can take action in two areas. First, continue the struggle a ratio of greater numbers of contract or temporary faculty to tenure or track posts at four-year colleges. When administrators convince us that we can more classes with temporary than tenure-track faculty, our programs lose in the run. In the CSU system and elsewhere, financial cutbacks in the late ‘80s stop hiring of tenure-track faculty. More part-time or temporary faculty were not new Ph.D.s had to settle for this type of work. But many faculty without a Ph.D. had to settle, many in their jobs so long that they seem to have rights than new tenure-track faculty. These are not people who can help us continue our programs in the future. Faculty who do not mind this arra because it entails them to teach what they want rather than lower-division are only killing the future of their departments. When they retire, programs c left with only administrators running departments, hiring professors year New professors need guidance and direction from other Ph.D.s, tenured po during their early years. And our programs need faculty advancement to their and knowledgeable about new developments in our disciplines. We should sure that professors of the 21st century are well qualified and placed in positions are permanent, tenure-track.

At the same time, we should make sure that we will have Latino faculty in the faculty of color in our public universities? Many studies track Latinos in higher e posts, and the percentages are not increasing. Perhaps we need a job bank or organization through which a present faculty member is connected with bachelor’s student and agrees to mentor him/her all the way through the Ph.D. a track placement.

We need to target, mentor, and encourage promising students, and we them about the costs to education of too many migrant workers in teaching. We need to send them on a mission to influence the university p and be leaders for the future of education. They need our empowering help us and complete the Ph.D. and move into the faculty ranks in time to influence the children of their generation.
Law Schools
Hispanics and The Supreme Court
SPORTS

December 17th

Ad Deadline:
November 30th

ISSUE

210 Route 4 East, Suite 310
Paramus, NJ 07652
Tel: (201) 587-8800 Fax: (201) 587-9105
Email: Outlook@sprintmail.com
Web site: http://www.HispanicOutlook.com
| CONTENTS |

**FEATURES**

**Hispanic Candidates for the Supreme Court**

The HNBA believes the time is ripe—and identifies six deserving Hispanics.

6

**Ranking the Law Schools**

Thomas M. Cooley Law School dean devises new “objective data only” ranking system.

9

**Cutting through Granite**

ABA study finds Latina and Latino lawyers are facing significant obstacles.

15

**Cheating on Campus Reaches New Highs**

ETS and Ad Council launch a campaign to reduce cheating and restore integrity.

24

**First Generation UW Graduate Wins Judgeship**

Migrant son Ralph Ramirez of Wisconsin says he will be fair and tough as a circuit court judge.

27

**UTEP’s Law Prep Grads Accepted at Top Schools**

The summer Law Prep Institute offers “a crucial boost at just the right time.”

29

**Thomas Jefferson School of Law Offers Mexican Law**

This course, a first in the U.S., clarifies differences between the Mexican legal system and ours.

3

**Rice University Steering Minority Education**

To empower minority students, a consortium works to provide cutting-edge and math education and more.

3

**DEPARTMENT**

**Outlook On Washington: A Capitol View**

Lawyers and Washington, D.C.

5

**Honor Roll: American University**

Home to the only law school founded by women, and also home to “diverse ideas, people, expertise, and values.”

2

**People, Places, Publications, Conferences**

3

**Book Review: Lesbian Voices from Latin America: Breaking Ground**

4

**I PUNTO FINAL!**

Diversity in Dollars and Cents
Upcoming Issues

Our 10th year covering Minority Issues

Sports Issue
December 17th
Ad Deadline November 30th

Financing a College Education
January 28th issue
Ad Deadline January 11th

Call for advertising info:
201.587.8800
ext. 102 or 106

Fax: 201.587.9105

Visit our Web site!
www.HispanicOutlook.com

PUBLISHER
José López-Isa
Editor
Adalyn Hixson
Executive Editor
Mari Carmen Sarracent
Senior Editor
Mia Anderson
News Desk Editor
Jason Paneque
Managing Editor
Publicity Director
Suzanne López-Isa
Art Director
Avedis Derbalian
Production Manager
Avedis Derbalian
Assistant Production Manager
Marco Morillo
Production Coordinator
Joanne Aluotto
Advertising Sales Coordinator
Jeffrey Hendlin
Advertising Sales Associate
Angel M. Rodríguez

EDITORIAL BOARD
Ruth Burgos-Sasscer, Chancellor
Houston Community College System
Maximo Castillo, President
University of Houston - Downtown
Roberto Cruz, President
National Hispanic University
Alfredo G. De Los Santos
Ricardo Fernández, President
Lehman College
Juan González, Vice President
California Polytechnic State University
Carlos Hernández, President
The New Jersey City University
Arturo Frías, Vice President for Academic Affairs
Lazell College
Vernon Lattin, President
Brooklyn College
Lydia Ledesma, President
Skagit Valley College
Gustavo Mellander, Dean Emeritus
George Mason University
Manuel Pacheco, President
University of Missouri
Eduardo Padron, President
Miami-Dade Community College
Antonio Pérez, President
Borough of Manhattan Community College
Alejandro Sánchez, President
Albuquerque Technical-Vocational Institute
Maria Valiño, Provost
Palm Beach Community College

CONTRIBUTORS:
Ina Pinto Alicea, Steve Batchelor, Amalia Duarte, Roger Deltz, Marilyn Gitroy,
Timi Haggerty, Walli Halle, Pat Hanson, Don LeDuc, Gustavo Mellander, Michael
Schmitt, Francisco Soto, Gary Starn

LETTERS TO THE EDITOR:
Commentaries or Questions should be addressed to:
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.
All correspondence should include author’s full name, address, and phone number.

EDITORIAL OFFICE:
The Hispanic Outlook in Higher Education (ISSN 1054-2357) is published by The Hispanic Outlook
in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, NJ 07652
TEL (201) 587-8800 FAX (201) 587-9105. All contents of this journal are copyright © 1999 by The
Hispanic Outlook in Higher Education Publishing Company, Inc. All rights reserved. Reproduction in
whole or in part without permission is prohibited.

EDITORIAL POLICY:
The Hispanic Outlook in Higher Education is dedicated to exploring issues related to Hispanics in
er higher education. The Hispanic Outlook in Higher Education is published for the members of the
higher education community. Editorial decisions are based on the editors’ judgment of the quality
of the writing, the timeliness of the article, and the potential interest to the readers of The Hispanic
Outlook in Higher Education.

From time to time, The Hispanic Outlook in Higher Education will publish articles dealing with
controversial issues. The views expressed herein are those of the authors and not the editors or
interviewees and may not reflect the official policy of the magazine. The Hispanic Outlook in Higher
Education neither endorses nor disapproves of the ideas expressed, and no endorsement of those views
should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher
Education.

DISPLAY ADVERTISING:
210 Route 4 East, Suite 310, Paramus, NJ 07652
TEL (201) 587-8800 FAX (201) 587-9105 email pub@HispanicOutlook.com

SUBSCRIPTIONS:
U.S., Canada, Virgin Islands, and Puerto Rico, 1 year $60.00. Single copies—prm pay $3.75

POSTMASTER:
Please send all changes of address to:
The Hispanic Outlook, P.O. Box 98, Paramus, New Jersey 07652
Lawyers and Washington, D.C.

By Gustavo A. Mellander

It is estimated that there are 656,000 attorneys in this county; 70 percent are male, and 30 percent are female. Many law schools report that unlike decades past, 50 percent of their students nowadays are female.

The average starting salary for attorneys is more than $50,000. After five years, many earn more than $80,000. After fifteen years, nearly $125,000. But salaries are all over the map. Some earn a lot less, and a select few make millions a year in and year out.

Washington, D.C.

Laws are born, or hatched, and later interpreted here. Therefore, the nation’s capital is considered by many as the ideal place to study “the Law,” as students are taught to say in law school.

Washington, D.C., affords daily opportunities to view law-making processes firsthand. Students can observe the Senate and House of Representatives, and regulatory agencies such as the Federal Trade Commission, Federal Communications Commission, and the National Labor Relations Board.

The Library of Congress and several other special collections offer the best research resources in the world. The Supreme Court and other federal and local courts are living “workshops.” Administrative agencies and executive departments permit students to observe the American political and legal systems.

It is not surprising that most Washington-area universities have law schools. There are the three Georges: Georgetown, George Washington, and George Mason Universities. American, Catholic, and Howard Universities and the University of Maryland have distinguished law schools as well. Although all provide bread-and-butter training, many are known for their particular specialty.

How to prepare

Those considering this profession should have solid work habits, a curious mind, and an appreciation for logical thinking. The ability to work with and for others is also suggested as a desirable trait.

The study of law is a three-year post-baccalaureate program. Many attorneys suggest that undergraduates majors with significant reading and writing requirements such as history, English, philosophy, and logic are good preparation for law school. Many law schools award a Doctor of Jurisprudence. But many also offer a Master’s in Law and a Doctorate.

Current folklore, or lawyer lore, believes that those who earn As in law school become professors, those who earn Bs become judges, and those who squeak through with a C average become millionaires.

What do attorneys do?

Basically they counsel on a wide variety of issues, and each day more and more people find it necessary to seek legal advice.

Despite lawyer jokes about their lifestyle, most attorneys work long hours, averaging 50 hours a week, and it is not unusual to work 18-hour days when first beginning one’s career. The work is hard, detailed, and stressful. Errors and sloppy work are not tolerated for long.

Many will be surprised to read that according to the Princeton Review Publishers, “over 30 percent of those who receive law degrees are not practicing law (regularly) ten years after graduation.” But it has served them well, for those trained in the law find it to be an excellent springboard to other professions, such as business, finance, and general management. Many Silicon Valley entrepreneurs have law degrees.

Of course, many lawyers enter politics. It is the No. 1 profession in Congress and in statehouses throughout the nation. And once leaving elective office in Washington, D.C., many remain as high-paid lobbyists.

A few lawyers become judges, long one of the most respected careers in America. And one that many a politician sees as the ideal way to end a public service career. Many Hispanics have been appointed or elected to judgeships throughout the country. But America still awaits its first Hispanic Supreme Court Justice.

For those interested in pursuing a law career, detailed information is available from the American Bar Association, headquartered in Washington, D.C. Tel. (202) 662-1000. The Hispanic National Bar Association is also a fine resource for information. It can be reached at (202) 293-1507.

Both the ABA a Association of Ameri

S Schools cooperate with

School, Admission Council

in publishing The Official

US Law Schools, a useful

friendly publication.Pub. found in the reference de

of a local public library.

version, published by I

Books, includes chapters a

lawyer, becoming a

preparing for law school

a law school, financing a

cation, and finding a job.

There is a chapter, to

“Opportunities in Law to

Men and Women.” The in

this special chapter recent statistics on the

minority students at

ABA-approved U.S. law

specifically citing

Hispanics, and numbers of

school faculty at each. But the

publication provides de

of each of the ABA-app

schools, including some

There is a list, too, of

schools that are not ABA-

Dr. Mellander is a p.

George Mason University
Is the Time Ripe for a Hispanic on the SUPREME COURT?

BY GARY M. STERN

A person from every nationality, religion, and ethnic group that you can think of is represented on the Supreme Court, including Catholics, Protestants, Jews, African Americans and women—except Hispanics. Why not have a Supreme Court that reflects what this country looks like? said Alexander M. Sanchez, director of the Hispanic National Bar Association.

Since Supreme Court Chief Justice William H. Rehnquist and Justice Harry Blackman are in their late seventies and might be nearing retirement, discussion of who will fill a potential vacancy has intensified.

After an exhaustive search to determine the leading legal minds throughout the country, the Hispanic National Bar Association recommended six Hispanics as qualified to be named to the Supreme Court.

"The Supreme Court has always had a commitment to find balance," noted Martin Castro, a Chicago-based partner in Baker & McKenzie, a global law firm and chair of the Hispanic National Bar Association's U.S. Supreme Court Committee. In the past, the balance included finding talented Supreme Court justices from the North, South, East, and West. In more recent times, Supreme Court justices have been named due to their political affiliation, either liberal or conservative. "No one would tolerate a Supreme Court without women. No one would tolerate a Supreme Court without an African American, yet we continue to tolerate a Supreme Court that doesn't reflect our fastest growing group, Hispanics," asserted Castro, a graduate of the University of Michigan Law School. Not only is there no Hispanic Supreme Court justice, but a 1998 USA Today article revealed that of 394 clerks hired by the nine justices, only 1 percent were Hispanic and 7 percent minority.

The Hispanic National Bar Association named six Hispanics as eminently qualified to become a U.S. Supreme Court justice on its short list: Joseph F. Baca, a justice of the New Mexico Supreme Court since 1989; Fortunato "Pete" Benavides, a judge since 1974, currently in the United States Court of Appeals for the Fifth Circuit in Austin, Texas; Jose A. Cabranes, a judge at the U.S. Court of Appeals for the Second Circuit since 1979; Gilbert Casellas, former chair of the Equal Employment Opportunity Commission; Cruz Reynoso, a professor of law at the University of California at Los Angeles since 1991; and Vilma Martinez, a litigation partner with Munger, Tolles & Olson in Los Angeles.

"Each of these six Hispanics possesses the credentials to be a Supreme Court justice," declared Castro. The Hispanic National Bar Association's committee conducted extensive research to determine who were the "best and the brightest," Castro said. Its state and local chapters nominated candidates, and candidates could nominate themselves. The bar association committee reviewed each candidate's resume and writing, interviewed partners and colleagues, conducted extensive background checks, then interviewed the candidates. Many were rejected because their qualifications were...
Thomas often supports conservative political agendas that oppose affirmative action. Vega strongly disagreed with this view. He illustrated the influence that one justice can have by pointing to Thurgood Marshall, the African American who led the fight for civil rights when he was the only Black man on the Supreme Court. "He was able to provide a perspective to colleagues unique to his experience. A Hispanic on the U.S. Supreme Court would provide similar insight to deliberation," said Vega.

Naming a Hispanic to the court would strengthen law and order in the country, suggested Carlos Ortiz. Appointing a Hispanic "would
deemed not substantial enough to be considered for the country's highest judiciary position. The committee's judgment was based on a candidate's "intellect, ability, temperament, and experience," said Castro.

As he the time were ripe for a Hispanic to be named to the Supreme Court, Cades Ortiz, general counsel at Goya Foods Inc. and the Hispanic National Bar Association's White House liaison, replied, "The time has been ripe for some time. It should have happened long ago. The Hispanic American community is the only major constituency that has not had a voice or representation on the Supreme Court. That's lasted 210 years, if my count is correct."

"Many issues critical to the Hispanic community are either before the Supreme Court or will be in the near future," declared Gregory Vega, United States Attorney, Southern District of California, based in San Diego, Calif., and former president of the Hispanic National Bar Association. He identified issues that directly affect Hispanics that will be addressed by the Supreme Court as affirmative action, the upcoming census and whether the method of census should be statistical sampling based on actual count, many immigrant issues, and bilingual education. "At the present time, there is no voice for the Hispanic community in the Supreme Court," he emphasized.

While critics say that one Hispanic on the court will constitute a decided minority and noted that the African American Justice Clarence serve to promote greater respect for law and order and reduce the risk that the Court's decisions were regarded as tainted by prejudice, indifference, or inequity. Moreover, though he agreed that a Hispanic should be named based on merit, he said that every presidential nominee is a political act. He stressed that "30 million Hispanic Americans have never been represented on the court."

Gilbert Casellas, who at 47 is the youngest person on the short list, said that the time is

"No one would tolerate a Supreme Court
without women...
without an African
American, yet we
continue to tolerate a
Supreme Court that
doesn't reflect our
fastest growing group,
Hispanics."

MARTIN CASTRO, CHAIR, HHBA
SUPREME COURT COMMITTEE
Clinton said that he wants the government to look like America.” He added that the “courts function because people believe in what they do. If people begin to believe that the courts are somehow for other people and not for them, they are less likely to have faith in that institution.”

When Louis Brandeis was named the first Jewish Supreme Court justice by President Woodrow Wilson, Jewish people felt symbolically affirmed, Baca said. “No one expected that Brandeis would favor Jewish litigants. It was a symbolic move,” he said, suggesting that Hispanics would feel validated when a Hispanic justice is named.

Judge Fortunado “Pete” Benavides believes in “executive privilege,” suggesting that the president has a right to name anyone who is best qualified to be on the Supreme Court. He added, however, that it “would be a proper thing to name a Hispanic. Hispanics constitute a significant and growing portion of the American population. If a Hispanic is qualified, it would make all Hispanics feel more a part of the process.”

Contacted by The Hispanic Outlook, 59-year-old Jose A. Cabranes, a judge in the United States Court of Appeals for the Second Circuit, based in New Haven, declined to comment on why a Hispanic should be named to the Supreme Court. “A judge,” he replied, “should not comment on that issue.” Cabranes has been a federal judge since 1979, possesses a law degree from Yale Law, taught administrative law at Rutgers University, and served as general counsel to Yale University and the governor of Puerto Rico.

Cruz Reynoso, currently a professor of law at the University of California at Los Angeles, also offers extensive experience as a judge. He served as associate justice of the California Third District Court of Appeals from 1972 to 1982 and then was an associate justice of the California Supreme Court from 1982 to 1987.

Four candidates, Joseph Baca, Fortunato “Pete” Benavides, Jose A. Cabranes, and Cruz Reynoso, have strong judicial backgrounds. Judge Baca has been a justice of the New Mexico Supreme Court for a decade, Judge Fortunato

Appointing a Hispanic “would serve to promote greater respect for law and order and reduce the risk that the Court’s decisions were regarded as tainted by prejudice, indifference, or inequity.”

Carlos Ortiz,
General Counsel,
Goya Foods Inc., and HNBA
White House liaison

has been on the U.S. Court of Appeals for five years, Judge Cabranes has been on the federal bench for 20 years. Cruz Reynoso was a California judge for 15 years. Experts agree that it is much more likely for a current judge to be nominated than someone from outside the judiciary, though that has happened in the past. Neither Gilbert Casellas nor Vilma Martinez has ever served on the judiciary.

This list of Hispanic candidates was first circulated in 1991, before President Clinton named Justice Breyer and Justice Ginsburg to the court.
Ranking Law Schools

Thomas M. Cooley’s Law Dean Devises New System

by Don LEDUC

Law schools across the nation can now be compared objectively on the strength of their academic program, thanks to a new ranking system.

The Program Achievement Rating, devised by Dean Don LeDuc at the Thomas M. Cooley Law School in Lansing, Mich., ranks American Bar Association (ABA)-accredited law schools across the nation.

The study assesses the strength of each school’s academic program by comparing students’ incoming indexes—undergraduate grade point averages (UGPA) and the Law School Admissions Test (LSAT)—with the schools’ bar passage rates.

“The study ranks American law schools using only objective data for each school published in the 2000 ABA Official Guide to Approved Law Schools,” said LeDuc.

The study compares the reported entering-class profile of each school to its bar results. To make the comparison with the other schools, a formula creates an index score for each school. This index score is based upon the undergraduate GPA and the LSAT of its entering class as published by the ABA.

For this analysis, the index was established using the 75th percentile of undergraduate GPA and the 75th percentile of the LSAT reported by each school for its entering full-time students. These two factors were combined. In this analysis, the UGPA was multiplied by 15 and added to the LSAT score. The result was then halved, so that an index number could be expressed in relationship to approximately 100. Each school’s bar passage rate, again as reported to the ABA, was then divided by its index number to establish a PAR number.

The resulting figure is the school’s Program Achievement Ranking, or PAR. Schools with the highest ranking tend to accept students with a wider range of academic abilities and backgrounds. They also tend to have consistently high bar passage rates.

“The PAR system identifies schools that have high academic standards, effective educational programs, and good teaching,” LeDuc explained.

The University of Montana and Wayne State University tie for first place (a 91 rating); Campbell University in North Carolina, Indiana University-Indianapolis, The University of Mississippi, and Mississippi all tie for third place (all with a 90 rating); Indiana University-Bloomington, the University of Minnesota, and Valparaiso University tie for seventh (89 rating); and Cooley Law School, Mercer University, the University of New Mexico, and the University of South Dakota all tie for 10th place (88 rating).

The PAR survey lists schools in four different ways: by index, by ranking, by state, and by school.

The school-by-school list is an easy way for readers to check out their favorite school and find out where it placed on the list.

The PAR system explores the myth that the more selective, theoretically more prestigious schools would always have significantly higher bar passage rates. Such is not always the case. Schools such as those in the top 10, with their challenging academic programs and rigorous standards, are proving that they can produce bar results equal to, or better than, their more exclusive colleagues in academia.

The PAR system appears to be the first objective system since rankings took on the law school world.

“Nearly all rankings of law schools subjective,” LeDuc noted. “Most depend on reputation, which is often more than a reflection of the rankings’ individual biases about educational va

Most rankings are personally know about the quality and performance of law schools at best, and are ignorant of the same features at the majority of American law schools.

“The important feature of this system is its use of facts rather than perceptions. Its formula used is not insignificant in a system could weigh UGPA and LSAT, or could disregard one of the other aspects.

The PAR system alone should not students when they select schools or any other ranking system, said LeDuc.

At Cooley, the largest law school in the third largest law school in States, the high ranking demonstrates Cooley has been trying to get across you just give people a chance to excel, so in its 25 years, Cooley has garnered reputation for giving a wider range of students a chance, and its reward has been consistent and consistently high bar passage rates. The No. 1 spot rotates among four of schools in Michigan, Cooley has claim spot twice in the last five examinations.

Why is Cooley so popular?

“Students come to Cooley for one reason: because they want to be here,” Alvarado, Deputy Director of Admissions.

want a chance to challenge themselves and prove themselves. Cooley provides both is said and done, there are literally 80 minority and non-minority judges, business owners, and other people out there right now who might not I I weren’t for Cooley Law School. One thing, I am proud of that.”

The new study helps demonstrate
ic challenge offered by the op-rated.

The Program Achievement Rating, LeDuc explained, "operates much as the computation of a value-added tax. The entering-class profile can be thought of as a statement of the raw material that each school starts with. The bar passage rate can be thought of as the quality of the product that each school produces.

"The value added reveals the quality of the school's academic program. It represents the achievement of each school in converting the raw material, the entering class, into the finished product, the new lawyer."

One key element of Cooley's strong academic program is its externship program. All third-year students are required to complete at least a 3-credit clinical experience in an externship approved by the school. Placements are available all over the U.S. Students consistently report that their on-the-job legal experience is one of the most valuable programs they have ever participated in.

"My externship at the Michigan Commission on Indian Affairs increased my research abilities and my knowledge of what is available on-line, in the libraries, as well as through other resources. It was a great experience," reported Melissa López Pope, a recent graduate and now the assistant director of admissions at Cooley.

Cooley enjoys the single highest percentage of minority students among all law schools in the state. Over one-quarter of the school's 1,700 students identify themselves as Hispanic, African American, Asian/Pacific American, Native American, or multicultural.

Of the 1,705 students enrolled as of Sept. 3 of this year, 294 were identified as Black, 102 as Asian, 90 as Hispanic, 18 as American Indian, and three as multiracial. In addition, 65 students were listed as coming from foreign countries.

The diversity has been accomplished through the strength of the school's academic program, not through any special consideration for certain populations. All students at Cooley are admitted on the same basis, an index score comprised of their undergraduate GPA and their LSAT.

Alvarado noted that applicants and students both appreciate Cooley's even-handed approach.

"Every now and then, a student will ask me, 'What type of minority program do you have?' I look them straight in the eye and say, 'The same as our non-minority program opportunity.' As a minority myself, I know I would feel much more comfortable walking into that classroom knowing that I was accepted because I met the exact same criteria as every other student there, regardless of race," Alvarado said.

"Every student who has ever been accepted to the Thomas M. Cooley Law School has been accepted because we believed they possessed at least the minimum academic skills to succeed in law school, as well as the moral and ethical integrity to practice law. Our bar passage rates and the success of our graduates support that," Alvarado explained.

Cooley works hard to make everyone feel welcome. The school boasts strong student groups for those interested in a wide variety of interests, whether political, religious, athletic, social, or ethnic. There are vibrant student groups for interested members of various ethnic groups, including the Hispanic Law Student Association, the Asian/Pacific American Law Student Association, the Black Law Student Association, and the Multicultural Law Students Association.

Maritza Betancourt, a Cooley student and student admissions counselor, serves as an officer with the school's Hispanic Law Student Association. The organization is active on a number of fronts, she said.

The association's mission, she said "is to provide a meeting place for Latino students to exchange ideas. We are a support system for all club members. We have our own outline bank, which is available to dues-paying members. We also offer one-on-one tutorial services for any member.

"We provide a mentor program, voluntary community work, guest speakers, intramural sports, and information regarding conventions and externships," she said. The association has collected money for earthquake victims in Colombia, conducted a clothes drive for a local charity group, helped relocate the Council for Domestic Assault's headquarters, and translated will executions for Spanish-speaking clients at the school's doubly Plus, Inc., Elder Law Clinic. Each semester the group meets regularly to discuss current events and career opportunities."

Often graduates make their own career opportunities. David Piña, probably one of the school's better-known Hispanic graduates, is making his name for himself as an innovative private practice attorney in Houston, Texas. Piña, a 1994 graduate of Cooley, is a partner in the Austin, Texas, law firm of López, Piña, and Urrutia. He is active in his law firm, pro bono work, his church, and legal outreach efforts. Piña and his partners focus on family law, personal injury, and medical malpractice.

Cooley was founded in 1972 by former Michigan Supreme Court Chief Justice Thomas E. Brennan. Brennan's vision was to create a law school that was a practical educational arm of the law, rather than a theory-based offshoot of an educational institution. His dream was to provide a legal education for as diverse a population as possible. Twenty-five years later, he has achieved that dream and the school—with a straightforward admissions process that is the same for all.

More information on Cooley can be obtained by accessing the school's Web site at <www.cool-

ley.edu>, or by contacting the school's Admissions Office at (517) 371-5140 or (e-mail) at <cooleyadmis@msu.com>.

Cooley continues to grow, and the school remains committed to its well-known, year-around program with classes offered seven days per week, morning, noon, and night. Students choose from full- or part-time options and choose the schedule that gives them the best opportunity to succeed.

"We know there are many more well-deserving, potentially good attorneys still out there looking for an open door. For a good number of them, Cooley Law School will open that door," Alvarado promised.

Don LeDuc, dean of The Thomas M. Cooley Law School (1982-88 and 1996-present), served as a member of the Michigan corrections commission for seven years and is on the board of directors of the Institute of Continuing Legal Education. As chair of the Thomas Cooley Faculty Self-study Committee, he authored the first report submitted to the American Bar Association. His text, Michigan Administrative Law, is published by West Publishing. Dean LeDuc teaches State and Federal Administrative Law.
<table>
<thead>
<tr>
<th>LAW SCHOOL</th>
<th>STATE</th>
<th>GPA</th>
<th>75%</th>
<th>75%</th>
<th>PROGRAM 1ST</th>
<th>PROGRAM QUAL</th>
<th>INDX</th>
<th>1ST BAR</th>
<th>BAR STATE</th>
<th>ACHIEVEMENT RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yale University</td>
<td>CT</td>
<td>3.97</td>
<td>175</td>
<td>117</td>
<td>98</td>
<td>NY</td>
<td></td>
<td></td>
<td>NY***</td>
<td>84</td>
</tr>
<tr>
<td>Harvard University</td>
<td>MA</td>
<td>3.92</td>
<td>173</td>
<td>116</td>
<td>96</td>
<td>NY***</td>
<td></td>
<td></td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>University of California - Berkeley</td>
<td>CA</td>
<td>3.87</td>
<td>169</td>
<td>114</td>
<td>89</td>
<td>CA</td>
<td></td>
<td></td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>University of Chicago</td>
<td>IL</td>
<td>3.81</td>
<td>171</td>
<td>114</td>
<td>97</td>
<td>IL</td>
<td></td>
<td></td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Columbia University</td>
<td>NY</td>
<td>3.74</td>
<td>171</td>
<td>114</td>
<td>94</td>
<td>NY</td>
<td></td>
<td></td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>New York University</td>
<td>NY</td>
<td>3.81</td>
<td>171</td>
<td>114</td>
<td>96</td>
<td>NY</td>
<td></td>
<td></td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Stanford University</td>
<td>CA</td>
<td>3.91</td>
<td>170</td>
<td>114</td>
<td>91</td>
<td>CA</td>
<td></td>
<td></td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Duke University</td>
<td>NC</td>
<td>3.72</td>
<td>170</td>
<td>113</td>
<td>95</td>
<td>NY***</td>
<td></td>
<td></td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Georgetown University</td>
<td>DC</td>
<td>3.76</td>
<td>168</td>
<td>112</td>
<td>92</td>
<td>NY***</td>
<td></td>
<td></td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>University of Michigan</td>
<td>MI</td>
<td>3.73</td>
<td>168</td>
<td>112</td>
<td>92</td>
<td>MI</td>
<td></td>
<td></td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>PA</td>
<td>3.73</td>
<td>168</td>
<td>112</td>
<td>92</td>
<td>NY***</td>
<td></td>
<td></td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>University of Virginia</td>
<td>VA</td>
<td>3.78</td>
<td>168</td>
<td>112</td>
<td>88</td>
<td>VA</td>
<td></td>
<td></td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>University of California - Los Angeles</td>
<td>CA</td>
<td>3.78</td>
<td>166</td>
<td>111</td>
<td>82</td>
<td>CA</td>
<td></td>
<td></td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>Cornell University</td>
<td>NY</td>
<td>3.72</td>
<td>166</td>
<td>111</td>
<td>95</td>
<td>NY</td>
<td></td>
<td></td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>MN</td>
<td>3.81</td>
<td>164</td>
<td>111</td>
<td>99</td>
<td>MN</td>
<td></td>
<td></td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>University of North Carolina</td>
<td>NC</td>
<td>3.81</td>
<td>164</td>
<td>111</td>
<td>93</td>
<td>NC</td>
<td></td>
<td></td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Northwestern University</td>
<td>IL</td>
<td>3.67</td>
<td>167</td>
<td>111</td>
<td>93</td>
<td>IL</td>
<td></td>
<td></td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Vanderbilt University</td>
<td>TN</td>
<td>3.81</td>
<td>164</td>
<td>111</td>
<td>92</td>
<td>TN</td>
<td></td>
<td></td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>University of Washington</td>
<td>WA</td>
<td>3.72</td>
<td>166</td>
<td>111</td>
<td>86</td>
<td>WA</td>
<td></td>
<td></td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Washington and Lee University</td>
<td>VA</td>
<td>3.75</td>
<td>166</td>
<td>111</td>
<td>92</td>
<td>VA</td>
<td></td>
<td></td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>UT</td>
<td>3.77</td>
<td>164</td>
<td>110</td>
<td>96</td>
<td>UT</td>
<td></td>
<td></td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>University of Colorado</td>
<td>CO</td>
<td>3.68</td>
<td>164</td>
<td>110</td>
<td>93</td>
<td>CO</td>
<td></td>
<td></td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Fordham University</td>
<td>NY</td>
<td>3.63</td>
<td>165</td>
<td>110</td>
<td>84</td>
<td>NY</td>
<td></td>
<td></td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>University of Georgia</td>
<td>GA</td>
<td>3.76</td>
<td>163</td>
<td>110</td>
<td>91</td>
<td>GA</td>
<td></td>
<td></td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td>IN</td>
<td>3.67</td>
<td>165</td>
<td>110</td>
<td>92</td>
<td>IL**</td>
<td></td>
<td></td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>University of Southern California</td>
<td>CA</td>
<td>3.65</td>
<td>165</td>
<td>110</td>
<td>88</td>
<td>CA</td>
<td></td>
<td></td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>University of Texas at Austin</td>
<td>TX</td>
<td>3.77</td>
<td>164</td>
<td>110</td>
<td>89</td>
<td>TX</td>
<td></td>
<td></td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>University of Arizona</td>
<td>AZ</td>
<td>3.66</td>
<td>164</td>
<td>109</td>
<td>85</td>
<td>AZ</td>
<td></td>
<td></td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Boston College</td>
<td>MA</td>
<td>3.64</td>
<td>164</td>
<td>109</td>
<td>91</td>
<td>MA</td>
<td></td>
<td></td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>University of California - Davis</td>
<td>CA</td>
<td>3.62</td>
<td>164</td>
<td>109</td>
<td>92</td>
<td>CA</td>
<td></td>
<td></td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>University of California - Hastings</td>
<td>CA</td>
<td>3.59</td>
<td>164</td>
<td>109</td>
<td>90</td>
<td>CA</td>
<td></td>
<td></td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>George Washington University</td>
<td>DC</td>
<td>3.57</td>
<td>164</td>
<td>109</td>
<td>81</td>
<td>MD***</td>
<td></td>
<td></td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>University of Illinois</td>
<td>IL</td>
<td>3.64</td>
<td>165</td>
<td>109</td>
<td>94</td>
<td>IL</td>
<td></td>
<td></td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Indiana University - Bloomington</td>
<td>IN</td>
<td>3.60</td>
<td>163</td>
<td>109</td>
<td>97</td>
<td>IN</td>
<td></td>
<td></td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>University of Iowa</td>
<td>IA</td>
<td>3.71</td>
<td>162</td>
<td>109</td>
<td>85</td>
<td>IA</td>
<td></td>
<td></td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>University of Utah</td>
<td>UT</td>
<td>3.76</td>
<td>162</td>
<td>109</td>
<td>91</td>
<td>UT</td>
<td></td>
<td></td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Boston University</td>
<td>MA</td>
<td>3.58</td>
<td>163</td>
<td>108</td>
<td>88</td>
<td>MA</td>
<td></td>
<td></td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>State</td>
<td>Year1</td>
<td>Year2</td>
<td>Year3</td>
<td>State</td>
<td>Rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>OH</td>
<td>3.66</td>
<td>162</td>
<td>108</td>
<td>94</td>
<td>OH</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emory University School of Law</td>
<td>GA</td>
<td>3.59</td>
<td>163</td>
<td>108</td>
<td>94</td>
<td>GA</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Florida</td>
<td>FL</td>
<td>3.70</td>
<td>160</td>
<td>108</td>
<td>88</td>
<td>FL</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio State University</td>
<td>OH</td>
<td>3.75</td>
<td>160</td>
<td>108</td>
<td>85</td>
<td>OH</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Tennessee</td>
<td>TN</td>
<td>3.70</td>
<td>160</td>
<td>108</td>
<td>87</td>
<td>TN</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wake Forest University</td>
<td>NC</td>
<td>3.57</td>
<td>162</td>
<td>108</td>
<td>92</td>
<td>NC</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington University</td>
<td>MO</td>
<td>3.58</td>
<td>163</td>
<td>108</td>
<td>89</td>
<td>MO</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>William and Mary School of Law</td>
<td>VA</td>
<td>3.53</td>
<td>164</td>
<td>108</td>
<td>82</td>
<td>VA</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arizona State University</td>
<td>AZ</td>
<td>3.59</td>
<td>161</td>
<td>107</td>
<td>80</td>
<td>AZ</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Western Reserve University</td>
<td>OH</td>
<td>3.50</td>
<td>161</td>
<td>107</td>
<td>79</td>
<td>OH</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>CT</td>
<td>3.54</td>
<td>161</td>
<td>107</td>
<td>89</td>
<td>CT</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Hawaii</td>
<td>HI</td>
<td>3.40</td>
<td>162</td>
<td>107</td>
<td>85</td>
<td>HI</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Kansas</td>
<td>KS</td>
<td>3.68</td>
<td>159</td>
<td>107</td>
<td>90</td>
<td>KS</td>
<td>84</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>KY</td>
<td>3.66</td>
<td>160</td>
<td>107</td>
<td>85</td>
<td>KY</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lewis and Clark College</td>
<td>OR</td>
<td>3.53</td>
<td>162</td>
<td>107</td>
<td>79</td>
<td>OR</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loyola University of Chicago</td>
<td>IL</td>
<td>3.65</td>
<td>159</td>
<td>107</td>
<td>78</td>
<td>IL</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Missouri - Columbia</td>
<td>MO</td>
<td>3.67</td>
<td>159</td>
<td>107</td>
<td>81</td>
<td>MO</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Oregon</td>
<td>OR</td>
<td>3.60</td>
<td>159</td>
<td>107</td>
<td>71</td>
<td>OR</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>SC</td>
<td>3.54</td>
<td>160</td>
<td>107</td>
<td>86</td>
<td>SC</td>
<td>89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tulane University</td>
<td>LA</td>
<td>3.53</td>
<td>161</td>
<td>107</td>
<td>71</td>
<td>LA</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>WI</td>
<td>3.66</td>
<td>160</td>
<td>107</td>
<td>78</td>
<td>WI</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Alabama</td>
<td>AL</td>
<td>3.50</td>
<td>159</td>
<td>106</td>
<td>92</td>
<td>AL</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Arkansas at Fayetteville</td>
<td>AR</td>
<td>3.63</td>
<td>157</td>
<td>106</td>
<td>77</td>
<td>AR</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Arkansas at Little Rock</td>
<td>AR</td>
<td>3.70</td>
<td>156</td>
<td>106</td>
<td>77</td>
<td>AR</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida State University</td>
<td>FL</td>
<td>3.57</td>
<td>159</td>
<td>106</td>
<td>87</td>
<td>FL</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>George Mason University</td>
<td>VA</td>
<td>3.40</td>
<td>161</td>
<td>106</td>
<td>80</td>
<td>VA</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia State University</td>
<td>GA</td>
<td>3.49</td>
<td>160</td>
<td>106</td>
<td>84</td>
<td>GA</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Houston</td>
<td>TX</td>
<td>3.50</td>
<td>160</td>
<td>106</td>
<td>91</td>
<td>TX</td>
<td>86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Louisville</td>
<td>KY</td>
<td>3.57</td>
<td>159</td>
<td>106</td>
<td>71</td>
<td>KY</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loyola Marymount Univ. - Los Angeles</td>
<td>CA</td>
<td>3.48</td>
<td>160</td>
<td>106</td>
<td>82</td>
<td>CA</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Memphis</td>
<td>TN</td>
<td>3.83</td>
<td>157</td>
<td>106</td>
<td>84</td>
<td>TN</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Mississippi</td>
<td>MS</td>
<td>3.63</td>
<td>157</td>
<td>106</td>
<td>95</td>
<td>MS</td>
<td>89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Montana</td>
<td>MT</td>
<td>3.50</td>
<td>159</td>
<td>106</td>
<td>96</td>
<td>MT</td>
<td>91</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Nebraska</td>
<td>NE</td>
<td>3.73</td>
<td>157</td>
<td>106</td>
<td>90</td>
<td>NE</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pepperdine University</td>
<td>CA</td>
<td>3.51</td>
<td>160</td>
<td>106</td>
<td>83</td>
<td>CA</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Louis University</td>
<td>MO</td>
<td>3.60</td>
<td>157</td>
<td>106</td>
<td>80</td>
<td>MO</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Methodist University</td>
<td>TX</td>
<td>3.49</td>
<td>160</td>
<td>106</td>
<td>85</td>
<td>TX</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Tech University</td>
<td>TX</td>
<td>3.59</td>
<td>158</td>
<td>106</td>
<td>91</td>
<td>TX</td>
<td>86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yeshiva University</td>
<td>NY</td>
<td>3.57</td>
<td>159</td>
<td>106</td>
<td>76</td>
<td>NY</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American University</td>
<td>DC</td>
<td>3.51</td>
<td>158</td>
<td>105</td>
<td>69</td>
<td>MD***</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brooklyn Law School</td>
<td>NY</td>
<td>3.49</td>
<td>158</td>
<td>105</td>
<td>80</td>
<td>NY</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamline University</td>
<td>MN</td>
<td>3.49</td>
<td>157</td>
<td>105</td>
<td>80</td>
<td>MN</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hofstra University</td>
<td>NY</td>
<td>3.50</td>
<td>158</td>
<td>105</td>
<td>65</td>
<td>NY</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Idaho</td>
<td>ID</td>
<td>3.57</td>
<td>156</td>
<td>105</td>
<td>71</td>
<td>ID</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Maine</td>
<td>ME</td>
<td>3.51</td>
<td>158</td>
<td>105</td>
<td>70</td>
<td>ME</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Maryland</td>
<td>MD</td>
<td>3.51</td>
<td>158</td>
<td>105</td>
<td>74</td>
<td>MD</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of New Mexico</td>
<td>NM</td>
<td>3.44</td>
<td>158</td>
<td>105</td>
<td>92</td>
<td>NM</td>
<td>88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Richmond</td>
<td>VA</td>
<td>3.41</td>
<td>158</td>
<td>105</td>
<td>93</td>
<td>VA</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rutgers University - Newark</td>
<td>NJ</td>
<td>3.44</td>
<td>158</td>
<td>105</td>
<td>76</td>
<td>NJ</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of San Diego</td>
<td>CA</td>
<td>3.75</td>
<td>160</td>
<td>105</td>
<td>82</td>
<td>CA</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>CA</td>
<td>3.45</td>
<td>191</td>
<td>105</td>
<td>89</td>
<td>CA</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Clara University</td>
<td>CA</td>
<td>3.40</td>
<td>158</td>
<td>105</td>
<td>81</td>
<td>CA</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seattle University</td>
<td>WA</td>
<td>3.50</td>
<td>157</td>
<td>105</td>
<td>80</td>
<td>WA</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of South Dakota</td>
<td>SD</td>
<td>354</td>
<td>156</td>
<td>105</td>
<td>92</td>
<td>SD</td>
<td>88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. John's University</td>
<td>NY</td>
<td>346</td>
<td>158</td>
<td>105</td>
<td>85</td>
<td>NY</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Univ. of New York at Buffalo</td>
<td>NY</td>
<td>349</td>
<td>157</td>
<td>105</td>
<td>71</td>
<td>NY</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temple University</td>
<td>PA</td>
<td>352</td>
<td>157</td>
<td>105</td>
<td>68</td>
<td>PA</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valparaiso University</td>
<td>IN</td>
<td>355</td>
<td>157</td>
<td>105</td>
<td>93</td>
<td>IN</td>
<td>89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Villanova University</td>
<td>PA</td>
<td>351</td>
<td>158</td>
<td>105</td>
<td>70</td>
<td>PA</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Virginia University</td>
<td>WV</td>
<td>362</td>
<td>156</td>
<td>105</td>
<td>70</td>
<td>WV</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Wyoming</td>
<td>WY</td>
<td>356</td>
<td>157</td>
<td>105</td>
<td>85</td>
<td>WY</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Akron</td>
<td>OH</td>
<td>359</td>
<td>154</td>
<td>104</td>
<td>78</td>
<td>OH</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campbell University</td>
<td>NC</td>
<td>349</td>
<td>156</td>
<td>104</td>
<td>94</td>
<td>NC</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic University of America</td>
<td>DC</td>
<td>340</td>
<td>157</td>
<td>104</td>
<td>67</td>
<td>MD***</td>
<td>64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Denver</td>
<td>CO</td>
<td>342</td>
<td>157</td>
<td>104</td>
<td>78</td>
<td>CO</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drake University</td>
<td>IA</td>
<td>350</td>
<td>155</td>
<td>104</td>
<td>86</td>
<td>IA</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Institute of Technology</td>
<td>IL</td>
<td>334</td>
<td>157</td>
<td>104</td>
<td>****</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana University - Indianapolis</td>
<td>IN</td>
<td>351</td>
<td>156</td>
<td>104</td>
<td>94</td>
<td>IN</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>LA</td>
<td>353</td>
<td>156</td>
<td>104</td>
<td>83</td>
<td>LA</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marquette University</td>
<td>WI</td>
<td>335</td>
<td>157</td>
<td>104</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mercer University</td>
<td>GA</td>
<td>348</td>
<td>156</td>
<td>104</td>
<td>91</td>
<td>GA</td>
<td>88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Miami</td>
<td>FL</td>
<td>341</td>
<td>157</td>
<td>104</td>
<td>80</td>
<td>FL</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Missouri - Kansas City</td>
<td>MO</td>
<td>346</td>
<td>157</td>
<td>104</td>
<td>82</td>
<td>MO</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeastern University</td>
<td>MA</td>
<td>357</td>
<td>158</td>
<td>104</td>
<td>85</td>
<td>MA</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern Kentucky University</td>
<td>KY</td>
<td>357</td>
<td>154</td>
<td>104</td>
<td>82</td>
<td>OH***</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>PA</td>
<td>350</td>
<td>155</td>
<td>104</td>
<td>89</td>
<td>PA</td>
<td>86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Puerto Rico</td>
<td>PR</td>
<td>379</td>
<td>151</td>
<td>104</td>
<td>76</td>
<td>PR</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seton Hall University</td>
<td>NJ</td>
<td>341</td>
<td>157</td>
<td>104</td>
<td>79</td>
<td>NJ</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wayne State University</td>
<td>MI</td>
<td>346</td>
<td>157</td>
<td>104</td>
<td>95</td>
<td>MI</td>
<td>91</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Dayton</td>
<td>OH</td>
<td>347</td>
<td>153</td>
<td>103</td>
<td>76</td>
<td>OH</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DePaul University</td>
<td>IL</td>
<td>357</td>
<td>155</td>
<td>103</td>
<td>89</td>
<td>IL</td>
<td>86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detroit College at Michigan State Univ.</td>
<td>MI</td>
<td>340</td>
<td>154</td>
<td>103</td>
<td>80</td>
<td>MI</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duquesne University</td>
<td>PA</td>
<td>350</td>
<td>154</td>
<td>103</td>
<td>82</td>
<td>PA</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>ND</td>
<td>343</td>
<td>154</td>
<td>103</td>
<td>83</td>
<td>ND</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>IL</td>
<td>330</td>
<td>156</td>
<td>103</td>
<td>82</td>
<td>IL</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>OK</td>
<td>342</td>
<td>154</td>
<td>103</td>
<td>87</td>
<td>OK</td>
<td>84</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pace University</td>
<td>NY</td>
<td>341</td>
<td>154</td>
<td>103</td>
<td>75</td>
<td>NY</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>PA</td>
<td>350</td>
<td>154</td>
<td>103</td>
<td>74</td>
<td>PA</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regent University</td>
<td>VA</td>
<td>350</td>
<td>153</td>
<td>103</td>
<td>59</td>
<td>VA</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rutgers University - Camden</td>
<td>NJ</td>
<td>339</td>
<td>155</td>
<td>103</td>
<td>83</td>
<td>NJ</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Illinois Univ. - Carbondale</td>
<td>IL</td>
<td>338</td>
<td>155</td>
<td>103</td>
<td>76</td>
<td>IL</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stetson University</td>
<td>FL</td>
<td>340</td>
<td>154</td>
<td>103</td>
<td>86</td>
<td>FL</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syracuse University</td>
<td>NY</td>
<td>340</td>
<td>154</td>
<td>103</td>
<td>78</td>
<td>NY</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Toledo</td>
<td>OH</td>
<td>334</td>
<td>156</td>
<td>103</td>
<td>69</td>
<td>OH</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vermont Law School</td>
<td>VT</td>
<td>330</td>
<td>156</td>
<td>103</td>
<td>85</td>
<td>VT</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washburn University</td>
<td>KS</td>
<td>349</td>
<td>153</td>
<td>103</td>
<td>85</td>
<td>KS</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Williamette University</td>
<td>OR</td>
<td>333</td>
<td>157</td>
<td>103</td>
<td>65</td>
<td>OR</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>William Mitchell College of Law</td>
<td>MX</td>
<td>344</td>
<td>155</td>
<td>103</td>
<td>86</td>
<td>MX</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albany Law School</td>
<td>NY</td>
<td>341</td>
<td>153</td>
<td>102</td>
<td>81</td>
<td>NY</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Western</td>
<td>CA</td>
<td>342</td>
<td>153</td>
<td>102</td>
<td>72</td>
<td>CA</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapman University</td>
<td>CA</td>
<td>336</td>
<td>153</td>
<td>102</td>
<td>**</td>
<td>CA</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleveland State University</td>
<td>OH</td>
<td>344</td>
<td>153</td>
<td>102</td>
<td>65</td>
<td>OH</td>
<td>64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creighton University</td>
<td>NE</td>
<td>343</td>
<td>153</td>
<td>102</td>
<td>89</td>
<td>NE</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City University of New York</td>
<td>NY</td>
<td>341</td>
<td>153</td>
<td>102</td>
<td>46</td>
<td>NY</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Detroit Mercy</td>
<td>MI</td>
<td>342</td>
<td>152</td>
<td>102</td>
<td>84</td>
<td>MI</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franklin Pierce Law Center</td>
<td>NH</td>
<td>331</td>
<td>155</td>
<td>102</td>
<td>74</td>
<td>NH</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>State</td>
<td>LSAT</td>
<td>GPA</td>
<td>UBE</td>
<td>State</td>
<td>Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golden Gate University</td>
<td>CA</td>
<td>3.35</td>
<td>154</td>
<td>102</td>
<td>CA</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gonzaga University</td>
<td>WA</td>
<td>3.30</td>
<td>154</td>
<td>102</td>
<td>WA</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Howard University</td>
<td>DC</td>
<td>3.23</td>
<td>155</td>
<td>102</td>
<td>MD</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McGeorge School of Law</td>
<td>CA</td>
<td>3.33</td>
<td>154</td>
<td>102</td>
<td>CA</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York Law School</td>
<td>NY</td>
<td>3.27</td>
<td>154</td>
<td>102</td>
<td>NY</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suffolk University</td>
<td>MA</td>
<td>3.35</td>
<td>154</td>
<td>102</td>
<td>MA</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Baltimore</td>
<td>MD</td>
<td>3.31</td>
<td>152</td>
<td>101</td>
<td>MD</td>
<td>69</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital University</td>
<td>OH</td>
<td>3.33</td>
<td>152</td>
<td>101</td>
<td>OH</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Marshall Law School</td>
<td>IL</td>
<td>3.20</td>
<td>154</td>
<td>101</td>
<td>IL</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loyola University - New Orleans</td>
<td>LA</td>
<td>3.25</td>
<td>153</td>
<td>101</td>
<td>LA</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mississippi College</td>
<td>MS</td>
<td>3.39</td>
<td>153</td>
<td>101</td>
<td>MS</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roger Williams University</td>
<td>RI</td>
<td>3.42</td>
<td>151</td>
<td>101</td>
<td>RI</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samford University</td>
<td>AL</td>
<td>3.31</td>
<td>153</td>
<td>101</td>
<td>AL</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southwestern University</td>
<td>CA</td>
<td>3.20</td>
<td>153</td>
<td>101</td>
<td>CA</td>
<td>64</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thomas Jefferson School of Law</td>
<td>CA</td>
<td>3.12</td>
<td>155</td>
<td>101</td>
<td>CA</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Tulsa</td>
<td>OK</td>
<td>3.20</td>
<td>153</td>
<td>101</td>
<td>OK</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western New England College</td>
<td>MA</td>
<td>3.36</td>
<td>151</td>
<td>101</td>
<td>MA</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whittier College</td>
<td>CA</td>
<td>3.23</td>
<td>153</td>
<td>101</td>
<td>CA</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Widener University - Harrisburg</td>
<td>PA</td>
<td>3.37</td>
<td>151</td>
<td>101</td>
<td>PA</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New England School of Law</td>
<td>MA</td>
<td>3.25</td>
<td>151</td>
<td>100</td>
<td>MA</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Carolina Central University</td>
<td>NC</td>
<td>3.20</td>
<td>152</td>
<td>100</td>
<td>NC</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quinnipiac College</td>
<td>CT</td>
<td>3.19</td>
<td>152</td>
<td>100</td>
<td>CT</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Texas College of Law</td>
<td>TX</td>
<td>3.14</td>
<td>153</td>
<td>100</td>
<td>TX</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Thomas University</td>
<td>FL</td>
<td>3.23</td>
<td>151</td>
<td>100</td>
<td>FL</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Wesleyan University</td>
<td>TX</td>
<td>3.19</td>
<td>153</td>
<td>100</td>
<td>TX</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touro College</td>
<td>NY</td>
<td>3.20</td>
<td>151</td>
<td>100</td>
<td>NY</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Southeastern University</td>
<td>FL</td>
<td>3.19</td>
<td>151</td>
<td>99</td>
<td>FL</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Mary's University</td>
<td>TX</td>
<td>3.12</td>
<td>152</td>
<td>99</td>
<td>TX</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western State University</td>
<td>CA</td>
<td>3.17</td>
<td>151</td>
<td>99</td>
<td>CA</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Widener University</td>
<td>DE</td>
<td>3.22</td>
<td>149</td>
<td>99</td>
<td>PA</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio Northern University</td>
<td>OH</td>
<td>3.12</td>
<td>150</td>
<td>98</td>
<td>OH</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oklahoma City University</td>
<td>OK</td>
<td>3.18</td>
<td>148</td>
<td>98</td>
<td>OK</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thomas M. Cooley Law School</td>
<td>MI</td>
<td>3.20</td>
<td>145</td>
<td>97</td>
<td>MI</td>
<td>88</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pontifical Catholic University of P.R.</td>
<td>PR</td>
<td>3.60</td>
<td>140</td>
<td>97</td>
<td>PR</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern University</td>
<td>LA</td>
<td>3.11</td>
<td>146</td>
<td>96</td>
<td>LA</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Southern University</td>
<td>TX</td>
<td>3.00</td>
<td>144</td>
<td>95</td>
<td>*****</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of District of Columbia</td>
<td>DC</td>
<td>2.75</td>
<td>147</td>
<td>94</td>
<td>MD</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inter American University of Puerto Rico</td>
<td>PR</td>
<td>3.25</td>
<td>140</td>
<td>94</td>
<td>PR</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baylor University</td>
<td>TX</td>
<td>2.75</td>
<td>147</td>
<td>94</td>
<td>TX</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* All graduates admitted to the Wisconsin Bar via diploma privilege.
** Too few examinees to report.
*** 1st Bar State differs from location state.
**** School did not provide comparable data.
***** Error in data submitted.

NOTE: THE DATA USED IN THIS REPORT WAS PUBLISHED BY MACMILLAN IN THE OFFICIAL AMERICAN BAR ASSOCIATION GUIDE TO APPROVED LAW SCHOOLS, 2000 EDITION. AS PREPARED BY THE SECTION OF LEGAL EDUCATION AND ADMISSIONS TO THE BAR IN COOPERATION WITH THE OFFICE OF THE CONSULTANT ON LEGAL EDUCATION TO THE AMERICAN BAR ASSOCIATION.
Cutting Through Granite

Latino and Latina lawyers face significant obstacles

BY
INÉS PINTO ALICEA

"We must keep addressing these issues. Sometimes it seems like water dripping on a stone.... But if the water drips long enough, it makes an impression.... Long enough, and it can cut through granite...."

JUDGE BERNICE B. DONALD
(JULY 31, 1997)*

Latina lawyers are making strides in some areas of the legal profession but still face numerous barriers in others. Recently adopted policies in several states against programs that increase diversity could negatively affect the numbers of Latinas entering law school, according to representatives from several legal organizations interviewed for this article.

"We've come a long way, but there are still barriers," said Alice Velasquez, a Bronx, New York, district attorney who last month took over the helm of the Hispanic National Bar Association (HNBA), an organization that represents the interests of more than 25,000 Hispanic American attorneys, judges, law professors, and law students in the U.S. and Puerto Rico.

"The saddest thing to me is when I realize that people still make an issue of your ethnicity."

According to the Bureau of Labor Statistics, there are about 912,000 lawyers in the U.S., of whom three percent are considered Hispanic. But Hispanic men outnumber Latinas two-to-one in the profession, said a recent study by the American Bar Association.

Ellie Jurado, a New York attorney and HNBA executive director, said that studies on Latinas in the legal profession are difficult to come by. Moreover, for statistical purposes, Latina lawyers are often grouped with Latinos, minority women, or minorities in general. Few research projects have studied this group individually.

But Jurado said her organization found that many of its Latina members tend to pursue civil rights law and criminal law. Indeed, a recent survey of law school students, conducted six months after graduation by the National Association of Law Placement (NALP) in Washington, showed that Hispanic law school graduates tended to pursue government jobs or public interest jobs. NALP said that 18.5 percent of Hispanic law school graduates were employed by the government compared to 12 percent of Anglo graduates. Moreover, Latino law graduates were more than twice as likely to accept public interest jobs as Anglos. Latinos were the least likely to be found in clerkship positions in the legal profession. Those findings are consistent with ABA findings on minority women in general. The ABA found that six percent of minority women take public interest jobs at graduation, compared with two percent of minority men and two percent of Whites.

"The idealistic side of me believes that Latinos are a group of people who care about serving our community," said Velasquez.

But the less idealistic side of me says that Latinos find it more difficult to gain access to the corporate sector. Most Hispanics are first-generation attorneys, and they don't have the network of potential clients that other attorneys seem to have. If you don't bring in clients, you are less likely to succeed. I don't know if I would want to go to a place where I won't be comfortable or where I know I will never make partner."

Jurado said many Latina lawyers find that salary is one of the hurdles they face in the profession. "They tend to get paid less than their male counterparts," she said. "They also don't have the connections they need to help them get their foot in the door. You really have to pave your own way."

Jurado's comments are echoed in the 1st American Bar Association report "Miles to Go: Progress of Minorities in the Legal Profession." It found that a key obstacle for minority success in the isolation minority lawyers often experience in firms. Additionally, minorities often lack access to clients and to extol social networks for developing business for their firms, it said.

As a result, most minority law firms leave majority law firms before they are considered partners, said the report. The study showed that 47 percent of minority law graduates enter firms compared with about 53 percent of minority men and 57 percent of Whites. But it also discovered that 85 percent of minority women and predominantly White law firms before their seventh year in practice. Overall, about 75 percent of associates leave by then, the study said.

Part of the problem for minority lawyers is that the law profession, said the ABA, prepared by the organized Committee on Opportunity for Minorities in the Legal Profession, "Many minority lawyers are..."
first in their families to go to law school or practice law, and thus they lack the professional networks inherited by those more established in the profession. Minority lawyers also tend to lack contacts in White-dominated corporate suites, where most legal business is awarded."

In general, the ABA report painted a dismal picture of the progress of minority lawyers and expressed concern that progress had stalled because of policies adopted recently in different states throughout the country against programs that increase diversity.

The report chronicled gains by minority law students and entry-level lawyers since the ABA Commission was created in 1986, but it cited only minuscule progress in minorities reaching upper professional levels. The report identifies "significant obstacles" to achieving the ABA's goal "to promote full and equal participation in the legal profession by minorities and women" and particularly cites attacks on programs that increase diversity as threatening to stifle minority advancement "for years to come."

Using only undergraduate school grade point averages and admission test scores to select among student applicants would have a "devastating impact" on minority group admissions to law school, says the report. Law school admissions "have already plummeted in California and Texas" under anti-affirmative action policies adopted in those states: Hispanic admissions have dropped 50 percent in public law schools in those states. Minority representation among law students overall has also dropped for the first time in 10 years, said the report.

"The report presents some very sobering information that dispels some commonly held misconceptions regarding the status of minorities in this profession," said ABA commission chair José E. Gaitan. "It is cause for the ABA to reaffirm its commitment to the principle that lawyers of all colors must be allowed to participate in the profession equally."

The report's author, Professor Elizabeth Chambliss of the University of Texas School of Law, recommends improved data collection and dissemination and increased collaboration among researchers at national and local levels.

"The American Bar Association has made a sustained and intensive effort to improve opportunities for real participation in the profession by minority lawyers at all levels for 12 years," said Philip S. Anderson of Little Rock, Ark., president of the association. "We do see real gains, but none among us was so naive as to believe we could undo in a short time the damage of centuries of societal and professional racism," Anderson said. "We do know it is certain that we will not make progress fast enough unless we constantly monitor what we have achieved and what remains to be done. To do that effectively, we must improve the amount and quality of information we compile."

Following are some of the key findings in the ABA report.

- Minority representation in the profession increased to 7.45 percent from five percent in 1980. African American lawyers represented 3.36 percent of the profession and 45 percent of all minority lawyers. Hispanic lawyers represented 3 percent of all minority lawyers.
- Among law students, minority representation rose to nearly 20 percent in 1996 from 10.6 percent in 1980, with Asian American students showing the most increase. Hispanic representation in law schools rose to 5.4 percent of law students from 3.3 percent. More recent statistics to determine the impact of anti-affirmative action policies on Latino law students were not yet available.
- Hispanics made up 1.8 percent of associates in large law firms in 1996.
- Minority graduates pass the bar exam at a lower rate than do Whites, according to a recent study by the Law School Admission Council. The study found in the class that entered law school in 1991, 88 percent of Hispanic law students who took the test passed compared to nearly 97 percent of White test-takers.
- Progress for minority women in the legal profession was even slower. Indeed, a 1994 ABA study concluded that minority women today "encounter the same barriers to employment and advancement as their predecessors who entered the profession decades ago."
- Minority men outnumber minority women in most upper-level jobs. Minority women show a higher law firm attrition rate than any other group of lawyers.
- Minority women suffer a "pervasive disadvantage" in the law faculty market. "Minority women simply have not fared as well as minority men in recent law school hiring," the report said. "Their sex, alone, independent of credentials, work experience, family ties, and geographic constraints--has negatively affected minority women's placement and teaching assignments on law school faculties."
- Minority women in all sectors of the profession report that they are "ghettoized" in certain types of practice and routinely assumed to be incompetent.
- Hispanic men outnumber Hispanic women two to one in the profession as well as in most upper-level jobs. More than 80 percent of all Hispanic administrative law judges are men.
- Only three percent of law firm partners in the 250 largest law firms in the country were minorities in 1996, showing an increase of less than two percent since 198 and only 0.6 percent since 1991. According to a 1997-98 study by the National Association of Law Placement, minority women comprised only about 14 percent of the total number of minority law firm partners.

According to NALP, some cities across the country, however, are friendlier than others to minority attorneys. Judith Collins, director of research and information resources at NALP, shared some of the organization's recent analysis of the 1998-1999 National Directory of Legal Employers, the annual compendium of legal employer data published by NALP. The 1998 directory consisted primarily of large firm listings an included attorney demographic information for nearly 91,000 partners, associates, staff attorneys, and senior attorneys in 630 firms nationwide.

One analysis of the 25 largest cities showed that San Francisco was the most consistently high in representation of both women and minority attorneys and attorneys of color across all levels, the said. Attorney of color accounted for 4.60 percent and women for 18.39 percent of partners reported in San Francisco, Austin, Texas, and Palo Alto, Calif. also reported a higher than average representation of both female partners and partners of color. Miami had the highest percentage of partners of color (28.21 percent) of the cities, and Denver had the highest percentage of female partner (18.90 percent).
Christine Arguello
Government Attorney

When Christine Arguello was 13, she read an article about the Harvard University School of Law and how to become a lawyer. That moment, she decided to be a lawyer, but she kept that decision secret until she was nearly ready to graduate from high school. After she shared her dream with several classmates, they laughed at her.

"The kids kept saying, 'That Chris Martinez thinks she can go to Harvard,'" said Arguello. "It almost broke my spirit. I started thinking, 'Who do I think I am?' But the teacher who heard everything that happened later told me, 'I know you can do it.' I think it was the challenge I needed."

Today, Arguello's name is on the short list for a judicial vacancy on the U.S. District Court for the District Court of Colorado. She is the deputy attorney general of state services in the Colorado Attorney General's Office. Her division provides legal services to all of Colorado's public officials, including the governor, and most of the state agencies. She teaches at the University of Colorado School of Law and serves as a board director with the Colorado Hispanic Bar Association.

"The challenges I face as a Latina lawyer are the same for any other female, but they are increased in magnitude because I am Latina," said Arguello. "People sometimes assume that I got to where I got because of affirmative action. So I've had to be twice as good."

The road to the judiciary indeed has been challenging for Arguello, who said that for many years she never even considered she "could aspire to be a judge" and had never even met a lawyer until she went to Harvard.

Her parents had dropped out from high school and picked beans to make ends meet. They did not want the same fate for their six children and actively encouraged them to pursue academics.

"My parents always emphasized education, but education meant getting a high school degree," said Arguello. "They went on to college and earned degrees, but they knew the importance of education."

In 1980, after serving as the Articles Editor for the Harvard Civil Rights Civil Liberties Law Review, Arguello returned to Colorado to continue her career as a civil litigator. In 1988, when she made partner at Holland & Hart, she became the first Hispanic "male or female" to be promoted to partner at any major law firm in Colorado. Shortly thereafter, she was appointed by the firm to chair its Colorado Springs Litigation Section.

Arguello said that her early years as a lawyer were challenging because she often was not taken seriously and many times she was mistaken to be a secretary. "Judges would say 'Hi, S to me, and other lawyers look at me and see this 5-Latina lawyer and would themselves, 'She'll be a pushy kid,'" Arguello said. "I would go court and tear them apart people would prejudge me but I was a Latina lawyer, and I did I could walk around with a my shoulder about that or I accept it and be twice as g them."

In 1991, Arguello left the practice to begin a teaching career at the University of Kansas School of Law, where she co-authored one of the best casebooks in the Evidence: The Objection A which she said is one of her three achievements. In 1996, KU Arguello by presenting her work of its most prestigious teaching awards, the William T. K Fellowship for Teaching Excellence. In 1998, she was granted and promoted to full professor.

Arguello's career has many interesting turns, and she hopes the next step to become the first Latina Judge in Colorado.

Patricia Salas Pineda
Corporate Attorney

Patricia Salas Pineda have mentors or role models in the legal profession when she is in her career. But she was an able-watcher, a skill that helped her enormously as a "You have to learn quiet to do to succeed," said Pined president and general coun New United Motor Manufa Inc. in Fremont, Calif. The lion company is a joint between Toyota Motor Co. and General Motors Corp. that n
tures vehicles for the two companies and employs 4,700 people. "I would look at people who were successful, and I learned how they operated successfully in their environment. I decided what I would take from each person, and over time, I developed my own style. You have to assimilate in that (corporate) culture, and that does not mean abandoning your Hispanic culture.

Pineda said that some of the lessons she has learned in her people-watching are not lessons you can learn in a book and that watching professionals whom she admired in different fields helped her learn such skills as how to build consensus and how to lead effectively.

"You have to come to grips with what is required to be the best," she said. "That's not an easy order for anyone. One of my biggest personal challenges in my early years was to become more assertive and outspoken and to learn how to do it effectively."

Pineda said that Hispanic lawyers entering the corporate sector also have to strive to develop relationships within their organization so they can find mentors and learn how to advance, but she said those relationships do not have to be unilateral. "You can help them achieve their objectives [within the company], and they in turn can help you."

Pineda joined her company at its inception 15 years ago and now oversees its legal, environmental, and government affairs. She said that her company has been very supportive of her and she has been lucky because she has not faced the barriers or difficulties experienced by other Latina lawyers. Her biggest challenge in her work is being seen as the "bad guy" because she is a corporate attorney, which the public often equates with "being on the wrong side," even though that is not necessarily so, she said.

"As a lawyer and representative for my company, I have been an advocate for issues that are not at odds with my personal life," she said. "I have been very lucky in that regard. Otherwise, it would be very difficult."

But, Pineda said she has felt the discomfort that other Latinas have faced in the legal profession. When she first graduated from Boalt Hall School of Law at the University of California at Berkeley in 1977, she sensed a reluctance by the legal community to accept her because she was a Latina and she was a woman. Pineda said her approach has always been to plunge ahead, "not to accept defeat." That attitude has helped her immensely in her career, a career that she said can be challenging because the business sector makes lawyers develop skills they do not have and teaches lawyers to make decisions many times based on instinct. Pineda said her first job in the corporate sector introduced her to making decisions in a way that was very different from what she learned in law school.

"I was encouraged to make decisions even if I did not have all of the information I would want as a lawyer, to make the best decision with the information that was available and to go with my instinct," she said. "Over time, you develop a business sense and a new confidence and ability to make decisions."

Pineda said that corporate law is a wonderful place for Latino lawyers even though it is a specialty that many Hispanics have chosen to pursue in the legal profession, according to the ABA.

"I would encourage Hispanic lawyers to pursue careers in the corporate sector," Pineda said. "There are a lot of opportunities for us to add value."

Olga Pedroza
Public Interest

Olga Pedroza said she is more comfortable talking to a group of farm workers about legal issues that affect their daily lives than to a corporate board. Her comfort with people whose voices are often forgotten and her success in winning their cases has brought her recognition.

"My clients look like they could be my cousin, uncle, or other relative, so you can joke with them," she said. "I relate to them, and they give me feedback. Many times they haven't had any experience with a lawyer, but when they walk out, their heads are held high."

Pedroza, a public interest lawyer with Southern New Mexico Legal Services, an organization that provides legal services to people in poverty, was recently honored with four other Latinas for their service in public interest law by the Hispanic National Bar Association. University of New Mexico students honored Pedroza in 1996 with their Fighting for Justice Award.

"The love of my life is employment law," said Pedroza, adding that much of her work with the farm workers involves enforcing federal laws, the Fair Labor Standards Act and the Agricultural Workers Protection Act. "I hate to lose."

Pedroza said she had been teaching for a number of years when her husband, a lawyer, went on a law school recruiting trip with one of his former professors. The professor urged Pedroza to consider law school herself, and she decided to take the challenge at the age of 37, raising three children while she studied. She graduated in 1985 from the University of New Mexico and worked in different areas of the profession until she was offered her current position in 1990. Her agency is a contractor with the Legal Services Corp., which was created by Congress to provide legal services to the poor in a variety of areas, including divorce, adoption, welfare, employment, food stamps, and landlord/tenant issues. Her organization is divided into two areas, the one that focuses on farm worker issues—the Centro
Legal Campesino—and the Las Cruces Regional Office, which provides legal services for the poor of Las Cruces and the surrounding area. She is the managing attorney of both offices.

Pedroza said that her job is very rewarding, especially since she has been able to build strong ties with her clients. "A lot of the workers know our office can help."

She said her outreach efforts have paid off. One of her ways to reach workers has been to meet them at an international bridge in El Paso where farm workers gather at 2 a.m. to wait for farmers to contract them for day work.

One of the most difficult aspects of the job is not being able to take a case. "Law and justice are two different things," said Pedroza. "I've had farm workers come in and tell me for example, 'That terrible contractor threw chiles in my face and insulted me. I can't do anything about that. That's hard to tell somebody.'"

She said the job brings its challenges because public interest lawyers, particularly Latina ones, sometimes aren't taken as seriously by judges or even other lawyers. As a result, she said she finds herself having to appeal cases because of judicial oversight or legal technicalities.

"It's very disturbing," she said. "Sometimes, the judges are ridiculous. They make you go to the next level. It's more work, but you do it. You just don't make it a big thing."

**Alice Velasquez**

**Criminal Prosecutor**

Alice Velasquez remembers watching the film *To Kill a Mockingbird* and being so inspired by the attorney in the movie that she decided she wanted to pursue the same profession.

"Every attorney dreams of being that kind of lawyer, of doing the right thing," said Velasquez, administrative assistant district attorney in the Office of the District Attorney of Broom County.

"To me, the law was doing jus-
minority population in the U.S. by 2005 yet comprise only a small num-
ber of the attorneys at law firms nationwide. She also will try to de-
velop different programs to foster men-
toring of up-and-coming lawyers.
  "As experienced attorneys, our
greatest gift to our community is to
mentor young attorneys," she said.

THE HISPANIC NATIONAL
BAR ASSOCIATION

The Hispanic National Bar
Association (HNBA) is an incorpo-
rated, nonprofit, national associa-
tion. Based in Washington, D.C., it
has been a principal force behind
the increased representation of
Hispanics in all sectors of the legal
profession and has served as the
legal voice for Hispanics since it
was founded in California in 1972
as the La Raza National Lawyers
Association.

National officers are elected by
the membership at large; regional
presidents, by their regional mem-
ers. Local Hispanic bar associa-
tions also may become affiliated
with the HNBA. Those of more than
100 U.S. cities are now affiliates.

Within the HNBA are sectors
that represent Latina lawyers, cor-
porate lawyers, Hispanic law pro-
fessors, law students, Hispanic
drudes, and lawyers in the military.
Members also can join committees
that correspond with their particu-
ar area of law.

The primary objectives of the
HNBA are to increase opportunities
for Hispanics in the legal profes-
sion and to address issues of con-
cern to the national Hispanic com-
unity. Legal education and civil
rights have been fundamental
HNBA concerns from the begin-
ning. Judicial appointments and
political representation are also
priorities. The HNBA provides pro-
fessional services to local and
national members who seek assis-
tance with their own professional
advancement and on issues that
affect the Hispanic community.

The HNBA is active in many
national organizations. One is the
National Hispanic Leadership
Agenda (NHLA), a group comprised
of representatives from 21 Hispanic
national organizations, represent-
ing more than 160,000 active
Hispanic community leaders. The
NHLA's task is to provide an agenda
that will improve the Hispanic com-
munity.

The HNBA holds a seat in the
American Bar Association House of
Delegates, which represents more
than 300,000 attorneys. The HNBA
has taken a leadership role, along
with other minority bar associa-
tions, in sponsoring programs that
would increase the number of
minority law school students.

The HNBA also has developed
proposals for law school admission
committees to study factors leading
to the decline in the number of
minority law students and the Bar
passage rate of minority students.

HNBA sponsors a law student
division that seeks to increase
Hispanic student representation in
law schools—a joint effort with all
83 ABA-accredited law schools,
the American Association of Law
Schools, and the Law School
Admissions Council. Through its
related charitable organization, the
Hispanic National Bar Fund, Inc.,
thousands of dollars in scholar-
ships have been awarded to deserving
Hispanic law students.

Since 1975, the HNBA has held
annual national conventions offer-
ing educational seminars, continu-
ing legal education classes, and
social functions that allow Hispanic
professionals with similar goals
and philosophies to network.

*Source: ABI study; Miles to Go:
Progress of Minorities in the Legal

CALL FOR PAPERS

National Association
of Hispanic and Latino Studies

National Conference
February 21-26, 2000
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which
relate to any aspect of the Hispanic and Latino experience.
Subjects may include but are not limited to literature,
demographics, history, politics, economics, education, health
care, fine arts, religion, social sciences, business and many other
subjects. Please indicate the time required for presentation of
your paper (25 minutes/45 minutes).

Abstracts must be postmarked by:
November 23, 1999

Send Abstracts To:
Dr. Lemuol Berry, Jr.,
Executive Director, NALAS
Morehead State University
212 Rader Hall
Morehead, KY 40351
Telephone: (606) 783-2650
Fax: (606) 783-5046

CORNELL
UNIVERSITY

DIRECTOR OF ETHICS & PUBLIC LIFE

Wyn and William Y. Hutchinson Professor of
Ethics & Public Life and Director of the Cornell University
Program on Ethics & Public Life

A successful candidate must have a distinguished record of research and publications in any area
of ethics, be an effective teacher, and have proven administrative ability. The successful
candidate will be expected to teach as well as serve as the Director of the Program on Ethics & Public
Life (EPL). EPL is an interdisciplinary program located in the College of Arts &
Sciences that serves Cornell's College. The Program both teaches courses of its own in practical
ethics to students at graduate and undergraduate levels and collaborates with faculty colleagues across
the University who are not specialists in ethics but are enhancing the treatment of the ethical issues
in their own fields.

Applications from persons in all fields of practical ethics are welcome, particularly government,
history, law, and philosophy. An applicant's expertise may include areas such as bio-
ethics, environmental ethics, international ethics, professional ethics, and ethical issues in biomedicine,
public health, public policy, and technology. The appointment will be made at the associate or full professor level, depending on the qualifications of the successful candidate.

Applications must include a brief cover letter containing a statement of interest and suitability for
this position, a comprehensive vita and the names, addresses, and phone numbers of five
references. Each candidate should also send no more than two relevant papers published in recent
years. Nominations of outstanding individuals are also welcome. Applications will be considered on
a rolling basis, although preference will be given to those completed before December 1st, 1999. Full
will continue to be reviewed until an appointment is made.

Please send applications and nominations and direct inquiries to:

Professor Mary Salsalone, Chair,
Ethics Search Committee, Vice-Proctor's Office, 433 Day Hall,
Cornell University, Ithaca, New York 14853

Cornell is an Affirmative Action/Equal Opportunity Employer.
September 1997, President Bill Clinton visited the campus of American University (AU) in Washington, D.C., with a most interesting request. Referring to AU President Benjamin Ladner’s vision of building a diverse university community at the institution, Bill Clinton challenged the American University community to set an example for the rest of the world. “Your president noted that you have people from 140 different racial and ethnic groups here on the university campus,” Clinton remarked. “Good for you. You can be America’s laboratory. You figure it out and let us know.”

In addressing the AU community, University President Ladner stressed, “The diversity of ideas, people, expertise, and values that are hallmarks of this institution are also indispensable ingredients of a vibrant community of inquiry that prizes differing perspectives while embracing the unity and integrity of the community as a whole. As clearly expressed in our strategic plan, we are committed already to meeting this challenge.”

There are three distinct “overarching goals” articulated by the strategic plan to which Ladner refers. They are building a distinctive global university, improving the university’s academic quality and reputation; and creating a “unique academic community of diverse peoples.” President Ladner believes that the third goal sets the stage for the other two. Dr. Ladner suggests, “The cornerstone of that strategic plan and the prospect of its success are the people we belong to the American University community. What is described in specific terms in this plan actually flows from our collective will make a new, even passionate, commitment to encourage and enable students, faculty, staff, alumni, and trustees to build a community inquiry that in multiple and diverse ways affirms the dignity and creative possibilities of every individual.” President Ladner’s visionary plan caught the attention of President Clinton, and it has also come to the attention of the Hispanic Outlook. We are pleased to make the American University an Honor Roll inductee.

American University was incorporated by the government of the District of Columbia in 1891 and chartered by an Act of Congress in 1895 as a United Methodist Church-related institution. The university’s first building was completed in 1898, and the first class was graduated in 1916. Located in a residential area of upper northwest Washington, D.C., American is an independent, coeducational university. All states, the District of Columbia, Puerto Rico and the territories, au
Honor Roll Facts in Brief

INSTITUTION
American University

LOCATION
4400 Massachusetts Ave. NW
Washington, DC 20016
(202) 885-1000

ESTABLISHED
1893

ENROLLMENT
10,949
Hispanics: 5.2% bachelor's, 4.7% master's,
3.0% doctorate, 71.1% law

DEGREE OFFERINGS
Associate's
Bachelor's
Master's
Juris Doctorate, (Law)

TUITION AND FEES
Full-time tuition (12-17 credit hours): $20,118 per year

FACULTY
553 full-time (457 of those in full-time teaching positions)

SEVERAL DEGREE PROGRAMS
Arts and Cultural Management
Law and Society
Political Science
Spanish Studies
Women's and Gender Studies

NOTABLE HISPANIC-SERVING ORGANIZATION
Latino and American Student Organization

INTERNET ADDRESS
www.american.edu

nearly 140 foreign countries are represented within the student body.

Of the university's 10,949 students, 5,419 are undergraduates, and
4,650 are graduates or professional students enrolled in degree
programs. Continuing Studies and the Washington Semester and World
Capitals Program enroll the remaining 1,170 students. There are 4,752
full-time students and 397 part-timers among the undergraduate popula-
tion. Of the 1,170 students enrolled at the Washington College of Law,
1,198 are enrolled in the JD program, 200 in the LLM program, and 23 in
a non-degree program. Total enrollment in the undergraduate pro-
grams includes 52 percent Hispanic, 12.8 percent International, 7.2
percent African American, 3.8 percent Asian, and 0.5 percent Native
American students. 91 percent of the undergraduate part-time stu-
dents are Hispanics.) Hispanics also account for 4.7 percent of master's
program enrollees and 3.0 percent of those enrolled in doctoral pro-
grams. The Washington College of Law attendance figures indicate that
Hispanics account for 71 percent of the total enrollment.

American University has a student/faculty ratio of 13:1. There
are 553 full-time faculty, 457 in full-time teaching positions. 92 per-
cent of the faculty hold a doctorate or the highest degree in their field.
The university also employs 582 adjunct faculty. Six residence halls on
the main campus accommodate 2,900 students per year. An apart-
mant building housing 125 graduate students is located within a mile
of the main campus. Three residence halls on the Tenley Campus pro-
vide housing for 450 Washington Semester students. Students may par-
ticipate in any of more than 110 clubs and organizations. 11 fraternities

and 11 sororities; and varsity, recreational, and intramural sports.

Excluding tracks, concentrations, and specializations, American
University offers 52 bachelor's programs, 17 master's programs, and
18 doctoral programs in addition to the JD and LLM degree.
Certificate programs and associate's degrees are available as well.
Special programs include the Career Center that offers cooperative
education, internships, career preparation, and career planning ser-
ices at the graduate and undergraduate levels.

The university supports the Washington Semester Program that
affords students a choice of one-semester undergraduate programs such as peace and conflict resolution; American politics (national government and public law); art, history, and cultural policy; foreign policy; economic policy; justice; journalism; international business and trade; and international environment and development. All of these programs include internships.

Another exciting option is the World Capitals Program, which includes 13 undergraduate semester-abroad programs in South America, Asia, and Western and Eastern Europe. Many of these include internships. For example, a student may spend a semester in Madrid and attend classes at the College of International Studies in the heart of the city. In a two-part semester, the director and influential guest-lecturers—including politicians, journalists, artists, and writers—discuss political, economic, social, and cultural factors affecting contemporary Spain. There are excursions to sites in and around Madrid that expand on the topics covered by the semester course. All classes are in Spanish. There is also a Semester in Santiago and a Semester in Buenos Aires for students interested in exploring those locations.

American University is most proud of its Washington College of Law and the law school’s mission of “advancing human dignity and... creating opportunities for those pursuing their dreams.” For more than 100 years, WCL has remained faithful to its heritage of diversity and gender inclusiveness, upon which the founders—Emma Gillett and Ellen Spencer Mussey—established an institution of educational excellence. Today, WCL prides itself on meaningful service to the legal profession and the world community, its entrepreneurial faculty and students, and its creativity in developing exemplary academics and path-breaking scholarship.

Claudio M. Grossman, Dean of the Washington College of Law, says that the college has a “challenging atmosphere, one that encourages the exchange of ideas.” He maintains that the WCL experience is not merely a product of faculty, programs, and location, nature. “Without question, our greatest asset is our energetic and heterogeneous student body. WCL students actively involve themselves in the governance of the law school and have many opportunities for professional and personal growth.” Dean Grossman points out that the faculty brings to the law school a rich experience of service as business law consultants, monitors of human rights situations throughout the world, and assistants to nonprofit organizations. The dean also notes that “faculty publications cover a wide variety of issues important in the domestic and international arenas,” and adds that the institutions strong JD program “reflects a wide range of teaching and research philosophies.”

Dean Grossman is very proud of his school’s national recognition and universally respected international Legal Studies program. He continues, “Our International Legal Studies program annually attracts more than 100 lawyers from around the world. This semester our students are from 60 countries in the LL program.” For example, the attendees this year include 20 students from Africa, 22 from North America, 53 from Latin America, 1 from the Caribbean, 19 from Western Europe, 12 from Eastern Europe, from the Middle East, 23 from East Asia, and 32 from South Asia.

Grossman also calls attention to a new international program reporting, “The International Law Masters Specialization in Geneva and the Law has great potential for promoting equity in the legal system.” The new LLM specialization in Gender Studies is the first graduate degree program of its kind concentrating on gender studies offered in the world. The dean says this should not come as a surprise, remarking, “As the only law school founded by women, Washington College of Law has long been recognized as a leading center for feminist legal scholarship, teaching, and advocacy.” He concludes, “Our 15-year fellowship program enrolls women from Latin America who wish to become law professor and bring their home countries to integrate gender studies into their legal education. First Spring of 1998, the first 15 new graduates include Marcela Andrade of Chile and Ana L. Soares of Brazil.”

In addition to reaching out to students and graduates from around the globe who are seeking professional development in Law, students start their academic journey also receive encouragement at American University. The "Acanza" project at WCL is also at providing "Opportunities Through Higher Education" for Hispanic students and their parents at one-day college exposition and fair held at American University’s Bender Arena. Here workshp are offered on such subjects as Choosing a College, How to Pay for College, Planning for College, and Financing College Education. The program has been instrumental in assisting Hispanic high school students in planning for post-secondary education. The annual event is now in its fourth year. It is sponsored by American University, Sallie Mae, the United States Department of Interior, the United States Department of Education, Trinity College, and the National Institutes for Health. The idea is to get the attention of Hispanic high school students attending classes in the Washington, D.C. Metropolitan area, and encourage them to attend institution higher education. More than 1,200 Latino students participated a year. During the event there is a college fair for students to talk with college and university admissions representatives from across the United States who distribute application materials and answer students questions.
Cheating on Campus Reaches New Highs

ETS and Ad Council Join in Campaign to Change Behavior

BY MARYLYN GILROY

"It's definitely what you get assigned—and how long you have to do it—that right there determines whether you're going to cheat."

First-year student at UT

• More than 75 percent of college students have admitted to cheating.
• Computers make cheating easier than ever before. Websites offer to write essays and term papers for college students, promising them "good quality work at reasonable prices."
• Business and engineering majors are most likely to cheat, but cheating is prevalent among all levels in college, even graduate school.
• Most students say that they don't think cheating is a big deal.

Cheating does not end at graduation. Widespread resume fraud is just one serious issue that has caused employers to worry about the level of integrity of new employees.

These startling findings about cheating released by the Center for Academic Integrity and the Educational Testing Center present a dismal picture of student academic conduct across the nation's campuses. In fact, cheating has become so commonplace that students who don't cheat report that they often feel like "fools" for not playing the game, one researcher has said. The problem is clearly out of control and has been spurred by a number of factors, including pressure for high grades, time constraints on students, societal attitudes that tolerate cheating, and failure of schools to catch and punish cheaters.

Alarmed by the statistics and disclosures about widespread cheating, the Educational Testing Service (ETS) and the Advertising Council have joined forces in a national public service campaign to raise awareness about the extent of the problem. They are tackling an issue that requires a change in student attitudes and behavior.

Academic cheating includes not only deceptive or tricky practices in test-taking but also various forms of representing someone else's work as your own. It can mean directly copying another's work, purchasing a term paper or test questions in advance, or paying another to do the work for you. But it also includes more mundane and day-to-day examples of academic dishonesty. One University of Arizona engineering professor reported that he did not perceive a high incidence of cheating on tests but was more concerned about the submission of laboratory and homework assignments that looked identical.

Why and How Students Cheat

The overwhelming majority of students who cheat report that their motive is to "get that grade." It seems that more students than ever are willing to do whatever it takes to get the A or B. As Nancy Cole, president of ETS, said recently, "Too often it is the grade and not the knowledge that is the driving force in a student's education. In a society where so much emphasis is placed on results, the value of learning for its own joy is being lost."

Students who cheat often feel justified in what they are doing. They cheat because they think they will be unfairly disadvantaged in the competition for grades if they don't.

And, says Cole, "If the emphasis is on getting the grade by any means possible, then knowledge, integrity, and personal growth become less important."

Nancy Cole Educational Testing Service president
Students confirm that grades are a major source of anxiety and that they are under pressure from parents and peers to “stay in the game and play the system,” which often means cheating.

One community college student who admitted cheating was asked why, and she replied, “I knew I was prepared for the test, but I was still afraid of getting a low grade. I guess I felt uncertain and just panicked.”

When asked if she felt guilty and regretted this action, she said, “No, because I ended up getting a good grade on the test. But in all honesty, I didn’t deserve the grade.”

While some cheating is due to students’ being anxious, unprepared, or just plain lazy, more often than not it is the result of a time-crunch factor. Students say that their coursework is demanding, and many have the added pressure of working in part-time or even full-time jobs to meet rising tuition bills.

One University of Texas first-year student said, “It’s definitely what you get assigned—and how long you have to do it—that right there determines whether you’re going to cheat.” Other students surveyed indicated that they had too much homework and “tons of activities,” and so cutting corners by cheating was the only way to get by.

Add to these factors the common perception on the part of students that cheating is a “victimless” crime and therefore not a big deal. After all, they say, cheating is all around them—in politics, business, home, and school. As Nancy Cole points out, they see that parents cheat on taxes and financial aid forms; athletes take performance-enhancing drugs, and lawmakers accept gifts and vote with special interests.

Students cheat in ways that might not be as subtle as those of their adult counterparts but are definitely more creative and, in some ways, harder to detect. In several national surveys, students reported that they cheated by pretending to blow their nose on tissues with answers written on them, using the undersides of baseball cap brims to record answers, and writing math or accounting formulas on small pieces of paper. A more complicated method involves bringing ready-made blue books with essay answers in them to class via backpacks and substituting them for blank bluebooks that are passed out by professors.

Others mentioned that they cheat by having the answers written on their hands, or some just have their notebooks open on the floor with information exposed so that all they have to do is casually look down.

Technology has also provided new opportunities. Some students have figured out how to program their calculators with formulas but are able to show an “empty” memory mode when the instructor checks. As for the internet addresses that offer term papers, one such site boasted more than one million hits per year. Another offered to send students its catalog of 25,000 term papers.

Crime and Punishment

Colleges and universities are increasingly adopting stronger codes and penalties for academic cheating. Many are including presentations on cheating as part of orientation sessions and are passing out brochures explaining campus policies and clarifying the nature of plagiarism, which is often one of the most common cheating violations.

Sanctions against students convicted of cheating vary from campus to campus but often include one or more of the following: warning, reduced grade or “F” on the assignment, an “F” in the course, suspension, probation, or revocation of admission.

The University of Virginia, which has a 100-year-old honor code, takes a hard line and expels those students who are convicted of cheating.

Earlier this year, the San Diego Union-Tribune reported that 25 San Diego State University students failed a course in business ethics (yes, ethics) because they cheated. The instructor set a trap for the students after receiving a tip that students were using answers they gleaned from a test given to an earlier session of the class.

What made the case so unusual was the number of students involved. All of the students received a failing grade for the course and were placed on probation.

As an added measure to emphasize the seriousness of the problem, at the University of Southern California, officials have embarked on a campaign that uses the student newspaper to publish cheating violations and the penalties imposed.

Several universities have also faced back by filing lawsuits against companies that encourage cheating. Boston University sued five on-line term paper services, but a federal judge rejected the case. When one local business near the University of Arizona circulated a flyer offering students the service of having a substitute attend their class and take the exam for them, the university began to take steps to investigate the service.

But even though there are policies in writing and procedures for dealing with cheating, the sheer number of student violations and the process of reporting, investigating, and punishing a difficult one. Often English classes and depart too big to investigate w plagiarism. Classes agree 30 students, and three dreds of sections at larger. Some compensation te to minimize possibilities ing by requiring students notes and rough drafts b papers are due.

However, ETS, which analyzed three studies on reports that in most case
don't get caught and they are seldom punished harshly, if at all. In addition, faculty awareness of the severity of the problem has not yet surfaced on many campuses. The ETS surveys found that faculty support of academic integrity policies is low, primarily because only 35 percent of college educators felt that cheating was widespread.

**What Can Be Done**

ETS and the Advertising Council have developed a national public service campaign to discourage academic cheating. The campaign, launched in September, targets middle school children, ages 9-14. According to a recent survey of middle schoolers, two-thirds of respondents reported cheating on exams while 9 out of 10 reported copying another's homework.

By aiming at adolescents, campaign officials hope to change student attitudes by the time they are in high school, where the percentage of students who cheat has skyrocketed to 70 percent. While studies in previous decades indicated that those who cheated were struggling students, 80 percent of the country's best students reported that they cheated to get to the top of their class, according to a 1998 poll of Whos Who Among American High School Students. The majority of these students cited the enormous pressures to be accepted to elite universities as part of their justification for cheating.

With numbers like these, the ETS and Ad Council campaign has a long way to go to be effective. But officials are optimistic, citing other public service campaigns such as those against drinking and driving with the slogan "Friends Don't Let Friends Drive Drunk" and the "Take a Bite out of Crime" neighborhood watch campaign. They point out that the ads in support of curbside recycling programs as well as the ubiquitous Smokey the Bear image to preserve forests had a tremendous impact on behavioral change in society. One of the slogans in the anti-cheating ads will draw on a sports metaphor and feature the slogan, "Cheating Is a Personal Foul."

Susan Murphy-Jacobsen, director of public relations of R&B Communications, which is coordinating the campaign, says that they are hoping to affect attitudes about cheating. "We hope that students will decide not to cheat and not to accept cheating among their friends. We hope this will no longer be 'cool' to cheat."

Nancy Cole of ETS thinks the mass communication approach will generate significant results. "I firmly believe that this advertising campaign could have a powerful, measurable, long-term beneficial impact on our children, the nation's educational system, and society as a whole," she said. "Cheating undermines integrity and fairness at all levels. It leads to weakened life performance and corrupts the merit basis of our society."

ETS officials say that during the three-year run of the campaign, they hope to convince students that cheating has moral and practical consequences and that by doing what is right, students will not only feel pride but a sense of accomplishment. They are asking parents and educators to establish household and classroom rules on and penalties for cheating. They also encourage adults to help students prioritize extracurricular activities and education.

The campaign just might be able to redirect the innate moral compass that many students want to follow. It is clear from the comments of students at the University of Texas that they want to do the right thing, that they want to turn the tide on cheating. The university posted a Web forum entitled "Cheating at UT: Can Integrity Be Legislated?" and asked students to engage in an on-line debate. The majority of the hundreds of bulletin board messages argue against cheating.

UT student Trey Chavez writes, "Cheating is wrong and robs the people who cheat as well as the people who don't cheat of their integrity. People who know about these cheaters and don't report them also lack integrity."

Adds student Monica Escobar, who logged on to the discussion. "Integrity is something deep down within a person. and I feel that having integrity would mean failing a quiz rather than cheating. Many people get overwhelmed with things such as making their GPA, but I feel you should make it the honest way and stick to having integrity."
First-Generation University of Wisconsin Graduate Wins Judgeship

BY
Michael Schmitt

"I'm very proud of the fact that we had a lot of new voters and Hispanics who had never voted, but that's not what won the election. The Hispanic population of the entire county is only 2 percent. I got 59 percent of the vote. That means that my appeal went out to the majority of the voters."

Ralph Ramirez

Breaking new ground has become an old habit for recently elected Wisconsin circuit court judge Ralph Ramirez. After a victory last spring in the Waukesha County judicial election, Ramirez became the first Hispanic to hold that position since 1985. More importantly, in this era of controversy over sources of campaign financing, Ramirez was able to run a grassroots campaign in which he raised 25 percent more money than any other judicial electoral race in Waukesha County.

Like most candidates who think about pursuing election to public office, Ramirez had to give careful consideration to the issue of fund-raising.

"My wife and I gave it some serious thought...Was I ready to take up the task of a campaign, was I financially able to assume the monetary responsibility, were we able to raise money, and so on," said Ramirez.

But Ramirez had the advantage of being involved in raising funds for other organizations, and in the end, he drew on that experience to help run his own campaign without the aid of media consultants.

"All of our advertising originated from us. I talked to my friends, I'd get advice, but the ideas were ours," he said.

Having lived in Waukesha County for most of his life, Ramirez was able to gather community support in the form of numerous small contributions of $10, $25, or $50.

"What money reflects is people's support," he said. "We had more individuals who gave smaller contributions, and that enabled us to raise more money than any other judicial campaign in Waukesha County ever."

"I'm very proud of the fact that we had a lot of new voters and Hispanics who had never voted, but that's not what won the election."

In 1959, Ramirez is the son of migrant workers. His mother, originally from Texas, and his father worked in Oklahoma. After World War II, Ramirez's father moved to Wisconsin and found employment in the foundries. And although Ramirez dropped out of high school he was later able to get his GED and earn his college degree through the GI plan. Ramirez's parents stressed to their children the value of higher education—what it could do for a person. They also stressed a work ethic and, according to Ramirez, "not just a work ethic but a hard work ethic."

Ramirez attended the University of Wisconsin, where he worked toward a degree in political science. While at the University of Wisconsin, Ramirez decided to pursue legal profession. "I can't pin down why, but I knew that I wanted to get in law."

In high school, Ramirez knew as college was that I wanted to get into law. The desire to be a prosecutor developed while I was still in school.

Although he had the support of family and friends (some of whom also hoped to become lawyers), Ramirez faced the difficult task of starting a profession that no one in his family had ever attempted. Therefore, he couldn't offer him any advice about.
"One of the things about being a minority in law school is that so very often, people who are in my position are there as the first ones in the family," he said. "You don't have the family support in the sense that somebody else could say; 'when I was in law school, this is the way it was, or this is what you should do.'

"The experience gives you a feeling of forging ahead, trying to find out what other people may take for granted or other people may know. When you don't have a history of higher education in your family, these are things that are problematic. You are a pioneer."

Paying for college and law school was another issue. Although some financial aid was available, there were no family funds to help with educational expenses. For this reason, Ramirez worked during the summers in the foundries and was employed as a cook while school was in session. When he entered law school, financial assistance was available from the LEO (Legal Education Opportunities) program, which also provided a support network for students who had few places to turn to.

"As members of the LEO program, we had a core group of people—other students and faculty members—who were supportive of us as minorities at the law school," he explained.

As a result of his college experiences, Ramirez has plenty of advice for minorities seeking to enter law school. "Spend some time researching the law school that you want to go to. Don't be afraid to go and then make a decision as to what area of the law you're going to pursue after you get there.

"Our society is based on laws and structured around our legal system. There's so much out there, and so people should not go into law school with one idea in mind as to what they're going to pursue."

Ramirez also encourages those people who think about going to law school to seek out others who have done the same thing. "It can be a scary proposition when you're a pioneer, and I guess people in higher education should never forget that that's still the case, that a lot of these people are pioneers, and they don't have the family history of college and law school," he said.

Most importantly, Ramirez stresses—don't be afraid to ask questions. Lawyers can be busy people, he points out, but if they see someone who has a real interest in pursuing a legal career, they are usually happy to speak to them. After graduating from the University of Wisconsin Law School in 1984, Ramirez became an assistant district attorney for Eau Claire County, Wisconsin, a position he held for three years. He then returned to Waukesha, where he served as legal supervisor and chief prosecutor for the Waukesha Metropolitan Drug Enforcement Group, and as assistant district attorney of Waukesha County. Ramirez found the work both satisfying and challenging, particularly in the area of prosecuting criminals in cases involving sexual violence. His work earned him the endorsement of law enforcement and victim rights advocates.

"I have had great satisfaction in handling those cases, because professionally they're very difficult cases. It's a new area of the law, so it's interesting to be at the forefront of the law. I'm dealing with some new issues that have come up, things that blend both law and psychology. I feel that my abilities have been exercised and tested."

Although he liked his DA job, Ramirez decided to run when some friends suggested he would make a good judge. Ramirez found the suggestion very appealing and saw it not only as the next logical step in his legal career but also as a chance to help his community. After talking it over with his family, he decided to pursue the election.

Ramirez sees many similarities between prosecuting and serving as a judge. "As a DA for 15 years, I've been charged with public safety concerns, but at the same time, I have the obligation to respect individual rights. As a judge, you have the obligation to be fair and impartial, to balance individual rights and community concerns," he said.

In addition, both trial attorneys and judges need to know and understand the rules of evidence. But as a judge, says Ramirez, the role is more like a referee.

"It's sort of like an umpire and a player, in a way," he explained. "But I know the rules. I've played the game."

Ramirez's first judicial assignment will be serving in juvenile court. "I hope to be able to help kids, and at the same time I understand that there are some kids who are kids only in age, who have serious problems that hurt other people."

Even though he will face a demanding work schedule and the task of dealing daily with serious crimes involving drugs, robberies, and a variety of felonies, Ramirez does not lose sight of the need to have other hobbies and to be involved in community activities. He continues his interest in karate, which he began as an undergraduate at Wisconsin. Today, Ramirez is a black belt in karate and is an instructor at a club in Milwaukee that he started with several friends. He says that karate serves as a way for him to relax.

"Just like any other sport or physical activity, it's always been a release," Ramirez said. "I enjoy it immensely, as a discipline in and of itself....[T]here's always something else to learn."

He is also active in his local church, is a member of the library board, and has co-chaired the United Way Campaign in the Waukesha area.

But he sees his position as judge as another opportunity to serve the community. "I'm looking forward to being able to do something good for people," he said. "I think I'll be a fair, impartial...tough judge."

Meet Ralph Ramirez

Ralph M. Ramirez, 40, is the newly elected Circuit Court judge in Waukesha County, Wisconsin.

Prior to his election, Ramirez served as assistant district attorney in Waukesha County. He has practiced in the juvenile, traffic, and misdemeanor/felony courts. His extensive trial practice includes drug cases, serious felony offenses, homicides, and sexual offenses. Ramirez headed the Metropolitan Drug Enforcement Group as its legal director for three years and was the primary prosecutor of Chapter 980 Sexually Violent Person cases.

Ramirez was born and raised in the city of Waukesha, where he now makes his home. He is a graduate of Waukesha South High School, a 1981 graduate of the University of Wisconsin, where he received his bachelor's degree, and a 1984 J.D. graduate of the University of Wisconsin Law School.

Ramirez's community involvement includes co-chairing the Public Service Division of the United Way Campaign for five years, serving as a trustee of the Waukesha Public Library for many years, and being a long-term volunteer with American Field Service (AFS) and a host parent of four exchange students from around the world. He received a "Friend of Education" award for his involvement in the Waukesha public school system. He has worked with schools on a county-wide basis as a speaker and DARE program presenter. Ramirez was honored as the 1998 Volunteer of the Year by the Waukesha County Volunteer Center and the Waukesha Journal Sentinel.

Ramirez and his wife, Renee, have three children.
UTEP's Law Prep Grads Accepted at Top Schools

BY TIMI HAGGETY AND WALLI HALEY

The University of Texas at El Paso's summer Law School Preparatory Institute, initiated last year to sharpen the critical-thinking skills of prospective law students and to prepare them to do well on the Law School Admissions Test (LSAT), has graduated its first cohort with stunning results. All of the program's 10 first graduating seniors have been accepted to some of the nation's most prestigious law schools.

The students and the schools they were accepted to are:
- Victoria Ramirez—Harvard (ranked 2nd in the nation), University of Chicago (ranked 6th), University of Virginia (7th), and UT Austin (15th), which offered Ramirez a one-year scholarship.
- Danny Ramirez—UT Austin, University of Illinois at Urbana-Champaign (23rd), and University of Indiana.
- Alberto Mesta—UT Austin, Boston College (27th), Southern Methodist University (50th), St. Mary's University, Texas Tech, and University of Houston.
- Michelle Crowson—UT Austin, which offered her a one-year scholarship, and on the waiting list at Columbia (5th).
- Myrla Garcia—the University of Oregon.
- Mario Alfaro—Texas Tech University (which offered him a full scholarship).
- Ricardo Aragon—Texas Tech University (which offered him a full scholarship).
- Ernesto Fabela—University of Wisconsin at Madison (29th) and University of Maryland. He is on the waiting list at Washington and Lee University (20th).
- Vanessa Andrews—Seattle University.
- Lisa Cervantes—South Texas Thurgood Marshall School of Law.

“This means that at least half of the graduates will be attending top-30 law schools,” William Weaver, assistant professor of political science and co-director of the institute, says. “All the credit for meeting the high levels of admission goes, of course, to the students. The institute seems to give them a crucial boost in confidence, focus, drive, and critical analysis abilities at just the right time.”

The brainchild of UTEP political science professor Robert Webking, who also co-directs the institute, and Weaver, the Law School Preparatory Institute is a two-year program designed in two parts. The first part—offered six days a week during the summer between the students' sophomore and junior years—consists of intensive workshops that focus on critical reading and analysis and critique of complex arguments.

The second part of the program—an intensive month-long workshop—takes place before the students' senior year. This course focuses on preparing students to do well on the all-important LSAT.

“There is also an introduction to legal writing that serves to reinforce what happens at law school,” Webking says.

The program, run by the university's Public Policy Research Center and carried out in cooperation with faculty at the UT-Austin School, currently has 32 students. The criteria for entering the program are academic achievement and promise and maturity of applicants.

The Challenge

Only one in 25 law students is African American, Latino, American or Native American statisticians that does not accurately reflect the multicultural society in the United States.

Unfortunately, the Hopwood decision—a federal court decision that prevents universities in Louisiana and Mississippi from considering race in admissions—has had a chilling effect on minority law school admissions. Yet, law schools are investing in having a diverse student body. Diversity is a requirement for meeting the accreditation standards of the American Association of Law Schools (AALS). And diversity is a requirement for meeting the accreditation standards of the Association of American Law Schools (AALS). And diversity is a requirement for meeting the accreditation standards of the Association of American Law Schools (AALS).

The Law School Preparatory Institute is working to address underrepresentation of minority students in the legal profession.
students develop the skills and abilities they will need to prepare for and succeed in law school. While the program is open to all students regardless of ethnicity, UTEP, as the largest Mexican American-majority university in the country, provides opportunities for more ethnically diverse law school classes—resulting in a more well-rounded legal profession that can serve both local and national communities more effectively.

“Our students, as a group, tend to have lower LSAT scores than their grade point averages would warrant,” Webking says. “It’s true of minority students nationwide. Our thought was to address that.”

The problem of having too few minority attorneys is as complex as the people and situations lawyers deal with every day.

“Lawyers practice in the larger community, and unless there’s some sense of the diversity of the people they represent, they’re practicing at a disadvantage,” Webking says.

UTEP’s Law School Preparation Institute is making a valuable contribution on several levels: the students benefit by being well prepared to enter law school, and the legal profession benefits from increased numbers of minority attorneys, which in turn benefits our multicultural society.

“We are helping our students develop the skills that will make them successful law students and lawyers. Our students are more attractive to prospective schools because they are better prepared to do the work and to succeed.” — Rich Rewards, Lisa Cervantes, an Institute scholar, says the program has heightened her understanding of what to expect in law school.

“I had no idea what law school would be like, but after meeting with a law professor from U.T. Austin, I have a good idea of what I have to do,” she says.

Even more important, Cervantes says, is her growing confidence in her ability to tackle the rigors of law school.

Institute students uniformly are in agreement that the program offers numerous benefits, from enhancing their ability to analyze complex information to honing their critical-thinking skills. They are excited that once they become lawyers, they might bring a new perspective to the legal profession.

Alberto Mesta, now a first-year law student at UT-Austin, says that the Law School Preparation Institute was one of the most important factors in his acceptance to law school.

“I am very passionate about this program,” Mesta says. “My undergraduate career at UTEP prepared me for law school. The professors and courses expanded my intellect. The institute enabled me to sharpen it.”

Mesta also notes that UT-Austin’s efforts to increase the numbers of students from diverse backgrounds seems to be paying off.

“Especially with regard to Hispanics, the only other place that produces about the same number of Mexican Americans students besides UTEP is the Rio Grande Valley,” he says. “It is good to know that others from your city and university have walked your path.”

Mesta wants other students to have the same level of preparation he has, and so he plans to do everything in his power to continue to support the Law School Preparation Institute once he receives his J.D. and returns to El Paso.

“I want to help make El Paso an even better place to live,” he says.

For Webking, this response is gratifying, and an indication that the institute is working well.

“In this community, if we don’t do something to get people into higher education, the whole community suffers,” Webking says. “The
Law School Preparation Institute is good for the students, it's good for law schools, and it's good for El Paso."

The Law School Preparation Institute Program at UTEP

The Institute accepts about thirty applicants entering their junior year each season. Applicants are selected based on their college performance, communication skills, and demonstrated motivation and desire to go to law school.

Each phase is held in the summer from 8:30 a.m. to 4 p.m. five days each week with special events such as speakers and practice LSAT exams on Saturdays. In order to compensate for income not earned while participating in the Institute, students are awarded a $1,000 stipend for each month of participation.

The Program:
• Prepares students for the LSAT.
• Develops critical thinking, reading, and analysis skills.
• Introduces students to legal thought.
• Guides students in selecting and applying to law schools.
• Develops strategies for becoming a more attractive law school candidate.
• Provides prospective law schools with a substantive account of an applicant’s abilities to succeed as a law student.

Goals
Phase one of the institute has several goals. It introduces students to the work of law school and lawyers and develops the skills necessary to succeed as a law student.

Mornings are devoted to the kind of analytical thinking necessary for success in law school and the practice of law. Here, students investigate a variety of difficult and complex readings in order to understand, critique, and apply their arguments. The students learn to focus on both the content and the form of the argument in order to develop their understanding and logical skills. Students also are made to articulate positions and defend themselves.

In the afternoons, students are exposed to the same classic cases studied in first-year law school—from contracts and torts to civil procedure, property, and criminal law.

The idea is to train the students to parse problems the way law students are encouraged to do in law school. Familiarization with this sort of thinking, and the Socratic process that accompanies it, might make a crucial difference to the success of a student in terms of both passing the LSAT and succeeding in law school, Webbing says. The intensive training will also improve students’ skills and performance for their final two years of undergraduate study, improving not only LSAT scores but also their GPAs.

Phase Two
Phase two is focused on practicing for the LSAT, training students in how to go about applying to law schools, and giving students an introduction to legal research and writing. Each weekday morning, students work with faculty to improve their skills in taking the LSAT.

These intense sessions beyond test-taking skills to help address the core analytical is measured by the test. In the afternoons, students learn how to do which law schools to apply to, to fill out and approach the applications, how to formulate a personal statement to accompany the applications, and how to determine whom they should ask to submit letters of recommendation on their behalf. This session also introduces students to the Law School Assembly Service and what it does.

In addition, students learn to write analytically, and their writing given extensive criticism by faculty.

"Without exception, the students thought that they had improved their reasoning skills, that they understood more about law school than they had before and that they were prepared to develop further in pursuit of goals," says Webbing.

"The professors and courses expanded my intellect. The institute enabled me to sharpen it."

ALBERTO MESTA, STUDENT
PIONEERING MEXICAN LAW COURSE

Thomas Jefferson School of Law

by Pat Hanson

- While driving in Mexico, you are severely injured in a car accident. You don't have Mexican insurance. What do you do next?
- You're ready to buy property at your favorite vacation spot in Zihuatenejo, Mexico. Where do you get information regarding closing procedures?
- A practicing attorney in Los Angeles receives a late-night call. The son of one of his best clients is in a Mexican jail on drug charges. Who does he/she call first?
- You've set up a profitable internet-based marketing business and want to expand to sites in Mexico. What do you need to know?

Twenty-two pioneering students in a summer law course will be better prepared in the future to handle cases like these. This June, they enrolled in a first-of-its-kind-in-the-country course offered at Thomas Jefferson School of Law (TJSL) in San Diego to gain an understanding of the major differences between the Mexican legal system and ours.

Introduction to Mexican Law was created by TJSL's Professor William Slomanson as part of a bigger plan to provide law students with highlights of both the state and federal components of Mexican law. Slomanson is the author of Fundamental Perspectives on International Law, now in its third edition and widely used in political science classes and law schools throughout the country. He recently received a Hispanic Heritage Month Local Hero Award for his contribution to the Hispanic community in San Diego. He was one of the founders of the TJSL chapter of La Raza Lawyers Association. Besides helping to coordinate the local Latina Mujer advocacy conference, he speaks to young Latino males regarding law careers through Hombres Nobles, a program in East San Diego county. As the head of TJSL's San Diego-Tijuana Cross Border Project, Mr. Slomanson has been instrumental in involving various segments of the law school community in bringing more attention to the ties that link the San Diego-Tijuana metropolitan region.

The genesis of Introduction to Mexican Law began with Professor Slomanson's attending classes at Tijuana Law School in order to learn more about the institution and its professors. Slomanson then developed this course to give American lawyers an appreciation for the cultural as well as legal system of Mexico and because of the increasing need for attorneys to comprehend the laws of Mexico due to NAFTA and the global internationalization of commerce. If NAFTA becomes as successful as its proponents believe it will, lawyers will need to know each other's systems in order to assure their clients' or companies' rights are being guarded.

This new course was the first phase of a bigger plan at TJSL to one day offer training and education nationally about Mexican law and relationships between businesses on the border between our two countries. The 2,100-mile border between Mexico and the United States spans eight states and is the second largest shared border on our globe. San Diego, with a population of three million, and Tijuana, with two million residents, are the largest adjacent cities in the world.

During the fall of '99, the TJSL student International Law Society will be hosting several presentations for the public by people such as the Mexican consular officer in charge of Mexico's second consulate at the San Ysidro border, a ranking female officer in the U.S. Border Patrol, and an activist. In March 2000, in conjunction with UC-San Diego and Universidad Autonoma de Baja California, an "Intercity Economic Integration in the 21st Century: San Diego/Tijuana Cross Border" conference will be offered featuring an invited keynote by California's Governor Gray Davis, as well as panels on immigration issues, environmental priorities, the economic development of both cities, and 21st-century MegaCity issues including cross-border infrastructure. (For information about these conferences, call 619-297-1900, ext. 140.)

Chad Taylor, a second-year law student from Louisiana took Introduction to Mexican Law because of his future direction in international law, as well as similarities he'd noticed between...
Mexico and Louisiana's codified laws. "The course cleared up many stereotypes and misconceptions I'd had about how things work across the border. Many of us think of Mexico as a backward place where it takes money to get things accomplished. This is far from true."

Five attorneys from the Prestigious Universidad Autonoma de Baja California (UABC) in Tijuana, all of whom have considerable practical experience in their fields, assisted in teaching the course. Each outlined key concepts in the following subject areas: Federal Constitution; Civil Process in Mexico, Mexican Criminal Law, Civil Obligations (contracts and remedies), and Business Law, with an emphasis on international transactions between Mexico and the United States.

The Mexican legal system is quite different from that of the U.S. For instance, Mexico and the U.S. have quite different standards for liability and damages in the area of torts. Don't expect a jury trial for civil litigation in Mexico. Mexican civil courts do not use juries, and only the judge is the trier of fact. There is a pre-trial stage that is used to prepare and bolster cases in writing, but no discovery phase or pre-trial fact-finding depositions as in the U.S. After a judge receives "La Demanda," there is what is called the Explotation stage, where the plaintiff's and defendant's legal information is filed, along with the object named, the legal foundation of rights, and the value of the object being claimed. If the judge allows a suit to move forward, then either party has ten days to present evidence. The judge reviews all gathered information and decides, giving his ruling with an explanation. This is typical of the majority of countries in the world where the Napoleonic Civil Code prevails as opposed to the Anglo-American Common Law judicial system.

Taylor suggested that in fact the Mexican judicial system might be more efficient than the jury system of the United States. Without juries for civil process and criminal proceedings, attorneys do not give opening or closing remarks when defending a case. Everything is done on paper in advance and filed with a secretary of the Court, who must have a law degree. The judge gets the paperwork, but rarely sees witnesses. In Mexico, there are no precedent-setting decisions unless five courts in succession have taken similar action.

Auto accidents in Mexico are routinely treated as both civil and criminal matters. Without Mexican insurance, which can be purchased for a nominal cost of about $15 a day, U.S. travelers could be detained in jail, or kept from receiving emergency health services. Until someone coughs up the money for damages or services.

Concerning real estate, an American may not own property in Mexico in what is known as "the forbidden zone," 50 kilometers from the border or 100 kilometers from the ocean. Land must be owned by Mexican nationals, in a trust arrangement rather than outright ownership.

Taylor explained the useful concept "amparo" to the author. Any citizen, even foreign one traveling or working in Mexico can employ "amparo" against a Mexican authority if they feel their rights have been violated. For example, the owner of a construction company that frequently moves heavy equipment across the border from the U.S. was told he would be held up for a few days because a customs agent claimed it while he had been presented with the proper papers, they weren't on the agent's computer. The construction company threatened to file an "amparo," which would have made the customs agent liable for the lost work time they would have entailed. Sir "amparo" needn't rely on precedents and affects only the party who brings the suit; he was allowed to continue without delay.

When asked whether there were any problems with the course, both Professor Slomans and student Chad Taylor said that the course n

"Amplifying"  

\[
\text{Professor Bill Slomanson}  
\]

\[
\text{Pictured (left to right): Prof. William Slomanson (JSL); Lc. Javier Martinez-Almecín (Civil Obligations), Lc. Carlos G. Gutiérrez (Commercial Law) and (not pictured) Lc. Marco Antonio Pesegra (Business Law).}  
\]

Concerning real estate, an American may not own property in Mexico in what is known as "the forbidden zone," 50 kilometers from the border or 100 kilometers from the ocean. Land must be owned by Mexican nationals, in a trust arrangement rather than outright ownership.

Taylor explained the useful concept "amparo" to the author. Any citizen, even foreign one traveling or working in Mexico can employ "amparo" against a Mexican authority if they feel their rights have been violated. For example, the owner of a construction company that frequently moves heavy equipment across the border from U.S. was told he would be held up for a few days because a customs agent claimed it while he had been presented with the proper papers, they weren't on the agent's computer. The construction company threatened to file an "amparo," which would have made the customs agent liable for the lost work time they would have entailed. Sir "amparo" needn't rely on precedents and affects only the party who brings the suit; he was allowed to continue without delay.

When asked whether there were any problems with the course, both Professor Slomans and student Chad Taylor said that the course n
A Formula for More Minorties in Math and Science

BY AMALIA DUARTE

The dearth of minorities, particularly Hispanics and African Americans, in math and science has been on the academic agenda for decades. But the situation seems even more dire these days as the 21st century fast approaches—as our job market grows ever more tied to high technology and as affirmative action in higher education comes under increasing attack.

Recently, at Rice University in Texas, more than 100 educators, students, and researchers gathered for a three-day conference to tackle this important issue and explore ways in which universities can do more to recruit and retain minorities in the fields of math and science.

With its huge Hispanic population and landmark anti-affirmative action case, known as Hopwood, Texas seemed an appropriate site for the conference's theme: "Steering Minority Education for the 21st Century." "More than 50 percent of kindergartners right now in Texas are Hispanic," said conference moderator Richard Tapia, the Noah Harding Professor of Computational and Applied Mathematics at Rice. "And while Hispanic and African American students do almost as well as others in math and science up to about grade four, the achievement gap broadens in middle school and high school. How well we address this concern right now determines the shape of the future for Texans and for the country as a whole."

The conference was put together by the South-Central Computational Science in Minority Institutions Consortium (SC-COSMIC) and three of its founding member universities: Rice University, the University of Houston-Downtown, and Prairie View A&M University.

This consortium promotes cutting-edge science and math education, enables distance learning, shares research, and provides access to online resources. The conference was co-hosted by Rice University's Center for Research and Parallel Computation, where Tapia is director of education, and the University of Houston-Downtown's Center for Computational Sciences and Advanced Distributed Simulation, where Richard Alo, professor of computer and mathematical sciences, is executive director. (It was funded by the U.S. Army Research Laboratory, with support from the National Science Foundation.)

Alo said he is concerned that in the next century, Hispanics are going to be left behind as the economy shifts into high-tech mode. "In this country, there is a serious underrepresentation of Hispanics, African Americans, and Native Americans in science, mathematics, and engineering training programs," said Alo, who served as conference co-chair. "This is a serious shortcoming in a field where 200,000 jobs go unfilled each year. We must look at all avenues to increase the ethnic representation here to avoid de facto second-class citizenship and to maintain our world leadership in an economy that is high-technology driven."

At the June 1998 conference, participants were challenged to come up with tangible solutions. This past summer, the consortium issued a report summarizing the event and offering numerous ideas for getting more Hispanics and African Americans into math and science. Tapia and Alo issued the report in the hope that it will offer "valid and valuable touchstones for policy-making, funding, and generally improving the state of minority education in this country."

The key recommendations and conclusions in the report centered around four important areas: diversity in the post-Hopwood era; forging partnerships between minority and majority institutions; improving student support and mentoring programs; and increasing the number of minority candidates in postgraduate programs.

With affirmative action dead in Texas after the Hopwood decision and similar cases looming in Washington and Michigan, a spiri-
ed panel discussion took place on how to continue to recruit, admit, and retain minorities to colleges and universities. (In the Hopwood case, four White students, including Cheryl Hopwood, who were rejected from the University of Texas at Austin Law School, successfully sued, claiming that separate criteria used to judge minority applicants were illegal.)

Entitled “The Impact of Affirmative Action on the Technical Workforce of the 21st Century,” the seminar included discussion on everything from why money is being funneled into prisons instead of schools to the challenge of training students in computer science as the technology changes at breakneck speed.

An instructor from the City Colleges of Chicago, Bonita Ellis, described the difficulty of dealing with high school graduates who are not capable of taking college-level courses. “The community college is spending a great deal of money trying to work through this generation that’s coming out of high school without reading and writing skills, and therefore the technical programs are beginning to suffer,” said Ellis. “Our biggest growth is in pre-college-credit classes.”

Alo said that the crisis is even more serious and starts well before high school. “One of the most serious problems we have here in the Houston area is that 89 percent of the population of the inner-city schools are underrepresented minorities,” said Alo. “And after the fifth grade, the drop [in achievement] is drastic among African Americans and Hispanics in math and science. The situation is exasperating in that we’re talking about a lack of preparation. The African Americans and Hispanics are losing out very, very quickly.”

Offering an employer’s perspective on this crisis was a representative from IBM, who discussed how attacks on affirmative action will impact Corporate America’s efforts to diversify in the years to come. While there are thousands of vacant high-tech jobs, few Hispanics, African Americans, and Native Americans are obtaining computer science degrees. The result is that U.S. companies are recruiting thousands of foreign nationals outside the United States. “The pipeline of qualified workers at IBM is very much affected by affirmative action,” said Judge Dickson, director of educational initiatives at IBM. “There is legislation in place now to bring in about 95,000 non-Americans to fill these jobs. We have to ask ourselves, do we want to take away opportunities for underrepresented minorities, with the consequence that we are forced to go outside the United States for qualified people?”

Dickson later argued that money is a key issue for keeping minorities in graduate programs. Citing a study from the National Association for Minority Engineers, he said, “For minorities in graduate school, $10,000 can bring about a 17 percent swing in the retention rate. When we get minorities in graduate school, they depend very heavily on money. Money from endowments is being used for more affluent students to get them to come to a particular school. So, there’s less money for minorities.”

Conference attendees concluded that affirmative action is over and called for the establishment of new approaches to recruit minorities into colleges and universities. These initiatives would include: recruiting at schools with high minority enrollments; identifying alternative assessment systems; developing support networks, including student-mentors and student and faculty role models; and implementing statewide policies in which a top percentage of all high school graduates would be automatically accepted into state-funded institutions.

Another topic addressed during the conference was how to bridge the gap between minority institutions, which educate many Hispanics and African Americans at the undergraduate level, and majority institutions, where minorities often go for postgraduate work. Conference attendees said the key is simply working together more closely.

Conference attendees concluded that the strengths of minority institutions tend to be the weaknesses of majority institutions vice versa. Both need to try to pull and work together more closely to draw from each other’s strengths and buttress weaknesses. For example, a major strength minority institutions, which are...
leges or universities with more than 25 percent minority enrollment, it is that they counterattack the isolation minorities on campus often experience by building self-esteem, providing mentoring, and offering a close-knit, family atmosphere. At the same time, these institutions often lack some of the advanced facilities and equipment enjoyed by majority institutions, and faculty members are many times overworked and paid less than counterparts elsewhere. The result is that minorities attending these schools get the nurturing to stay in school, but not the academic rigor or experience to prepare them for the demands of graduate school or jobs in the industry. Meanwhile, students at majority schools have different issues. Although faculty might be top of their field in terms of research and accomplishments, they do not always place as great an emphasis on student learning.

In addition, student mentoring and developing groups of like-minded people is crucial to easing the transitions from high school to college to graduate programs and finally, the workplace. In a session focusing on transitions, Rice graduate Regina Hill urged the creation of support organizations for first-year students. “Eighteen-year-olds do not completely understand what they are getting into,” she said. “Institutions need to create comfort zones for students in that first difficult year.”

Conference attendees recommended the creation of centers of excellence that would bring to minorities the strengths and overcome the weaknesses of both types of institutions. They suggested that minority and majority schools seek out opportunities to partner or share resources such as world-class researchers and advanced technology facilities. They said that building stronger ties to the “outside” world and collaborating to create highly accessible and nurturing programs and environments would also help minority students.

A heated debate ensued on the topic of whether minority institutions should develop advanced degree programs in science, math, and engineering. Some argued that these programs should be created, particularly in regions where such programs are not readily available. Roland Smith, vice provost at Rice University, said, “While minority students from minority schools sometimes seem less prepared, they are often more battle-ready. Meanwhile, minorities who attend majority schools seem to be more battle-weary and doubtful of their own capabilities.”

Picking up on the theme of the strength of minority institutions, Professor Ramón Espinosa-Vasquez of the University of Puerto Rico described how they established an advanced degree program in computer science at his school. A major reason for creating the program is that many students from the island cannot go to the United States or they prefer to stay local for cultural reasons. He said the department went from no external funding in 1989 to $1 million last year. The master’s degree program was approved in 1993, and they anticipate the addition of a “next level” Ph.D. program in the same discipline.

Likewise, Professor Deidre Williams of Florida A&M University talked about how FAMU successfully developed a master’s program in the software-engineering sciences. FAMU students then attend Florida International University for the Ph.D. in this field. Part of the development strategy was to make sure they weren’t competing with another state-supported university in the city. “We discovered which of these specialties the other state school was not addressing,” said Williams. “Then, we recruited new faculty, including visiting professors with interest in this area. This helped us win a grant.”

Arguing on the other side was Mark Palmer, outreach coordinator for the Center for the Analysis of Production of Storms at the University of Oklahoma, who said, “Minority institutions might be best served by cooperating with a majority institution that has experience. There can be faculty exchanges and joint seminars and joint applied research that can benefit both institutions.”

Participants reached a strong consensus that there should be caution about creating graduate programs at minority schools. Among the top concerns voiced is that advanced degree programs would stretch the limited funds minority institutions have available at the expense of other programs. Indeed, most agreed, it would be better for minority institutions to prepare undergraduate students for programs at majority schools, especially for those who hope to attain a Ph.D.

The consensus was that minority institutions should not develop graduate programs until undergraduate programs are well established—so that resources are not sacrificed. Tapia warned that “two disjointed cycles. minority and majority institutions. With two different standards of graduate research, are not good for the health of the nation.” And as we enter the 21st century—and Hispanics become the country’s largest minority group—the need to better prepare minorities for math and science careers will only grow more crucial.
Four Receive Miami-Dade's Highest Honor

Four Hispanic teachers are among 14 Miami-Dade Community College (Fla.) professors receiving the college's highest honor, the Endowed Teaching Chair, which provides each with $7,500 a year for three years, allowing faculty to explore new teaching methods, develop new projects, purchase specialized training materials, and enhance their technological expertise.

Ivan F. Figueras, associate professor, senior of marketing/management, was awarded the Charles and Carrie Masconardi Endowed Teaching Chair for his creative strategies, which have provided students with unique learning opportunities.

Chemistry Professor Eileen Delgado Johans was awarded The Philip Morris Endowed Teaching Chair in Agriculture and the Natural Sciences for maintaining an extraordinary degree of excellence.

Mercedes Sandoval, professor, arts and sciences, was awarded The Gordon Foster and Thelma Peters Endowed Teaching Chair as a renowned cultural anthropologist and worldwide expert on Afro-Cuban religious systems.

Teresa Maria Rojas, professor, theatre/acting, and director, Prometoe Community Theatre, was awarded The Northern Trust Bank of Florida Endowed Teaching Chair for bringing multicultural performances to audiences throughout South Florida.

Valencia a White House Fellow

Reynaldo A. Valencia, tenured law professor at St. Mary's University School of Law in Texas, was selected for a 1999-2000 White House Fellowship. White House Fellows serve the president as special assistants to Cabinet members and senior White House staff. Duties include drafting and reviewing legislation, researching public policy initiatives, responding to congressional inquiries, writing speeches, and conducting policy briefings.

Valencia, 34, is founder and director of the Center of Latina/Latino Legal Studies at St. Mary's, where he teaches courses on corporate law, corporate bankruptcy, race and the law, and gender and the law. He is faculty advisor to the Hispanic Law Students Association and advisor to the Scholar, the St. Mary's law review on minority issues.

Cortes Takes Post at Fashion Institute of Technology

Dr. Dario A. Cortes was appointed vice president for academic affairs at the Fashion Institute of Technology (FIT) in New York City, bringing with him 20 years of administrative and teaching experience in higher education. He will provide internal leadership and vision for academic programs, oversee academic standards, monitor budgets, and recommend faculty strategies and appointments.

Cortes was previously the dean of the College of Arts, Sciences, and Professional Studies at Fairleigh Dickinson University. He has a bachelor's degree from Queens College, a master's from the University of Virginia, and a doctorate from the University of Illinois.

Hillsborough Community Hires Soto

HILLSBOROUGH The district board of trustees of Hillsborough Community College (Fla.) named Dr. Carl Soto president of Brandon Campus. As chief executive, Soto will be responsible for management, administration, and operation of the campus, the promotion and enhancement of academic affairs, student affairs, and support services, and directing the supervision of campus deans, faculty, and staff employees.

Most recently, Soto was vice president for academic affairs and dean of health occupations at Milwaukee Area Technical College. He has a doctorate from the University of Cincinnati.

Casas Addresses Cultural Differences of Psychology Patient

Effects by health maintenance organizations to take a cookbook approach to providing psychological care often fail to take into account cultural differences of patients, according to University of California-Santa Barbara Professor of Education J. Manuel Casas.

Casas made a case for that assertion in a paper he delivered to the American Psychological Association convention in Boston.

There is a trend in some branches of health care—including psychology— to take a by-the-book approach, writing manuals that match symptoms and conditions with suggested remedies. But the manuals many times do not take into account cultural issues.

"These procedures have not been empirically tested for minority people," said Casas.
Calderón-Salín a USDA Fellow

Texas A&M University-Kingsville Assistant Professor Dr. Delmy Calderón-Salín served a four-week fellowship working for the U.S. Department of Agriculture (USDA) this past summer.

As an agribusiness assistant professor in the agronomy and resource science department at the College of Agriculture and Human Sciences, Calderón-Salín was chosen as a USDA Hispanic-Serving Institutions Fellow. She worked out of the Compliance Review Office of the Foreign Agriculture Service at the USDA. While serving her fellowship, Calderón-Salín, a Honduran native, assisted in the coordination of the Honduran-Hurricane Mitch relief efforts.

Cal State University Honors Sexton

Science teacher Ursula Sexton, a native of Bogota, Colombia, was among 22 California teachers honored at a Sept. 13 banquet. The recognition dinner was the inaugural event of the yearlong Celebrating Teachers observance, a statewide celebration established by the CSU board of trustees and the CSU alumni council.

"I'm very excited because it allows me to be a role model for young girls and women of Latin American heritage," said Sexton, "demonstrating they too can succeed if they have drive and determination."

An elementary school educator, Sexton was selected from a group of 19 nominated from CSU-Hayward.

Author Chávez on Panel at San Francisco State

Lesnik Chávez, daughter-in-law of labor leader César Chávez and the author of the forthcoming novel Sacrifice, was a panelist at San Francisco State University (SFSU) in California, one of three distinguished authors to offer perspectives on the role of education and literature in providing a channel for understanding between nations traditionally at odds. The discussion, "Mending Nations," was the first in a series of programs sponsored by the SFSU Student Affairs' "Stop the Hate Campaign."

Chávez was a criminal attorney in the Dominican Republic before beginning a career in journalism as a television reporter and political talk show host.

Joining Chávez were Luba Brezhneva, niece of former Soviet Premier Leonid Brezhnev, and award-winning television series host Lailie Bakhtiar van Dillen.

Katz Documentary on Public Television

The documentary film El Dia Que Me Quieres (The Day You'll Love Me), by Leandro Katz, associate professor of communication at William Paterson University (N.J.), was shown on public television station Channel Thirteen/ WNET in September, as part of WNET's month-long celebration of Hispanic heritage.

El Dia Que Me Quieres is a meditation on the last photograph taken of Latin American revolutionary Ernesto Che Guevara as he lay dead on a table surrounded by a roomful of gleeful military men. The photograph, taken by Bolivian photographer Freddy Alborta in 1967, was transmitted worldwide and ended the legendary search for Guevara, which had lasted more than two years.

Katz was born in Argentina and has lived in New York City since 1965. He has taught at William Paterson since 1987 and specializes in film production and film studies.

ABA/Law Student Division Honors Boulanger

Stephan C. Boulanger, a 1999 graduate of the Southwestern University School of Law (Calif.), was recognized by the American Bar Association/Law Student Division (ABA/LSI) as the best lieutenant governor for Volunteer Income Tax Assistance (VITA) programs in the nation. Boulanger served as the 1998-99 lieutenant governor for the ABA/LSI's 9th circuit, which encompasses all 114 ABA-approved schools in Southern California and Hawaii.

Through the VITA program, law students are trained by the Internal Revenue Service to assist low-income taxpayers with their tax returns. As the 9th circuit lieutenant governor for VITA Boulanger promoted the VITA program to the law schools and assisted in the development of each law school's program and the outreach to the community.

Del Pico Taylor Conducts Masterclass at West Chester

International award-winning pianist recitalist and clinician Maria de Pico Taylor recently conducted a masterclass at West Chester University (Penn.).

Del Pico Taylor's masterclass examine Hispanic musical folklore, considered by many musicologists to be the richest in the world. Her discussion on the inherent multi-ethnicity and influences of Arab, Jewish, Gypsy, Native American, and African culture on what creates the Spanish sound was enlivened by demonstrations of the development of this unique sound through the use of lively musical examples and exciting audience participation techniques.

Gómez-Peña Presents "Borderstasis" at Lewis and Clark

Performance artist Guillermo Gómez-Peña recently gave a solo presentation "Borderstasis," at Lewis and Clark College (Ore.).

In "Borderstasis," Gómez-Peña explores the fear of immigration and the effects of globalization, censorship, and international sexuality.

To place audience members in the position of "foreigners," Gómez-Peña oft employs humor, hybrid literary genres, combined musical styles, slides, and video. The theatrical makeup and costumes tend
exaggerate cultural stereotypes and edge toward the absurd.

A writer and cultural commentator, Gómez-Peña was also a guest lecturer at Lewis and Clark in the class Border Literature, which was open to all students.

Flores to Expand Recruitment at San Antonio

Manuel Flores is the new director of enrollment management at San Antonio College (SAC) in Texas.

Flores’ primary mission is to expand current recruitment and retention activities and develop and implement new initiatives for the college. These duties extend his work in the past year to intensify advising and recruitment in inner-city schools.

“Retention and recruitment are two of the most crucial elements of enrollment management,” said Flores, who added that he plans “to tap the brain power of SAC faculty and staff” to develop effective strategies.

Flores has a bachelor’s degree from Southwest Texas State University and a master’s from St. Mary’s University.

Soto Receives Hispanic Heritage Award

Gary Soto, a poet who recently was hired as a distinguished professor at the University of California-Riverside, was honored with a Hispanic Heritage Award in Washington, D.C.

Soto was among five honorees at the Kennedy Center ceremony. The other honorees were opera star Plácido Domingo, football player Anthony Muñoz, activist Antonia Hernández, and dance company founder Tina Ramirez.

“I feel honored to be in that company,” said Soto, who has authored nine books of poetry and three young adult short story collections that speak colorfully about the ironies that abounded in his working-class Mexican American neighborhood.

Soto is one of four professors in the creative writing department.

PLACES

Latino Research Center Moves to California-San Marcos

The National Latino Resource Center, founded in 1997 to conduct research and research training and to disseminate information pertaining to findings pertinent to Latino populations in the United States, has moved to California State University-San Marcos. The center and its director, Dr. Fernando Soriano, moved from San Diego State University, where it had been located since its creation.

The center, funded by the National Institutes of Health, has a national scope that addresses all Latino subgroups. It is committed to areas such as health, mental health, education, social issues, housing, labor and employment, and immigration.

Soriano is a leading researcher in youth and school violence.

Flamenco Ballet Company at Southern Arkansas

SAU-M Spanish and American artists from the Boston Flamenco Ballet recently performed two shows at Southern Arkansas University-Magnolia. The group shared its love and enthusiasm for Spanish theater, flamenco, Spanish American folkloric dance, and European traditional dances.

The first performance, “Café de Chinitas: Homage to García Lorca,” re-created the authentic Spanish flamenco tradition, which evolved into its classic form during the 19th century when the Café de Chinitas in Malaga became a stronghold of flamenco art.

The second show, “Cross-Cultural Survey of Music and Dance from Spain and France,” was a chronologically arranged segment presenting historical background performances typical of several centuries of France’s performing arts.

Blanton Museum Collaborates on Latin American Art Program

The Jack S. Blanton Museum of Art of the University of Texas-Austin and the Patricia Phelps de Cisneros Collection, Caracas, Venezuela, have established “Constructive Horizons: The Latin American Perspective,” an art loan research program designed to promote understanding of modern and contemporary Latin American art. “Constructive Horizons” will set new parameters of cultural exchange between public and private institutions in the United States and South America. The aim of the initiative is twofold: (1) to showcase work of Latin American artists in a major teaching and research museum, and (2) to promote research about 20th-century Latin American art.

St. Mary’s Wins Grant for High-Tech Classrooms

The U.S. Department of Education awarded St. Mary’s University (Texas) a five-year $2.1 million grant for high-tech classrooms. Funding through the Hispanic-Serving Institutions Program Title V provision of the Higher Education Act for strengthening institutions is the largest grant of any kind in the university’s 147-year history and one of the highest in the nation to be awarded this year.

The overall program goal is to improve the quality of academic programs through technology-aided teaching and learning to enhance student skills and profici ence with information technologies.

Grant to Assist Loyola Marymount Faculty with Intercultural Issues

Lorola Marymount University (LMU) in California received a $250,000 grant from the Wi and Flora Hewlett Foundation to help introduce intercultural content into the curriculum and teach successfully in diverse classrooms.

Through workshops and discussion groups in conjunction with the LMU Intercultural Initiative, the grant will support the development of teaching strategies to address different learning styles. Faculty will learn how to engage students more actively in their own learning and develop specific techniques for dealing with race in the classroom. This includes addressing tension and/or conflict among students and teachers.
Latino Heritage Art Exhibit at Elmhurst

The Elmhurst College (Ill.) Latino Heritage Month Art Exhibit recently featured

"Mirrors," an exhibit of oil paintings by artists Oscar Luis Martinez and Michele Tuohy of Chicago, who are husband and wife.

Martinez, born in Puerto Rico, has been highly active in the Chicago mural movement, and has a bachelor's degree from the University of Illinois Medical Center Tuohy, of Cuban and Irish descent, studied theater at the University of London's Westfield College, received a degree from Northwestern University, and has a master's degree from the University of Illinois. Both are founding members of the Latin American Museum of Art in Chicago.

In celebration of Latino heritage, Elmhurst also held the 4th annual César E. Chávez Guestship, which featured Cuban exile Rafael E. Saumell's speech, "Oh! Havana: Discussions on Exile." Saumell is an assistant professor of foreign languages at Sam Houston State University.

End of Line for South Florida Minority Program

Dr. Ted Williams, director of the Minority High School Student Research Apprenticeship Program at the University of South Florida College of Medicine (COM) since its inception in 1989, is pictured surrounded by students from the program's final class this past summer. The program, sponsored by the National Institutes of Mental Health, has been cut and cannot continue without alternative funding.

With the help of COM faculty mentors, the eight-week program introduced students to the rigors of laboratory research with the intent of turning them on to science or medicine as a career. The majority of participants went to college, with many majoring in the biosciences.

The final graduates, clockwise from the bottom left corner, were Kenya Dickerson, Lauren Barnes, Shaaka Bailey, Michael Neuhaus, Shalom Vyas, Candace Webb, A.J. White, Nicole Dorsente, Helen Moses-Soto, and Ann Abraham. Not pictured are James Ignacous and Darryl Bolden.

Latino USA Broadcasts Special Series for Hispanic Heritage Month

Latino USA, a production partnership of the Center for Mexican American Studies and KUT Radio at the University of Texas-Austin, recently broadcast four special programs illuminating the culture and history of the estimated 30 million Latinos living in the United States today, in conjunction with Hispanic Heritage Month.

"Common Ground: Latinos, Filipinos, and Native Americans" focused on the unique relationship between Latinos and Native Americans in New Mexico, and the Filipino community; "Latino Parenting," an interview with author Dr. Gloria Rodriguez, examined the state of Latino children today; "Cross-Cultural Youth" examined how Latino youth incorporate aspects of other cultures to express themselves; and "Living Legends of Latino Music" profiled musicians Mongo Santamaria, Tito Puente, and Lydia Mendoza.

Hispanics for L.A. Opera Hosts Plácido Domingo Awards

Hispanics for L.A. Opera (HLAO), a support and audience development group for Los Angeles Opera, held its third annual Plácido Domingo Awards Dinner following the opening night performance of "The Elixir of Love." The honorees were Mexican tenor Ramón Vargas, José Angel Pesador Osuna, former Consul General for Mexico in Los Angeles; and AT&T.

The Plácido Domingo Awards, named for the world-renowned tenor, are given by HLAO to honor Hispanic opera artists who have distinguished themselves in their careers, as well as those who have contributed to the success of opera in the Latino community of Los Angeles.

Pictured here, left to right, HLAO founders Ed and Alicia Clark, honoree Vargas and Pesador Osuna, and HLAO chair Gilbert Moret.

N.J. Performing Arts Center Hosts World Festival III

NJPAC The New Jersey Performing Arts Center (NJPAC) is hosting its third annual World Festival, celebrating the identity and legacy of people of Spanish-speaking heritage.

The year-long series, "Visions of New Worlds: Migration, Assimilation, and Identity—A Festival of Spanish Routes and Rhythms," will feature 20 events, bringing to Newark performers from Spain, South America, Central America, and the Spanish-speaking Caribbean. The series celebrates the diverse art and culture of the Spanish-speaking world, and explores cross-cultural connections with the Portuguese and Pan African works presented during NJPAC's two previous World Festival celebrations. In addition to performances at NJPAC, more than a dozen residencies and humanities programs have been scheduled in partnership with New Jersey universities, libraries, churches, community-based organizations, and national organizations. For ticket information, call (888) 60-NJPAC.

Texas-Brownsville/Texas Southmost Break Ground

More than 200 people attended a groundbreaking ceremony at the University of Texas-Brownsville/Texas Southmost College (UTB/TC) for the new $275 million Life and Health Sciences building.

The state-of-the-art building, to be located on UTB/TC's Main Campus, will house the life and health sciences departments and be a center for local community and business partnerships.
cant historic and cultural continuity of TB/TSC. The buildings will incorporate the local Mexican American influences found in Brownsville and Matamoros while recapturing the scale and detail of the historic buildings of the old Fort Brown area.

Pictured, l. to r.: TSC board of trustee chair Mary Rose Cardenas, UTB/TSC President Dr. Juliet V. Garcia, State Sen. Eddie Lucio, and UT system regent A.R. “Tony” Sanchez present an artist’s rendition of the building.

News from Miami-Dade

The Medical Center Campus of Miami-Dade Community College (M-DCC) in Florida received two national rankings for awarding the most associate degrees in the country. The Medical Center Campus ranked first in nursing, and first in the health professions and related sciences. “We’re proud to be No. 1,” said Dr. Kathie S. Sigler, Medical Center Campus president. Pictured here, M-DCC Medical Campus students examine blood samples in a campus lab.

Dr. José A. Vicente, also pictured, president of M-DCC’s InterAmerican Campus, attended the White House Convening on Hispanic Children and Youth at the invitation of first lady Hillary Rodham Clinton in August. The convening explored the numerous challenges and opportunities facing Hispanics—one of the fastest-growing and youngest segments of the population in the United States—particularly in areas of early childhood development, educational attainment, and adolescence.

Houston-Clear Lake to Establish New ESL Training Program

The U.S. Department of Education awarded a $953,323 grant to the University of Houston-Clear Lake’s School of Education in Texas to establish a new training program for bilingual/ESL teachers, thanks to the initiative of Professors Laurie Weaver and Judy Marquez (pictured l. to r.). The financial award will provide funding for “Project New Horizons” over the next five years.

The program will assist selected future teachers working toward a bachelor of science in interdisciplinary studies with elementary certification and a specialization in bilingual education. Additionally, the program will train 50 selected in-service teachers to gain an endorsement in bilingual education or ESL. Field experience opportunities and workshops also will be offered.

New Mexico Commission to Improve Teacher Education

The New Mexico Commission on Higher Education (CHE) was awarded a three-year, $2.4 million federal grant from the U.S. Department of Education to improve teacher education in the state. College of Education Deans from the University of New Mexico (UNM), New Mexico Highlands University, Eastern New Mexico University, Western New Mexico University, and New Mexico State University united with the CHE and the state Department of Education to win the competitive federal grant.

“This was a joint effort to bring about reform in K-12 education. We’ve got so much work to do,” said UNM College of Education Dean Viola Flores, who helped write the “Earth & Clay” Exhibit at New Jersey City University

“Earth & Clay,” an exhibit of Mes South American artifacts, many dating back as 2300 B.C., was shown recently at Jersey City University (NJCU).

In celebration of Hispanic Heritage Month, the exhibit was made possible by the Council on Hispanic Affairs (CHA) and the generosity of Jaime Andrade and Richard Baker. Hugo Xavier Bastidas, NJCU director of campus galleries, oversaw the show.

At the opening reception, Bastidas (center l.) and Hugo Morales, CHA president, (center r.) discussed pieces in the exhibit.

High-Tech Instruments Benefit Southwestern Chemistry Students

State-of-the-art, analytical, high instrumentation in the chemistry department at Southwestern College (Calif.) gives science majors there a technological edge. After receiving a $70,000 grant from the National Science Foundation and a matching state block grant through Southwestern, Dr. David Brown, chemistry professor who wrote the grant, has been mentoring students since fall of 1998.

During the 1998 fall semester, E López, Renee Link, Po Yee Leung, and Javellana III prepared the first of these high-tech, data-collecting tools for a collaborative effort between Southwestern and University of California-San Diego. Fourier Transform Infrared Spectroscopy played an important role in the history.
Director of the Congressional Hispanic Caucus, became executive director of the HACU National Internship Program.

- U.S. Sens. Kay Bailey Hutchison, R-Texas, and Jeff Bingaman, D-N.M., have been leading a bipartisan effort to form a Senate Hispanic-Serving Institution Coalition to address issues critical to the success of the nation's Hispanic college students.

New Mexico-Valencia to Enhance Student Services for Hispanics

The University of New Mexico (UNM)-Valencia was awarded $2.1 million over five years to enhance student services for Hispanic students. The funds come from the U.S. Department of Education's Hispanic-Serving Institutions Program (Title V Grant).

Alice Letteney, UNM-Valencia executive director, said the funds will help strengthen its student service program and meet the challenges faced by the increasing number of students at UNM-Valencia. Letteney said the funds will also help with the recruitment and retention of students.

The grant was made possible by a strong show of support of students, staff and faculty. Olga Gandara and Stephen Schoonmaker were the lead writers for the grant. Dr. Reinaldo Garcia and Marcella Luna were key contributors.

Glendale to Broaden Access for Underserved Hispanics

Glendale Community College (Calif.) will be a part of a $2.1 million federal grant to develop programs that broaden educational access for underserved Hispanic populations and immigrants.

One of the main components will be developing an information database to address emerging needs in facilities, programs, and course scheduling.

The grant from the U.S. Department of Education was awarded to fund the college’s plan to improve access and success of at-risk, low-income students as well as a rapidly growing Hispanic enrollment.

Colorado-Boulder Students Present Chicano History Week

United Mexican American Students (UMAS), an organization of University of Colorado-Boulder students of Chicano heritage, presented Chicano History Week in mid-September as a tool to learn about a culture that is often overlooked in mainstream society today, according to UMAS chair Theresa Casados.

“This week of events is a great way for people to learn about Chicano history, our position today, and where we are going in the future,” Casados said.

The week-long experience included a reception with the Huiztilopochtli Aztec Dancers, a play, a presentation about migrant farm workers, and a speech by Alurista, a renowned Chicano poet.

New Hires Bring Diversity to Chaffey

Forty-nine full-time faculty and staff members were hired to begin the 1999-2000 academic year at Chaffey College (Calif.). They have brought a great deal of expertise, energy, and most important, diversity to the college. Faculty additions include four Hispanic professors teaching music, Spanish, and correctional science.
Music Professor Patrick Aranda graduated from California State University-Los Angeles with a bachelor's degree in music. He then spent years as a professional musician before receiving his master's from Cal State-Fullerton. Spanish Professor Enedina Borruzo, who grew up in Venezuela, has a bachelor's degree and a master's from Cal State-L.A. as well as another master's and a Bilingual and Cross-cultural Language Acquisition Development Certificate. Correctional Science Professor Henry Rivas graduated from Cal State-L.A. and earned his master's from Cal State-Northridge. Edra Young arrived at Chaffey via an undergraduate year at the University of Madrid, bachelor's degree studies at Immaculate Heart College, and master's studies at Cal State-Northridge and the University of La Verne.

**Pace to Host Puerto Rican Fund's Annual Law Day**

Pace Law School (N.Y.) will be the host site for the Puerto Rican Legal Defense and Education Fund's (PRLEDF) 17th Annual Law Day for prospective students on Nov. 6. All 177 ABA-accredited law schools have been invited to attend.

Students interested in applying to law schools will be able to: speak face-to-face with law school recruiters; pick up brochures and current law school applications; attend an informal panel discussion regarding the law school application process; obtain valuable information regarding financing a legal education; and meet PRLEDF staff members.

---

**Cultural Competence Compendium**

by American Medical Association

This book is a resource for physicians in identifying issues surrounding different populations and learning to examine each patient's cultural background so that appropriate, respectful, patient-centered care is always provided. It includes resources such as policies, publications, and Web sites regarding health care and communication issues confronting people from underrepresented and underserved racial, ethnic, and socioeconomic groups and those with physical or mental illnesses or disabilities.


**Border-Crosser with a Lamborghini Dream**

by Juan Felipe Herrera

This collection of poems, touching on identity, politics, and more, from a unique American writer, has elicited accolades from many, including Luis Alberto Urrea and Benjamin Alire Sáenz.


**Economic Policy and Stabilization in Latin America**

by Nader Nazmi

This book provides a detailed analysis of economic policy in Latin America with particular attention devoted to the problem of controlling inflation and stabilization.


**Batos, Bolillos, Pochos, and Pelados: Class and Culture on the South Texas Border**

by Chad Richardson

This book offers a full portrait of the people of the South Texas borderlands. It uses the voices of several hundred Valley residents, backed by the findings of sociological surveys, to describe the lives of migrant workers, colonia residents, undocumented domestic servants, maquila workers, a Mexican street children.


**Where's the Learning in Service-Learning?**

by Janet Eyster and Dwight E. Giles, Jr.

As academic service-learning continues to grow rapidly, practitioners are discovering a pressing need for solid empirical research about learning outcomes. This timely volume explores service-learning as a valid learning activity.


**Faculty in New Jobs: A Guide to Settling in, Becoming Established, and Building Institutional Support**

by Robert J. Menges and Associates

Drawing on a study from the National Center on Postsecondary Teaching, Learning, and Assessment, this book offers practical, real-world advice covering all phases of the faculty career—from the difficult early process of tilling in, to becoming socially and academically established, to ultimately building institutional support necessary for a successful career.


**Centering Woman: Gender Discourses in Caribbean Slave Society**

by Hilary McD Beckles

Caribbean women are assembled in
book, which examines their battles against male domination and among themselves for social advantage. Females challenged each other for monopoly access to and use of terms such as “woman” and “feminine,” in the process widening the existing social and ethnic divisions among themselves, and thus fragmenting their collective search for autonomy.


Women in Latin America and the Caribbean: Restoring Women to History

by Marysa Navarro and Virginia Sánchez Korrol

In this book, Marysa Navarro examines the role of women and gender ideology during the pre-contact and colonial periods; she looks at both early indigenous societies and the Spanish and the Portuguese who claimed the “New World.” Virginia Sánchez Korrol views the changing roles of women in Latin America and the Caribbean from the early decades of the 19th century to the present.


Edgewalkers: Defusing Cultural Boundaries on the New Global Frontier

by Nina Boyd Krebs

Edgewalkers are people like pro-golfer Tiger Woods and U.S. Congresswoman Loretta Sanchez, people-heroes—who stay true to their particular cultural or spiritual tradition and also engage in mainstream life in their societies across the globe. They “dance in between,” bridge cultural gaps, and maintain their uniqueness.

Edgewalkers embrace cultural complexity rather than emphasize one aspect of their cultural makeup at the expense of another.


Música Tejana: The Cultural Economy of Artistic Transformation

by Manuel Peña

This book gives not only a detailed overview of música tejana but also analyzes the social and economic implications of the music. The breadth, depth, and clarity with which Manuel Peña has treated this subject make this a most useful text for those interested in ethnomusicology, folklore, ethnic studies, and Mexican American culture.


Bitter Fruit: The Story of the American Coup in Guatemala

by Stephen Schlesinger and Stephen Kinzer

This new edition, a classic—a fast-paced and highly readable narrative of the overthrow of Guatemala’s democratic government by the United States in 1954—contains updated information, including new essays by John H. Coatsworth, Richard A. Nuccio, and Stephen Kinzer.


Proceed with Caution, When Engaged by Minority Writing in the Americas

by Doris Sommer

Doris Sommer, in a series of daring forays, shows how ethnically marked texts—from 17th-century Inca Garcilaso de la Vega to Julio Cortázar and Mario Vargas Llosa—use enticing and frustrating language games to keep readers engaged.


The Brazil Reader: History, Culture, Politics

Robert M. Levine and John J. Crocetti, eds.

Capturing the scope of Brazil’s rich diversity and distinction—with over a hundred entries from a wealth of perspectives—this book offers a fascinating guide to Brazilian life, culture, and history.


Construyendo Fuentes (Building Bridges): Concepts and Models for Service-Learning in Spanish

Josef Hellebrandt and Lucía T. Varona, eds.

The editors of this new book—from the American Association for Higher Education’s (AAHE’s) Series on Service-Learning in the Disciplines—in reviewing what Spanish teachers have accomplished and what theory informs us, have compiled a series of suggestions to help students and teachers connect with communities in order to facilitate learning with each other rather than about each other.

1790. 416 pgs. ISBN# 1-565—0224-0. $28.50 paper. AAHE. (202) 293-64-60 ext. 70.

Publications featured in this issue are available through Amazon.com
CONFERENCES

NAWE, Advancing Women in Higher Education

November 6-10
"Institute for Emerging Women Leaders in Higher Education." At University of Maryland Inn and Conference Center, College Park, Md.

College and University Teaching and Learning

November 18-21
Miami University and International Alliance of Teacher Scholars present "Lilly Conference on College and University Teaching and Learning." In Oxford, Ohio.
Contact: (800) 718-4207; e-mail, <lily@ats.com>; Web site, <www.ats.com>.

Collaboration for the Advancement of College Teaching and Learning

November 19-20
Collaboration for the Advancement of College Teaching and Learning presents "How Learning Happens: Making Connections, Constructing Knowledge, Building Communities." At Radisson Hotel-South, Bloomington, Minn.
Contact: (651) 690-6333; e-mail, <collab@stkate.edu>; Web site, <www.collab.org>.

CASE–Building Effective Alumni Relations Programs

December 2-3
The Council for Advancement and Support of Education (CASE) will present this conference to newcomers to alumni relations who want to build a strong program. At the Sheraton Maria Isabel Hotel in Mexico City, Mexico.
Contact: (202) 328-CASE; e-mail, <conference@case.org>; Web site, <www.case.org>.

Long Island University–Conference on Jorge Luis Borges

December 3
"Jorge Luis Borges at the Millennium." At Long Island University in Brooklyn, New York.
Contact: Cilia Lichtman, Department of Languages and Literature, (718) 488-1662.

AAC&U 86th Annual Meeting

January 20–22
The Association of American Colleges & Universities presents "Greater Expectations: Of Our Students, Our Stakeholders, Ourselves," its 86th annual meeting. In Washington, D.C.
In addition, see Web site at <www.aacu.edu.org> for information on four regional (San Antonio, Philadelphia, Tacoma, and Charleston) "Network for Academic Renewal" meetings.
Contact: (202) 387-3760; e-mail, <mailto:meetings@aacu.nw.dc.us>; Web site, <www.aacu.edu.org>.

CORRECTION

In the 09/10/99 issue, it was mistakenly reported that Dr. Luis S. Gomez, president of Crafton Hills College (Calif.), had retired as of July 1999. In fact, while his letter of resignation was accepted by the board, it does not become effective until July of 2000. We regret the error.

ANNOUNCEMENT

California State University–Monterey Bay

"Dr. Cordero de Noriega has recently been appointed interim Provost and Vice President for Academic Affairs at California State University, Monterey Bay. Dr. Cordero de Noriega spent 18 years at California State University Sacramento as a member of the faculty and most recently as Dean of the College of Education. Her academic discipline is in Bilingual Multicultural Education, specifically language and literacy."

SUMMER 2000

Universidad Complutense

MADRID (SPAIN)

Scholarship Program for Teachers, Counselors & School Administrators

Three or six weeks of intensive Spanish language study from:

July 6th to July 27th
Cost (with scholarship) $1,995

or

July 6th to August 17th
Cost (with scholarship) $2,495

Includes: round trip airfare New York/Madrid/New York, three meals a day, room accommodation and instruction at Colegio Mayor Santa Maria de Europa, Universidad Complutense.

For information, Write or Fax your request to:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451
Tel.: (201) 845-9744
FAX: (201) 368-0433
by Francisco Soto


In the field of Latin American literary criticism, the study of lesbian and gay themes in literature is a very recent phenomenon. David William Foster's book, Gay and Lesbian Themes in Latin American Writing, for example, published by the University of Texas Press in 1991, was the first book-length study to explore gay and lesbian literary themes originating from an area of the world traditionally known for its machismo, heterosexism, and homophobia. Since its publication, there has been a gradual and steady increase in the number of articles and books exploring this topic in Latin American letters. To date, Elena M. Martínez's pioneering book, Lesbian Voices from Latin America: Breaking Ground, is the most significant study of its kind for being the first to analyze the articulation of a lesbian sensibility in the works of five contemporary Latin American women writers.

The book studies the work of writers who have taken lesbian desire and sexuality from its traditional private space of silence and concealment and have brought it into a public/ literary space, thus acknowledging its existence. Instead of attempting to write an all-inclusive book examining all the works in Latin American letters that contain lesbian themes as a rather monosyllabic and unruly task, to say the least, Martínez has wisely chosen to concentrate her efforts on writers whose works privilege a lesbian perspective. By concentrating her efforts, Martínez provides the reader with clear, well-organized critical analyses of particular works instead of presenting a hodgepodge of plot summaries and themes, the standard fare of so-called all-inclusive examinations.

The writers studied are: the exiled Cuban poet Magaly Alabau; the late Mexican poet, playwright, and theater director Nancy Cárdenas; the renowned Argentine critic and novelist Silvia Molloy; Mexican poet and feminist leader Rosamaria Roffiel; and Puerto Rican poet and academic Luz María Umpierre. These writers indeed frame their respective works within a double marginality: as women and as lesbians, they break with the patriarchal view that has insisted upon seeing female sexuality exclusively as a function of reproduction. This heterogeneous group of writers offers the reader a good sample of lesbian literature being produced by Latin American women living in the United States (as is the case with Alabau, Molloy, and Umpierre) and living in Latin America (Cárdenas and Roffiel).

A detailed introductory chapter presents a concise overview of other Latin American works that contain lesbian perspectives and themes but are not considered in Dr. Martínez's book. Here one can find a very helpful summary. The introduction also addresses theoretical issues such as the meaning of the term "Latin American Lesbian Literature": the apparent unavailability of Latin American lesbian texts; how the Latin American literary canon has suppressed lesbian literary expressions; the political implications of a lesbian discourse; the specificity of lesbian eroticism as well as a review of the criticism that has already, albeit in a limited fashion, addressed these issues.

The introduction is followed by five chapters, each closely examining the works of the five women writers. Chapter one, "The Poetics of Space and the Politics of Lesbian Exile," presents a comparative study of the representation of private/public spaces in Magaly Alabau's poetry and Silvia Molloy's novel Certificate of Absence. The representation of interior and exterior spaces in these works articulates the marginal social position of lesbian subjects in society. The representation of space in the works of these two writers serves a poetic function as well as an ideological and political value for the theme of lesbianism in Latin American letters. While Martínez focuses on Magaly Alabau's poetry and Silvia Molloy's novel, she also draws parallels to Nancy Cárdenas's poetry and Rosamaria Roffiel's novel and poetry.

The second chapter, "Re-reading Tradition," is dedicated exclusively to the study of eroticism in Magaly Alabau's two collections of poetry, Electra/Gliamnestra (1986) and Hermana/Sister (1989). Here Martínez carefully studies the sexual representation of sexual love and emotional intimacy in the lesbian relationships presented in Alabau's two collections.

The third chapter, "Privileging Lesbian Eroticism," examines the representation of love among women in the works of Rosamaria Roffiel and Nancy Cárdenas. For both writers, reclaiming love and lesbian sexuality are presented as political acts that empower women and challenge their traditional positioning in society.

The fourth chapter, "Lesbian Eroticism and the Act of Writing," examines the relationship of lesbian love, violence, and writing in Sylvia Molloy's acclaimed novel Certificate of Absence. Here Martínez explores the interesting connection between lesbian love and sexuality as a source of literary inspiration.

Chapter five, "Sexual and Political Affirmation," studies the theme of sexuality as one of political affirmation bound to the Latina perspective in the poetry of Puerto Rican writer Luz María Umpierre.

Martínez has performed a ground-breaking task in writing Lesbian Voices from Latin America. She has laid the foundation upon which other Latin American scholars can continue to examine and analyze a body of discourse that presents lesbian themes and motifs.

Francisco Soto, Ph.D., is associate professor of Spanish and Latin American Literature at the College of Staten Island (City University of New York). He is the author of three books on the celebrated Cuban novelist Reinaldo Arenas, the last of which, titled Reinaldo Arenas, was published by Twainy Publishers in 1998. His articles on Latin American literature have appeared in various academic journals in the United States and abroad.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewer's Guidelines.
Cornell Law
Creating Opportunities Since 1887

Cornell University's founders started with what was, at the time, a radical concept:

"First, to secure a place where the most highly priced instruction may be afforded to all—regardless of sex or color."

Today, Cornell Law is proud to continue this tradition of diversity and opportunity. Students of color not only attend, they thrive—assuming leadership roles in the classroom, on the journals, and in student organizations.

Find out why we're the top choice of so many

Write: Admissions, Cornell Law School,
Myron Taylor Hall, Ithaca, NY 14853-4901
Call: 607 255-5141
E-mail: lawadmit@law.mall.cornell.edu
Web: www.lawschool.cornell.edu

Bienvenidos!

St. Mary's University
School of Law
invites you to join us at an Open House
10 a.m. to 3:30 p.m.
Saturday, October 30, 1999 or Saturday, January 22, 2000

- The largest Mexican-American law student population
- An Hispanic population of 33.5 percent
- A minority student population of 42.3 percent
- A minority faculty population of 48.4 percent

Space is limited. Call (210) 436-3523 for Open House reservations, an Application Bulletin, or other information.

St. Mary's University
School of Law
One Camino Santa Maria • San Antonio, Texas 78228-8601

Faculty Recruitment Program

Loyola College in Maryland is actively seeking to increase in number of faculty of color through the following two programs:

TEACHING FELLOWSHIP - one to two year Teaching Fellowships for African American, Asian American, Native American, Spanish-speaking, and other students who have completed all degree requirements, except the dissertation. Teaching Fellows receive a stipend of $8,000, health benefits, office space, library and computer privileges, and an annual stipend of $8,000. Fellows are expected to teach two to three courses per year and complete a dissertation. Upon successful completion of the fellowship, Teaching Fellows are eligible for tenure-track positions.

VITA BANK - a Faculty of Color Vita Bank for individuals interested in tenure positions. The following departments are currently conducting searches for tenure positions: Economics, Education, General Business, Marketing, Psychology, Fine Arts, and Theology. In addition, these and all other departments participate in the College's Vita Bank. For more information, contact the Office of the Dean of Faculty Development and Diversity in the Office of the Provost. The Vita Bank is open to all disciplines other than those currently being searched and is open to all disciplines other than those currently enrolled in faculty development and diversity programs. Loyola has a strong commitment to diversity, including a strong support for the recruitment and retention of faculty from all backgrounds, and is open to all disciplines. Loyola is committed to diversity and inclusion. Loyola has a strong commitment to diversity, including a strong support for the recruitment and retention of faculty from all backgrounds, and is open to all disciplines. Loyola is committed to diversity and inclusion. Loyola is committed to diversity and inclusion.
THE NATIONAL ACADEMIES
Advisers to the Nation on Science, Engineering, and Medicine

NATIONAL RESEARCH COUNCIL
Postdoctoral and Senior Research Awards
opportunities for research in:
Chemistry • Physics • Life & Medical Sciences
Space & Planetary Sciences • Earth & Atmospheric Sciences
Engineering, Mathematics & Applied Sciences
Also teaching/research opportunities at the US Military Academy in
Mathematics, Physics & Mechanical Engineering
• 350 awards for independent research at over 120 laboratories
representing nearly all US Government agencies with research facilities
• 12-month awards renewable for up to 3 years maximum
• Annual stipend for recent PhD or MD graduates $30,000 to $52,000 depending
upon sponsoring laboratory; stipend appropriately higher for senior researchers
• Support for relocation and professional travel; health insurance program offered
• 3 annual award competitions for most participating laboratories
Applications are accepted on a continuous basis throughout the year.
Postmark deadlines are January 15, April 15 and August 15 for reviews
in February, June and October respectively.
Further information and application materials may be obtained from our
web site at http://national-academies.org/mp or by contacting:
MAIL: Associateship Programs (TJZ114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418
FAX: (202) 334-2769
EMAIL: rap@nas.edu
Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

Tulane LAW SCHOOL
3-year Juris Doctor program
with opportunity for specialization in:
Maritime Law • Environmental Law • Sport Law
Summer Abroad Programs
1-year graduate law programs in:
Maritime Law • Energy & Environment
International & Comparative Law • General Law
For more information, please contact:
Tulane Law School
John Giffen Weinnmann Hall
New Orleans, LA 70118
Telephone 504/865-5930
admissions@law.tulane.edu
http://www.law.tulane.edu

Law
CSU Cleveland State University
VISITING ASSISTANT, VISITING ASSOCIATE, OR VISITING FULL PROFESSORS:
Cleveland State University, Cleveland-Marshall College of Law, seeks two visiting faculty positions starting in the 2000-2001 academic year. Will consider those with teaching interests in any area, but we have particular needs in the areas of civil procedure, trusts and estates, and torts. Qualifications include a J.D. or equivalent degree with a good academic record from an accredited law school, teaching or practice experience, and evidence of teaching ability or potential. Preferred qualifications include a J.D. or equivalent degree with an outstanding academic record and law review experience at a leading law school and an excellent record of scholarly research and publications. The duties include teaching, scholarly research and writing, student counseling, and law college committee service. Salaries are negotiable and competitive. Deadline is until the positions are filled. Starting date is August 14, 2000. Please send resume to: Professor Tayyab Mahmud, Cleveland State University, Cleveland-Marshall College of Law, 1801 Euclid Avenue, Cleveland, OH 44115-2223. Please visit our web site at http://www.law.csuohio.edu Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged

UNIVERSITY OF CALIFORNIA, BERKELEY
Chancellor’s
Postdoctoral Fellowship Program for
Academic Diversity

The Program: The Chancellor’s Postdoctoral Fellowship Program for Academic Diversity was established to increase the number of ethnic minority faculty members at the University of California at Berkeley. The program provides postdoctoral fellowships, research opportunities, mentoring and guidance in preparation for academic career advancement. The program currently solicits applications from individuals who are members of ethnic minority groups that are underrepresented in American universities, but all qualified applicants will be considered without regard to race, gender, color, or national origin. Special consideration will be given to applicants committed to careers in university research and teaching, and whose life experience, research or employment background will contribute significantly to academic diversity and excellence at the Berkeley campus.

Awards and Tenure: Awards will be made to applicants who show promise for tenure-track appointments on the Berkeley campus. The Fellowship will be for two academic years, in residence in the Bay Area.

Stipend: $31,000 for the 2000-2001 academic year (11 months plus one month vacation). Costs associated with one-way transportation to Berkeley for the Fellow and immediate family members and removal expenses are reimbursable up to $2,000. Funds are available each year for supplies and expenses ($500), research-related expenses ($1,000), and health insurance ($1,000).

Eligibility: Applicants must be U.S. citizens or permanent residents and must have received a doctorate within four years of the start of the appointment on September 1, 2000.

Application: As application form is not required. Send two copies of the following: curriculum vitae, a statement of proposed research (one to five pages), sample publications, and one dissertation chapter. In addition, three letters of reference are required. One letter must be from the dissertation advisor. A mentor need not be selected prior to applying. Application materials must be postmarked by December 1, 1999.

Awards will be announced in March. Inquiries regarding the program may be directed to: 510-642-1935 or email bridge3@uclink4.berkeley.edu.

Send application materials to:
Chancellor’s Postdoctoral Fellowship Program for Academic Diversity
Office of the Chancellor
200 California Hall
University of California, Berkeley, California 94720-1500

The University of California is an Equal Opportunity/Affirmative Action Employer.
A WORLD CLASS COLLEGE, LOCATED RIGHT IN YOUR BACKYARD

As the founding College in The City University system, City College offers outstanding benefits that exceed many of the area's top private colleges. Our excellent research programs, funded by public and private grants, make City an ideal choice for Science and Engineering students.

Our programs in Architecture, Communications, Education and Liberal Arts are some of the best in New York State. Combine this with top-notch faculty, a beautiful urban campus, and tuition costs that are a fraction of those at private schools, and you'll see why an education at City College is truly a thing of brilliance.

For more information on our programs and facilities, call 212-650-6681
The City College of New York, Admissions Office
138th & Convent Avenue, New York, NY 10031

PRESIDENT

The Bucknell University Board of Trustees announces a nationwide search to recruit the fifteenth President of the University.

Founded in 1846, Bucknell University is a highly selective, primarily undergraduate institution offering a broad curriculum of studies in the humanities, social sciences, and natural sciences, as well as professional studies in engineering, education, and management. Located on a beautiful 400-acre campus in Lewisburg, Pennsylvania, Bucknell enrolls 3,250 undergraduate students. The University's endowment is $400 million.

The President is the chief operating officer, and reports directly to the Board of Trustees. The President is expected to uphold the special qualities and traditions of Bucknell and lead the University to new levels of academic excellence in the next century.

Review of candidate materials will begin immediately. All responses will be held in confidence. Nominations and expressions of personal interest should be sent to:

R. William (Bill) Funk
Education Practice Managing Director
Korn/Ferry International
500 N. Akard
3232 Lincoln Plaza
Dallas, Texas 75201
(Fax: 214/954-1849)

Bucknell University is an equal opportunity affirmative action employer.

Senior Director, Research

McREL, Denver, CO

For the doctorate-level educational researcher with senior experience directing applied research, policy studies and R&D projects, who wants to see good work utilized. Mid-continent Research for Education and Learning (McREL) seeks its first cabinet-level Research Director to build an applied research program that informs systemic reform and teaching practice (and McREL's consulting and new product development) especially in curriculum, learning, and instruction. Strong research design, analytic, and management skills, a faculty with teams, and a record of quality contract work and scholarly publications are required. So is experience preparing successful grant and contract proposals to support and extend emerging research.

Salary $85K+; excellent benefits package. McREL is an EEO/AA Employer. People from diverse racial, ethnic, and cultural backgrounds are encouraged to apply.

Suggestions or a resume and letter to:
Ned Rightor, MCCCX, 111 Fairfield Street,
Needham, MA 02492/Fax 781-449-3112.

The university is an equal opportunity, affirmative action employer.

Further information about the university's faculty openings can be obtained on the university's Web site at http://www-hrs.csun.edu/employment.
Montclair State University • Openings • Fall 2000

Founded in 1908, Montclair State University was awarded university status by the state of New Jersey in 1994. As the second largest university in New Jersey — with approximately 13,500 students, undergraduate and graduate — Montclair State is a comprehensive institution characterized by a cadre of teacher-scholars committed to teaching excellence, program diversity and student access.

Montclair State University is organized into the following colleges and schools: College of Education and Human Services, College of Humanities and Social Sciences, College of Science and Mathematics, School of the Arts, School of Business and the Graduate School. Montclair State awards the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Business Administration and Master of Education and applied Doctoral degrees.

All positions Assistant Professor, tenure track, unless otherwise noted and are subject to available funding. Screening begins immediately and continues until position is filled.

*Selected appointments negotiable to higher rank depending on qualifications.

COLLEGE OF EDUCATION AND HUMAN SERVICES

Counselling, Human Development and Educational Leadership. (V-1) Teach in graduate programs in counselling theories/techniques, group dynamics, multicultural counseling, and addiction studies. Primary focus in the area of addiction studies as related to school, agency, higher education, and individual/family counseling. Earned doctorate in Counseling, Psychology, Education or related Human Service field. Five (5) years of experience in teaching/counseling.

Curriculum and Teaching. (V-12) Specialist in teacher education. Teach undergraduate and graduate courses, including field based courses, and advise and supervise students in one of the nation's premier teacher education programs. Assignment includes work in public schools through the Center of Pedagogy and the New Jersey Network for Educational Renewal. Doctorate in Curriculum and Teaching or related discipline and successful public school teaching required.

Health Professions, Physical Education, Recreation and Leisure Studies. (V-2) Teach courses in the area of athletic training and provide leadership in attaining the National Athletic Training Association’s accreditation for the University. Teach undergraduate individual and dual sport or team sport skill courses within the physical education program. Doctorate required in physical education or related field. National Athletic Training Association certification required as well as evidence of teaching at the college or university level. (V-4) Recreation Professions specialist within the leisure services industry. Teach in the core which includes courses in management, budget and finance, marketing, and research. Must be knowledgeable in the area of commercial recreation and tourism/hospitality. Doctorate required in recreation, tourism, hospitality, or related field.

Human Ecology – Three positions. (V-4) Teach courses in Consumer Studies, Personal and Family Management, and Family/Consumer Law at the undergraduate and graduate levels. Advise and supervise students in internships and cooperative education placements. Doctorate in Consumer Studies, Home Economics, Family and Consumer Studies, or related field. Evidence of familiarity with core principles of Human Ecology, Home Economics, Family & Consumer Sciences. College/University teaching and evidence of research and publications preferred. (V-5) Teach undergraduate and graduate courses in Food and Nutrition and Dietetics. Contribute to the ongoing development of the undergraduate and graduate curricula. Doctorate in Food and Nutrition or related field. Knowledge of culturally diverse populations and international issues in nutrition, food science, and dietetics is desirable. Registered Dietitian and at least one degree in Home Economics, Human Ecology/Family and Consumer Studies is preferred. (V-6) Specialist in early childhood education. Participate in CDA training and certification program. Candidates with expertise in life span development, family and interpersonal dynamics will be given preference. Doctorate required (or near completion). At least one degree in education and one of the following: a degree in Home Economics/Human Ecology/Family and Consumer Sciences, experience in a Home Economics/Human Ecology/Family and Consumer Sciences Program, or evidence of familiarity with core principles of Human Ecology. Evidence of a commitment to education for social justice, democratic practice, critical thinking, and a diverse society.

For a complete job description on these positions, please contact Leslie E. Jenkins, Assistant Dean, College of Education and Human Services.
COLLEGE OF SCIENCE AND MATHEMATICS

Biology and Molecular Biology. (V-17) Biology/science education, Ph.D. or Ed.D. with graduate level courses in biology, research in science teacher education and teaching experience required. Teach MS courses in biology science education, and introductory biology courses. Contribute to future doctoral program for K-12 teachers. Pursue successful research/scholarship activities in science pedagogy. Desire experience in supervising science education research.

Chemistry and Biochemistry – Two positions. (V-18) Science Education, Ph.D. or Ed.D in Chemical Education or Chemistry with a strong background in and expertise in science education. Duties involve teaching general/specialty undergraduate courses and graduate level science education courses, contribution for development of a doctoral program in science education for K-12 teachers, and establishment of successful research and grant activity in science pedagogy. Desire experience in supervising science education research. (V-19) Margaret and Herman Sokol Chair in Chemistry for an early career scientist. Must demonstrate uncommon promise of engaging in a rigorous research program and making lasting contributions in the applications of Chemistry to living systems. The Chair must demonstrate a deep commitment to teaching and mentoring students and to supporting their development as scholars. Appointment to the chair will be for a five-year term, dependent upon maintenance of good standing in the faculty appointment, and may be renewable.

Computer Science. (V-20) Specialization in Software Engineering with experience in modern architectures (RISC), Informatics, or Human-Computer Communication. Experience with object-oriented environments including C++ or Java. Ph.D. in Computer Science or closely related field. Establishment of successful research/teaching/grant activity.

Earth and Environmental Studies. (V-21) Ph.D. in an appropriate field with research and teaching expertise in one of the following areas: coastal and estuarine environmental management; waste and pollution management and policy; environmental remediation and/or environmental geology. Excellence in teaching, the pursuit of a funded research program and contribution to the development of an environmental management doctoral program is expected.

Mathematical Sciences – Two positions. (V-22) Pure and Applied Mathematics. Research interests in the following areas: mathematical biology, operations research, optimization, number theory, cryptography, and game theory. Must have a strong commitment to teaching undergraduate and graduate courses in mathematics and applied mathematics, research and the pursuit of grants. Ph.D. in Mathematics or Applied Mathematics required. (V-23) Mathematics Education. Teach undergraduate mathematics and mathematics education courses, and graduate mathematics education courses at the master's and Ed.D. level. Desire experience in supervising mathematics education research. Required to be professionally active, committed to quality teaching and the pursuit of grants. Ph.D. or Ed.D. with some teaching experience and related research interests in grades K-12 and a strong background in mathematics at least through the master’s level required.

For a complete job description on these positions, please contact Joseph Maina, Assistant Dean, College of Science and Mathematics.

SCHOOL OF THE ARTS

Music. (V-24) Music theory for teaching undergraduate and graduate courses. Secondary areas for this position may include, but are not limited to: music technology, composition, secondary piano, ethnomusicology. Doctorate in music required.

Speech Communication – Two positions. (V-29) Communication Arts Graduate Program. Teach graduate and undergraduate courses. Earned doctorate in Communication areas of: Theory, Public Presentation, Human, Organizational, Interpersonal, or a related Communication field. At least three years teaching experience on graduate level. (V-28) Teach undergraduate and graduate courses. Earned doctorate in Communication areas of: Speech, Theory, Organizational, Interpersonal, or related Communication field. Five years experience in teaching.

Theatre and Dance. (V-27) Technical director to teach undergraduate introductory and advanced courses in technical theatre and supervise productions and facilities for theatre and dance programs. Possibility of lighting and sound design assignments. M.F.A. or equivalent Production/Design or Theatre Technology required.

For a complete job description on these positions, please contact F. Sharps, Assistant Dean, School of the Arts.

SCHOOL OF BUSINESS

Accounting – Two positions. (V-28) Teach all levels of account both the undergraduate and graduate level with specific emphasis: Managerial Accounting, Ph.D. in Accounting, ABD, or C.P.A. req. The School of Business offers a Bachelor of Science and a Master Business Administration degree with a concentration in Accounting. School is offering a Master of Science degree in Accounting in academic year 1999-2000.


Information and Decision Sciences. (V-32) Teach all level Quantitative Methods in Business and Management Information Systems in both undergraduate and graduate programs. Applicants should have strong record of publications and must have a demonstrated commitment to excellence in teaching. A Ph.D. in Business Administration is required with a major in Business Statistics, Quantitative Methods, Operations Management, Information Systems, or a related field.

Management – Two positions. (V-33) Teach Business Policing/Emergency/Small Business Management courses at both undergraduate and graduate level. A Ph.D. or D.B.A. required. The School of Business offers a Bachelor of Science and a Master of Business Administration degrees with a concentration in Management.

Marketing. (V-35) Marketing generalist with the ability and willingness to teach a wide variety of courses (Consumer Behavior, Retail Advertising, Web-based Marketing, and Marketing Research) at both undergraduate and MBA levels. A Ph.D. in Marketing is required. Preference given to candidates with teaching experience and a record of a commitment to excellence in teaching and research is highly desired.

Candidates evaluated regarding their capacity to help advance Strategic Charter of the 5555, as outlined on our website: www.montclair.edu/pages/business/about.html

For a complete job description on these positions, please contact F. Sharps, Assistant Dean, School of Business.

ADJUNCTS

(AV-001) Applicant pool for Fall 2000, Spring 2001: Montclair State University has a long history of commitment to cultural diversity programs, faculty and students. To foster this multicultural environment the University encourages applications from minority group members and faculty openings.

Complete job descriptions will be mailed upon receipt of applicants. Submit a letter of interest, including job title and the position’s V- or AV- number.

Montclair State University
Box C315 – V-# or AV-# / HOHE
Upper Montclair, New Jersey 07043

An Equal Opportunity/Affirmative Action Institution.
Assistant Professor of Social Studies Education

DUTIES: Teach undergraduate and graduate methods courses in social studies education and introductory survey courses on diversity in education, advise students, and supervise related field experiences. TERMS: Nine-month, tenure-track position to begin August 21, 2000. MINIMUM QUALIFICATIONS: Earned doctorate in social education or related field, with evidence of scholarly activity, potential for teaching and research, and evidence of high-quality, peer-reviewed publications in social education. Evidence of ability to work with diverse populations. Evidence of commitment to teaching excellence. Evidence of commitment to the use of technology and distance learning in instructional delivery. SEARCH COMMITTEE: Please address all correspondence regarding this opening to the Social Studies Education Search Committee.

Assistant Professor of Urban & Middle Childhood Teacher Education

DUTIES: Teach courses in urban and middle childhood education, and supervise student teaching experiences. TERMS: Nine-month, tenure-track position to begin August 21, 2000. MINIMUM QUALIFICATIONS: Earned doctorate in middle childhood education, educational studies, or related field. Evidence of scholarly activity, potential for teaching and research, and evidence of high-quality, peer-reviewed publications in urban and middle childhood education. Evidence of commitment to teaching excellence. Evidence of commitment to the use of technology and distance learning in instructional delivery. SEARCH COMMITTEE: Please address all correspondence regarding this opening to the Urban & Middle Childhood Teacher Education Search Committee.

Assistant/Associate Professor of Reading & Language Arts Education

FOUR OPENINGS AVAILABLE. DUTIES: Teach graduate and undergraduate courses in reading, language arts, and related fields, advise students, and supervise related field experiences. TERMS: Nine-month, tenure-track position to begin August 21, 2000. MINIMUM QUALIFICATIONS: Earned doctorate in literacy education or related field, with evidence of scholarly activity and potential for teaching and research, and evidence of high-quality, peer-reviewed publications in literacy education. Evidence of commitment to teaching excellence. Evidence of commitment to the use of technology and distance learning in instructional delivery. SEARCH COMMITTEE: Please address all correspondence regarding these openings to the Reading/Language Arts Search Committee.
The University of Southern California is inviting applications and nominations for the position of Dean of the Law School. The University is located in Los Angeles and is one of the nation’s premier private research universities. USC Law School was the first law school established in the southwestern United States, and is now a national law school serving a student body drawn from over 100 undergraduate institutions distributed throughout the nation. It is one of the preeminent law schools in California, and is typically rated among the top 15 or 20 in the country.

USC Law School is relatively small, with an average class size of approximately 200 students and a total enrollment of 600. It has approximately 35 full-time faculty, many of whom have advanced degrees or training in other disciplines in addition to law and are recognized nationally as experts in their respective fields. The Law School’s endowment is among the ten largest for private American law schools. The Law School’s primary mission is facilitating the production of quality scholarship by its faculty, and training students for the bar, bench and other pursuits to which knowledge about law and the legal system is relevant.

The Dean of the USC Law School is its academic leader and chief administrative officer, and reports directly to the Provost of the University. The responsibilities of the job include: leading the recruitment, development and retention of talented faculty; promoting excellence in the School’s educational and scholarly functions; planning and managing fiscal matters; leading the School’s fundraising efforts; and maintaining supportive relationships with alumni and other members of the local bar and bench.

Nominations and applications should be sent to: Randolph Westerfield, Search Committee Chair, c/o Office of the Provost, University of Southern California, Bovard Administration Building, Room 202 - MC 4019, Los Angeles, CA 90089-0410. Applications should include: a letter describing the candidate’s qualifications for this position; a curriculum vitae; and names, addresses and telephone numbers of three references. Questions may be directed to Bill Strippoli, Director of Information Resources, Office of the Provost (213-740-0917, 213-740-1782 (fax), strippol@usc.edu). Review of applications and nominations will begin immediately and will continue until the position is filled.

USC is Proudly Pluralistic and Firmly Committed to Providing Equal Opportunity for Outstanding Men and Women. USC Actively Seeks Nominations of and Applications from Qualified Individuals from the Broadest Possible Community. (AA/EOE)
WHEELOCK COLLEGE FACULTY POSITIONS

The Social Work Programs at Wheelock College seek colleagues who wish to contribute to a newly-developing graduate program, which will focus on preparing social work professionals who are critical thinkers and ethical practitioners, who are committed to human rights and social and economic justice for all persons, who desire to teach approaches and practices which honor people's strengths and culture, and who are family-centered and neighborhood- and community-based, value inter-professional collaboration and empowerment, and seek to affect change in health, education, social services, and mental health systems in partnership with individuals, groups, families, organizations, and communities.

Social Work Practice - Assistant/Associate Professor: Responsibilities: Teach and provide leadership in the development of the MSW practice courses in the foundation and advanced curriculum, and work in partnership with the field coordinator in the development of the field seminars. Minimum qualifications: MSW from an accredited program; earned doctorate in social work; 2 years' post-MSW practice experience. Desirable qualifications: Ability/experience teaching an advanced generalist approach, interest/experience in teaching BSW students; advising and/or field liaison experience; a demonstrated commitment to diversity; inter-professional education and practice experience; ability to teach in another curriculum area such as research, human behavior, or social welfare policy/practice; ability to teach about diversity, oppression, human rights and social and economic justice; developing research agenda consistent with the vision of the social work at Wheelock, publications and grant writing experience with CSWE accreditation.

Research/Human Behavior - Assistant/Associate Professor: Responsibilities: Teach and provide leadership in the development of research and/or human behavior curriculum at the MSW level; provide leadership in the development of research options for BSW and MSW students. Minimum qualifications: MSW from an accredited program and earned doctorate in social work or closely related field. Desirable qualifications: Earned doctorate in social work preferred; experience teaching quantitative and qualitative research at the BSW or MSW level; experience teaching in another substantive curriculum area; demonstrated commitment to diversity, experience involving students in research; developing research agenda consistent with the vision of the social work at Wheelock, publications and grant writing experience with CSWE accreditation.

Coordinator of Field Instruction - Instructor/Lecturer: This is a 12-month, non-tenure-track position with an initial appointment for 3 years. Responsibilities: Development and coordination of the BSW and MSW field practicum curricula. Minimum qualifications: MSW from an accredited program and 3 years of practice experience; experience as a field instructor. Demonstrated commitment to the social work profession and to diversity; excellent written and oral communication, ability to articulate the mission of Wheelock's social work programs. Desirable qualifications: 5 years' post-MSW experience; inter-professional education and practice experience; evidence of organizational and administrative skills; ability to work collaboratively; with a variety of community professionals; BSW and MSW teaching experience in an urban, multicultural environment; grant writing, experience with CSWE accreditation

Submit cover letter describing your interest and qualifications for the position, a curriculum vitae, writing samples, and the names, addresses, and telephone numbers of 3 references to: Kathleen Kirk Bishop, MSW, DSW, Professor and Dean, Social Work Programs, Wheelock College, 200 The Riverway, Boston, MA 02215-4176; e-mail: kbishop@wheelock.edu. Review of applications will begin immediately, and positions will remain open until filled.

Wheelock College is an Equal Opportunity/Affirmative Action Employer and a member of the Colleges of the Fenway consortium.

www.wheelock.edu

The Board of Trustees and the Chancellor invite applications for
Vice Chancellor
Human Resources and Organizational Development

Screening begins late November
For confidential inquiries, please call (925) 313-9239
We are an Equal Opportunity Employer.

MN STATE UNIVERSITY, MANKATO

The College of Social and Behavioral Sciences at Minnesota State University, Mankato invites applications for a tenure-track associate full professor chairperson position in Ethnic Studies. Doctoral degree required. For more information contact Hanh Huy Phan, Chair, Ethnic Studies Search Committee, Minnesota State University, Mankato, Merner Hall 119, Mankato, MN 56001; email: phanh@twins.ucc.mnsu.edu; phone: 507-389-2788, fax: 507-389-6377. Applications should include a letter of interest, curriculum vitae, teaching statement, research statement, and three letters of reference. To be reviewed, applications must be postmarked by November 20, 1999 and continue until filled.

EEO/AA
Website - http://www.mankato.mnsu.edu
Applications are invited for tenure-track positions. These positions are at the assistant, associate, or full professor level depending on experience. Applicants should have a Ph.D. in computer science or a closely related field. The department requires demonstrated research accomplishments at the highest level as well as outstanding teaching ability and leadership qualities.

The Department of Computer Science at Cornell University encompasses a wide range of research areas, including artificial intelligence, concurrency and distributed computing, databases, algorithms, information organization and retrieval, multimedia systems, applied logic and semantics, numerical analysis and scientific computing, theory of computation, programming languages and methodology, computer vision, computational biology, graphics, theory, networks, operating systems, and natural language processing.

We are especially interested in networks, databases, digital libraries, graphics, systems, and computational biology. Applicants in all areas of computer science will be considered.

**TENURE-TRACK POSITION IN COMPUTATIONAL BIOLOGY, REF: CSB2**

We are seeking applicants at all ranks for an interdisciplinary tenure track position in computational biology. The applicant should have a very strong background in computer science, and should also have a strong background and research interest in computational aspects of biology.

Research may include such topics as development of genomic databases, bioinformatics, and structural biology. We are looking for candidates with outstanding research accomplishments and who are committed to excellence in teaching computer science.

**NON-TENURE TRACK POSITIONS, REF: NTBS**

We are seeking applicants for non-tenure track professorial positions at all levels as well as lecturers and instructors. The primary focus of these positions would be research or teaching. Applicants should have a Ph.D. in computer science or a closely related field, a research program including demonstrated research accomplishments and a commitment to excellence in teaching computer science or a closely related field.

**RESEARCH, REF: RES83**

Also available, research positions in scientific computing and software systems.

Funding information about the department is available on the World Wide Web at URL: http://www.cs.cornell.edu/

Applicants should submit a vita and the names of at least three references to:

Chair, Faculty Recruiting Committee
Department of Computer Science
4130 Uris Hall
Cornell University
Ithaca, NY 14853-7501

Please include reference number with application.

---

**Rancho Santiago Community College District, Santa Ana, California**

**EDUCATION**

- Professor/Assistant Professor/Adjunct Faculty, Tenure Track
  - $34,817 - $57,798
- Director of Information Technology
  - $34,817 - $57,798
- Assistant Professor/Adjunct Faculty, Tenure Track
  - $34,817 - $57,798
- Assistant Professor/Adjunct Faculty, Non-Tenure Track
  - $19,150 - $32,796

**GEAR UP Coordinator**

- $34,817 - $57,798

**DIRECTOR OF INSTRUCTION & STUDENT SERVICES**

- $36,106 - $57,908

**DIRECTOR OF SPECIAL PROGRAMS AND COMMUNITY RELATIONS**

- $34,817 - $57,798

**Network Specialist III**

- $40,066 - $51,932

**Applications Specialist II**

- $29,191 - $39,807

**Administrative Assistant**

- $24,882 - $33,170

Please contact 714-480-7499 for applications & job announcements.

---

**ASSISTANT VICE PRESIDENT, INSTITUTIONAL RESEARCH AND PLANNING**

The University of Maryland, College Park in applications and nominations for the position of Assistant Vice President for Institutional Research and Planning. The Assistant Vice President will report directly to the Senior Vice President for Academic Affairs and Provost and will be a member of his staff. The position requires a person with the vision and experience to head a comprehensive unit that provides critical support for decision-making for the President and the Vice Presidents of a major public research university through research, policy analysis, planning, and assessment. The Assistant Vice President will also be charged with the responsibility of identifying trends and circumstances that affect the development of higher education policy. The Assistant Vice President will work with the University's Office of Institutional Support to provide support for initiatives on the office staff. The Assistant Vice President will also be responsible for the preparation of analytical studies and special reports requiring an institutional-wide perspective. The Assistant Vice President will also provide leadership in the coordination of institutional research and planning.

Located in the Washington metropolitan area, the University of Maryland, College Park is the University of Maryland's main campus in the greater Maryland area. It is a leading comprehensive research and graduate university dedicated to the pursuit of excellence in teaching, research, and service to the community, and is formally designated by the state as the flagship institution of the eleven-campus University System of Maryland. The University of Maryland College Park received over $201 million in research support in the 1999 fiscal year. It has 20,000 undergraduate and 8,000 graduate students and 11 schools and colleges.

Required qualifications include leadership and management skills, advanced understanding of analysis techniques and interpretations, strong written and oral communication skills, experience in institutional research and planning, and extraordinary administrative ability to work effectively with senior management. A bachelor's degree is the minimum degree preferred.

The salary is commensurate with experience at $30,000 - $50,000. For best consideration, apply before December 30, 1999. Applications and nominations are accepted at:

Ms. Pauline Robinson
1119 Main Administration
University of Maryland
College Park, MD 20742

The University of Maryland is an equal opportunity employer and women and underrepresented minorities are encouraged to apply.
Teachers College, Columbia University
is building for the next century.

DEPARTMENT OF HEALTH & BEHAVIOR STUDIES
APPLIED PSYCHOLOGY

Position: Postdoctoral Scholar in Health Psychology. The position is for a full-time, 12-month appointment. The successful candidate will conduct research on health behavior, using both qualitative and quantitative methods. The position includes teaching responsibilities in the master's program in health psychology. The ideal candidate should have a Ph.D. in psychology with a focus on health behavior. Applicants should have a strong background in both qualitative and quantitative research methods. The position is funded for one year with the possibility of renewal. Please submit a cover letter, curriculum vitae, and three references to Dr. Jane Smith, Department of Health & Behavior Studies, Teachers College, Columbia University.

DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY
COUNSELING PSYCHOLOGY

Position: Full Professor. The successful candidate will be expected to conduct research and teach courses in counseling psychology. The candidate should have a strong record of research and teaching in counseling psychology. The successful candidate will be expected to contribute to the counseling psychology program at the graduate and undergraduate levels. The candidate will be expected to maintain an active research program and to engage in scholarly activities. The successful candidate will be expected to have a strong commitment to doctoral and master's education. The position is available immediately. Applications are encouraged from candidates who have a Ph.D. in counseling psychology and a record of excellence in research and teaching. A review of applications will begin immediately and continue until the position is filled. Please submit a cover letter, curriculum vitae, and three letters of recommendation to Dr. John Doe, Department of Counseling and Clinical Psychology, Teachers College, Columbia University.

DEPARTMENT OF ORGANIZATION & LEADERSHIP
EDUCATIONAL ADMINISTRATION

Position: Assistant Professor. The successful candidate will be expected to teach courses in educational administration and to conduct research in the field of educational leadership. The candidate should have a Ph.D. in educational administration or a related field. The candidate will be expected to contribute to the graduate program in educational administration. The position is available immediately. Applications are encouraged from candidates who have a strong record of research and teaching in educational administration. A review of applications will begin immediately and continue until the position is filled. Please submit a cover letter, curriculum vitae, and three letters of recommendation to Dr. Jane Smith, Department of Organization & Leadership, Teachers College, Columbia University.

DEPARTMENT OF ARTS & HUMANITIES
ENGLISH LANGUAGE

Position: Visiting Assistant Professor in English. The position is for a full-time, 9-month appointment. The successful candidate will teach courses in English literature and composition. The candidate should have a Ph.D. in English literature or a related field. The position is available immediately. Applications are encouraged from candidates who have a strong record of research and teaching in English literature. A review of applications will begin immediately and continue until the position is filled. Please submit a cover letter, curriculum vitae, and three letters of recommendation to Dr. John Doe, Department of Arts & Humanities, Teachers College, Columbia University.

DEPARTMENT OF MATHEMATICS, SCIENCE, AND TECHNOLOGY
MATHEMATICS EDUCATION

Position: Full Professor. The successful candidate will be expected to conduct research and teach courses in mathematics education. The candidate should have a Ph.D. in mathematics education or a related field. The candidate will be expected to contribute to the graduate program in mathematics education. The position is available immediately. Applications are encouraged from candidates who have a strong record of research and teaching in mathematics education. A review of applications will begin immediately and continue until the position is filled. Please submit a cover letter, curriculum vitae, and three letters of recommendation to Dr. Jane Smith, Department of Mathematics, Science, and Technology, Teachers College, Columbia University.

DEPARTMENT OF HUMAN DEVELOPMENT
MEASUREMENT AND EVALUATION

Position: Assistant Professor in Measurement and Evaluation. The position is for a full-time, 9-month appointment. The successful candidate will conduct research and teach courses in measurement and evaluation. The candidate should have a Ph.D. in measurement and evaluation or a related field. The position is available immediately. Applications are encouraged from candidates who have a strong record of research and teaching in measurement and evaluation. A review of applications will begin immediately and continue until the position is filled. Please submit a cover letter, curriculum vitae, and three letters of recommendation to Dr. John Doe, Department of Human Development, Teachers College, Columbia University.
DEPAUW UNIVERSITY

We invite you to join our multicultural campus. Dedication to undergraduate teaching and liberal arts education is essential.

POSITIONS TO BEGIN IN THE FALL OF 2000

DEPARTMENT NAME
Communication Arts and Sciences
Economics and Management
Economics and Management
Economics and Management
Education
English
English
Modern Languages
Sociology and Anthropology

POSITION
Theatre
Accounting
Economics (history, environment, development, urban and regional)
Quantitative Analysis/Finance
Elementary Education
Poetry/Creative Writing
Postcolonial British Literature
Spanish
Sociology

DEPARTMENT NAME
Geology and Geography

DEPARTMENT NAME
Environmental Geology

DEADLINE FOR APPLICATION
November 15, 1999
December 1, 1999
December 1, 1999
December 1, 1999
November 15, 1999
November 15, 1999
November 15, 1999
November 20, 1999
November 20, 1999

THREE-YEAR TERM POSITION

Review of applications will begin with the posted deadline and continue until positions are filled. Candidates should have a Ph.D. for Assistant Professor or ABD for Instructor. In exceptional cases, more senior candidates will be considered for appropriateness more senior appointments. For further information about these positions visit our website at: http://www.depauw.edu/emo/academic.htm or write to the chair of the corresponding department.

OTHER POSITIONS

If you have other skills and credentials which might strengthen our curriculum and faculty and wish to inquire about other appointment opportunities or to leave your resume and letter of interest on file, please contact Neil B. Abraham, Vice President for Academic Affairs and Dean of the Faculty, DePauw University, Greencastle, IN 46135. nabraham@depauw.edu

DePauw University is an Affirmative Action, Equal Opportunity Employer and encourages applications from women and minorities.

CALVIN College

FACULTY OPENINGS

The College is seeking applications for possible openings beginning September 2000 in the following departments:

- Art
- Biology
- Chemistry and Biochemistry
- Classics
- Computer Science
- Economics
- Education (for Sept. 2001)
- Elementary Science
- Engineering

- English
- Geology
- Mathematics and Statistics
- Music (male voice)
- Nursing
- Philosophy
- Physics and Astronomy
- Political Science
- Psychology
- Sociology

Calvin College seeks faculty members who affirm the Christian faith as expressed by the Reformed creeds and have academic and personal qualifications for teaching and scholarship. Applications from North American minorities in any discipline are strongly encouraged. Interested persons or persons who wish to make nominations should correspond with the chairperson of the respective department at:

Calvin College
3001 Burton Street SE
Grand Rapids, MI 49504-1004

TUFTS UNIVERSITY

Manager, Student Services
Academic Services & Student Affairs

Manages a newly established and dynamic one-stop Student Service Desk by supervising, coaching and training a staff of 12 employees in a team environment to address and resolve student, parent and faculty questions about all aspects of student administrative transactions and academic support. Also serves as primary professional support to the Dean of Academic Services and Student Affairs, coordinating ongoing organizational change within the student services area and maintaining fiscal oversight across the new services center. Position requires Bachelor's degree with a minimum of five years' progressive managerial experience, strong interpersonal, oral and written communication skills and demonstrated analytic capabilities. Master's degree preferred. Job Code: HO-99-688

Send two copies of resume and cover letter, indicating job #, to: Tufts University, Human Resources, 199 Holland St., Somerville, MA 02144. For more information on this and other existing job opportunities, please visit our web site at www.tufts.edu. Tufts is an Affirmative

REED COLLEGE

TENURE TRACK APPOINTMENT IN CREATIVE WRITING (WITH A CONCENTRATION IN POETRY)

Beginning August 2000. To teach five undergraduate writing workshops/courses per year at a highly selective liberal arts college with an emphasis on excellence in teaching. The job also includes advising five to seven senior theses a year and managing a visiting writer's reading series. Reed has only one tenure track and one rotating position in Creative Writing; with this in mind, the successful candidate will be asked to design and head a program for students that is integrated with the English Department and to work with colleagues to design other ways of giving creative writing a presence on campus. M.F.A. or equivalent required. Send letters with C.V., small writing sample, dossier (or three letters of recommendation) by November 22 to Professor Nathalia King, Creative Writing Search Chair, Reed College, Portland, Oregon 97202. We will be
TEXAS A&M UNIVERSITY
EDUCATIONAL HUMAN RESOURCE DEVELOPMENT
ASSISTANT PROFESSOR (TENURE TRACK)

The Department of Educational Human Resource Development at Texas A&M University seeks applicants with credentials in Human Resource Development or Adult Education. This position is a tenure-track position at the Assistant Professor level with teaching, research, and service responsibilities in training and development/human resource development.

Send letter of application, vita, three references (with names, addresses, e-mail and fax number) to:

Dr. Lloyd Kershner
Search Committee Chair
Department of Educational Human Resource Development
College of Education
Texas A&M University
College Station, Texas 77843-3256

Screening for applicants will begin November 10th and will continue until the position is filled.

Texas A&M University is an EO/AA employer which encourages applications from minority groups and women.

DEAN
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
(SEARCH CONTINUING)

Montclair State University is a comprehensive public university offering a rich array of programs to approximately 13,000 undergraduate students and post-baccalaureate students. Founded in 1908, the University is organized into three colleges and three schools: College of Education & Human Services, College of Humanities & Social Sciences, College of Science & Mathematics, School of the Arts, School of Business and the Graduate School. Characterized by a distinguished faculty of 450 teacher-scholars, Montclair State offers ten undergraduate degrees in more than 70 majors of study and seven degrees at the master’s and doctoral level in 36 areas of study. The University is located 14 miles west of New York City on a beautiful 200-acre suburban New Jersey campus.

With a faculty of 160 distinguished teacher-scholars and more than 3400 students, the College of Humanities and Social Sciences provides a rich variety of programs leading to the bachelor of arts and master of arts degrees. The College is the largest of the six schools and colleges at Montclair, and it is organized into 15 departments and programs. These are Anthropology; Classics and General Humanities; Communication Sciences and Disorders; English; French, German and Russian; History; Legal Studies; Linguistics; Philosophy and Religion; Political Science; Psychology; Sociology; Spanish and Italian; and several interdisciplinary programs including African-American Studies, Women’s Studies, and Latin American and Latino Studies. The College is home to a number of other programs including the Psychoeducational Center, the Institute for the Advancement of Philosophy for Children, the Center for Archaeological Studies and the Humanities Institute. The College has successfully combined a traditional focus on liberal education with programs at both the undergraduate and graduate level that fulfill specific career objectives.

The dean, who is appointed by the president and reports to the provost/vice president for Academic Affairs, serves as the chief academic and administrative officer of the College. The dean will be regarded as an intellectual leader not only within the College, but across the campus and within the community as well. She/he will have the vision to identify and pursue new opportunities for the College and the intellectual strength to direct its growth and development within the framework of shared academic governance. The dean will be responsible for the administrative and fiscal management of the College, with special attention to the recruiting and development of faculty. She/he will be responsible for effectively representing the College to the campus, alumni and external communities, and provide leadership in the pursuit of the external resources required to augment State appropriations. The dean will be a key member of the University’s core leadership and will be imaginative in finding ways to advance the goals and objectives of both the College and the University, and fostering collaborations across the campus.

QUALIFICATIONS: Each candidate should possess an earned doctorate and a record of distinguished academic achievement appropriate for appointment at the rank of full professor in a department of the College. In addition, she/he should possess:

- a commitment to excellence in teaching/learning, scholarship and the application of knowledge
- a record of successful administration in higher education and a broad understanding of the trends in higher education
- a demonstrated record in the acquisition of external resources
- a thorough understanding of curricular needs in the humanities and social sciences
- experience with instruction utilizing information technology and electronic access to information
- the ability to foster a collegial, collaborative work environment
- a commitment to maintaining and extending student and faculty diversity
- familiarity with a collective bargaining environment
- strong interpersonal communication and listening skills

SALARY: Dependent upon qualifications

SEND LETTER AND RESUME TO: Dr. Kay Wilkins, Chair, Search Committee
MONTCLAIR STATE UNIVERSITY
Box C316-V4036/HO
Upper Montclair, NJ 07043

APPLY BY: Review of applications for the Dean of Humanities and Social Science will continue until the position is filled. The anticipated starting date will be July 1, 2000.

An Equal Opportunity/Affirmative Action Institution
Bates College
Organic Chemistry

The Department of Chemistry at Bates College (www.bates.edu) a selective liberal arts college of 1,600 students, invites applications for a tenure-track position in Organic Chemistry at the assistant professor level, to begin in September of 2000. The teaching expectations include a two-semester organic chemistry course with laboratory and at least one additional course in an area of interest to the successful applicant. This position also supports our interdisciplinary programs in biological chemistry and neuroscience and provides opportunities to participate in other interdisciplinary programs as well. The applicant will be expected to develop a research program that will involve undergraduates. Major departmental equipment holdings for teaching and research include: 300 MHz NMR, EPR, FT-IR, ICP, GC-MS and UV-Vis spectrometers, as well as HPLCs, ultracentrifuges, IBM work stations (with SPARTAN software) and a Coherent YAG-pumped dye laser. A Ph.D. is required, but postdoctoral experience is desirable. Review of applications begins November 8, 1999, and will continue until the position is filled. Email inquiries may be directed to tlawson@bates.edu. Applicants should send a CV, undergraduate and graduate transcripts, brief statements of teaching philosophy and research interests, and three letters of recommendation to:

Professor T. Glen Lawson, Chair
Chemistry Search Committee
C/o Secretarial Services
Bates College
7 Lane Hall, 1 Andrews Road
Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

ASSISTANT DEAN FOR ADMISSIONS

INDIANA UNIVERSITY
SCHOOL OF LAW-BLOOMINGTON

Indian University School of Law-Bloomington is searching for an Assistant Dean for Admissions. This is a full-time administrative position with responsibility for all aspects of admissions at Indiana University School of Law-Bloomington, including marketing, recruiting, and financial aid. The position includes designing and implementing strategic plans for recruitment, collecting and analyzing statistical data to meet enrollment targets, interviewing and counseling prospective students, developing and implementing outreach programs for traditionally-underrepresented law school groups, evaluating applications, making admissions decisions, planning special events on campus for prospective applicants and students, working closely with faculty committees, developing and administering the budgets for admissions and supervising the Admissions Office.

Applicants should have a J.D. degree and some experience in law school admissions, or a strong background in law school admissions, administration, and management. Desired qualities include a commitment to student services and success in development of recruitment programs. The position demands excellent oral and written communication skills, the ability to work effectively with students, faculty, and staff, and the ability to communicate the strengths and values of the Law School. The position requires travel.

Applications will be reviewed on a rolling basis until the position is filled. Address employment target date of the spring of 2000. Salary commensurate with candidate's background and experience.

Send letter of application and resume to Patricia Clark, Search and Screen Committee, Indiana University School of Law, 211 S. Indiana Avenue, Bloomington, IN 47405-7001.
GOVERNORS STATE UNIVERSITY

Governors State University is an upper-division and graduate level institution in the State of Illinois, serving over 9,000 students annually in the Colleges of Arts and Sciences, Business and Public Administration, Education and Health Professions. The university’s main campus is located in University Park, approximately 35 miles south of the University of Illinois. The university’s primary mission is teaching and providing quality education to its culturally and economically diverse, lifelong learners. We are currently seeking to fill following vacancies; nominations and applications should be forwarded to the respective search committee.

DIRECTOR OF TECHNICAL SERVICES

This position combines hands-on technical expertise and administrative duties. The director will supervise, coordinate, and direct the delivery of computing and network services to the entire university community. The successful candidate will oversee standards and procedures to ensure proper use, security and administration of network. Qualifications: Bachelor’s degree or degree-seeking required, with appropriate certifications; demonstrated supervisory experience; minimum of four years experience in an end user support area working with networks and microcomputers; knowledge of design and installation of LAN/WAN technologies, including Unix, Novell, and Micro Knowledge of SUN Solaris architecture; and the ability to provide hands-on management of local area networks to ensure effective operation, reliability and integrity. The position is available immediately, with resumes being accepted through November 12, 1999. To apply candidates should send a letter of interest addressing qualifications and three professional references to: c/o Karyn Purvis, Information Technology Services, e-mail: k-purvis@govst.edu.

UNIVERSITY PROFESSOR OF ART

The successful candidate will teach undergraduate and graduate courses in digital 2D and 3D illustration, animation, and motion graphics as they pertain to both marketable and creative investigation. In addition, the candidate will teach one lecture/seminar studio course in related topics and manage the university art gallery. Qualifications: M.F. Art, significant exhibition/presentation history, and teaching experience. The position is available May 1, 2000. Review of applications will begin immediately and continue until the position is filled. To apply candidates should send a letter of interest addressing qualifications; a current vita; and the names, addresses, and telephone numbers of three references to: c/o Paul Schrader, College of Arts and Sciences.

PROFESSOR OF MEDIA COMMUNICATIONS

The successful candidate will teach undergraduate and graduate courses in media theory/research, print and broadcast journalism/electronic publishing. Qualifications: M.A. 30 hours required, Ph.D. preferred; teaching experience in Journalism, demonstrated record of professional/creative activity; evidence of scholarship in electronic media preferred. The position is available August 1, 2000. Review of applications will begin January 15, 2000, and continue until the position is filled. To apply interested candidates should send a letter of interest addressing qualifications; a current vita; and the names, addresses and telephone numbers of three references to: Michael Purdy, Chairperson, College of Arts and Sciences.

PROFESSOR OF CLINICAL PSYCHOLOGY

Responsibilities will include teaching primarily undergraduate courses in abnormal psychology, theories and treatments, ethics, and personality theories, and occasionally graduate seminar in abnormal psychology. The candidate should have the ability and willingness to engage students in research as well as an interest in helping to develop placement sites. The division has an applied focus. Preference will be given to candidates with a Doctorate in Clinical Psychology. Qualifications: Earned doctorate in Clinical Psychology preferred, ABD accepted, in a closely related area of psychology; evidence of a strong commitment to excellence in teaching undergraduates and graduates; evidence of both an active research program and teaching experience. The position is available August 15, 2000, and will remain open until filled. The review of applications begins January 15, 2000. Applicants should send a letter of interest addressing qualifications, a current vita, three letters of recommendation, and samples of research publica or professional presentations to: Rachel Oriel Berg, Ph.D., Chairperson, Division of Psychology and Counseling.

PROFESSOR OF GENERAL PSYCHOLOGY

Responsibilities will include teaching courses in research methods, undergraduate and graduate statistics, history and systems, and expertise in one or more of the following areas: Social, cognitive, developmental psychology, stress management. We place a high value on teaching experience in the field and research. The division has an applied focus. Preference will be given to candidates with a doctorate in psychology; consideration will be given to ABD candidates. Qualifications: Earned doctorate in Clinical Psych preferred, ABD accepted; a strong commitment to excellence in teaching undergraduates and graduates; evidence of both an active research program and teaching experience. The position is available August 15, 2000, and will remain open until filled. The review of applications will begin January 15, 2000. Applicants should send a letter of interest addressing qualifications, a current vita, three letters of recommendation, and samples of research publications of professional presentations to: Rachel Oriel Berg, P Search Committee Chairperson, Division of Psychology and Counseling.

PROFESSOR OF READING/LANGUAGE ARTS

The successful candidate will teach undergraduate and graduate courses in reading and language arts, advise master’s level theses and projects, and perform appropriate reseach and professional, university and community service. Qualifications: Earned doctorate in reading/language arts education or closely related field; minimum of 3 year elementary, middle school, or high school teaching experience in U.S. Schools; and meet the Board of Education criteria for reading specialists. Preference will be given to candidates whose professional experiences include working as a reading clinician or specialist and teaching in higher education. The position is available August 16, 2000. Review of applications will begin December 1, 1999, and continue until the position is filled. To apply candidates should send a letter of interest addressing qualifications; a current vita; and the names, addresses, and telephone numbers of three references to: C/O Joanne Afinian, Chairperson, College of Education.

PROFESSOR OF LITERATURE AND COMPOSITION

Small and lively program in English (offering the B.A. and M.A.) seeks a colleague to enrich its ranks. While the focus of the tenure-track position will involve various disciplines within American Literature, we seek someone who can adapt to the dynamics of a growing program and who is proud to be a generalist. In addition to having a record of research interests and post secondary teaching experience, the successful candidate will be committed to teaching courses in the core program for majors, teaching writing, and contributing productively to University-wide initiatives in Writing Across the Curriculum. Qualifications: A Ph.D. in English is required by August, 2000. Review of applications begin December 1, 1999, and continue until the position is filled. To apply candidates should send a letter of interest addressing qualifications; a current vita; and the names, addresses, and telephone numbers of four references to: Dr. Rashid J. Muhammad, Chairperson, English Faculty Search, College of Arts and Sciences.

If you would like more information about the university, please visit our website at: www.govst.edu
DEAN
GEORGE BUSH SCHOOL OF
GOVERNMENT AND PUBLIC SERVICE

Texas A&M University invites nominations and applications for the position of Dean of the George Bush School of Government and Public Service. This position will provide administrative and academic leadership to develop the teaching, research and public service dimensions appropriate to one of the premier schools in the United States. The School currently offers a Master's in Public Service and Administration and has plans to offer a Master's in International Affairs. The Dean will have the responsibility of recruiting a core faculty. The Dean is expected to play a significant role in formulating the curriculum for the School, in development and external relations, and in establishing an intellect-ual environment and vision for the school.

Candidates for the position should have a record of excellence in scholarly publications, teaching, and service in an area relevant to public policy, management or international affairs. Prior experience in public affairs education is essential; significant experience in the public or private sector is preferred. Academic credentials, including terminal degree, appropriate for appointment as a full professor at Texas A&M are required. Previous academic administrative experience is highly desirable. Applicants should submit a letter of interest and curriculum vitae to:

Professor Howard Kaplan and Professor Condoleezza Rice, Co-Chairs, Dean Recruitment Committee, George Bush School of Government and Public Service, Texas A&M University, College Station, TX 77843-4220.

The committee will begin to review applications on December 1, 1999; however, review of applications will continue until the position is filled.

Texas A&M University strongly encourages applications from women and members of minority groups and is committed to a diverse campus community through Affirmative Action and Equal Opportunity. Please be advised that under Texas law, names and other information concerning applicants or nominees may be subject to disclosure upon request.

For additional information on the position or the School, please contact Professor Kaplan by phone at (409) 845-2411 or by e-mail at h-kaplan@tamu.edu.

USF University of South Florida

The College of Arts and Sciences invites applications for the following positions during recruitment year 1999/2000 for appointments effective August 2000. For specifics about each position, including position qualifications and application requirements, application deadlines and salary information, contact the person identified with the position or see the USF Faculty Vacancy listing at http://ufmbr.usf.edu/ufmbr/vacancy.html. All positions are contingent upon final funding.

The College of Arts and Sciences is a community of scholars dedicated to the idea that educated people are the basis of a just and free society. The College consists of 32 departments/divisions offering 35 master's programs and 13 doctoral programs.

BIOLOGY
Associate Professor, Cell Biology, contact John Lawrence, law@chuma.cas.usf.edu

CHEMISTRY
Associate Professor, contact Julie Harmon, harmon@chuma.cas.usf.edu

COMMUNICATION SCIENCES & DISORDERS
Assistant/Associate Professor of Audiology, contact Raymond Hurley, r hurley@chuman.cas.usf.edu

CRIMINOLOGY
Associate Professor/Full Professor & Chair, contact Christine Sellers, c sellers@chuman.cas.usf.edu
Assistant Professor, Science and Crime, contact Michael Lynch, m Lynch@chuman.cas.usf.edu

GEOGRAPHY
Assistant Professor, contact Kevin Archer, karcher@chuma.cas.usf.edu

GEOLOGY
Assistant Professor, Aquatic/Hydro-Geochemistry, contact Peter Harris, p harris@chuma.cas.usf.edu

GOVERNMENT AND INTERNATIONAL AFFAIRS
Assistant Professor, contact Joan Pynes, pynes@chuman.cas.usf.edu

LANGUAGES & LINGUISTICS
Assistant Professor of Greek Language and Literature, contact William Murray, murray@chuma.cas.usf.edu

LIBRARY & INFORMATION SCIENCE
Assistant Professor (3 positions), contact Elaine Yonet, eyonet@chuman.cas.usf.edu
Instructor, contact Elaine Yonet, eyonet@chuman.cas.usf.edu

MASS COMMUNICATIONS
Assistant Professor, Telecommunications, contact Jay Freidlander, m c om@chuman.cas.usf.edu

MATHEMATICS
Instructor (3 positions), contact Kenneth Polkoven, k polkoven@chuma.cas.usf.edu

PHYSICS
Assistant Professor, Experimental Materials, contact Robert Chang, chang@chuma.cas.usf.edu
Associate/Full Professor, Biomedical, contact Robert Chang, chang@chuma.cas.usf.edu

USF is a comprehensive, metropolitan state university, serving more than 34,000 students in nine colleges on four campuses in Tampa, Lakeland, St. Petersburg, and Sarasota. Among the top research universities in the state, USF offers degree programs in 79 undergraduate disciplines, 80 master's and specialists programs, and 20 doctoral programs, including the M.D. The faculty numbers more than 2,000 members.

The University of South Florida is an equal opportunity, affirmative action, equal access institution. For disabilities accommodations information, contact the individual department at least two weeks in advance. According to Florida law applications and nominations regarding these are open to the public.

DEAN OF RELIGIOUS AND SPIRITUAL LIFE

CONNECTICUT COLLEGE, the fourteenth most selective private liberal arts college in the nation, invites applications and nominations for the new position of Dean of Religious and Spiritual Life commencing July, 2000. The College seeks a respected scholar/religious leader to work with the College's religious leaders, faculty, students and staff to develop and expand the College's efforts (1) to meet the religious needs of an increasingly diverse student body and (2) to integrate the religious and spiritual life of the community more fully into the educational mission and programs of the College. Applicants should possess an advanced degree (e.g., Ph.D., Th.D., D.Min.), extensive religious training, and bring to the position leadership skills in the areas of program development and planning, community service, and fund-raising. Although many of the specific activities of the position will be shaped by the Dean, he or she will be responsible for efforts to reach students, especially, outside the traditional chapel walls. In addition, the Dean will be further responsible for coordinating the activities of Herkimer Chapel, assisting the work of interfaith groups, counseling and advising students, and contributing to the intellectual and spiritual life of the campus in ways that will enhance our efforts to integrate the life of the mind, body and spirit.

Review of applications will begin on November 15, 1999. Nominations for this position are encouraged. Candidates should submit the following to the Chair of the Search Committee, Human Resources, Connecticut College, New London, CT 06320: a letter of interest in the position, a resume, four letters of recommendation, and a statement about religious and spiritual life on a liberal arts campus in the next millennium. Located in the historic seaport town of New London, the southeastern Connecticut area offers a rare combination of affordable living and natural, unsupervised beauty with convenient access to Boston and New York City.
BOSTON COLLEGE

Dean
Wallace E. Carroll School of Management

Boston College invites nominations and applications for the position of Dean of the Wallace E. Carroll School of Management. The Carroll School of Management aspires to become internationally recognized for outstanding research and teaching while maintaining a strong commitment to the Jesuit, Catholic mission and heritage of service to society. The School enrolls 2,300 undergraduate and 1,000 graduate students and offers the following degrees: BS, MBA, MS in Finance, and Ph.D. in Management with concentrations in Finance and Organization Studies. These programs combine the best of a classical liberal education with professional education in management practice, and stress sophisticated use of technology, practical experience, teamwork, community service, and ethical practices.

The Carroll School's faculty, students, and staff have created a distinctive community that centers on scholarship, caring, mutual respect, and shared responsibility. Eighty full-time faculty (97 FTEF) are expected to contribute significantly to the advancement of knowledge by publishing in leading journals, and by teaching innovative, relevant courses. In addition, the faculty, students, and staff take pride in their broader commitment to the business community and society through research centers and community volunteer activities.

Founded in 1953, Boston College is ranked among the top 40 national universities in a recent public survey. It is listed among Barron's 52 most competitive undergraduate institutions, and last year enrolled 2,200 freshmen from a pool of 19,700 applicants. The Carroll School has also been ranked as one of the top 40 undergraduate programs in business. Graduate and professional school students numbering 4,500 in Arts and Sciences, Management, Law, Social Work, Education, and Nursing.

Boston College seeks a dean who will promote excellence in teaching, research, and service to society while maintaining the Carroll School's cohesive community. The next dean should possess the vision, leadership, and administrative ability to move the School to the next level of quality in the 21st century and contribute to the University's Jesuit, Catholic tradition. The dean must have a genuine commitment to development and an ability to interact effectively with the business community and other constituencies of the School.

Nominations or applications (accompanied by a curriculum vitae) should be forwarded to:

G. Peter Wilson, Joseph L. Sweeney Chair in Accounting, Bourneuf House, Boston College, Chestnut Hill, MA 02467-5838.

Potential applicants are invited to visit the Boston College web site: www.bc.edu; and Carroll School of Management web site: www.bc.edu/carroll

Review of applications will begin on December 1, 1999 with a view to July 1, 2000 as the starting date for the new dean.

Boston College is an affirmative action, equal opportunity employer. Women and minority group members are encouraged to apply.

BOSTON COLLEGE
A Jesuit Catholic University

ASSISTANT PROFESSOR
MOLECULAR AND ENVIRONMENTAL MICROBIOLOGY
UNIVERSITY OF COLORADO AT BOULDER

The Department of Molecular, Cellular and Developmental Biology (MCDB), and the Cooperative Institute for Research Environmental Sciences (CIRES) at the University of Colorado Boulder seek applicants for a tenure-track faculty position in microbiology. For more information, please visit http://cires.colorado.edu.

Applicants should send a cover letter, curriculum vitae, statements of research interests, and arrange for three letters of recommendation to be sent to: Microbiology Search Committee CIRES, Campus Box 215, Boulder, CO 80309-0215.

The University of Colorado at Boulder is committed to diversity in the academic, administrative, and professional faculty.
Search for the

The City University of New York

The Board of Trustees of the City University of New York and the Presidential Search Committee invite nominations and applications for the position of President of Baruch College.

Established 80 years ago, Baruch is home to the largest collegiate business school in the country, the Zicklin School of Business, the Mildred and George Weissman School of Arts and Sciences, and the School of Public Affairs. Each of the three schools offers undergraduate and graduate degrees; City University's Ph.D. programs in business and industrial/organizational psychology are also housed at Baruch. The business program, which emphasizes a strong liberal arts foundation, is increasingly recognized in national rankings and has produced many of the nation's corporate leaders.

More than 450 full-time and 420 part-time faculty teach at the college, many of them internationally recognized scholars. Baruch enrolls 12,500 undergraduates and 2,500 graduate students, most of whom attend full-time and 85 percent of whom major in a business discipline. Baruch is a mosaic of cultures, with students representing more than 100 ethnic backgrounds and 90 countries.

The college's annual budget is $110 million and its endowment is close to $60 million. Located in the heart of New York's central business district, Baruch is one of 20 campuses of the City University of New York, the nation's largest urban university.

The college seeks a visionary, committed, and influential leader who will guide Baruch into a new era of achievement—a person of distinction, stature and integrity who loves a life of learning. Specific challenges include increasing the level of excellence across all programs, building the school's national reputation, strengthening connections to Manhattan’s business, governmental, and non-profit communities, and further developing Baruch’s active alumni base.

Leading candidates typically will have:

- A broad intellect and grounding in a suitable academic discipline. While a doctorate or professional degree is preferred, the search is open to individuals with significant professional achievement who can understand the challenges of higher education.
- A track record of senior management success in complex organizations that have intact reporting relationships that serve many constituencies and require a service orientation.
- Demonstrated leadership in developing quality academic programs and supporting a distinguished faculty, or a comparable record of leadership in building a strong team that produces exemplary results.
- The capacity to present Baruch’s mission and programs to a wide variety of prominent audiences.
- A strong record of success in attracting financial support from foundations, corporations, governmental sources, and private donors.
- A commitment to enhancing the quality of student life and strengthening the delivery of services to an urban, multi-cultural, multi-ethnic student body.

The position is available on September 1, 2000. A revision of salary and benefits that is now underway will make the compensation package highly competitive. The review of applications will begin immediately, and submission of applications and nominations is strongly encouraged prior to November 15, 1999.

Application: Applicants should respond via the mail. Please send two copies of (1) a letter expressing interest in the position, (2) a curriculum vitae, and (3) the names of five references. References will not be contacted without the applicant's prior permission.

Nominations: Nominations should be sent a letter of nomination and, if possible, the nominee’s curriculum vitae. Applications and nominations should be sent to:

Ann Korn, Managing Director or Joan Sherry, Senior Associate
Korn/Ferry International, 200 Park Avenue, New York, NY 10165
Attn: Baruch College Presidential Search
All inquiries, nominations and applications will be held in the strictest confidence.

Wayne State College seeks applications for the position of Vice President for Academic Affairs. Wayne State College, located in a city of 5,200 in rural northeast Nebraska, is a comprehensive, regional, public four-year college serving nearly 4,000 students. The College's mission is twofold: student development and regional development. The College is one of three four-year campuses governed by the Board of Trustees of the Nebraska State College System and is a collective-bargaining institution.

The Vice President is the senior academic officer of the College. This position reports directly to the President of the College and advises the President and other executive officers on academic affairs. The Vice President is one of four vice presidents; the others being Administration and Finance, Student Affairs, and Development.

The Vice President is responsible for and provides leadership to the following areas: academic policy, academic programs, and faculty personnel matters, including teaching, service, and research. The Vice President coordinates long-range planning of instructional programs, supervises the evaluation of academic programs in relation to accreditation standards, and recommends to the President on faculty and other appointments, retention, promotion, and salary. The Vice President directly supervises the Associate Vice Presidents for Academic Affairs and Graduate Dean, the Associate Vice President for Enrollment Management, the directors of the library, campus computing, and instructional development, and the leaders of eight academic divisions.

The successful candidate will have a record of teaching and academic achievement; a history of leadership and management experience appropriate to a comprehensive institution of higher education; the ability to work cooperatively with students and colleagues and staff at all levels; a strong background in the areas of responsibility noted above; a history of personal and professional integrity; excellent communication skills; and an earned terminal degree in an academic area. Salary will be determined based upon experience. The College provides an attractive benefits package.

Starting date will be no later than July 1, 2000. Review of application materials will begin December 1, 1999 and will continue until the position is filled. Qualified candidates should forward a letter of interest, a resume and the names, addresses and telephone numbers of three current references to:

Mr. Dwayne Johnson, Secretary
Vice President for Academic Affairs
Search Committee
Wayne State College
1111 Main Street
Wayne, NE 68787

Wayne State College is an equal opportunity/affirmative action employer.

Visit our website: http://www.wsc.edu
GEORGIA SOUTHERN UNIVERSITY
University System of Georgia
Provost and Vice President for Academic Affairs

GEORGIA SOUTHERN UNIVERSITY, a member institution of the University System of Georgia, invites nominations and applications for the position of Provost and Vice President for Academic Affairs. As the chief academic officer of the institution, the Provost/VPA reports to, and works closely with, the President of the University and is the principal administrator in charge during the President’s absence.

CHARACTER: A comprehensive residential university of 14,600 students, Georgia Southern University is a superior undergraduate experience emphasizing academic distinction, excellent teaching, and student success. Georgia Southern is Georgia’s third largest university and, apart from the four research universities, the most comprehensive center of public higher education in the state. Georgia Southern approaches its centennial in an era of new leadership with a vision to rank among the best universities of its class in the nation.

STUDENT PROFILE: One of the top two choices in Georgia for freshmen, including Hope Scholars, Georgia Southern enrolls an increasingly selective student body representing all of Georgia’s 159 counties, and more than 60 nations. Nine out of 10 undergraduates are full-time students. The University is expanding its academic profile through increased admission standards, an expanded scholarship honors program, and increased recruiting of academically talented students.

ACADEMIC SCHOLLS AND QUALITY: A Master’s University accredited by the Southern Association of Colleges and Schools, Georgia Southern offers 130 academic majors, a comprehensive array of baccalaureate degrees and selected master’s and doctoral programs. The University has earned national accreditation in 20 program areas. Academic programs are organized in six colleges: Business Administration, Education, Health and Professional Studies, Liberal Arts and Social Sciences, the Allen E. Paulson College of Science and Technology, and the Jack N. Averitt College of Graduate Studies. The University awarded 2,590 degrees in 1998-99.

REGIONAL MISSION: Georgia Southern serves as its most rural coastal region through outreach and research in economic development, education, cultural opportunities, rural health, and environmental interests. The University is raising the number of professionals in the region through programmatic offerings in Savannah, Brunswick, Augusta, Dublin, and Hinesville.

HISTORY: Founded in 1906 as a district agricultural school, the institution advanced to become a teachers college, a senior college, and in 1959 earned its status as the first university in the southern half of Georgia. The University has recently emerged from a decade of growth which doubled enrollment.

CAMPUSES: The 634-acre park-like campus is completing a $122.3 million building and beautification renovation that spanned the decade. The learning environment for students and the public is enhanced by a museum of cultural and natural history, a botanical garden, and a unique wildlife education center.

The University’s Division I athletic teams compete in the Southern Conference. The campus is located in Statesboro, a fast-growing, multi-county community of 40,000, at the three-hour farm between Savannah and beach resorts, and less than 200 miles from Atlanta.

The Provost and Vice President for Academic Affairs has administrative jurisdiction over academic matters and academic personnel, providing leadership in the planning and development of academic goals for the institution and its colleges. The Provost is responsible for the budget, direction, coordination, and assessment of the institutional programs of the University. The deans of the six colleges, three associate vice presidents, and the directors of major academic units report directly to the Provost.

QUALIFICATIONS:
- Earned doctorate and a distinguished record as scholar and teacher qualifying the candidate for the rank of Professor and tenure upon appointment.
- Ability to communicate high academic and personal values within the University as well as the community beyond the campus.
- Vision and energy to lead an institution committed to a diverse enterprise and to cultivate excellence in scholarship, teaching, and service.
- Successful record of, and commitment to, promoting equality of opportunity and diversity with demonstrated respect and advocacy for faculty, students, and staff.
- History of increasingly responsible administrative leadership positions, typically including the level of dean or higher, which have involved managing complex campus environments, guiding change, planning, successfully affecting organizational improvement, developing and implementing major academic initiatives and programs, managing budgets, and personnel, evaluating performance, and assessing outcomes.
- Superior organizational, interpersonal, and communication skills.
- Appreciation of the importance of distance education and of the evolution of technology in academic institutions.
- Ability to function within a multi-campus university system.

Screening of applications begins November 15, 1999. The position begins July 1, 2000. A complete application consists of a letter addressing the qualifications cited above, a curriculum vitae, and the names, addresses, and telephone numbers of at least five professional references. Applications and nominations should be sent to:
Dr. Robert W. Hunley, Chair, Provost/VPA Search Committee, Office of the President, P.O. Box 6059, Georgia Southern University, Statesboro, GA 30460-6059. Electronic mail: rhunley@gsu.edu

More information about the institution is available through the Georgia Southern University Web Page at http://www.gsu.edu

The names of applicants and nominees, their sex, and other non-evaluative information may be open to public inspection under the Georgia Open Records Law. Georgia Southern University is an Equal Opportunity Affirmative Action Institution. Individuals who need reasonable accommodations under the ADA in order to participate in the application or the screening process should notify the Search Committee at least five days in advance.

WESTERN CONNECTICUT STATE UNIVERSITY
FACULTY OPENINGS
www.wcsu.edu

WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on a 100-acre campus surrounded by the beautiful Connecticut countryside.

APPLICATION MATERIAL: Interested candidates should submit a cover letter specifying the position you are applying for, a current vita, undergraduate and graduate transcripts, three letters of recommendation, and a salary requirement.

Send Application Materials to the individual identified in the department listing of positions to the following:
Western Connecticut State University, 333 White St., Danbury, CT 06810.

APPLICATION DEADLINE FOR ALL POSITIONS IS NOVEMBER 29, 1999.

COMMUNICATIONS AND THEATER ARTS (Television Production & Media Arts)

Television Track Assistant Professor/Faculty 2000, Media Arts. DUTIES: teach television production in post-production, non-linear editing, lighting, sound production, media aesthetics and criticism; maintain course-related equipment; assign and grade student work. Qualifications: Ph.D. or M.A. required. Position subject to renewal.

COMPUTER SCIENCE

Two tenure track positions available Spring 2000/Fall 2000. Appointed academic rank depended on candidates' background and experience. Ph.D. in CS is preferred. Master's degree in CS with extensive experience may be considered. DUTIES: teach in several areas of computer science including C++; one position requires teaching operations systems; participation in curriculum development; participation in the community and development of the candidate's research interests. In addition to the material application above, please submit a teaching philosophy statement. Send material to Dr. Ronald Katz, CS Search Committee.

ENGLISH

Television Track Assistant Professor/Faculty 2000, REQUIREMENTS: specialization in teaching exposure history. Write on courses at the undergraduate and graduate level. Experience in Eighteenth Century British literature required. Send material to Dr. John Briggs, Chairperson, English Department.

FINANCE

One Year Appointment Fall 2000. Appointed academic rank depended on candidate's background and experience. The position may develop into a tenure-track position after one year. Ph.D. in finance or equivalent to earn a Ph.D. in the near future, preferred. The Finance Program emphasizes financial markets closely with firms in the surrounding community. Teaching assignments may include undergraduate and graduate courses. WCSU is a technology-oriented university providing its faculty with the latest hardware and software. Send material to the Chairperson, Department of Mathematics and Computer Science, WCSU, 333 White St., Danbury, CT 06810, Phone: 203-777-5100, Fax: 203-777-5344.

MARKETING

Television Track Assistant Professor/Faculty 2000, Appointed academic rank depended on candidate's background and experience. DUTIES: Teach Marketing Management and marketing electives at the undergraduate and graduate levels in the evening and day programs. REQUIREMENTS: Doctorate in Marketing from an ABA or AACSB accredited program with teaching ability at the undergraduate and graduate level. Experience in use technology in teaching and learning; relevant business experience; demonstrated research ability; academic or work experience in interactive marketing is desirable. The department maintains cooperative relationships with many businesses and has a distinctive industry-supported program in Interactive Marketing. Send material to Ronald Domondono, Chairperson, Marketing Department.

METHODOLOGY/PHYSICS

Television Track Assistant Professor/Faculty 2000, Ph.D. in meteorology or closely related field, complete computer applications, and undergraduate teaching experience required. Send material to Dr. Alice P. Gray, Chairperson, Physics/Astronomy/Meteorology, Phone: (203) 837-8669. Fax: (203) 837-8669.

MICROBIOLOGY

Television Track Assistant Professor/Faculty 2000. Appointed academic rank depended on candidate's background and experience. Candidates will have a Ph.D., demonstrated excellence in teaching, and will be seeking a tenure-track position at the WCSU. DUTIES: introductory microbiology courses for pre-med and biology majors; teach in microbiology and related fields for upper-division undergraduate and M.A. level graduate biology/medical research program. Send material to the Chairperson, Department of Biology, WCSU, 333 White St., Danbury, CT 06810.

SOCIAL WORK

Television Track Assistant Professor/Faculty 2000. Candidates must possess an MSSW and a PhD. DSW (in Social Work) is a plus. DUTIES: teach in Social Work in the School of Social Work. Send material to Dr. Moshe Frankel, Director, Social Work Program, 333 White St., Danbury, CT 06810.
AUSTIN PEAY STATE UNIVERSITY

Founded in 1927, Comprehensive State-Assisted University

Among its many points of distinction are its designation as the state university for the liberal arts, its centers of excellence in creative arts and field biology, and its endowed chairs of excellence in creative arts, business, free enterprise and nursing. Austin Peay offers a full range of academic programs at the associate, baccalaureate and master's degree levels in the arts and sciences and selected professional programs.

Applications and nominations are invited for the following faculty positions. All positions are tenure track and begin fall semester 2000.

FACULTY POSITIONS

Complete position descriptions can be found on the Austin Peay State University Web site: www.apsu.edu/faculty/positions/

DISCIPLINE/SPECIALIZATION

- Accounting (1)
- African American Studies (1)
- Director and faculty member
- Art (1)
- Painting
- Communication (1)
- Computer Science (1)
- Economics (2)
- Educ. n (3)
  Social Studies/Literacy
  Special Education Early Childhood
  Instructional Technology
- Geology (1)
- Languages and Literature (3)
  French and Spanish (1)
- Composition, Literacy/ Speciality (2)
- Music (1)
- Nursing (2)
  Director, School of Nursing
  Medical/Surgical
- Physics (2)
  Chair, Department of Physics
  Astronomy
- Political Science (1)
- Psychology (2)
  Educational Psychology
  School Psychology
- Public Management (1)

Minorities, women and members of other protected groups are encouraged to apply.

Austin Peay State University is an Affirmative Action/Equal Opportunity Employer.

The information contained in this advertisement is accurate as of 10/1/1999. Consult the Austin Peay State University Web site (www.apsu.edu/faculty/positions/) for updated information.

Looking for a back article of Hispanic Outlook??

"Hispanic Outlook in Higher Education"

is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742 703-440-1400
FAX: 703-440-1408
Internet: EDRS@inet.ed.gov

ASSISTANT DIRECTOR-COUNSELING SERVICES

The University of New Orleans is seeking a qualified candidate to fill the position of Assistant Director for the Counseling Services beginning January 1, 2000. The Assistant Director is responsible for the overall implementation of the developmental counseling and training functions of the mental health/career counseling office in addition to the regular clinical and supervisory duties. REQUIRED QUALIFICATIONS: Ph.D. or appropriate terminal degree in Psychology, Counseling, Social Work or related mental health profession. Should hold or be eligible for state license. Five years post-doctoral experience and strong clinical and supervisory skills. Three to five years experience in college counseling. Salary level begins at $36,000 and will be determined based on experience. Qualified applicants should send a resume and request a minimum of three letters of reference to be submitted to Dr. Barbara S. Mitchell, Director, Counseling Services, University of New Orleans, ADC #4, New Orleans, LA. 70148. Review of applications will begin October 22, 1999 and will continue until position is filled.

UNO is an affirmative action/equal opportunity employer.

WAYNE STATE COLLEGE

VICE PRESIDENT FOR ADMINISTRATION & FINANCE

Wayne State College seeks applications for the position of Vice President for Administration and Finance. Wayne State College, located in a city of 5,200 in rural northeast Nebraska, is a comprehensive, regional, public four-year college serving nearly 4,000 students. The College's mission is twofold: student development and regional development. The College is one of three four-year campuses governed by the Board of Trustees of the Nebraska State College System and is a collective-bargaining institution.

The Vice President is the senior administrative official responsible for the combined functions of administrative and financial affairs of the College. This position reports directly to the President of the College and advises the President and other executive officers on administrative and fiscal matters. The Vice President is one of a team of four vice presidents, the others being Academic Affairs, Student Affairs, and Development.

The Vice President is responsible for and provides leadership for accounting, business services, budgeting, payroll, human resources, grant administration, contract administration, administrative services, physical plant, auxiliary services, and facilities planning. The Vice President directly manages a staff of seven mid-level managers assigned to major functional areas.

The successful candidate will have leadership and management experience within public higher education, the ability to work cooperatively with colleagues and staff at all levels; a strong background in the areas of responsibility noted above, a history of personal and professional integrity; excellent communication skills; and an advanced degree, professional certification, or a strong record of higher education administrative experience. Salary will be determined based upon experience. The College provides an attractive benefits package.

Starting date will be no later than July 1, 2000. Review of application material will begin December 1, 1999 and will continue until the position is filled. Qualified candidates should forward a letter of interest, a resume and the names, addresses and telephone numbers of three current references to:

Mr. Dwayne Johnson, Secretary
Vice President for Administration and Finance Search Committee
Wayne State College
1111 Main Street
Wayne, NE 68787

Wayne State College is an equal opportunity/affirmative action employer.

Visit our website: http://www.wsc.edu
Plattsburgh State University of New York invites applications for Fall 2000 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shores of Lake Champlain, the College is the principal educational resource for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unique in the region. Nearby cultural activities include the Lake Champlain Theatre, the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada. If you are seeking a change of pace from your current position, Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate department, developing programs in the arts and sciences, educating and serving the community. Preference will be given to applicants who demonstrate an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special focus for the College; a desire to integrate information technologies; and a willingness to participate in the College's Learning Programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The college supports faculty scholarship through the NY/UPD/Bargaining agreement, minority and women faculty may apply for one-year Affiliate Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and College Funded-in-House Mini-Grants to provide seed funding for research activities, Research Enhancement Awards, Presidential Research Awards, and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications will begin immediately and continue until the positions are filled.

Application Procedure: Please send or fax cover letter, resume, or curriculum vitae, transcripts, three letters of recommendation and other requested materials in individual ad to: Chair, Search Committee (P# 2367-806), c/o Human Resources, Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901-2681, Fax: (518) 564-5060.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action/equal opportunity employer.

**ART**

Foundation Design/Graphic Design (P# 2367-808) ASSISTANT PROFESSOR-Qualifications: MFA or equivalent experience; knowledge of current issues in the field; manipulation of PC, Macintosh, and Xeroxing systems; strong graphic design skills and experience. Responsibilities: Teach Graphic Design, Studio Foundation Design and Digital Imaging; basic maintenance of relevant equipment. Review of applications begins January 15, 2000. Additional application materials: work samples (slides or digital portfolio), examples of student work (if applicable), statement of teaching philosophy.

**CHEMISTRY**

Analytical Chemistry (P# 2355-806) ASSISTANT PROFESSOR-Qualifications: Ph.D. in this area; strong background in instrumental methods; a desire and aptitude for teaching at the undergraduate level; and a demonstration of teaching effectiveness (an on-campus term research is required). Responsibilities: Teach undergraduate courses in analytical chemistry, supervise student research, serve on college committees, advising students. Review of applications begins September 12, 2000. Additional application materials: research proposal and a brief statement of teaching philosophy.

**COMMUNICATION DISORDERS & SCIENCE**

Speech-Language Pathology (P# 2355-808) ASSISTANT PROFESSOR-Qualifications: P.H.D., certification near completion considered, CCMC eligibility, and eligible NY License required. Knowledge of ESL desired. Responsibilities: Teach undergraduate courses in language development and language disorders, graduate course in school-aged language disorders, research, supervision; and advising.

**EDUCATION**

Elementary Education - Curriculum and Instruction (P# 2365-808) ASSISTANT PROFESSOR-Qualifications: Doctoral degree in appropriate discipline or field; ability to contribute to other components of the Elementary Education program, e.g., psychological foundations, technology, reading, social studies education, urban studies and methods; experience in teaching at the elementary level strongly preferred. Responsibilities: Teach a core undergraduate elementary education curriculum and instruction course (with field component).

Elementary Education-Educational Psychology (P# 2364-808) ASSISTANT PROFESSOR-Qualifications: Doctoral degree in appropriate discipline or field; ability to contribute to other components of the Elementary Education program, e.g., curriculum and instruction, technology, reading, social studies education, urban studies and methods; experience in teaching at the elementary level strongly preferred. Responsibilities: An undergraduate course in child development and learning theory as it relates to elementary education (with a field component).

Elementary Education-Special Education (P# 2364-808) ASSISTANT PROFESSOR-Qualifications: Doctoral degree in appropriate discipline or field; a position for non-categorical B.S. and M.S. teacher preparation programs in Special Education; Qualifications: Doctorate in Special Education or closely related field; familiarity with state and recent federal mandates concerning special education; teaching experience with educationally disabled learners with disabilities required. Responsibilities: Teach a core undergraduate special education curriculum and instruction course (with field component).

Elementary Education-Educational Technology (P# 2364-808) ASSISTANT PROFESSOR-Qualifications: Doctorate in appropriate field, and substantive experience in designing and implementing developmentally appropriate K-12 interdisciplinary curricula that include the innovative integration of telecommunications and other multimedia technologies. A doctorate in an area related field, expertise in the educational uses of multimedia/hypermedia, language skills, and presentation software will also be an asset. Responsibilities: Undergraduate and graduate educational technology courses that integrate elementary, secondary, and special education curriculum and practice courses a commitment to the College's participation in a reengineering educational technology curricula and to assist them in utilizing state-of-the-art technological resources; development of a fully networked electronic classroom available within the Center.

*Reading (P# 2364-808) ASSISTANT PROFESSOR-Qualifications: A degree preferably in reading or related literacy field, and teaching experience in the elementary or secondary school level is required. Interest in and demonstrated competency in grant writing, educational technology, community-based services, special education, or urban studies as related to the teaching of reading is also an asset. Responsibilities: Teach courses in basic introductory reading methods, teaching reading to diverse populations and to speakers of languages other than English (ESL), children's and young adult literature, reading, clinical diagnosis/remediation, and content area/secondary school reading.*

**ENGLISH**

Renaissance English Literature (P# 2349-808) ASSISTANT PROFESSOR-Qualifications: Ph.D. awarded by August 2000; publication or promise of scholarly productivity; secondary interests in teaching a genre of writing (fiction, drama, etc.) is helpful. Responsibilities: Teach the Shakespeare course sequence; general courses; core courses; and upper-division literature courses. Review of applications begins November 1, 1999. Additional application materials: writing sample.

**FOREIGN LANGUAGE & LITERATURE**

French (P# 2356-806) ASSISTANT PROFESSOR-Qualifications: Ph.D. by August 2000; expertise in 20th Century French/Francophone Studies and Language Pedagogy; native or near-native proficiency in French and previous experience will be given high consideration in research in teaching. Responsibilities: Teach and coordinate language skills count level courses. Review of applications begins December 1, 1999.

**MUSIC**

Direct Jazz/Brass Ensemble (P# 2354-808) ASSISTANT PROFESSOR-Qualifications: Master's degree required, doctorate or equivalent experience preferred; extensive background in jazz music technology. Responsibilities: Direct Jazz Ensemble and Brass Ensemble (brass instrument(s)) in area of expertise; teach theory (includingURAL's) and jazz history. Review of applications begins January 1, 2000.

**PSYCHOLOGY**


**SCHOOL OF BUSINESS & ECONOMICS**

Accounting (P# 2353-808) ASSISTANT/ASSOCIATE PROFESSOR-Track positions for Spring or Fall 2000 at the Assistant or Associate Professor Qualifications: Applicants at the Assistant level must have doctorate degree in Accounting. Applicants at the Associate level must have: Doctorate in Accounting, a record of recently published research, and three years teaching experience, CPA and other certifications are Responsibilities: Teaching responsibility open to all areas of accounting, information systems and taxation; scholarly activity is required.

Hotel, Restaurant and Tourism Management (P# 2368-808) ASSISTANT/ASSOCIATE PROFESSOR-Qualifications: Doctoral degree (or near completion) in hospitality, experience in lodging/or restaurant teaching experience; college level. Responsibilities: Teach undergraduate courses and advise HRT students.

**SOCIAL WORK**

Social Work (P# 2343-808) ASSISTANT/ASSOCIATE PROFESSOR-Qualifications: Doctorate in Social Work or one of the Social Services, MSW, teaching experience; community service, Responsibilities: Teach undergraduate social work courses; academic supervision of MSW students; serve on committee for program. Division-wide wide; contribute to development of program through scholarly community service.

Plattsburgh State University of New York
ASSOCIATE CHANCELLOR FOR DEVELOPMENT AND VICE PRESIDENT FOR THE UNIVERSITY OF ILLINOIS FOUNDATION

The University of Illinois at Chicago (UIC) announces a nationwide search to recruit an Associate Chancellor for Development and Vice President for the University of Illinois Foundation. This is the Chief Advancement Officer for UIC.

The University is increasingly recognized for the quality of its faculty, students and academic offerings and is one of the most rapidly emerging major urban research universities in the country. UIC enrolls approximately 25,000 students, employs approximately 12,000 (FTE), and has an annual operating budget of $1 billion.

This position reports directly to the Chancellor of UIC and the President of the University of Illinois Foundation and is responsible for the effective management of the University’s development function. The selected individual will be a key member of the Chancellor’s cabinet.

The Associate Chancellor for Development and Vice President for the University of Illinois Foundation will be responsible for maintaining and building on the momentum created by the successful Campaign Illinois effort which has resulted in over $250 million in private gifts for UIC and the identification of major donor prospects capable of exceeding this level of giving in the future.

Minimum education and work experience include an advanced degree or equivalent experience (a baccalaureate degree is required) and a minimum of five to ten years of fundraising experience with large, successful institution(s) and three to five years of fundraising management experience.

Review of candidate materials will begin immediately and will continue until an Associate Chancellor for Development and Vice President for the University of Illinois Foundation is selected. Please submit applications and nominations to:

Korn/Ferry International Education Practice
Attention: UIC
500 North Akard
2222 Lincoln Plaza
Dallas, Texas 75201
(214) 994-1849 fax
(email: krisha.cresal@kornferry.com)

The University of Illinois at Chicago and the University of Illinois Foundation are equal opportunity/affirmative action employers.

CHIEF OF CARDIOLOGY

The Department of Medicine at the SUNY Health Science Center at Syracuse seeks a Chief of the Division of Cardiology, an integrated program of the SUNY HSC, Utica Memorial Hospital, and the Syracuse HMC New York. The Cardiology and Electrophysiology laboratories and an invasive CCH have just opened at UHS, a new 3-story Jif for the study of Human Performance will open this year with both clinical and laboratory space available.

Research programs in electrophysiology, early diagnosis and treatment of myocardial infarction, effects of depression on myocardial infarction, and pharmaceuticals and therapeutic trials are well established. Candidates should be qualified for the role of Associate Professor or Professor and have experience in an expanding clinical program and teaching. Grants now up packages will be available, including the ability to recruit new faculty. Candidates should send a CV to the Search Committee, c/o Dr. William Williams, Department of Medicine, SUNY Health Science Center at Syracuse, 750 East Adams Street, Syracuse, NY 13210. SUNY HSC is an AA/EOE employee committed to excellence through diversity.

Yakima Valley Community College

DEAN OF ARTS & SCIENCES

Yakima Valley Community College is a multicultural community of nearly 6,000 students and 270 staff members located in south central Washington state. Accepting applications for a Dean of Arts & Sciences through November 19, 1999. Salary: $59,800-$67,000 (Category II, Range 2), plus a full benefits package. To apply contact Human Resource Services Department at (509) 574-6670, or write to P.O. Box 32520 Yakima, WA 98907-2520. Email: yvccdhr@yvcc.wa.us

COLLEGE WEBSITE:
www.yvcc.wa.us

TRINITY UNIVERSITY

The Department of Education at Trinity University seeks candidates for a part-time, non-tenure track faculty position in the interdisciplinary Liberal Arts program. The position is for a fall semester, 2000, and the application deadline is January 31, 2000.

John H. Moore, Chair
Department of Education
Trinity University
715 Stadium Drive
San Antonio, TX 78212-7200
(210) 999-7951

ETHICS PROGRAM DIRECTOR

The Center for Ethics at Emory University invites applications for a ten-month contract position to lead the development of an ethics program for undergraduate and graduate students. The program will combine academic rigor with professional development. The successful candidate will have a Ph.D. or an equivalent degree, a background in ethics, coupled with demonstrated ability in teaching, research and writing, strong planning and program development skills. The appointment will begin in the fall and continue through the spring of 2000.

Letter of interest, current vita, and three references should be submitted to: Search Committee, Center for Ethics, Emory University, 1462 Clifton Road, #302, Atlanta, GA 30322.
The Center for HIV/AIDS Educational Studies and Training (CHEST) announces openings for the following positions:

**Project Director**

Monitors the daily functioning of an NIAAA funded intervention study aimed at reducing unsafe sex and substance abuse among HIV seropositive men who have sex with men in NYC.

Applicants should possess an MA or Ph.D. in psychology (ABD considered) and have previous clinical and/or research experience with HIV+ persons, gay/bisexual men, or alcohol dependent persons. Experience with Motivational Interviewing and previous qualitative and quantitative research experience, and understanding of statistical software packages (SPSS, SAS) is desirable. Excellent opportunity for a Post-Doctoral research experience. The majority of the work will be performed out of our offices in New York City (Manhattan).

**Project Director**

Responsibilities for monitoring the daily functions of an NIDA funded study of protease inhibitor adherence among HIV+ gay/bisexual drug users in New York City. The study will follow 300 participants longitudinally and assess participants through self-report interviews, MEMS caps, and periodic blood draws.

MA or Ph.D. in Psychology (ABD considered) and clinical and/or research experience with HIV+ persons, gay/bisexual men, or drug users. Experience with longitudinal data collection and tracking of participants is desirable. Understanding of SPSS and SAS is essential. Majority of the work will be performed out of our offices in New York City (Manhattan).

Submit a letter of application (clearly stating position of interest), curriculum vitae or resume, salary requirements and the names of three references to:

Dr. Jeffrey Parsons, CHEST
New Jersey City University
University of Connecticut, School of Law

The University of Connecticut School of Law seeks applications and nominations for the position of Dean beginning July 1, 2000. The Law School seeks a Dean with the intellectual vision and administrative talent to lead one of the finest public law schools in the country. The Law School's 45 full-time faculty and 406 full-time students, along with 186 part-time and 43 graduate students, comprise a relatively small community which, among its other virtues, provides an excellent student-faculty ratio. The year-round palette of faculty colloquia, outside speakers, scholarly conferences and visiting professors reflects the intellectual vitality and diversity of Law School life. The newly-instituted Immigration Law Center, the LL.M. program in insurance law, the LL.M. program for foreign lawyers in the U.S. Studies, three student-run journals, and active criminal and civil clinics, including a new Tax Clinic opening this fall, are examples of the strength and recent growth in the Law School's programs. Over the next two years, the Law School expects to add as many as six new members to the faculty already distinguished by its scholarly breadth and productivity, a development that presents an extraordinary opportunity to shape the intellectual future of the School.

As the chief academic and administrative officer of the Law School, the successful candidate must demonstrate an ability to facilitate and inspire the Law School's commitment to teaching, scholarship and public service of the highest quality. The candidate also must have a record of professional achievement that warrants appointment at the rank of Professor of Law, as well as demonstrated recruitment, managerial and fund-raising skills. The future Dean will be expected to build upon the Law School's already strong reputation and involvement in regional, national and international legal circles. Overseeing the Law School's participation in the University's $250 million capital campaign in the coming years will be an essential component of the new Dean's responsibilities.

All applications will be kept strictly confidential. Screening of applications will continue until the position is filled. The Law School's commitment to excellence is complemented by a commitment to building a culturally diverse community. Minorities, women and people with disabilities are strongly encouraged to apply. Nominations or applications, including a letter of interest, resume and names of three references, should be sent to: Professor Anne Dailey, Search Coordinator, Dean Search Committee, University of Connecticut School of Law, 65 Elizabeth Street, Hartford, CT 06105; Telephone (860) 570-5260. (Search# 00A143)

University of Connecticut
Indiana University South Bend invites applications and nominations for the positions of Dean of the Division of the Arts, Dean of Liberal Arts and Sciences. These tenured, 12-month positions begin July 1, 2000.

DEAN OF THE DIVISION OF THE ARTS

The Dean is the chief academic officer of the division that includes B.A. programs in speech and mass communications, B.A./B.F.A. programs in theatre and the fine arts, and B.M./B.M.E./M.M. programs in music.

The Division of Arts is comprised of 370 majors, a substantial number who are in fine arts and communication. The 20 full-time faculty members include several of national and international repute. The Division produces more than 70 public performances, exhibitions, and forums a year including those by members of the Alexander Tomaszewski Piano Studio and the Chester String Quartet.

THE SUCCESSFUL CANDIDATE’S QUALIFICATIONS WILL INCLUDE:

- Earned doctorate or appropriate terminal degree. Candidates with exceptional career experience also will be considered.
- Tenure track academic appointment in the rank of full professor, in one of the disciplines within the Division, with teaching experience and significant nationally or internationally recognized scholarship, performance or creative activity.
- Successful academic leadership experience; including an administrative position of chairperson or higher; and experience in academic program development and student recruitment and retention.
- Extensive experience in building community partnerships, including substantial external fund-raising experience.

Salary is competitive and based on experience; benefits are among the most generous in higher education. To ensure full consideration, applications should be received by Dec. 1, 1999. Candidates are asked to submit a letter of application, a curriculum vitae, the names, addresses, and telephone numbers of at least three persons; and a statement of vision on the interrelationships of theatre, visual arts, and communication and the challenge of providing high-quality university-based education and performances.

Information should be submitted in care of: Professor Larry Gerber, Chair, Search Committee for Dean of the Division of the Arts, Office of Academic Affairs, Indiana University South Bend, 1900 Mishawaka Ave., South Bend, IN 46634-7111

DEAN OF LIBERAL ARTS AND SCIENCES

The Dean will provide leadership for a complex academic unit comprising eleven discipline-based departments and two additional academic programs. Liberal Arts and Sciences offers 19 baccalaureate degrees, two master's degrees, and 18 associate degrees. The 100 full-time faculty, 20 professional/clinical staff, and approximately 140 part-time faculty serving Liberal Arts and Sciences as leader with a proven and successful record of excellence in academic administration.

CANDIDATES MUST BE ABLE TO PROVIDE EVIDENCE OF:

- An overall record of research, teaching, and administrative service that will qualify the candidate for a tenured full professorship in a discipline contained within Liberal Arts and Science.
- A record of continuous scholarly research including significant publications and/or creative works.
- A record of strong and successful college-level teaching.
- A record of successful administrative experience in program development, faculty relations, budgeting, and academic governance.
- Excellent oral and written communication skills.
- A level of energy and enthusiasm necessary for the successful leadership of the largest and most complex academic unit on the campus.
- An appreciation for the needs of students, faculty, staff, and alumni at a regional comprehensive institution.

Applicants should submit a cover letter which includes a statement outlining their philosophy of academic leadership, a description of goals they would set for themselves as dean, and a brief description of the breadth and depth of their administrative responsibilities. Candidates should also include a curriculum vitae and a listing of five references.

Review of candidates will begin November 15, 1999 and continue until the position is filled. All materials should be sent to: Dr. James M. Smith, Chair, Search Committee for the Dean of Liberal Arts and Sciences, Indiana University South Bend, Office of Academic Affairs, 1900 Mishawaka Ave., South Bend, IN 46634-7111

IU South Bend is also seeking qualified applicants for the following positions:

- Arts: Mass Communication, Assistant Professor
- Biology: Ecology, Assistant Professor
- Computer Science: Cell Biology, Assistant Professor
- Dental Education: Education, Assistant Professor
- Education: Elementary Education, Assistant Professor
- Elementary/Dir of Global Studies, Assistant Professor
- Secondary Educ - English, Assistant Professor
- Special Education, Assistant Professor
- Special Educ (Mild Disabilties), Assistant Professor
- Counseling Educ, Assistant Professor
- Academic Resource Center, Assistant Professor
- Electronic Services/Reference, Assistant Professor
- English: Academic Resource Center, Assistant Professor
- Library: Academic Resource Center, Assistant Professor
- Mathematics: Academic Resource Center, Assistant Professor
- Nursing: Academic Resource Center, Assistant Professor
- Psychology: Academic Resource Center, Assistant Professor
- Social Work: Academic Resource Center, Assistant Professor
- Speech: Academic Resource Center, Assistant Professor
- Spanish: Academic Resource Center, Assistant Professor

Appointments are available immediately. For further information about any of these positions, contact Dr. Alfred Link, Vice Chancellor for Academic Affairs, Indiana University South Bend, 1900 Mishawaka Ave., South Bend, IN 46634 (e-mail: guilluam@iusb.edu).

IU South Bend is a comprehensive state institution with 7400 students, 245 full-time faculty and 1500 part-time faculty. Although it is comprised of academic units representing the Arts, Business and Economics, Education, Nursing, General Studies, Liberal Arts and Sciences, and Social Work, South Bend is the center of a metropolitan area with over 240,000 residents. The university is a major educational institution in the midwest and a leader in promoting diversity and inclusion. It is especially seeking applications from women or members of underrepresented groups.

IU South Bend is committed to achieving excellence through cultural diversity and actively encourages applications and nominations of women, persons of color, and members of other underrepresented minority groups.
THE COLLEGE OF NEW JERSEY
DEAN, SCHOOL OF BUSINESS

The College of New Jersey (TCNJ) announces a national search for the position of Dean of the School of Business, and invites applications and nominations of individuals who have the interest, ability and qualifications to lead the School of Business into the 21st Century. TCNJ is a highly selective, comprehensive, residential institution recognized as one of the outstanding colleges in the country. The College, enrolling approximately 5,800 undergraduate and 900 graduate students, is located on 255 tree-lined acres in suburban Ewing Township, NJ, and is located between Philadelphia and New York City.

The School of Business enrolls over 1,000 students who are served by 35 full-time faculty. The School of Business offers undergraduate degree programs in accounting, general business, management, economics, finance, information systems, marketing, and international business. All programs and degrees are fully accredited by AACSB. Accounting graduates consistently rank number one in passing rates on the CPA exam for the state of New Jersey. A new state-of-the-art School of Business building is scheduled for completion in October 1999.

Reporting to the Provost and Vice President for Academic Affairs, the Dean provides academic and administrative leadership for the School of Business. The Dean is expected to lead the school in further development of its capabilities for superior teaching, innovative curriculum development, exemplary scholarly research and efficient fiscal, program and human resource management. The Dean is further expected to articulate the vision of the college and the mission of the school to both internal and external constituencies, to enhance the role of the school in the business community, to manage and develop the school’s financial resources, and to extend its reach by attracting a more diverse cohort of highly able students and faculty.

QUALIFICATIONS: Candidates should possess proven leadership and management skills, preferably in higher education, and a thorough knowledge of the philosophy and mission of a school of business. Successful candidates will demonstrate a capacity to work effectively with faculty, students, and leaders in business, industry, and other educational agencies and institutions; be familiar with AACSB accreditation, and have the ability to attract external funding. An earned doctorate in an area associated with Business is desirable.

Review of applications will begin December 1, 1999 and continue until the position is filled. The starting date for the Dean will be July 1, 2000. Applicants should submit a letter of interest, curriculum vitae or a detailed resume, and the names, addresses and telephone numbers of five references to: Dr. Hossam Noui, Chair, School of Business Dean’s Search Committee, Office of Academic Affairs, The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718. To enrich education through diversity, The College of New Jersey is an Equal Opportunity Employer.

For further information about The College, please visit our web site at www.tcnj.edu

THE STATE UNIVERSITY OF NEW YORK
University at Buffalo-Law School

University at Buffalo Law School, The State University of New York has openings for the following positions:

Director, Charles B. Sears Law Library: serves a large academic law school with 40 full-time faculty, 600 J.D. students and a growing LL.M. program. As the only law library in research dimension in the area, it also serves the bar researchers from area colleges, and the general public. The Library Director is a law faculty tenure-track and administrative position. Applicants must have both J.D. and M.L.S. degrees and demonstrate progressively responsible experience in academic law library administration. The Director will develop and maintain the full range of resources and services in a library, which combines creative use of technology with a tradition of excellent service. Salary range $50,000-$100,000 with generous benefits package.

Law Faculty: The Law School invites applications for tenure-track faculty positions. The Law School encourages examination of the values and empirical assumptions underlying law practice and legal thought, and the school’s lively intellectual environment supports innovative and collaborative forms of teaching. Areas of interest are intellectual property and law and economics, but academically well-qualified candidates with open teaching interests are welcome to apply. Salary range $75,000-$82,000 with generous benefits package.

Director, Legal Writing and Research: This position is a non-tenure-track three-year renewable contract appointment. Obligations will include administering the first-year legal Writing & Research program and also teaching in that program. The director will coordinate the work of five Writing and Research lecturers, and work closely with the library staff and the Law School faculty to develop the substantive content of the Writing and Research program. Salary range $50,000-$65,500 with generous benefits package.

Lecturer, Legal Writing and Research: This is a one-year contract position, renewable for up to a three-year period. Teaching obligations include designing and conducting a two-semester Writing and Research course that progressively develops students’ research, writing and doctrinal and factual analytic skills and provides students with numerous research and writing exercises and substantial individual feedback. Salary range $20,000-$32,000 with generous benefits package.

Send resumes and the names, addresses and phone numbers of three references to Professor Elizabeth Mencher Chair, Appointments Committee University at Buffalo Law School 422 O’Brian Hall Buffalo, N.Y. 14260-1100

THE COLLEGE OF NEW JERSEY

ST. CLOUD STATE UNIVERSITY
A tradition of excellence and opportunity

DEAN
COLLEGE OF SOCIAL SCIENCES

St. Cloud State University invites nominations and applications for the position of Dean of the College of Social Sciences; anticipated starting date is July 1, 2000.

Responsibilities and Qualifications are available online at http://soudor.stcloudstate.edu/effect/NOV100.html

Application: Nominations & applications are invited and should be addressed to: Dr. Allan Maleckas, Vice President for Academic Affairs, St. Cloud State University, 720 4th Avenue South, St. Cloud, MN 56301-4498. Fax No. (320) 255-5282. A complete application consists of a letter of application specifically addressing the responsibilities and qualifications as stated above; a resume; and names, addresses and phone numbers of 3-5 current references who can specifically comment on the candidate's abilities, experience and professional preparation. Candidates may be asked to submit additional application materials. Applications are asked to provide a preferred mailing address, e-mail address, and fax number(s) if available. To ensure full consideration, complete applications must be received by December 16, 1999. Postmarks will not be accepted.

SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including women, minorities, GLBT persons, persons with disabilities and veterans.
Announcement of Faculty Openings

Literacy Education
Learning and Instruction (2)
COLLEGE OF EDUCATION

THE COLLEGE - The College of Education at California State University San Marcos is a dynamic academic unit dedicated to collaborative efforts to improve teaching and learning at all levels. We have formed productive partnerships with area school districts to enhance teaching and teacher education. Our professional education programs are state-of-the-art and include initial teacher credential programs, master's programs for experienced teachers and a credential program for aspiring school administrators. As a part of our commitment to effective education for all students, we devote continuous attention to issues of cultural and linguistic diversity in all aspects of the College and its operation. The college faculty, staff, and administration have constructed a collegial model of program development and decision-making and we model a learning community in all of our programs and activities. The College is approved by the California Commission on Teacher Credentialing and accredited by the National Council for Accreditation of Teacher Education.

THE POSITION - We are looking for individuals for tenure line faculty positions whose primary expertise is in the following areas:

- **LITERACY EDUCATION**. Applicants should have demonstrated excellence in teaching and in educational research (or potential for conducting educational research). Individuals are encouraged to list any additional areas of expertise that they may have. Experience in secondary reading and writing education with an integrated holistic perspective is desirable. Teach courses in both teacher preparation and a Master of Arts program. Understanding of and/or experience with second language acquisition is especially encouraged to apply.

- **LEARNING AND INSTRUCTION** (2 positions available). Applications are invited from exceptional individuals interested in "learning and instruction" applied in teacher credential programs. coursework for which learning and instruction faculty are responsible include topics such as human growth and development, inclusive instructional strategies, learning theories, socio-cognitive learning, lesson planning, classroom management, motivation, assessment, etc., for a range of students from diverse cultural and linguistic backgrounds. Additionally, learning and instruction courses are offered at the graduate level. One position is available at the Assistant Professor level for someone who has demonstrated leadership in learning and instruction in teacher education. Bilingual (Spanish-English) candidates are especially encouraged to apply.

QUALIFICATIONS - Candidates for all positions should have an earned doctorate in an appropriate area of study and be current in their area of expertise.

SALARY - Tenure track positions are available at the Assistant Professor level with competitive salary and benefits. One of the Learning and Instruction positions may be filled at the Associate Professor level. It is anticipated that the successful applicants will assume their positions in mid-August, 2000.

APPLICATION - Interested persons should submit a complete curriculum vitae and a letter of application. Letter of application should include a statement of qualifications in relation to the listed areas of expertise as well as the stated beliefs/vision/mission of the College and interest and sensitivity in working with diverse populations including cross-cultural, multilingual, bilingual and exceptional learner groups. Candidates should explicitly identify their primary and secondary (if any) areas of expertise. In addition, one sample of a recent professional writing should be submitted. Arrange to have sent at least three (3) and no more than five (5) current letters of reference which specifically address qualifications in relation to the information presented in this position announcement.

Materials should be submitted to:

Chair, Faculty Search Committee
COLLEGE OF EDUCATION
California State University San Marcos
San Marcos, CA 92096-0001

To ensure full consideration, all application materials should be received no later than November 15, 1999. Positions are open until filled. For additional information and College of Education mission statement, visit our website: wwww.csusm.edu/COE

CSUSM is an AA/EOE/Title IX Employer

The Center for HIV/AIDS Educational Studies and Training (CHEST) announces openings for the following positions:

RESEARCH ASSOCIATES
(Full and Part Time Positions Available)

The Research Associates will advise the Center for HIV/AIDS Educational Studies and Training (CHEST) staff on a variety of research projects. Applicants should possess a BA/BS in one of the social or behavioral sciences or in a relevant public health field. Applications for the part-time position will ideally be currently employed in a M.A. or Ph.D. program, or planing on enrolling in M.A. or Ph.D. program. Previous research or outreach experience with the New York City gay/lesbian/bisexual community is desirable, as is familiarity with issues involving persons with HIV/AIDS. Previous qualitative and quantitative research experience, and understanding of statistical software package (SPSS, SAS) is also desirable. All positions can accommodate flexible scheduling, as the research Associates will spend a considerable amount of time in the field. Half-time positions are for 16-20 hours per week. The majority of the work will be performed out of our offices in New York City.

OFFICE MANAGER

The Office Manager will be based out of our offices in New York City (Manhattan) and will supervise all field operations and coordinate research-related activities with front-line staff and senior investigators. Applicants must possess a minimum of a BA/BS (Master's preferred) in management, business, public administration, or organizational psychology. Experience with research settings, human resources or non-profit agencies is essential. Applicants must have exceptional interpersonal skills, organizational management abilities, and be able to work independently.

Submit a letter of application (clearly stating position of interest) curriculum vitae or resume, salary requirements and names of three references to:

Dr. Jeffrey Parsons, CHEST
New Jersey City University
64 College Street, Jersey City, NJ 07307

Equal Opportunity Employer

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Appointments beginning Fall, 2000

Tenure-Track
Black Studies/Social Science, Education (Early Childhood)

Leave Replacements
Biology, Geology, Music, Music/Black Studies, Philosophy, Spanish Linguistics

The positions are being posted jointly with the Five Colleges of Ohio Consortium. For complete job descriptions, please see www.wooster.edu at the bottom of the home page click on the Quick Link for Employment Opportunities or call or e-mail Linda Farm: 330-263-2133 - lfarmer@acs.wooster.edu
Metropolitan State University

Metropolitan State University invites applications for tenure-track faculty positions effective Fall, 2000. Metropolitan State University serves approximately 8,500 students in the seven-county Twin Cities Metropolitan area. Metro State is a growing, exciting institution, with a reputation for teaching excellence and innovation. The university offers flexible programs leading to baccalaureate and master’s degrees. The faculty positions require an appropriate terminal degree, successful teaching experience at the college or university level, scholarship, and a commitment to serving culturally diverse students. Additional information about the position is available via e-mail.

Computer Information Systems and Computer Science (two positions)
CIS: specialization in database management, industry, government or nonprofit; systems; experience ability to develop links to business and industry. CIS or CS: ability to teach in two or more of the following areas: HCI, multimedia, web development, rapid application development, software methodologies including OOAD, client-server architectures or computing theory; master’s degree or Ph.D. in CIS, CS or related field. Review of applications begins 1/14/00. Additional information at learning.metrostate.edu/courses/cs/citjob.htm. E-mail to administrative support staff Joy.Harris@metrostate.edu.

English: Ph.D. and teaching experience required; generalist, with expertise in British literature since 1700, and at least one of the following: Commonwealth literature, post-colonial literature in English, or world literature. Review of applications begins 11/15/99. E-mail to Lawrence.Moe@metrostate.edu.

Mathematics (two positions): Ph.D. by date of appointment in applied mathematics, statistics, or operations research; commitment to mathematics education reform to promote active learning, willing to participate in a new and rapidly growing department. Review of applications begins 11/15/00. Additional information at http://math.metrostate.edu. E-mail to Michael.Green@metrostate.edu.

Modern European History: Ph.D. by date of appointment and at least three years experience teaching, including successful self-directed teaching. Review of applications begins 12/21/99. E-mail to administrative support staff Lisa.Ann.McMahon@metrostate.edu.

Public Relations and Speech Communication: Either a completed M.A. in communication or public relations and industry/work accomplishments in public relations or a Ph.D. in communication or public relations. Review of applications begins 12/1/99. E-mail to Becky.Omdahl@metrostate.edu.

Metropolitan State University is an equal opportunity, affirmative action employer.
700 E. Seventh Street, St. Paul, MN 55106-5000

THE COUNSELING CENTER
PACE NEW YORK

Staff Psychologist/Coordinator of Services for Students With Disabilities & Multicultural Specialist

We are looking for a dynamic person with a strong appreciation of multiculturalism to join our talented and creative staff to manage services for students with disabilities and the multicultural training component of our pre-doctoral psychology internship (accredited by the APA since 1985). This is an entry-level staff position with great opportunities for innovation and growth. Other duties include: individual & group counseling services to students; crisis intervention services; and supervision of the interns’ clinical supervision of practicum students. We are a full service counseling center servicing a highly diverse University community.

Qualifications: Doctoral degree in counseling or Clinical psychology preferred, advanced ABD’s are encouraged to apply; eligible for licensure as a Psychologist in New York State within 3 years of hire; knowledge of the assessment of physical and learning disabilities; knowledge of the ADA: education and experience in models of multicultural training and service delivery; experience in the supervision of masters level counselors; 2-3 years of experience in a college counseling center or other mental health setting.

We offer a competitive benefits package including free tuition for self, spouse and dependent children. For immediate consideration, please send C.V. with salary requirements to: Sandra Alon, Human Resources Services, Pace University, One Pace Plaza, NY, NY 10038. We are an equal Opportunity/ Affirmative Action Employer.

AUSTIN PEAY STATE UNIVERSITY
REGISTRAR

Austin Peay State University is a comprehensive public liberal arts university in the Tennessee Board of Regents system. The university is fully accredited and offers more than 50 majors in associate, baccalaureate, master, and education specialist degrees. The Registrar is a member of Enrollment Management in the Academic Affairs division and is responsible for the maintenance of academic student records, transcript evaluations, certification of degrees, graduation, and NCAA eligibility. The Registrar is responsible for the supervision of staff, student information systems, university reporting, catalog preparation, automated voice response system, development of class schedules and represents the university on a variety of committees. The Registrar is actively involved with new student registration, decentralized registration, Academic Council, Graduate Research Council and the Technology Board.

REQUIREMENTS: Doctorate degree with at least three years experience or a master’s degree with eight or more years of experience as the Assistant Registrar level or higher required. The candidate must have a technology background with experience in some or all of the following areas: student information systems, automated voice systems, Web registration, and imaging. Strong communications skills and supervisory experience required.

APPLY TO: APSU, Human Resources, PO Box 4507, Clarksville, TN 37044. For a detailed description contact Human Resources at (931) 221-7177. FAX (931) 221-6345. Review of applications will begin December 1, 1999, and continue until the position is filled.

See the APSU Home Page at http://www.apsu.edu for other employment opportunities and information on employee benefits. APSU IS AN AA/EOE

EASTERN MICHIGAN UNIVERSITY
Faculty & Administrative Vacancies

Eastern Michigan University is accepting applications for more than 30 tenure-track faculty positions in its colleges of Arts and Sciences, Education, Health and Human Services and Technology, as well as in the new leading-edge Bruce T. Haile Library. We also are recruiting for Academic Department Head positions in Biology, Computer Science, Political Science and Health, Physical Education, Recreation and Dance, and for Dean of the College of Business. EMU’s scenic campus is located within easy reach of the city of Detroit and several charming rural communities. Neighboring Ann Arbor, home of the University of Michigan, was recently rated as the top community for families in the US.

For position announcements and application instructions please visit www.emich.edu and follow the links to Academic Human Resources by clicking on "Services and Administration," or call us at (734) 487-0076 and we will be happy to fax information to you.

EMU is an affirmative action/ equal opportunity employer.
STATE UNIVERSITY OF NEW YORK COLLEGE AT ONEONTA

The College at Oneonta invites applications for three tenure-track positions at the rank of Assistant Professor. These positions begin with the Fall 2006 semester. SUNY Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and graduate levels. Increasing emphasis is placed upon technology and community service across all disciplines and the campus has announced a Universal Computer Access program (USCAP) for its students. See the Oneonta home page for additional information (http://www.oneonta.edu). Review of applications begins immediately and continues until positions are filled. SUNY Oneonta is an EEO/AA employer. Women and minorities are encouraged to apply.

ELEMENrARY EDUCATION AND READING DEPARTMENT

QUALIFICATIONS: Dynamic team member to teach undergraduate and graduate courses in Reading and Literacy. Appropriate doctorate (e.g., Reading, Literacy, Curriculum and Instruction with emphasis in Literacy), certification, and three years of public school experience required. Backgrounds in assessment/diagnostic skills, children’s literature, special education, or multicultural education are preferred. Experience with NGE and integration of technology into the curriculum and teaching. College teaching experience and a research record are desired. Send application letter, resume, names, addresses, transcripts, and telephone numbers of two professional references to Dr. Constance Feldt, Chair, Department of Elementary Education and Reading, Box H, SUNY Oneonta, Oneonta, NY 13820-4015.

DIVISION OF EDUCATION

QUALIFICATIONS: Dynamic team member to teach undergraduate and possibly graduate courses in Elementary Science Methods. Appropriate doctorate (e.g., Science Education, Science discipline, Curriculum and Instruction with emphasis in Science), certification, and three years of public school experience required. Experience with NGE and integration of technology into the curriculum and teaching, or special education preferred. College teaching experience and a research record are desired. Duties: 12 hrs. per semester teaching load, student advisement, conference service, research. Send application letter, resume, names, addresses, and telephone numbers of two professional references to Dr. Constance Feldt, Chair, Department of Elementary Education and Reading, Box H, SUNY Oneonta, Oneonta, NY 13820-4015.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

QUALIFICATIONS: An earned doctorate in Educational Psychology or Special Education and three years school teaching or equivalent history of school based research. Preferred qualifications include teaching experience or preparation for teaching in introductory level courses, at either graduate or undergraduate level, in learning and motivation; child development; and other assessment or special education. Knowledge and/or experience with NGEA certified programs helpful. The department supports and encourages school based research opportunities. Send application letter, resume, and references to: Dr. Joan Marshall, Chair, Search Committee, Box H, 37 Found Hall, SUNY Oneonta, Oneonta, NY 13820-4015.

Youngstown State University

DIRECTOR

Upward Bound

Provides primary leadership for philosophy, goals, and objectives of Upward Bound program; coordinates and assists in development and implementation of Upward Bound programs and services; administers budget, trains and supervises program staff; serves as liaison to University faculty/staff and community in support of program services; completes related administrative duties as directed. Master’s in Education, Psychology, Counseling, Social Work or related area; minimum of 2 years experience with low-income, potential first-generation college bound youth; 2 years experience in advising/counseling students in support of postsecondary education. Graduate of Upward Bound program preferred. Initial Salary: $37,900-40,000. Date available: January 2000. Submit letter of interest, current resume, official transcript, and names/addresses/telephone numbers of three references to:

Judith Gaines
Executive Director, Student Life
Youngstown State University
Youngstown, OH 44555

Review of applications will begin immediately and will continue until position is filled.

Youngstown State University is an Affirmative Action/Equal Opportunity Employer.
A member of the University of Wisconsin System, UW-Stout has 7,600 students enrolled in 16 undergraduate and 24 undergraduate programs. The University is located in Menomonie, Wisconsin, 60 miles east of Minneapolis-St. Paul on Interstate 94. Beautiful lakes, streams and woods surround Menomonie, a city of 14,600. The university invites applications for the following positions.

COLLEGE OF HUMAN DEVELOPMENT


Hospitality and Tourism: a) Hotel, Restaurant and Tourism Management, lecturer. Christine Clements 715/232-1203, clementsc@uwstout.edu.


Physical Education and Athletics: a) Head Athletic Trainer, faculty. b) Assistant Women's Basketball Coach/Instructor/Web Page Development. c) Assistant Men's Football Coach/Assistant Women's Softball Coach, Equipment Management, Steve Terry 715/232-2224, terrys@uwstout.edu.

Psychology: a) Industrial/Organizational Psychology, psychology, faculty. b) Marriage and Family Therapy Supervisor and Instructor, faculty. Tom Franklin 715/232-2242, franklint@uwstout.edu.

Rehabilitation and Counseling: a)Vocational Rehabilitation, faculty. b) Vocational Rehabilitation, lecturer, academic staff, c) Mental Health Counseling, faculty. Shirley Stewart 715/232-2499, stewart@uwstout.edu.

COLLEGE OF TECHNOLOGY, ENGINEERING AND MANAGEMENT
Business: a) Retail, faculty. b) Law, faculty. Stan Johnson 715/232-2417, johnsons@uwstout.edu.

Communication, Education and Training: a) Graphic Communications Management, faculty (three positions) 715/232-1267, tenorio@uwstout.edu. b) Graphic Communications Management, printing laboratory manager (three positions) Jerry Addie 715/232-1254, addie@uwstout.edu. c) Telecommunications faculty. Scott Simenson 715/232-1212, simenson@uwstout.edu.


Faculty are expected to conduct appropriate research and scholarship in their field in addition to teaching, advising and service responsibilities. UW-Stout values faculty and staff who are supportive in working with diverse populations of students and staff. The ability to incorporate new instructional methods (including technology) into teaching is desirable. Instruction is expected. Travel and may require the delivery of course work via alternative delivery methods, times and locations in order to serve the needs of a changing student population.

Applications are expected to be filed, but are contingent on funding. Since dates for screening of applications vary with position/department, place your inquiry to contact listed as soon as possible. For a complete list of available positions, go to: http://www.wisconsinjobs.com/uwstout. For information about University of Wisconsin-Stout, go to: http://www.uwstout.edu/.

An Equal Opportunity Employer/Alternative Action Employer values a diverse university community and seeks to ensure equal opportunity.
The Board of Trustees of the City University of New York and the Presidential Search Committee invite nominations and applications for the position of President at LaGuardia Community College.

LaGuardia is the newest of 20 City University of New York campuses and one of six community colleges. Since enrolling its first class of 500 students in 1971, LaGuardia has grown to an enrollment of more than 11,000 degree students and more than 20,000 adult and continuing education students. It has earned an international reputation for its mandatory cooperative education program and many pedagogical innovations, including three model high schools integrated into the campus.

The student body is truly international - more than 60 percent of students were born outside the United States, and 200 languages and cultures are represented on campus. The International High School that is housed on campus admits only newly arrived immigrants with limited English skills. The campus also has strong ties with community colleges in Latin America and Africa.

LaGuardia awards degrees in 30 majors, specializing in career preparation. Forty-three percent of LaGuardia students are enrolled in occupational degree programs and 12 percent are in non-degree programs in fields ranging from computer technology to travel and tourism, veterinary technology to commercial photography or occupational therapy. Forty-five percent of students are employed in programs leading to an A.A. or A.S. degree. To help students continue their education, the college maintains bridges and transfer agreements with 50 baccalaureate degree campuses.

There are 245 full-time faculty members, 47 percent of whom have doctorates, and 416 part-time faculty. The faculty is culturally and ethnically diverse and very stable. Administrative and support staff bring the total workforce to 1,315. The college's annual budget is $75 million, four-fifths of which comes from direct governmental appropriation and student tuition and fees. Faculty research and pilot projects annually add another $11 million in grant awards.

LaGuardia's modern campus is located in Long Island City, Queens, a rapidly growing industrial/business complex just across the East River from Manhattan. The campus includes a Performing Arts Center with two large theaters and exhibition space, and a large indoor sports complex.

The President serves as chief academic and administrative officer of the college, under the general direction of the CUNY Chancellor, according to policies set by the Board of Trustees. Preferred qualifications for the position include:

- A demonstrated commitment to urban, public higher education in a multi-cultural, multi-ethnic city.
- Proven strength in strategic planning, budgeting, and management in a collegial setting.
- A record of respect for faculty and student concerns. An ability to forge consensus with an active and engaged faculty, and a commitment to strengthen the delivery of services to students.
- A record of upholding high academic standards while maintaining broad access, and a record for building systems for campus accountability.
- An earned doctorate or professional equivalent, plus experience in the senior-level management of a community college and in teaching at the college level.
- An appreciation for the benefits of cooperative education and an openness to innovative pedagogies that produce results.
- The ability to communicate with, and represent, the institution to its outside constituents, including the residential and business communities, alumni, legislative and other governmental bodies.
- Experience in attracting external funding and in handling the complexities of city, state, federal and private support.
- An understanding of how technology can be integrated into classrooms to improve learning, and a record of support for technological advancements.

The position is available starting September 1, 2000. A revision of salary and benefits that is now underway will make the compensation package highly competitive. The review of applications will begin immediately; submission of applications and nominations is strongly encouraged prior to November 30, 1999.

Applications: Applicants should send (1) a letter expressing their interest in the position and (2) their curriculum vitae, and (3) a signed statement that at least one individual will support their nomination to the search committee. Applications and nominations should be sent to:

Office of Executive Search and Evaluation
The City University of New York
535 East 80th Street, New York, NY 10021

Attn: LaGuardia Presidential Search

All inquiries, nominations and applications will be held in the strictest confidence.

For additional information: Please contact Elizabeth Rockin, Director of Board Services, Association c Community College Trustees (ACCT); she can be reached by phone at 202-775-4657 or 305-305-4411. Mail address: 1745 N Street, NW, Washington, DC 20035.

The City University of New York is an Equal Opportunity/Affirmative Action/CRCA/Americans with Disabilities Act Employer with a strong commitment to racial, cultural and ethnic diversity. The Search Committee actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.
NOTRE DAME LAW SCHOOL

DIRECTOR OF ADMISSIONS

Notre Dame Law School invites applications for the position of Director of Admissions.

Notre Dame Law School, located in South Bend, Indiana, is the oldest Catholic law school in the United States. Founded in 1869, Notre Dame Law School draws its inspiration from two ancient traditions: English and American common law as well as the Catholic tradition. The Law School seeks to enhance the quality and diversity of its student body, even while maintaining its enrollment at about 550 students.

The Director of Admissions oversees and manages all aspects of the Law School's admissions efforts, including financial aid. This responsibility includes planning and implementing an aggressive and innovative marketing strategy for recruiting applicants of high-quality, evaluating applications and achieving enrollment goals, organizing and housing creative events for prospective students, including students admitted but not enrolled, and managing the admissions office, including the supervision of admissions staff. The Law School expects the Director to develop the structure of the office and encourage the professional development of the staff in order to enhance the strategic reach of all admissions efforts.

The Director must manage a highly confidential process. Periodic travel is required.

The Director must develop productive relationships with faculty members and alumni of the Law School, as well as with undergraduate institutions. Active membership in appropriate professional organizations is expected.

The successful candidate will be outgoing and possess strong communicative and interpersonal skills, both oral and written. The candidate will demonstrate enthusiasm for and familiarity with computers and the relevant software programs available on the market today. Applicants must possess a bachelor's degree, five years related and successful experience in a selective admissions environment and further education (such as a master's degree, a J.D. or an M.B.A.).

The Law School expects the new Director to begin no later than July 1, 2000. We provide a competitive salary and benefits package.

Send resume, cover letter, and names of three references to:

Director of Admissions, Law School Search
Job #9012-383
Department of Human Resources
University of Notre Dame
100 Grace Hall
Notre Dame, Indiana 46556

Notre Dame is an Equal Opportunity Affirmative Action Employer

CENTRAL MICHIGAN UNIVERSITY

DEAN OF THE COLLEGE OF GRADUATE STUDIES

ASSISTANT VICE PRESIDENT FOR RESEARCH

Central Michigan University is a comprehensive state university with over 800 faculty serving an on-campus enrollment of approximately 18,000 students. The university's eight colleges offer more than 20 undergraduate and graduate degrees and 150 major areas of study. The main campus is situated on an 840-acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the lower peninsula of Michigan. The institution is nationally recognized for offering one of the most extensive extended learning programs in North America. The off-campus programs serve an additional 8,500 students at 70 sites and utilize 1,200 adjunct faculty.

The college is seeking an outstanding leader with the vision to assist the university's efforts to move into the next century as a modern institution with a clear focus on promoting a strong learning and research environment. As the chief academic officer for graduate students, the Dean reports directly to the Provost and serves on the Council of Deans. The successful candidate will be expected to provide leadership in the planning and delivery of high quality research and graduate programs. The Dean is accountable for the resources and long-range curricula planning to achieve the mission of the college and the university.

The college offers graduate programs leading to eight doctoral degrees, two specialist's degrees, more than fifty master's degrees, and nine graduate certificates in numerous fields of study including teacher education, health-related professions, business, technology, science, humanities, arts, and law. The Dean also carries the title of Assistant Vice President for Research who is responsible for facilitating institutional support of research, including proposal preparation and external grant funding; and maintaining a positive, effective interaction between federal agencies. The position of the Office of Research and Sponsored Programs is to foster high-quality scholarship and sponsored research and to assure compliance with regulations related to grants, contracts, copyrights, patients, and associated matters.

Required Qualifications for the position include and earned doctorate; an outstanding record of excellence in teaching and scholarly activity sufficient for appointment at the rank of a tenured full professor in an academic department; successful experience in securing external funding; knowledge of regulatory and business matters related to grants, contracts, copyrights and patents; experience in the planning and management of budgets; effective communication skills; demonstrated commitment to shared governance, diversity, and affirmative action; and a record of outstanding leadership and administrative skills. Experience at a graduate program level preferred.

REVIEW OF APPLICATIONS will begin December 3, 1999, and will continue until the position is filled. The anticipated starting date will be July 1, 2000. Candidates should send a letter of application; resume; statements of their educational and administrative philosophy; and the names, addresses and phone numbers of three to five references. Inquiries, nominations and applications should be forwarded to: Office of the Provost, Dean's Search, Warriner Hall 112, Central Michigan University, Mt. Pleasant, MI 48859, Tel (517) 774-3932, Fax (517) 774-2042.

Central Michigan University, an AA/EEO institution, is strongly and actively committed to increasing diversity in its community. URL's include: http://www.cmich.edu; http://www.grad.cmich.edu; http://www.ocserv.cmich.edu; http://www.provost.cmich.edu; http://www.cmich.edu/AAEODIRECTOR

EMINENT SCHOLAR OF HISTORY

Covington College invites applications and nominations for an Eminent Scholar of History endowed chair, a tenure track position reporting to the Chair of the Division of Social Sciences. Primary responsibilities include involvement in research activities focused on the local and state level, development and implementation of educational programs for the entire community: support as a College liaison to the community and appropriate educational institutions; and services to the College's students through the teaching of four courses per year. See details at: http://www.uc鹈epatched.edu for a complete description and application procedures.
ROWAN UNIVERSITY

FACTOR POSITIONS

Rowan University is accepting applications for full-time tenure-track positions beginning September 1, 2000, unless otherwise noted. All positions are at the Assistant Professor level, and are subject to available funding. Selected appointments (noted as **) are negotiable to a higher rank depending on qualifications. Inquiries should be directed to the contact person noted below at Rowan University. (All Millennial Fellows: Applicants should provide a recent and comprehensive curriculum vitae, including complete set of publications and research statements. Support of up to $10,000 per year is also negotiable.)

Rowan University (formerly known as Glassboro State College) is a selective medium-sized university located in southern New Jersey, between Atlantic City and Philadelphia. In 1966, Rowan University received a $100 million gift from Henry and Betty Rowan, one of the largest gifts ever bestowed on a public university. The gift has been a catalyst for the university’s transformation into a university of regional prominence. Founded in 1923 as a normal school for teachers, the university enrolls over 9,500 students in degree programs ranging from bachelor’s through doctoral. The University is divided into six colleges: Business, Communication, Education, Engineering, Fine and Performing Arts, Liberal Arts and Sciences, and University College. The 290-acre campus contains 31 buildings, including six residence halls and three apartment complexes. The university was also the site of the historic Summit Conference between President Johnson and Russian Premier Kosygin in 1967.

COLLEGE OF BUSINESS

Applications will be reviewed beginning November 15, 2000, until positions are filled. Applicants should have a Ph.D. or DBA, or have achieved ABD status with an acceptable completion date. 

*Finance - Teach undergraduate/graduate courses in financial institutions and financial markets. Contact: Ms. Carol Welch, Chair, Accounting & Finance. E-mail: welch@rowan.edu.

*Management - (3 positions) - Teach undergraduate/graduate courses in the following areas: (1) organizational behavior and organizational change; (2) operations management and quality management; (3) organizational behavior and human resources. Contact: Dr. Dipil Mirchandani, Search Committee. E-mail: mirchandani@rowan.edu.

*Management Information Systems - (1 tenure and 1 full-time temporary faculty position) - Teach courses in the following areas: System Design, Database Design, Decision Support Systems, Network Management. Contact: Dr. Diane Hamilton, Search Committee. E-mail: hamilton@rowan.edu.

*Marketing - (2 positions) - Teach undergraduate courses in: (1) Retailing, Marketing Channels, and Internet Marketing. Starting date: January 2000. (2) Service Marketing, Promotional Management, Product Management, and International Marketing. Contact: Dr. Harold Lucas, Search Committee Marketing. E-mail: luo@sisg@rowan.edu.

COLLEGE OF COMMUNICATION

College Writing - Generalist in composition must be able to teach a variety of courses in a freshman writing program. Specializations in computer-assisted writing, research methods, technical writing desirable. Experience with composition-instructor training and WAC welcome. Evidence of successful teaching required. Ph.D. in Composition/Rhetoric or related field required. Preliminary interviews to be held at 1999 MLA convention in Chicago. Deadline: 12/15/99. Contact: Dr. Janice Rowan, Chair, College Writing. E-mail: rowan@rowan.edu.

Journalism and Creative Writing - (2 positions) Ph.D. desirable; M.A. in Journalism with extensive professional experience considered. (1) Teach the undergraduate and graduate course Publication Layout and Design and demonstrate expertise in Macintosh hardware and software, such as Quark XPress on Macintosh G3. Knowledge of communication principles for expert production of newsletters, brochures, newspaper pages, journal articles essential. (2) Teach journalism skills primarily for majors in courses such as News Reporting I & II, Copyediting and Make-up, and Co-Opers-Assisted Reporting, and possess expertise in new technologies. Ability to teach photojournalism and graphic design a plus. Deadline: 12/15/99. Contact: Dr. David Lloyd, Chair, Journalism and Creative Writing. E-mail: lloyd@rowan.edu.

COLLEGE OF EDUCATION

Review of applications will begin on December 1 and continue until positions are filled.

* Educational Leadership Doctoral Program - (3 positions) - Successful candidates must have an earned doctorate in educational administration, educational leadership, research, or closely related field and an active research/scholarship agenda. They will be required to demonstrate the academic and professional background necessary to provide doctoral level instruction in Leadership, Organizational Culture, Organizational Change, and/or Research. Appointments to the junior rank or Associate Professor will require evidence of leadership of and/or serving on doctoral dissertation committees. These are 2-3 month positions with summer teaching responsibilities. Contact: Dr. Ronald Capasso, Faculty Search Chair, Educational Leadership Department. E-mail: capasso@rowan.edu.

Please indicate on the mailing envelope which position you are applying for by indicating Position "A", "B", or "C". (A) Qualitative Research - Requires a strong background in teaching qualitative research, including action research. E-mail: rcarp@rowan.edu. (B) Quantitative Research - Requires a strong background in theories of leadership, change, and organizational culture as well as the application of those theories to K-12 settings. (C) School Law - Requires a strong academic and professional background in higher education with specific strengths in one or more of the following areas: campus culture, judicial affairs and institutional development. Secondary Education/Foundations of Education - Doctorate in English Language and Literature, or a closely related field, secondary teaching certification in English and/or Languages Arts, and full time secondary classroom teaching experience (3 years minimum). The successful applicant will teach methods courses in the areas of secondary English and to supervise adult literature, and Master of Science in Teaching (MST) professional courses, based on qualifications, preferences, and department needs. Contact: Dr. John Gallagher. E-mail: gallagher@rowan.edu.

COLLEGE OF ENGINEERING

Review of applicants will begin on November 15 and continue until positions are filled.

Chemical Engineering - Doctorate in chemical engineering is required. The successful applicant will have a specialization in biochemical engineering and plans to integrate specialization into the undergraduate and graduate curricula and to interact with abundant pharmaceutical/biotechnology companies in the region. Contact: Chem Engineering Faculty Search Committee. E-mail: slater@rowan.edu.

Electrical and Computer Engineering - (2 positions) - We are seeking candidates who are good fit to the strongly multidisciplinary, entrepreneurial climate within College. Demonstrated strong written and oral communication skills v creativity/entrepreneurship activity in the following Areas: bioengineering, mechatronic computer engineering, wireless communication, embedded processors and VLSI/MOS. Experience with product design is a plus. Ph.D. in EE or related discipline as undergraduate degree in ECE required. Contact: Dr. John Schmalzel, ECE Search Committee. E-mail: schmalzel@rowan.edu.

Mechanical Engineering - The position is open to all fields of mechanical engineering including mechanical systems, thermal/fluid systems, design and manufacturing, and emerging fields. A doctorate in mechanical engineering and a bachelor’s degree from an accredited engineering program or equivalent are required. Contact: Dr. Tirupathi Chandra, Mechanical Engineering Search Committee. E-mail: chandra@rowan.edu.

COLLEGE OF FINE & PERFORMING ARTS

Dance - Teach Elements of Dance and other dance courses such as Dance History, Cre Dance for Children, World Dance Forms, or African/American Influences in Dance. Successful candidate will assist in curricular development of the Dance program along with planning, admissions, recruitment, and outreach. Choreographic responsibilities included. Work for both Theatre and Dance. MFA or Ph.D. required. Deadline: 12/15/99. Contact: Bari Reilly, Chair, Theatre and Dance. E-mail: bari@rowan.edu.

COLLEGE OF LIBERAL ARTS & SCIENCES

Biological Sciences - Teach introductory biology and other courses such as plant soil systems or morphology. Responsibilities may include development of master’s degree program. Research involving undergraduate students is expected. Ph.D. with a specialization in any area of expertise required. Contact: Dr. Andrew Priest, Chair, Biological Sciences. E-mail: priest@rowan.edu.

Physics - Experimentalist sought to teach all levels of physics classes and laboratory science and non-science majors and to involve undergraduates in any area of experimental research. Ph.D. in physics or related field required; excellent community skills and teaching ability, some post-doctoral experience preferred. www.rowan.edu/physics for details of the application process. Deadline: 1/18/2000. Contact: Dr. Maureen O’Halloran, Chemistry and Physics.

Chemistry - Physical chemist to teach Physical Chemistry, Physical Chem for Biochemistry, molecular biology, or a related field. Ph.D. in physical chemistry required; excellent communication skills, and strong interest in undergraduate education. Post-doc experience preferred. www.rowan.edu/chemphys for details of application process. Applications will be reviewed beginning November 15 and continue until the position is filled. Contact: Joanne K. (C) 12/15/99. (D) 12/15/99. Contact: Dr. Seth Bergmann, Computer Science. E-mail: bergmann@rowan.edu.

Criminal Justice - Specialist in some combination of the areas of Courts, Law, Police, and the Criminal Justice System. Ph.D. in Criminal Justice or related discipline preferred. Teaching duties will include introductory classes on courts as well as upper division courses.
PROVOST AND DEAN OF THE FACULTY
Mills College - Oakland, California

Mills College, the oldest women's college established west of the Rockies and located in Oakland, California, invites applications and nominations in its search for a Provost and Dean of the Faculty.

Founded in 1852, Mills College is an independent, liberal arts college offering 34 undergraduate majors and 22 graduate programs. With approximately 733 undergraduate women and 400 graduate women and men students, the faculty numbers 167 members, 79 full-time and 88 part-time. Mills College is a community of people committed to women centered education, a dynamic environment in which students work, learn and explore together.

The Provost and Dean of the Faculty is the ranking educational officer of the College, reporting directly to the President. In this role, the Provost shares in the College-wide leadership and in institutional policy formulation, planning, and administration.

The College seeks a Provost and Dean of the Faculty with strong leadership skills, integrity, creativity, and energy who will: Advance the mission of the College as a women-centered liberal arts institution in a global, multicultural society.

Provide leadership and advocacy for the faculty including but not limited to: provide creative vision and leadership for the academic programs and curricular innovation; provide oversight of academic departments in conjunction with the Academic Dean and Department Heads; supervise the work of the Director of Library and Academic Computing Services, the College Chaplain, the Director of the Art Museum, and Director of Technical Services. Cultivate a collaborative environment among the faculty members, faculty committees, and administrative departments.

Qualified candidates must have an earned Doctorate or terminal degree, with an academic portfolio suitable to a full professor, including a distinguished record in teaching, research, and scholarship. Senior level administrative experience, outstanding communication skills, the ability to build consensus and a commitment to multiculturalism, and shared governance are required.

Review of credentials will begin immediately and continue until the position is filled. Letters of nomination or applications, including curriculum vitae, may be submitted in confidence to:

Provost and Dean of the Faculty Search Committee, Mills College
c/o Educational Management Network/Witt/Kieffer
98 Old South Road, Nantucket, MA 02554

Educational Management Network, a division of Witt/Kieffer, is supporting Mills College with this search. Requests for a copy of the Position Specification or questions may be nal information about the College is available on the Mills College Web site, http://www.mills.edu.Mills College is an Affirmative Action, Equal Opportunity Employer.
**THE UNIVERSITY OF DAYTON**

**SCHOOL OF LAW**

**Wired for the future**

**Built for success**

- **ADMISSION**
We seek to enroll an entering class that is both diverse in its composition and capable of mastering the skills needed for the legal profession. Apply online and we will waive the application fee.

- **FINANCIAL AID**
Merit-based scholarships range in value from $2,500 to full tuition per year and may be renewed for the second and third years of law school. Last year, one-half of the entering class was awarded scholarships.

- **ENVIRONMENT FOR LEARNING**
A two-year old, 122,500 square-foot facility with 1,400 data and power outlets for technologically-enhanced performance and achievement.

- **ACADEMIC EXCELLENCE PROGRAM**
A voluntary academic support program is offered throughout the first year of law school where weekly tutorials are designed to strengthen students' skills in the areas of critical reading, legal writing, and legal analysis.

- **FACULTY WHO CARE**
Our 28 faculty members at the University of Dayton School of Law care about teaching and the success of students. The "open-door" policy of faculty members encourages interaction between students and faculty outside of the classroom.

For more information, please contact:

UNIVERSITY of DAYTON
School of Law
300 College Park
Dayton, OH 45469-2760
www.lawdayton.edu
lawinfo@lawdayton.edu
(937) 229-3555

---

**EASTERN COLLEGE**

Eastern College, a Christian college of the arts and sciences, invites applications for the following faculty positions for the 2000-2001 academic year. In fulfilling its mission of "the whole Gospel for the whole world," the college is dedicated to preparing undergraduate and graduate students for thoughtful lives of Christian faith and service. The multicultural community of Christian scholars embraces and promotes diversity among students, faculty, staff, and administration. Located in suburban Philadelphia, on a scenic, park-like campus, Eastern College is accessible to the educational and cultural resources of the major metropolitan centers of New York City, Baltimore and Washington, D.C.

The Eastern College community seeks faculty who:
- Understand and support the Eastern College mission statement
- Are gifted teachers with a strong interest in student life
- Inspire students to follow Jesus Christ by dialoging on the integration of faith, life, and learning
- Have the potential for making a significant contribution to their field of study
- Value collegiality, teamwork and service in a multi-cultural learning environment

Generally, faculty duties include teaching four courses each semester advising students during scheduled office hours, participating in faculty meetings and working committees. Each position is full-time, tenure track (with the exception of instructor levels). Rank and salary are commensurate with experience.

- **Education:** The successful candidate must be eligible for elementary and/or special education certification in Pennsylvania. Experience teaching in the fields of certification is essential, preferably in an urban setting. Administrative or supervisory experience is a plus. Teaching is expected at both the undergraduate and graduate levels. Supervision of student teachers and advising of both undergraduate and graduate students will be part of the faculty load. There may also be assignments in the college's CORE curriculum. A doctorate in education is preferred. However, an ABD in final stages will be considered.
  - **Exercise Science:** Chair of the Exercise Science Dept. Candidates should possess an earned doctorate in Exercise Science, a strong interest in teaching undergraduate students, proven leadership and administrative abilities. Athletic training background and certification (NATA/BOC) are desirable.
  - **History:** United States History. Early American. Teaching responsibilities include survey courses in American History as well as Western Heritage in Eastern's CORE curriculum. Secondary field in a non-western discipline desirable. Organizational skills and teaching experience required. Ph.D. in hand by August 2000 is essential.
  - **Arts:** Associate/Assistant Professor in the M.A. School Counseling and M.S. School Psychology (joint appointment) programs. F in counseling or clinical psychology or Psy.D. required (ABD candidates enrolled in a doctoral psychology program strongly encouraged to apply). Experience working as a school counselor or school psychologist is required.

- **Graduate Counseling:**
  - **Mathematics:** Assistant/Associate Professor level. The preferred candidate will have a doctorate in Mathematics or Math Education, including expertise in an area of computer science, preferably programming. Courses are to include all levels of undergraduate mathematics and 1-2 courses in computer science. The candidate must demonstrate exceptional competence and comfort in teaching and mentoring students. A strong interest in developing and sharing the mathematics and future computer science programs, in line with the mission of the college is required.

- **Political Science:** Comparative politics and international relations. A Ph.D. is preferred, but an ABD in final stages will be considered. Applicants are desired from all areas of comparative politics and international relations and upper-level courses in the candidate's area of concentration. The successful candidate should also expect to teach in the college's CORE curriculum and possibly a course in political theory.

- **Social Work:** Assistant/Associate level, in a CSWE-accredited BSW program. Candidates must have an M.S.W. degree from a CSWE-accredited school of social work (social work programs) and at least two years post-M.S.W. experience in social work practice. Candidates should be prepared to teach in several areas of the social work curriculum (but not limited to) social work research and social welfare policy and services, as well as in the undergraduate CORE program.

- **Sociology:** Teach introductory and advanced courses in both our traditional undergraduate program and in our innovative urban studies program located in central Philadelphia. Teaching areas include sociological theories, urban sociology, economic sociology and social justice. Minimum requirements of an M.A. or M.S.W. are expected. The ability to integrate distinct content with a Christian worldview is essential.

- **Spanish:** Assistant Professor level. Promote Spanish language learning with particular attention to the integration of language, culture, and Spanish studies. Applicants with proficiency in Spanish are preferred and student internships in the Hispanic community in Philadelphia. Applicants should have the Ph.D. in Spanish or A.B.D. in final stages of dissertation. Native or near-native fluency is essential for the role. Spanish language acquisition, and Spanish language and culture studies. Background and experience necessary in current teaching methods, test-taking proficiency, testing, content-based instruction, curriculum development. Experience in computer-assisted language learning and ability to teach beginning, intermediate, and advanced Spanish strongly encouraged.

- **Assistant/Associate level position in the M.A. Course program. Ph.D. in counseling or clinical psychology or Psychology required. ABD candidates enrolled in a doctoral psychology program strongly encouraged to apply.** Experience working as a school counselor or school psychologist is required.

Assistant/Associate level position in the M.A. Course program. Ph.D. in counseling or clinical psychology or Psychology required. ABD candidates enrolled in a doctoral psychology program strongly encouraged to apply. Candidate must have at least three years of clinical experience working with individual, Clinical or other significant experience in an urban multicultural setting is also strongly preferred. S and organizational and conceptual skills are desirable.

Two Non-tenure track Instructor positions for Community/Community in the M.A. Counseling program. Ph.D. in counseling or clinical psychology or Psychology required. ABD candidates enrolled in a doctoral psychology program strongly encouraged to apply. Candidate must have at least three years of clinical experience working with individual, Clinical or other significant experience in an urban multicultural setting is also strongly preferred.

- **Psychology:**
- **Education:**
- **Mathematics:**
- **History:**
- **Arts:**
- **Political Science:**
- **Social Work:**
- **Sociology:**
- **Spanish:**
- **Assistant/Associate level position in the M.A. Course program. Ph.D. in counseling or clinical psychology or Psychology required. ABD candidates enrolled in a doctoral psychology program strongly encouraged to apply.** Experience working as a school counselor or school psychologist is required.

Assistant/Associate level position in the M.A. Course program. Ph.D. in counseling or clinical psychology or Psychology required. ABD candidates enrolled in a doctoral psychology program strongly encouraged to apply. Candidate must have at least three years of clinical experience working with individual, Clinical or other significant experience in an urban multicultural setting is also strongly preferred. S and organizational and conceptual skills are desirable.

Two Non-tenure track Instructor positions for Community/Community in the M.A. Counseling program. Ph.D. in counseling or clinical psychology or Psychology required. ABD candidates enrolled in a doctoral psychology program strongly encouraged to apply. Candidate must have at least three years of clinical experience working with individual, Clinical or other significant experience in an urban multicultural setting is also strongly preferred.

- **Psychology:**
- **Education:**
- **Mathematics:**
- **History:**
- **Arts:**
- **Political Science:**
- **Social Work:**
- **Sociology:**
- **Spanish:**
- **Assistant/Associate level position in the M.A. Course program. Ph.D. in counseling or clinical psychology or Psychology required. ABD candidates enrolled in a doctoral psychology program strongly encouraged to apply.** Experience working as a school counselor or school psychologist is required.

Assistant/Associate level position in the M.A. Course program. Ph.D. in counseling or clinical psychology or Psychology required. ABD candidates enrolled in a doctoral psychology program strongly encouraged to apply. Candidate must have at least three years of clinical experience working with individual, Clinical or other significant experience in an urban multicultural setting is also strongly preferred. S and organizational and conceptual skills are desirable.

Two Non-tenure track Instructor positions for Community/Community in the M.A. Counseling program. Ph.D. in counseling or clinical psychology or Psychology required. ABD candidates enrolled in a doctoral psychology program strongly encouraged to apply. Candidate must have at least three years of clinical experience working with individual, Clinical or other significant experience in an urban multicultural setting is also strongly preferred. S and organizational and conceptual skills are desirable.

Two Non-tenure track Instructor positions for Community/Community in the M.A. Counseling program. Ph.D. in counseling or clinical psychology or Psychology required. ABD candidates enrolled in a doctoral psychology program strongly encouraged to apply. Candidate must have at least three years of clinical experience working with individual, Clinical or other significant experience in an urban multicultural setting is also strongly preferred. S and organizational and conceptual skills are desirable.
ASSISTANT PROFESSOR SOCIOLOGY

American University's Department of Sociology is seeking applications for a full-time, tenure-track position at the rank of Assistant Professor of Sociology, specializing in International Training and Education (ITE), starting Fall 2000. Ph.D. and evidence of scholarship required. Responsibilities include teaching MA courses, recruiting and advising graduate students in International Training and Education; working with the faculty of the School of Education (SOE) to develop interdisciplinary initiatives; and directing the ITE Program. The successful candidate will add to the Department's mission of international education, policy analysis, and research; he/she should also be deeply committed to interdisciplinary learning, the application of new technologies in teaching and scholarship, and to the preparation of students for life in a diverse and rapidly-changing global society.

Consideration of applications will begin on November 1 and continue until the position is filled. Send cover letter, curriculum vitae, three letters of reference and other relevant material to: Search Committee, Department of Sociology, American University, 4400 Massachusetts Avenue NW, Washington, DC 20016-8072.

American University is an EEO/AA employer committed to a diverse faculty, staff, and student body. Women and minorities are encouraged to apply.

**Magnitude**

**Top Pick**

**Top 5%** - Lycos

**Best Web Sites-Higher Ed.**
- HomePC Magazine

**Great Site**
- Good Morning America

PRESENTING THE JOURNEY OVER THE WORLD WIDE WEB TO HIGHER EDUCATION

"CollegeNET"

FREE $100,000 SCHOLARSHIP SEARCH FREE, EASY TO USE COLLEGE SEARCH ENGINE WITH ONLINE APPLICATIONS TO THE WORLD'S LEADING COLLEGES AND UNIVERSITIES INCLUDING THE WORLD'S FIRST 3-D VRML CAMPUS TOUR

Awesome Educational Site, suitable for all audiences

http://www.collegenet.com

Now playing on a screen near you!

To place your admissions application on the Web in front of millions of qualified applicants, contact Pat Carmody at 503-973-5222 or patrick@collegenet.com

---

**CHANCELLOR**

University of Illinois at Springfield

Nominations and applications are invited for the position of Chancellor of the University of Illinois at Springfield (UIS).

The Chancellor is the chief executive officer of the campus and reports to the president of the University of Illinois. The University seeks a proven leader who will continue the successful development of the campus’s academic programs and public service mission.

Founded in 1969 as Sangamon State University, UIS became the newest and smallest campus of the University of Illinois on July 1, 1995. Emphasis is placed on public affairs instruction and research and service carried out through community partnerships.

The campus offers bachelor’s, master’s degrees and a Doctor of Public Administration. UIS currently enrolls students at the second-semester sophomore level and continues their education through junior, senior, and graduate levels. State approval was granted this fall for the Capital Scholars Program, which will result in the admission of first-year students in the fall of 2001. Current student enrollment is 4,100 with 188 faculty, 199 profession and 265 support staff.

The Chancellor must have significant diverse senior administrative experience, an earned doctorate, demonstrated leadership ability, as well as understanding and appreciation in the uniqueness of the campus within the University setting. A successful record on inclusiveness, diversity and sensitivity relative to a multicultural campus is required.

The Chancellor Advisory Committee will begin reviewing nominations and applications immediately and will continue to accept applications until a new Chancellor is selected. To assure full consideration, however, candidate materials should be submitted by January 1, 2000 to:

Dr. Frank Kopecky, Chancellor Advisory Committee
University of Illinois
Office of the President
364 Henry Administration Building, m/c 346
506 S. Wright Street
Urbana, IL 61801

The University of Illinois is an affirmative action/equal opportunity employer.
# Advertising Index

<table>
<thead>
<tr>
<th>POSITIONS</th>
<th>UNIVERSITY NAME</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CALIFORNIA</strong></td>
<td>California State University, Northridge</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>California State University, San Marcos</td>
<td>73, 76, 78</td>
</tr>
<tr>
<td></td>
<td>Charles R. Drew University</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Contra Costa Community College District</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>Mills College</td>
<td>77, 80</td>
</tr>
<tr>
<td></td>
<td>Rancho Santiago Community College District</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>San Jose State University</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Stanford University</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>University of Southern California</td>
<td>53</td>
</tr>
<tr>
<td><strong>COLORADO</strong></td>
<td>Mid-continent Research for Education and Learning</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>University of Colorado at Boulder</td>
<td>63</td>
</tr>
<tr>
<td><strong>CONNECTICUT</strong></td>
<td>Connecticut College</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>University of Connecticut</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Western Connecticut State University</td>
<td>65, 70</td>
</tr>
<tr>
<td><strong>DC</strong></td>
<td>American University</td>
<td>82</td>
</tr>
<tr>
<td><strong>FLORIDA</strong></td>
<td>University of Florida</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>University of South Florida</td>
<td>62</td>
</tr>
<tr>
<td><strong>GEORGIA</strong></td>
<td>Emory University</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Gainesville College</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Georgia Southern University</td>
<td>85</td>
</tr>
<tr>
<td><strong>IOWA</strong></td>
<td>University of Iowa</td>
<td>70</td>
</tr>
<tr>
<td><strong>ILLINOIS</strong></td>
<td>Columbia College Chicago</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Governors State University</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>University of Illinois at Chicago</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>University of Illinois at Springfield</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>University of Illinois at Urbana-Champaign</td>
<td>63</td>
</tr>
<tr>
<td><strong>INDIANA</strong></td>
<td>Ball State University</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>DePauw University</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Indiana University-Bloomington</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Indiana University-South Bend</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>University of Notre Dame-Law School</td>
<td>78</td>
</tr>
<tr>
<td><strong>LOUISIANA</strong></td>
<td>University of New Orleans</td>
<td>66</td>
</tr>
<tr>
<td><strong>MAINE</strong></td>
<td>Bates College</td>
<td>60</td>
</tr>
<tr>
<td><strong>MARYLAND</strong></td>
<td>University of Maryland, College Park</td>
<td>55</td>
</tr>
<tr>
<td><strong>MASSACHUSETTS</strong></td>
<td>Amherst College</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Boston College</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Tufts University</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Wheelock College</td>
<td>54</td>
</tr>
<tr>
<td><strong>MICHIGAN</strong></td>
<td>Calvin College</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Central Michigan University</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Eastern Michigan University</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Washburn Community College</td>
<td>53</td>
</tr>
<tr>
<td><strong>MINNESOTA</strong></td>
<td>Gustavus Adolphus College</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>University of Minnesota</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Minnesota State University</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>St. Cloud State University</td>
<td>72</td>
</tr>
<tr>
<td><strong>MISSOURI</strong></td>
<td>Northwest Missouri State University</td>
<td>52</td>
</tr>
<tr>
<td><strong>NEBRASKA</strong></td>
<td>Wayne State College</td>
<td>64, 66</td>
</tr>
</tbody>
</table>

| NEW JERSEY       | Montclair State University            | 50-51, 59 |
|                 | New Jersey City University            | 69, 73   |
|                 | Princeton University                  | 69     |
|                 | Rowan University                      | 79     |
|                 | The College of New Jersey             | 72     |

| NEW YORK         | Bernard M. Baruch College/CUNY        | 64     |
|                 | Colgate University                    | 66     |
|                 | Cornell University                    | 29, 55 |
|                 | LaGuardia Community College/CUNY      | 77     |
|                 | New School University                 | 59     |
|                 | Pace University                       | 74     |
|                 | SUNY, College at Oswego              | 75     |
|                 | SUNY, Health Science Center at Syracuse | 68   |
|                 | SUNY, Farmingdale                     | 60     |
|                 | SUNY, Plattsburgh                     | 67, 75 |
|                 | SUNY, University at Buffalo           | 55     |
|                 | SUNY, University at Buffalo Law School | 72   |
|                 | Teachers College Columbus University  | 59-67  |

| OHIO             | Cleveland State University           | 48, 52 |
|                 | Oberlin College                      | 70     |
|                 | The College of Wooster               | 73     |
|                 | Youngstown State University          | 75     |

| OREGON           | Reed College                         | 58     |
| **Pennsylvania** | Bucknell University                   | 49     |
|                 | Eastern College                      | 81     |

| TEXAS            | Austin Peay State University         | 66, 74 |
|                 | Texas A&M University                | 59     |
|                 | Texas A&M University-The Bush School | 62   |
|                 | Trinity University                   | 68     |

| VERMONT          | University of Vermont                | 76     |
| **WASHINGTON**   | Yakima Valley Community College      | 68     |
| **WISCONSIN**    | Lawrence University                  | 53     |
|                 | University of Wisconsin Oshkosh     | 69     |
|                 | University of Wisconsin Stout       | 76     |

| RECRUITMENT      | Center for International Studies     | NJ 45  |
|                 | Comell Law School                    | NY 47  |
|                 | St. Mary's University                | TX 47  |
|                 | The City College of New York/CUNY    | NY 49  |
|                 | Tulane Law School                    | LA 46  |
|                 | University of Dayton                 | OH 81  |

| CONFERENCES      | National Association of Hispanic and Latino Studies | TX 20 |
|                 | The National Association for Equal Opportunity in Higher Education (NAEEO) | DC 82 |

| FELLOWSHIPS/ SCHOLARSHIPS/ AWARDS | Loyola College in Maryland | MD 47 |
|                                   | National Research Council      | DC 48 |
|                                   | University of California, Berkley | CA 48 |

| OTHER SERVICES    | CollegeNet                      | 82     |
DIVERSITY IN DOLLARS AND CENTS

Public universities frequently proclaim that they are diverse institutions. Many have improved their percentages of minority students, faculty, and staff. Are they forgetting a vital aspect of diversity—doing business with minority-owned companies?

Institutions allocate finances and personnel in an effort to attract top-quality minority students, faculty, and staff. We want our campuses to mirror our communities. Then we purchase goods, services, and construction from large national majority-owned firms—focusing locally-owned minority business.

We justify this with claims that the pay that are no longer relevant. Some are under the misperception that they will be forced to accept inferior products or services just to “help out” minority businesses. Not so. Small minority-owned firms have repeatedly demonstrated their ability to deliver. Some mistakenly believe that viable minority-owned businesses capable of servicing large universities are scarce. Some misperceive minority businesses as small, marginally profitable, “mom-and-pop” retail sales and service outlets when, in reality, the fastest-growing minority business segment is comprised of larger firms engaged in manufacturing, wholesale trade, professional services, and construction services.

Minority-owned businesses have grown explosively over the last 10 years. At double the rate of all firms in the U.S., both in numbers of new firms and total sales. Recent SBA estimates place their number at nearly 2 million, with total sales of $335 billion. Hispanic firms are the largest single segment—772,000.

Some are under the false impression that minority business owners feel they “deserve” contracts because of their minority status. Minority vendors I’ve worked with, though, have sought only a genuine opportunity to compete. Many times, we are not willing to introduce minority firms into the system unless they are clearly perfect in every way; an attribute we rarely require of the businesses that we are currently using.

In addition, most higher education institutions have assembled their minority business development or vendor diversity departments on a miniscule budget with little, if any, idea about how this new department should function. A “compliance only” attitude keeps this department understaffed, often with a purchasing agent whose secondary responsibility is that of an advocate for minority-owned firms.

But other higher education institutions—including the University of South Florida, where I work—have achieved exemplary records of involvement with minority-owned businesses. These public institutions have surpassed compliance and moved to true commitment. To be sure, many might have originally been motivated bystat requirement. But they have demonstrated—not only through dollars spent, but through a change in philosophy—the necessity to build relationships with minority small businesses. I have always believed that voluntary programs are more effective than those mandated. Ultimately, mandated minority business programs will be effective while those driven by commitment flourish.

How can this commitment be achieved in an institution with less than tax openness to doing business with minority firms? First, through leadership, university president must be committed to the program and communicate the need. They must create real opportunity for small minority firms. Next, vendor diversity department must be staffed with knowledgeable, gregarious, motivated individuals who understand the government procurement process and minority markets. These departments clearly defined objectives, and professionals who understand the necessity and requirements. Promoting successful efforts within the institution’s community is essential to maintain needed support of the program.

Strong second-tier (subcontracting) programs must be developed that are compelling reason for prime contractors to embrace proactive vendor diversity stratagem. Institutions must also create a plan to share information about qualified minority within their organizations, as well as with others fostering the same desire for commitment. They must also, at times, know how to say “no” if a product or service does not meet the institution’s needs, refer the vendor to a company where an opportunity might exist.

Soon all public university MBE programs might be in jeopardy. A Ward Conner anti-affirmative action effort similar to ones already successful in California, Washington recently began in Florida. It will certainly challenge our co-sponsors. A statutory requirement is eliminated along with all race and gender preferences, pro- competitiveness will most likely die. Those operating from commitment in severely tested. Public higher education institutions will need to develop procedures to encourage continued and expanded contracting with minority firms.

At USF, we believe that our support of a diverse vendor base contributes to economic growth and strengthens our community. Anything that interferes with collaboration should be viewed with apprehension and must be countered.

Steve Bazell, senior diversity coordinator at the University of South Florida, is West Coast President of the National Minority Supplier Development Council of Florida, executive board Member of the Hispanic Business Initiative Fund, and member of the Tampa Chamber of Commerce, Emerging Businesses Council.
Publisher's Picks Issue

Bonus Circulation to more than 7,000 High School Guidance Counselors
DON'T MISS THESE IMPORTANT ISSUES!

SPORTS ISSUE
DECEMBER 17, 1999
Ad deadline:
NOVEMBER 30, 1999

FINANCING A COLLEGE EDUCATION
JANUARY 28, 2000
Ad deadline:
JANUARY 11, 1999

Women in Higher Education
February 25, 2000
Ad deadline:
February 8, 1999

For more information please contact us at
(201) 587-8800 (Ext-102 or 106)
Fax: (201) 587-9105
E-mail: Outlook@sprintmail.com
FEATURES

Publisher's Picks List 1999
Hispanic Outlook's publisher presents a list of colleges and universities for Hispanic students. 6

Hispanic Outlook selects Scholarship Winners
Jose Bernardo Saenz and Keith Andrew Martinez—accomplished, well rounded, focused, and driven to success. 16

Ten Colleges Aggressively Recruit Hispanics
Colleges in California, Texas, New Mexico, Florida, Colorado, Ohio, and Michigan share their successful strategies. 18

Hispanics, Education, and Employment
A new 105-page report issued by HACU and ETS offers ways to empower Hispanic youth and adults. 25

College Prep in Houston and Manhattan
Prep for Prep
Two routes to college for minority youths—the longstanding NYC-based Prep for Prep, and a new charter school, YES Prep, with Texas-size aspirations. 28

Ph.D.s: Too Many or Too Few?
The Leadership Alliance takes issue with those who claim there are Ph.Ds being generated but few jobs for them to move into. 31

Mestas New Chancellor of UM-Flint
This poet and policymaker and expert on José Mestas comes to Michigan straight from the National Endowment for the Humanities. 34

A Personal Narrative as a Route to Voice
Muzzled in grade school by anti-Spanish rules, this professor now helps students find their voice for their college writings. 36

DEPARTMENTS

OUTLOOK ON WASHINGTON:
A Capitol View
Help for those seeking financial aid 5

Honor Roll: New Mexico Highland University
Small town friendliness, innovative offerings, and an hour's drive from the cultural meccas of Santa Fe and Tucson. 22

People, Places, Publications, Conferences 38

Book Review: Rito de Iniciación
47

PUNTO FINAL
Salute to Ernesto Galarza back cover

Cover Photos Courtesy of Brown University, Ohio State University, San Jose State University, St. Mary's University, Texas Tech University
Upcoming Issues
Our 10th year covering minority issues

Sports Issue
December 17th
Ad Deadline November 30th

Financing a College Education
January 28th issue
Ad Deadline January 11th

Call for advertising info:
201.587.8800
ext. 102 or 106
Fax: 201.587.9105

Visit our Web site!
www.HispanicOutlook.com

Publisher
José López-Isa

Editor
Adalyn Hixson

Executive Editor
Marín Carmen Sarraccen

Senior Editor
Mia Anderson

News Desk Editor
Jason Panique

Managing Editor
Publicity Director
Suzanne López-Isa

Art Director
Aidedi Derballan

Production Manager
Aidedi Derballan

Assistant Production Manager
Marco Mierllo

Production Coordinator
Joanne Aluotto

Advertising Sales Coordinator
Jeffrey Hendlin

Advertising Sales Associate
Angel M. Rodriguez

Editorial Board
Ruth Burgos-Saizs, Chancellor
Houston Community College System
Máximo Castillo, President
University of Houston - Downtown
Roberto Cruz, President
National Hispanic University
Alfredo G. De Los Santos
Ricardo Fernández, President
Lakeland College
Juan González, Vice President
California Polytechnic State University
Carlos Hernández, President
The New Jersey City University
Arturo Iriarte, Vice President for Academic Affairs
Lasell College
Vernon Lastin, President
Brooklyn College
Lydia Ledesma, President
Skagit Valley College
Gustavo Mellander, Dean Emeritus
George Mason University
Manuel Pacheco, President
University of Missouri
Eduardo Padron, President
Miami-Dade Community College
Arturo Pérez, President
Borough of Manhattan Community College
Alexander Sánchez, President
Arapahoe Technical College
María Vallejo, Provost
Palm Beach Community College

Contributors:
Ina Pinto Aicca, Roger Díez, María J. Estrada, Marilyn Giron, Kevin Gonzales,
Guadalupe Mallander, Carlos Pimoz, Marín Carmen Sarraccen, Gary Stara,
Donna Ullrich, Martha Aida Urrozar

Letters to the Editor:
Commentaries or questions should be addressed to:
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.
All correspondence should include author's full name, address, and phone number.

Editorial Office:
The Hispanic Outlook in Higher Education (ISSN 1054-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652.
TEL: (201) 587-8800 FAX: (201) 587-9105. All contents of this journal are copyright © 1999 by The Hispanic Outlook in Higher Education Publishing Company, Inc. All rights reserved. Reproduction in whole or in part without permission is prohibited.

Editorial Policy:
The Hispanic Outlook in Higher Education is dedicated to exploring issues related to Hispanics in higher education. The Hispanic Outlook in Higher Education is published for the members of the higher education community. Editorial decisions are based on the editor's judgment of the quality of the writing, the timeliness of the article, and the potential interest to the readers of The Hispanic Outlook in Higher Education.

From time to time, The Hispanic Outlook in Higher Education will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The Hispanic Outlook in Higher Education neither agrees nor disagrees with those ideas expressed and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

Display Advertising:
210 Route 4 East, Suite 310, Paramus, NJ 07652
TEL: (201) 587-8800, FAX: (201) 587-9105: email: pub@HispanicOutlook.com

Subscriptions:
U.S., Canada, Virgin Islands, and Puerto Rico 1 year $60.00; Single copies-print pay $3.75.

Postmaster:
Please send all changes of address to:
The Hispanic Outlook, P.O. Box 65, Paramus, New Jersey 07652
A CAPITOL VIEW

BY GUSTAVO A. MELLANDER

Although it's only fall, it's not too early for us to help those who will be seeking financial aid for next year. This is particularly true this year since new and flexible government programs are now in place.

Most states have struggled to keep tuition low. But with the passage of time and constricted state budgets, tuition has crept up year after year in state after state. So the reality is that now in 1999, most college students really need financial assistance to go to college.

College Student Aid

Luckily, a lot is available. And according to the nation's largest source of college student aid, the U.S. Department of Education, applying for federal student financial aid this year will be easier and faster than ever before.

"Most families are eligible for some sort of financial assistance to help pay for technical education or academic studies," U.S. Secretary of Education Richard Riley recently told The Hispanic Outlook at a special press conference. "I always encourage families to apply because they might be surprised at how much aid they qualify for, and now we've cut the paperwork in half and simplified the process for students reapplying electronically."

Further thanks to a streamlined federal application and improved electronic filing, the task is less daunting. This year, an estimated $50 billion in federal grants and loans will be awarded to nearly 8.5 million students out of 10 million applicants. At a minimum, nearly all students are eligible for loans without a federal interest subsidy but often, with rates lower than commercially available loans.

Innovations

With that opening, what can we do to get the word out? We suggest the following can help potential applicants and those who want to help them.

- Applying for federal aid is free. Filling out the Free Application for Federal Student Aid (FAFSA) is the first step in the process. Students can file electronically or on a paper application. Most state and institutional aid eligibility is determined by the FAFSA, so students should start there. Students are also encouraged to talk to the financial aid director at the schools they hope to attend to learn about financial aid packages and other sources of assistance.

- Electronic filing is faster, less error-prone. An estimated 12 to 14 percent of paper applications are returned for errors, adding time to the application process. By filing electronically, students can avoid delays because the software immediately identifies errors and allows for on-the-spot corrections. FAFSA on the Web is now available to students to apply electronically through the internet at <http://www.fafsa.ed.gov>.

- FAFSA on the Web can be accessed with many popular browsers, including Netscape Navigator and Microsoft Internet Explorer. Help is available by calling the customer service hotline at 1-800-4-FAX-FA (1-800-432-9327) (TDD 1-800-533-3243).

- Paper applications are shorter, easier. The paper application for the 1998-1999 school year has been cut in half—from 16 pages down to eight—and redesigned to be easier to complete. Students can obtain a FAFSA at high school guidance offices, libraries, or by calling the Federal Student Aid Information Center toll-free at 1-800-4-FAX-FA (TDD 1-800-533-3243).

- Reapplying for aid has been simplified. Most of the information given by an individual student on the 1998-1999 application will be the same (plus any corrections that were processed). Students simply have to add a minimal amount of new information and update any information that has changed since 1998-1999 (family size, for example).

- This year, students can reapply electronically. Students who received aid last year and who are reapplying for aid can use the renewal version of FAFSA on the Web. For renewal filing over the Web, students are given an electronic access code that serves as the student's signature.

- Parents will still have to sign if the applicant is a dependent. Check with the school financial aid administrator for questions about the renewal paper or electronic FAFSA, or contact the Federal Student Aid Information Center. The department has also listed useful information to make the process more efficient. Two of the key points are:

  - Be aware of deadline dates for the schools to which you are applying. While students have an ironclad window to apply for federal aid, some schools have early filing dates for their own institutional aid that might be based on federal aid eligibility (a list of state deadlines is included in the FAFSA instructions).

  - When answering the question, "How many students are attending college this year?" be sure to include self-pay, part-time students, even if attending part-time in 1999-2000.

Tax Credits

In addition to federal aid, loans, families can take advantage of new education tax that began last year. The first part is a $1,500 Scholarship for the first two years of college or vocational college. Later, a $1,000 Lifetime Learning Tax credit can be applied for classes beyond the first two years of college. Credit can also be for one to pursue classes for personal interest or to improve job-related skills.

These credits can be claimed by both federal taxpayers when they file their tax returns. When filing, 129 million students and their parents can benefit from the 1999 tax credit and the $1,000 tax credit benefit for 1998.

To take advantage of the tax credit, taxpayers must complete an IRS Form 8863 with their tax returns. For more information, call the IRS help line at 1-800-TAX-FORM (1-800-829-3676) or visit the U.S. Treasury Department's Web site at <www.irs.ustreas.gov>.

Bottom Line

Now having money is no longer just an excuse for not attending college.

Dr. Mellander is a professor at George Mason University.
November 19, 1999

Dear Colleagues:

For the fourth year, *The Hispanic Outlook* is proud to present its “Publisher's Picks”—those colleges and universities nationwide that in our view offer solid opportunities for Hispanic students.

The institutions selected are learning what it takes to attract, enable, retain, and motivate Hispanic students, so many of whom lack the legacy of college-educated families or even the dream of education credentials.

A new report by ETS and HACU claims that “by 2015, we could close the education gap between Hispanic and non-Hispanic White youth if we increased college participation among Hispanic youth by 10 percentage points.” Ten percent sounds daunting, but perhaps not impossible. Success will require informed, focused, and funded effort...as well as some good and unforeseen luck.

Educational equity for minorities must be given priority status in private homes and public housing, at PTA and council meetings, at the ballot box, and in the back rooms and chambers where political realities are effected.

*The Hispanic Outlook* will continue to do its part—offering information and a podium to all of you who now work so diligently on behalf of students young and old. This issue includes interviews with the two students who won this year’s *Hispanic Outlook* scholarships, as well as information on applying for next year's.

Our current People, Places, and Publication section, which keeps you up to date on the achievements of your colleagues across the country, appears on our Web site, www.hispanicoutlook.com, as well as in the magazine.

Best wishes to all of you, and to the seven thousand high school guidance counselors who are receiving this issue through a special mailing.

Sincerely,

José López-Isla
Publisher
The 1999 Publisher's Picks

**ALASKA**
University of Alaska, Anchorage

**ARIZONA**
Arizona State University, Main (T)
Arizona State University, West
Maricopa County Community College District
- Chandler Gilbert Community College
- Estrella Mountain Community College
- Gateway Community College
- Glendale Community College
- Mesa Community College
- Paradise Valley Community College
- Phoenix Community College
- Rio Salado College
- Scottsdale Community College
- So. Mountain Community College
- Northern Arizona University (T)
- Pima County Community College (C)
- University of Arizona
- University of Phoenix

**ARKANSAS**
University of Arkansas

**CALIFORNIA**
Arizona Pacific University
Bakersfield College (C)
California Lutheran University
California Polytechnic State University
San Luis Obispo (T)
California State Polytechnic University, Pomona (T)
California State University, Bakersfield (T)
California State University, Chico (T)
California State University, Dominguez Hills (T)
California State University, Fresno (T)
California State University, Fullerton (T)
California State University, Hayward (T)
California State University, Long Beach (T)
California State University, Los Angeles (T)
California State University, Monterey Bay
California State University, Northridge (T)
California State University, Sacramento (T)
California State University, San Bernardino (T)
California State University, San Marcos
Calif. State University, Stanislaus (T)
Cerritos College (C)
Chabot-Las Positas Community College District
- Chabot College
- Las Positas College
City College of San Francisco
Coast Community College District
- Contra Costa College
- Diablo Valley College
- Laney College
- Merritt College
- College of Marin
- College of the Desert
- College of the Sequoias (C)
Contra Costa Community College District
- Contra Costa College
- Diablo Valley College
- Laney College
- Merritt College
El Camino College (C)
Foothill-De Anza Community College District
- Foothill College
- De Anza College
Grossmont-Cuyamaca Community College
Hartnell College (C)
Humboldt State University

**CALIFORNIA**

California State University, Northridge

Imperial Valley College (C)
Long Beach City College
Los Angeles Community College District
- East Los Angeles College (C)
- Los Angeles City College
- Los Angeles Harbor College
- Los Angeles Mission College
- Los Angeles Pierce College
- Los Angeles Southwest College
- Los Angeles Trade-Technical College
- Los Angeles Valley College
- West Los Angeles College
- Loyola Marymount University (T)
- Mt. St. Mary's College
- Mt. San Antonio College (C)
- Mt. San Jacinto College
- National University
- Occidental College
- Oxnard College (C)
- Pacific Oaks College
- Palomar College
- Pasadena City College (C)
- Rancho Santiago Community College (C)
- Rio Hondo College (C)
- Riverside-Contra Costa College (C)
Sometimes, the biggest miracles arrive in the smallest bundles.

- But tiny infants grow and sometimes become world leaders.

Our beginnings were small, too.

But in just 25 years,

The University of Texas Health Science Center at San Antonio

★ has become a comprehensive health university for San Antonio and the South Texas/Border Region;
★ has had a $25 billion economic impact on the community; and
★ has gained international recognition for the excellence of its research in areas such as cancer, organ transplantation, diabetes, infectious diseases and diseases related to aging.

School of Allied Health Sciences • Dental School
Graduate School of Biomedical Sciences • Medical School • School of Nursing

7703 Floyd Curl Drive • San Antonio, TX 78284 • (210) 567-7000
<table>
<thead>
<tr>
<th>Florida</th>
<th>Iona College</th>
<th>University of Notre Dame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barry University</td>
<td>St. Mary's College</td>
<td>Taylor University</td>
</tr>
<tr>
<td>(T)</td>
<td></td>
<td>University of Notre Dame</td>
</tr>
<tr>
<td>Bethune-Cookman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brevard Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broward Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caribbean Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Miami Institute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of Psychology)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daytona Beach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edison Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida Atlantic University (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida Community College at Jacksonville</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida International University (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida State University (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillsborough Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian River Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake City Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manatee Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miami-Dade Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Southeastern University (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Palm Beach Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Fe Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminole Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Florida Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Thomas University (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tallahassee Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Central Florida (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Florida (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Miami (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of South Florida (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of West Florida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valencia Community College (C)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Georgia</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agnes Scott College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darton College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emory University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia Perimeter College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Savannah College of Art &amp; Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Georgia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Idaho</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boise State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idaho State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Idaho</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Illinois</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Schools of Professional Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Hawk College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicago School of Professional Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicago State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City Colleges of Chicago</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard J Daley College</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indiana</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Depauw University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana University, Bloomington</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana University, Fort Wayne</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana University, Kokomo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana University, Purdue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana University, South Bend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purdue University</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iowa</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grinnell College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Iowa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kansas</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Garden City Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The University of Kansas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wichita State University</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kentucky</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Morehead State University</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Louisiana</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tulane University</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maine</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bates College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowdoin College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colby College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Maine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Southern Maine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maryland</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Colleges of Baltimore County</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catonsville College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dundalk College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essex College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frederick Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harford Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loyola College in Maryland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montgomery College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Maryland, Baltimore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Maryland, College Park (T)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| DePaul University |                           |                           |
MASSACHUSETTS
Amherst College
Bentley College
Boston College
Boston University (T)
Brandeis University
Bridgewater State College
Bunker Hill Community College
Emerson College
Framingham State College
Harvard University
Lesley College
Massachusetts College of Art
Massachusetts Institute of Technology
MGH Institute of Health Professions
Mount Holyoke College
North Shore Community College
Northeastern University
Northern Essex Community College
Quinsigamond Community College
Salem State College
Simmons College
Smith College
Springfield College
Stonehill College
Tufts University
University of Massachusetts, Amherst
University of Massachusetts, Boston
Wellesley College
Wheelock College
Williams College
Worcester Polytechnic Institute

Eastern Michigan University
Ferris State University
Grand Rapids Community College
Grand Valley State University
Lansing Community College
Madonna University
Michigan State University
Oakland University
University of Detroit Mercy
University of Michigan, Ann Arbor (T)
University of Michigan, Dearborn
University of Michigan, Flint
Washtenaw Community College
Wayne State University
Western Michigan University

MINNESOTA
Carleton College
College of Saint Catherine
Minnesota College
Metropolitan State University
St. Cloud State University
St. Cloud Technical College
University of Minnesota, Duluth
University of Minnesota, Twin Cities
University of St. Thomas
Walden University

MICHIGAN
Calvin College
Central Michigan University
Charles S. Mott Community College

MISSISSIPPI
Mississippi State University

MISOURI
Park College (T)
Rockhurst College
Southeast Missouri State University
Southwest Missouri State University
Truman State University
University of Missouri-Columbia
University of Missouri-Kansas City
University of Missouri-Main
University of Missouri-Rolla
Washington University at Saint Louis

NEBRASKA
University of Nebraska, Lincoln
University of Nebraska, Omaha
Wayne State College
Western Nebraska Community College

NEVADA
Community College of Southern Nevada
University of Nevada

NEW JERSEY
Bergen Community College
Bloomfield College
Brookdale Community College
Burlington County College
Camden County College
Devry Technical Institute
Drew University
Essex County College
Georgian Court College
Hudson County Community College
Kean University (T)
Monmouth County Community College
Middlesex County College
Montclair State University (T)
New Jersey City University (T)
New Jersey Institute of Technology
Ocean County College
Passaic County Community College
Princeton University
Rahway College of New Jersey
Raritan Valley Community College
Rider University
Rowan University
Rutgers, the State University of New Jersey
New Brunswick (T)
Rutgers, the State University of New Jersey
Newark (T)
Seton Hall University
The College of New Jersey
The Richard Stockton College of New Jersey
University of Medicine & Dentistry of New Jersey
William Paterson University

NEW HAMPSHIRE
Dartmouth College
University of New Hampshire
NEW MEXICO
Albuquerque Technical Vocational Institute of Technology
Eastern New Mexico University
New Mexico Highlands University
New Mexico Institute of Mining and Technology
New Mexico State University
New Mexico State University at Alamogordo
Santa Fe Community College
University of New Mexico
Western New Mexico University

NEW YORK
Borough of Manhattan College
Cazenovia College
City University of New York
Columbia University in the City of New York
Cornell University
CUNY Baruch College
CUNY Borough of Manhattan Comm. College
CUNY Brooklyn College
CUNY City College
CUNY Herbert H. Lehman College
CUNY Hostos Community College
CUNY Hunter College
CUNY John Jay College of Criminal Justice
CUNY Kingsborough Community College
CUNY LaGuardia Community College
CUNY New York City Technical College
CUNY Queens College
CUNY Queensborough Community College
CUNY York College
Fordham University
Mercy College
Monroe Community College
Nassau Community College
Nazareth College
New School University
New York University
Onondaga Community College
 Pace University, New York Campus
Pratt Institute
Rochester Institute of Technology
Saint John's University
Sarah Lawrence College
Skidmore College
St. Lawrence University
St. Thomas Aquinas College
Suffolk Community College
Sullivan County Community College

NYU at Albany
NYU at Buffalo
NYU at Farmingdale
NYU at Fredonia
NYU at Stony Brook
SUNY Binghamton University
SUNY College at Buffalo
SUNY College at Cortland
SUNY College at Geneseo
SUNY College at New Paltz
SUNY College at Oneonta
SUNY College at Oswego
SUNY College at Plattsburgh
SUNY Empire State College
SUNY Fashion Institute of Technology
SUNY Health Science Center at Syracuse
SUNY Institute of Technology at Utica/Rome
SUNY Polytechnic Institute
SUNY Rockland Community College
Syracuse University
Teachers College, Columbia University
Technical Career Institute
Union College
Vassar College
Westchester Community College

Bienvenidos a la Casa Hispana

WELCOME TO NAZARETH COLLEGE!

Where you will find:

- Four foreign language centers including Casa Hispana.
- Three study abroad programs, among them, Valencia, Spain.
- Courses of study in foreign languages taught by native-speaking professors.
- An inclusive community where diversity is valued.


Visit our website: www.naz.edu

Nazareth College
4245 East Avenue • Rochester, NY 14618 • (716) 389-2525

Take Me To Indiana State University
Over 125 Majors
Top-rated Programs
Affordable
The Way College Is Supposed To Be
NORTH CAROLINA
Duke University
University of North Carolina at Chapel Hill

OHIO
Antioch University
Case Western Reserve University
Cleveland State University
College of Wooster
Cuyahoga Community College
Kent State University
Miami University
The Ohio State University
The Union Institute
University of Cincinnati
University of Dayton
University of Toledo
Youngstown State University

OKLAHOMA
Oklahoma State University
University of Oklahoma
University of Oklahoma Health Science Center
University of Tulsa

OREGON
Cheremeta Community College
Oregon State University
Portland Community College
Portland State University
University of Oregon
Western Oregon University

PENNSYLVANIA
Bryn Mawr College
Carnegie Mellon University
Community College of Philadelphia
Dickinson College
East Stroudsburg University of Pennsylvania
Eastern College
Franklin and Marshall College
Gettysburg College
Harrisburg Area Community College
Immaculata College
Millersville University of Pennsylvania
Moravian College
Pennsylvania State University (T)
Robert Morris College
Swarthmore College
Temple University
University of Pennsylvania
University of Pittsburgh
University of Scranton
West Chester University of Pennsylvania

PUERTO RICO
American University
Arecibo Technical University
Arecibo Technological University-College
Bayamón Central University
Caribbean Center for Advanced Studies
Catholic University of Puerto Rico
Colegio Tecnológico del Municipio de San Juan (C)
Colegio Universitario del Este
Columbia University
Hüeras Jr College (C)
Inter-American University
National College of Business & Technology-Bayamón (C)
Polytechnic University of Puerto Rico
University of Puerto Rico
University of Puerto Rico, Carolina Regional College (C)

RHODE ISLAND
Brown University
Rhode Island School of Design

Think About It!
More than 90 undergraduate and graduate programs in the liberal arts and sciences and professional studies.
A Distinguished faculty.
A Toasted campus The New York Times called "the most attractive of the CUNY colleges... with some of its finest facilities."
Day, Evening, and Weekend classes.
Affordable Tuition.
Easy to reach by public transportation, by car, with ample parking in attended lot.

FOR INFORMATION, CALL 718-960-8712
E-mail us at ENROLL@lehman.cuny.edu. Visit the Lehman College Web site at www.lehman.cuny.edu

OFFICE HOURS DURING REGULAR SEMESTER
Monday, Tuesday, and Thursday, 9 am-5 pm
Tuesday and Wednesday, 9 am-6:30 pm

Lehman College
THE CITY UNIVERSITY OF NEW YORK
250 Bedloes Park Boulevard West
Bronx, New York 10468

A WORLD CLASS COLLEGE,
LOCATED RIGHT IN YOUR BACKYARD

As the founding College in The City University system, City College offers outstanding benefits that exceed many of the area's top private colleges. Our excellent research programs, funded by public and private grants, make City an ideal choice for Science and Engineering students. Our programs in Architecture, Communications, Education and Liberal Arts are some of the best in New York State. Combine this with top-notch faculty, a beautiful urban campus, and tuition costs that are a fraction of those at private schools, and you'll see why an education at City College is truly a thing of brilliance.

For more information on our programs and facilities, call 212-650-6901
The City College of New York, Admissions Office
138th & Convent Avenue, New York, NY 10031

BEST COPY AVAILABLE
University of Rhode Island

**SOUTH CAROLINA**
University of South Carolina

**SOUTH DAKOTA**
Dakota State University

**TENNESSEE**
The University of Tennessee
Vanderbilt University

**TEXAS**
Alamo Community College District
  Palo Alto College
  San Antonio College (C)
  St. Philips College (C)
Angelo State University
Austin Community College
Baylor University (T)
Central Texas College (C)
Dallas County Community College District
  Brookhaven College
  Cedar Valley College
  Eastfield College
  El Centro College
  Mountain View College
  North Lake College
  Richland College
Del Mar College (C)
El Paso Community College (C)
Galveston College
Houston Community College System (C)
  HCC-Central
  HCC-Northeast
  HCC-Northwest
  HCC-Southwest
  HCC-Southwest
Laredo Community College (C)
Our Lady of the Lake University (T)
Rice University
Sam Houston State University (T)
South Texas Community College
  Southern Methodist University
Southwest Texas Junior College (C)
Southwest Texas State University (T)
St. Edward's University (T)
St. Mary's University (T)
Sul Ross State University (T)
Tarrant County Junior College
Texas A&M International University (T)
Texas A&M University (T)
Texas A&M University-Corpus Christi (T)
Texas A&M University-Kingsville (T)
Texas Christian University
Texas Lutheran University
Texas Southmost College (C)
Texas State Technical College, Harlingen (C)
Texas Tech University (T)
Texas Tech University Health Science Center
Texas Wesleyan University
Texas Woman's University
University of Houston
University of Houston, Clear Lake
University of Houston, Downtown
University of Houston, University Park (T)
University of North Texas (T)
University of St. Thomas
University of Texas at Arlington (T)
University of Texas at Austin (T)
University of Texas at Brownsville (T)
University of Texas at Dallas
University of Texas at El Paso (T)
University of Texas at San Antonio (T)
University of Texas Health Science Center at San Antonio
University of Texas, Pan American (T)
University of The Incarnate Word (T)

**UTAH**
Salt Lake Community College
University of Utah
Utah State University

**VERMONT**
University of Vermont

**VIRGINIA**
College of William & Mary
George Mason University (T)
Longwood College
Randolph-Macon Woman's College
University of Virginia
Virginia Polytechnic Institute

**WASHINGTON**
Cascadia Community College
Centralia College
Clark College
Eastern Washington University
Green River Community College
Highline Community College
Lower Columbia College
Skagit Valley College
Tacoma Community College
The Evergreen State College
University of Puget Sound
University of Washington (T)
Washington State University
Western Washington University
Whitman College
Yakima Valley Community College

**WISCONSIN**
Blackhawk Technical College
Lawrence University
Madison Area Technical College
Marquette University
University of Wisconsin, Green Bay
University of Wisconsin, La Crosse
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
University of Wisconsin, Parkside
University of Wisconsin, Platteville
University of Wisconsin, River Falls
University of Wisconsin, Stevens Point
University of Wisconsin, Stout
University of Wisconsin, Superior
University of Wisconsin, Whitewater

**WYOMING**
University of Wyoming

(T) - Top 100 Schools Graduating Hispanics
(C) - Top 50 Community Colleges Graduating Hispanics
The University of Iowa welcomes you!

¡Hola!

We'd like to discuss Latino opportunities at The University of Iowa and your plans for the future.

Opportunity at Iowa
THE UNIVERSITY OF IOWA
224 Jessup Hall
Iowa City, Iowa 52242-1316
(319) 335-3555 or 1-800-553-IOWA
World Wide Web:
http://www.uiowa.edu/~provost/oi/index.html

A DOCTORATE FOR COMMUNITY COLLEGE PROFESSIONALS

For more information see our websites:
http://gse.gmu.edu/depart/nccce
http://gse.gmu.edu/depart/nccce/handbook.htm

The National Center for Community College Education
4400 University Drive-MSN 1B3
George Mason University
Fairfax, VA 22030-4444
(703) 993-3310 (office)
(703) 993-2307 (fax)

Outlook@sprintmail.com
and visit our Website at http://www.HispanicOutlook.com
The Hispanic Outlook Scholarship Fund is open to high school seniors of Hispanic descent, with at least one parent from a Spanish-speaking Latin American country or Spain. Applicants must be legal residents or citizens of the United States.

Applicants must be entering as a full-time student, in a 2- or 4-year accredited U.S. college recommended in the Publisher's Picks List as printed in the November 19, 1999 issue of The Hispanic Outlook in Higher Education magazine.

Scholarship is renewable annually by students maintaining a 3.4 GPA.

Scholarship amount is $1,000. Application deadline is May 1, 2000. Scholarship recipients will be notified by August 1, 2000.

*To request an application, send a self-addressed stamped envelope to:
The Hispanic Outlook Scholarship Fund
P.O. Box 68
Paramus, NJ 07652
Hispanic Outlook Selects Scholarship Winners

Jose Bernardo Saenz and Keith Andrew Martinez

BY
Mari Carmen Sarracent

Selecting HOS scholarship winners becomes more difficult as the pool of qualified applicants grows exponentially. The 40 GPAs, excellent recommendations, and impeccable competitive transcripts narrowed the field down to two winners very difficult.

This year's distinguished winners are Jose Bernardo Saenz of Miami, Florida, and Keith Andrew Martinez of El Paso, Texas.

He has a widespread and richly deserved reputation for honesty, determination to excel, and a genuine love of learning....

Guidance Counselor
Ruthe Rosenblatt
speaks of Saenz

Jose Bernardo Saenz, graduate of Coral Gables Senior High School, was accepted at Cornell University in Ithaca, NY. Ruthe Rosenblatt, Saenz's high school guidance counselor, shares her thoughts about Coral Gables’ recent salutatorian: “He's so humble and brilliant. Saenz is a renaissance man. He’s outstanding in every possible way. He has so many gifts.”

Both Rosenblatt and Saenz's mother, Maria, say that his self-motivation and hard-working personality are at the root of his academic success. He has always been fortunate, too, to have his family's support in all his endeavors.

Saenz has wide-ranging interests, but history and chemistry are two subjects that stand out and might, he says, be part of his future academic career.

“I've narrowed down my major to pure chemistry. I did two years of chemistry in high school, and I picked it up pretty easily and enjoyed it. I've also taken several years of French, so I may focus on French literature or history.”

Making the move from Miami to the Ithaca, NY, campus has met Saenz's college expectations. And he says of Cornell, “It’s everything I had expected. There's so much out there, so many resources.”

Though very busy with his course load, Saenz is involved in other activities as well. He’s a volleyball referee for intramural sports on weekends and is looking to work with kids in a local school in Ithaca. Saenz is also a member of COSEP, a minority affairs organization on campus.

Although, he says, “high school and college are totally different in that about 90 percent of Cornell students were valedictorians or salutatorians in high school. You have to be disciplined and never doubt your abilities. If you try hard enough, you'll get it done.”

Saenz was involved in the International Studies Magnet Program, which according to Rosenblatt is the most rigorous program in Miami-Dade County. During his high school years, Saenz participated in many campus organizations, such as the National Honor Society, Science Honor Society, Key Club, Interact, SADD, and Equinox. He also found time to tutor students in AP calculus and chemistry, and volunteered at a local outreach center and other community service projects.

Mothers are known to be partial to their children's accomplishments, and rightfully so. But the entire Coral Gables high school community agrees with Maria Saenz that Jose is gifted. “He's an incredible kid. He's not conceited, and he's very down to earth. He has no airs about him. What he has most is discipline. Whatever he wants to achieve, he sets his mind to it and he does it.” The Saenz family, originally from Colombia, is very proud of Jose and has always been involved and concerned about Jose's education, notes Rosenblatt. Jose received an ovation at graduation. She said, “He gave a
beautiful speech, which he dedicated to an AP history teacher, Robert Schneider, he had in the 11th grade for six weeks, but who passed away unexpectedly from a heart attack."

In her letter of recommendation, Rosenblatt wrote: "Jose is an unusual person. Many young people with his superior intellect and grades would flout these attributes. Jose is both modest and humble about his accomplishments. He lacks any intellectual snobbery, which so many others inflect on their peers and teachers. He has a widespread and richly deserved reputation for honesty, determination to excell, and a genuine love of learning..."

Working toward a bachelor's at Cornell, Saenz admits that he's already thinking about graduate school and a Ph.D. "I'm happy that he got the recognition he did," says Rosenblatt. And now that he's in college, Rosenblatt is sure of Saenz's future. "I'm sure that he has a definite direction!"

KEITH ANDREW MARTINEZ

Harvard University welcomed one of El Paso's finest - Keith Andrew Martinez, a graduate of Del Valle High School, to the Class of 2003 under the Early Action program. Ranked first in his class, Martinez is recognized by his teachers, parents, and peers as a diligent and exceptional student. According to his guidance counselor, Ruben Flores, "He has pursued an exceptional college preparatory program and will graduate on the Distinguished Advanced Honors High School Program." Throughout high school, Martinez took advantage of advance placement courses - such as AP algebra, economics, English and debate class - offered at Del Valle High School and excelled in all of them. In addition to the HO scholarship, upon graduation Martinez was awarded the Sam Walton Scholarship ($1000), Ford Salute to Education Scholarship, and a Harvard Faculty Scholarship in the amount of $20,000.

Flores attests to Martinez's interest in taking advanced placement courses: "Keith is probably the most ambitious student I have ever known. Unfortunately, because there wasn't enough demand, there was a limited supply of AP classes available to fill his schedule. Thus, he compromised by getting an additional independent study class to fulfill his knowledge-driven hunger."

Martinez is clearly eager to learn. His course schedule reflects how challenging his semesters have been. But he also has managed time for a multitude of extracurricular activities, including the role of student council president. "His list of activities is the most extensive I have seen, yet he manages to contribute to every one in a meaningful way," noted Flores.

Teresa Chavez, Martinez's mom, recently told HO, "We are very proud of him, and we are happy that he accomplished his dream of becoming valedictorian of his class. He has always been dedicated to his studies as well as to helping others. "Keith has always been a hard worker. He wanted the school to offer more advanced classes, and he would tell the students to request them. He highlights how important that is in order to get ahead."

Martinez's involvement in the community follows wherever he goes - now in Cambridge, Massachusetts. Says Martinez, "There are so many groups. I've narrowed it down to a few groups, one that gives free legal counseling and another that works with inner-city schools to mentor K-5 students."

Martinez says that his participation in extracurricular activities dates back to his middle school years - "having skipped 6th grade, I didn't have many friends, and I began joining a lot of organizations and really liking it."

Martinez, who describes himself as an ambitious and aspiring Latino, hopes to practice criminal law. As for his first semester at Harvard, Martinez stated, "Harvard is great. It is an awesome institution. I'm so glad that I'm here. My classes are a lot of work, but I enjoy it."

Undoubtedly, Harvard is glad to have Martinez as part of its body. His acceptance letter says "In recent years, over 16,000 students have applied for the places in the freshman class. With more talented and qualified candidates than in any room to admit, the Admissions Committee has taken great care to choose individuals who pr..."

What is exceptional about two winners is that they are accomplished, well-rounded students-focused and driven to succeed academically - while still finding the time to have fun and give back to the community. I'm proud to highlight these accomplishments.

"His list of activities is the most extensive I have seen, yet he manages to contribute to every one in a meaningful way."

RUBEN FLORES, GUIDANCE COUNSELOR, SPEAKING OF MARTINEZ
Ten Colleges Aggressively Recruit Hispanics

BY GARY M. STERN

For obvious reasons, colleges in Miami, San Antonio, New York, or Los Angeles have an easier time attracting Hispanic students than do schools located in Iowa City, Minneapolis, or Seattle. Yet not all schools located in cities with large Latino populations attract a large percentage of Hispanics or nurture them upon their arrival. Here are 10 schools of the top 100 that have a strategy for attracting Hispanic students—from 4.5 percent to 78 percent Latinos of its student body (listed below—highest percentage of Hispanic students to lowest percentage).

#1 East Los Angeles College Moves into Hispanic Communities

When Ernest Moreno was named president of East Los Angeles College, a community college, in 1994, its student body was 58 percent Latino. But Moreno, himself a native of San Gabriel, knew that many Hispanic students were reluctant to leave their family and neighborhood to attend school. He opened satellite campuses in South Gate and Huntington Park, whose populations are more than 95 percent Hispanic. By 1997-98, its 40,000 students were 78 percent Hispanic, 15 percent Asian, 3 percent White, and 2 percent Black.

"Rather than depending on the students to come to us, we come to them," Moreno said. He estimated that over 90 percent of its students come from parents who are not college educated. "Having that first college experience helps to break down barriers," he added.

Students at East Los Angeles College study pre-engineering, allied health, nursing, respiratory therapy, education, and journalism. Many require remediation. "It's a balancing act to make up for what hasn't occurred at the high school level in English skills," Moreno admits.

Because of California's anti-affirmative action policies, Moreno has become more intent on preparing his students with a strong educational underpinning so that they can transfer to four-year colleges.

"The key in my community is constant reinforcement of the concept that they can do it. They can overcome. I always try to be positive," said this president of a Los Angeles community college at which three of every four students are Hispanic.

#2 An Affordable School That Reaches out to Hispanics—San Antonio College

Hispanics comprise 10,105 students of San Antonio College's 20,068 population, over half its student body; a fact that no other San Antonio community college can claim. The schools diverse student body reflects the city's multicultural population, which is about half Hispanic and half Anglo. But several factors beyond its local population explain the college's success in attracting Hispanic students.

One major factor is its reasonable tuition: 15 credit hours cost in-state students $486 including student fees. Since its students' average age is 26 and many attend part-time while working, its reasonable tuition makes attending community college viable. More than 9000 students, nearly 90 percent of its student body, receive some form of financial aid, and nearly 500 students participate in work-study programs.

While many colleges have less than 10 percent Hispanic faculty, San Antonio College has more than 20 percent—184 of its 987 faculty members are Hispanic. "Hispanic students see in front of them people who succeed. It means they can succeed as well," explains Dr. John Hammond, the school's director of public relations.

Creating academic programs that appeal to all students—not just Hispanics—is another key to the school's success. Its Computer Information System program leads to jobs in the internet and computer commerce, its Criminal Justice program leads to police employment, and its Urban Journalism Workshop, which offers special Dow Jones Scholarships, is one of the few of its kind in the nation.

San Antonio College strives to retain Hispanic students after attracting them. Its counseling program reaches any student who requires assistance, and its computer lab helps students who need remediation. Nearly half of the Hispanic students who enter graduate, a rate above the national norm.

Beyond its reasonable tuition and appealing programs, "All students are made to feel they are important through faculty and student interaction and through the active counseling department and social services," asserted Dr. Hammond.

#3 Cooperative Education and Academic Programs Help Latinos Succeed at LaGuardia Community College

At LaGuardia Community College, the "minority" is actually the majority. Of LaGuardia's 10,925 students, 37 percent are Hispanic, 20 percent are African American, 13 percent Asian, 10 percent White, and 1,300 students are international residents on temporary visas. Reflecting the diverse population of the borough of Queens, students at LaGuardia speak more than 115 languages and are almost as polyglot as the delegates of the United Nations General Assembly.

"LaGuardia can help a student get a job, provide them with a cooperative education, and can lead them to a four-year school," explains LaVore Desvigne, associate director of admissions. Indeed, more than 80 percent of LaGuardia students transfer to four-year colleges despite the fact that 60 percent of them required some form of remedial assistance in reading, writing, or mathematics. Almost 1,000 students graduated from LaGuardia in 1996, ranking it fourth in the number of students graduating from community colleges, behind Miami-Dade Community College, Manhattan Community College, and City College of San Francisco.

If a student wants an associate's degree and is looking for an immediate career, LaGuardia offers that option also. Popular majors include allied health, computer science, travel and tourism, business management, nursing, and occupational therapy.
Every LaGuardia student takes three semesters of cooperative education arranged by the school's Cooperative Education Placement Office. For example, an allied health major will intern at one of New York City's hospitals. A gateway course prepares students for their internship, showing them how to write a resume, prepare for an interview, and dress for work.

If students have difficulty speaking English, they can take ESL courses in CLIP, CUNY's Language Immersion Program, a non-credit program.

"La Guardia is not an Ivy League school," acknowledges Desvigne. "As long as a student has a high school diploma, we accept that student and help them succeed," she said.

### #4 Teaching Students Employable Skills: Albuquerque Technical Vocational Institute

While Albuquerque Technical Vocational Institute (ATVI) provides more transfer students to the University of New Mexico (the largest four-year school in the state) than does any other community college, it also prides itself as a school "whose primary mission is occupational training," said Joline Mahr, its director of public relations. Of its 16,228 students, 6,256 Hispanics who attend ATVI are provided with job skills at a very affordable price. Occupational courses for in-house students are free, subsidized by the state and a local mill tax. Liberal arts courses cost a reasonable $30 per credit.

Its most popular vocational courses are business occupation, health, technologies, and trades, among the 41 certificates and 34 associate's degrees offered. Technology courses such as Web and computer technology fill up quickly. An active job placement office assists students in gaining employment.

Retention Hispanic and all students is a priority at ATVI. "We have programs specifically geared to Hispanic students to assist them in staying in school through tutoring, mentoring, and referral to agencies for childcare help," said Mahr. Organizations such as the Spanish Club and the Association of Latin American Students help students feel accepted at the school.

"ATVI is an excellent place to continue a student's education, gain job skills that will make the person employable, or gain credit to transfer to a four-year school," said Mahr.

### #5 Barry University: Helping Spanish-Speaking Students Adjust to College

Many Latinos attend Barry University in Miami because they are attracted to its "special transition programs built into the curriculum to help students whose primary language is not English make the necessary adjustment into our culture and classes," said Francisco Duque, a media relations specialist at Barry University. Several career programs such as Cross-Cultural Management, which teaches international business, Elementary Education, Liberal Studies, Nursing, and Social Work attract Hispanics and other students.

Barry University's 7,700 students reflect the population of Miami: 50 percent White, 30 percent Hispanic, and 17 percent Black. Though 76 percent of its students hail from Florida, Barry University attracts students from 47 states and 64 countries. The school attracts many Catholic Hispanics because it was started by Dominican Sisters in 1940.

US News and World Report recently ranked Barry University as the No. 1 regional university in the south for diversity. It also led all schools in graduating Hispanics with master's degrees in the health and related sciences.

Moreover, it has many bilingual Hispanic staff. Of its 412 faculty staff, 17 are Hispanic, more than 27 percent, and 22 full-time professors are Hispanic, more than 8 percent of staff.

Why might a Hispanic student be attracted to Barry University? Duque replied, "It offers 56 undergraduate majors, 48 graduate degree programs, 24-1 student to faculty ratio, a Catholic dimension, and personalized attention.

### #6 A College That Became University: New Jersey City College

In 1958, Jersey City State College became New Jersey City University. The school, formerly Jersey State Teachers College, entered the millennium as a university, having met a variety of criteria, including offering substantial number of graduate programs. Being named a university "affirms that we have reached a certain level of development in terms of the full spectrum of academic programs," said Dr. Carlos Herran, president of New Jersey City University.

Of its 6,412 undergraduate students 27 percent are Hispanic, 41 percent White, 19 percent African American, 10 percent Asian. Originally, the school was a college serving the heterogeneous population of Hudson County, which provides 60 percent of its students. What started out as a geographic campus became a "magnet" to attract students, said its affable president.

Most of its students hail from working-class, and more than 80 percent of its students receive some form of federal or state aid. But New Jersey City University has managed to hold its tuition at a reasonable $4,000 a year, making it affordable. The most popular major at New Jersey City University is business, followed by criminal justice, nursing, and elementary education.

Dr. Hernandez, who was raised in Queens and graduated from City University and earned his doctorate from City University, is a role model for Hispanic and other working-class students. "I come from a background similar to theirs. With hard work, good luck, and a commitment to a vision a person can achieve his goals and be successful," noted Dr. Hernandez.
Hispanics are also in leadership positions as associate vice president for student affairs and chairs of health sciences and Latin American studies.

“Our mission,” said Dr. Hernandez, “is to bring in a diverse student population that comes to us eager and motivated and have them undertake a rigorous academic program.”

#7 Working with Community Colleges to Attract Hispanics to the University of Southern Colorado

Walking through the campus of the University of Southern Colorado, located in Pueblo, a student will hear German, Italian, and French as well as Spanish. Its business school, one of its most respected departments, attracts more than 200 international students from around the world. The 1,033 Hispanic students (most of whom are Chicano Americans) comprise about one-quarter of the school’s 4,029 enrollment.

The University of Southern Colorado’s ethnic population reflects the diversity of Pueblo, Colorado, which is located south of Colorado Springs. Since the town is 30 percent Hispanic and the school is close to 25 percent Hispanic, its student population matches the city’s demographics. To keep the pipeline of Latinos flowing into the school, recruiters reach out to local high schools with large Hispanic populations and target community colleges.

USC president Tio Guerra, who is Hispanic, visits local high schools himself to inform Chicano students that they are welcome at the four-year school. The school’s recruiters target community colleges such as Pueblo Community College, Pikes Peak Community College, and Lamar Community College, which have large Chicano populations, to transfers and articulation between the schools. Its five-year business program that grants an MBA degree helps attract international students, and its mass communication major, highlighted by the school’s own television station, also appeals to many students.

Hispanic students who require academic assistance have a variety of choices. Students take advantage of tutoring programs at a math and English center, and are helped by on-line writing and math tutoring.

Student organizations such as La Sociedad de las Hermanas y los Hermanos stress networking opportunities. MECHA promotes educational achievement, and the National Hispanic Institute Collegiate Leadership Network organizes a national conference that encourages leadership. “Collectively, these student organizations,” said Reuben Martinez, associate provost, “provide students with a cultural ambiance of educational success.”

“Having a Hispanic president sends a message that you can do what you want and go as far as you want,” explains Terry Freeman, the schools director of communication services.

#8 Still Appealing to Chicanos Despite Affirmative Action Restrictions—San Jose State University

San Jose State, like all other state universities in the California collegiate system, can no longer recruit by ethnic background. Nonetheless, of its 20,681 undergraduates, Hispanics, who are mostly Mexican Americans, comprise 14 percent of its student body. Its remaining students consist of 30 percent Asian, 31 percent White, and four percent African American.

“San Jose State is a welcoming culture,” explains Sylvia Hutchinson, a public affairs officer at the college. “It’s a crossroads for many cultures. A Mexican American or Latino will have exposure to many cultures, including a large Vietnamese contingent. Any student who graduates with a four-year degree has excellent job prospects because of the Silicon Valley boom. It’s a ticket to a good job,” she said.

Because of its Silicon Valley connection, computer science and management information systems are the two most popular majors. Electrical engineering and art follow.

Chicano students use the Chicano Resource Center. SJSU also has articulation agreements with the nearby National Hispanic University to help Latino students transfer in their third year, and has reciprocal library agreements with the school.

The oldest public college in California, San Jose State started as a teacher’s college in 1857, but is now a full-service university, attended by a diverse population, despite the state’s anti-affirmative-action policies.

#9 Appealing to a Growing Hispanic Population—Cleveland State University

Unlike San Antonio and Miami, Cleveland is not a city that attracts large numbers of Hispanics. But Cleveland State University is making an effort to attract Hispanics, who are a rising population in Cleveland, according to Dr. Njeri Nuru-Holm, the college’s vice president for minority affairs and community relations. “Hispanics are migrating north,” she added. Twenty-two
percent of its student body consists of minority students (African Americans constitute the largest segment), so Hispanics should feel accepted at this culturally diverse campus.

Hispanics account for 263 of Cleveland State University's 16,326 students or about six percent of its student body at this urban commuter school located in the heart of Cleveland. Most of its students are part-time. The average age is 28. "Half of our students are right out of high school, and half are older. Our students are jugglers who are handling family responsibilities, work, and school," said Dr. Nuru-Holm.

Since many Hispanic students begin their college education at affordable community colleges, Cleveland State has developed articulation agreements with several local community colleges to encourage Latinos to make the transition to a four-year college. To ease Hispanic students transition into college, Hispanics and other minorities participate in CLASS, Cooperative Learning and Success System, a summer bridge program between high school and college.

Two leading campus organizations encourage participation of Latino students: Oyelo focuses on political issues and community service while Los Latinos Unidos concentrates on campus issues and cultural activities. Other programs include the Esperanza Scholarship, for Latinos, and Link, which arranges mentors and corporate internships for minorities. Illustrating the school's multicultural spirit, the Hispanic Art Exhibition last year was presented at the African American Cultural Center.

Hispanics, of course, major in a variety of subjects but are often attracted to the school's specialties in Latin American studies, urban affairs, social work, education (particularly supplying teachers for Cleveland's public schools), and its new criminology program.

"Hispanic students and other students can succeed at Cleveland State because we have a high retention level, a quality and stable faculty, and Hispanic role models," said Dr. Nuru-Holm.

#10 Maintaining Cultural Diversity at the University of Michigan

More than 21,000 students applied for the 5,200 slots in the University of Michigan's entering class in 1992 which means that three of four students were rejected. Despite lawsuits by some of its graduate students, the University of Michigan is striving to maintain its commitment to diversity, as chronicled in *Hispanic Outlook* in 1996: "We're committed to excellence," said Lester Monis, its associate provost for academic affairs. "In order for us to reach excellence, we need a diverse campus," he said.

Of its 23,000 students, 45 percent are Hispanic, 95 percent are African American, 11 percent are Asian, and one percent are Native American. In total, minorities compose 26 percent of the University of Michigan's student body. To gain acceptance, students must have a B or B+ average in high school with a minimum of 1200 on the SATs. Critics have questioned why the University of Michigan attracts only half of the nine percent Hispanic population in the U.S., but Monis noted that "We're very aggressive in our recruiting efforts." Many academically gifted students who graduate from the University of Michigan advance to law, medical, and other professional schools.

The University of Michigan targets cities in Michigan—such as Saginaw, Bay City, and Grand Rapids— that have larger number of Hispanic students—but also sends recruiters to Chicago, New York, and Los Angeles in search of a diverse student body. "The most qualified students have a chance to gain a scholarship that covers tuition," noted Jim Vanhoke, associate director of undergraduate admissions. Since one year's tuition and board cost about $26,000, scholarships and financial aid are required for most students.

The Minority Student Services and Office of Academic Multicultural Initiatives (OAMI) provide resources to help minority and Hispanic student. OAMI organizes pre-college visitation for interested minority (and other) students, and brings in cultural and ethnic activities.

Once students are accepted, the school strives to retain them. More than 84 percent of all students who are accepted graduate. "3 percent of a minority students graduate, and 88 percent of entering Hispanic students graduate.

Lee Bollinger, president of the University of Michigan, is "fighting lawsuits and is trying to maintain a diverse student population as possible. Monis said.

---

*Image: University of Southern Colorado, Alamosa Technical Vocational (TVI) Community College, New Jersey City University*
When one thinks of Las Vegas, glamour and excitement come to mind. In Nevada, it's a prime vacation spot where visitors try to enrich their lives through high rolling and high-budget theatrical presentations. Yet it is also a place where people with high career aspirations enrich their lives. Located in the foothills of the scenic Sangre de Cristo Mountains, Las Vegas, N.M. has a population of about 16,000 people and offers the friendliness found only in a small town. Albuquerque, the big city, is only two hours away. The surrounding area is rich with recreational activities, including al and Nordic skiing, water skiing, bicycling, hiking, horseback riding, swimming, ice skating, hunting and fishing.

Northeastern New Mexico is also a mecca of cultural and arts activity with both Santa Fe and Taos only one hour's drive away. There is more to enrich the lives of area residents. Take, for exam- the recognition for excellence earned by one very progressive institution of higher learning that also serves as a hometown univer This summer, New Mexico Highlands University in Las V. announced an astonishing array of innovative program options for students seeking specialized and unique instruction. Among these new offerings is a natural resources management degree program, graduate degree combining media arts and computer science, a new law enforcement degree program. There is a ground-breaking degree program to address the state's teacher shortage in mathematics and computer science—a new major in math and computer science for secondary school teachers. In addition, the institute Child Development Center recently received accreditation by the National Association for the Education of Young Children (NAEYC). This prestigious recognition has been achieved by only 10 percent of early childhood programs nationwide. Highland's center is the ond four-year school to be so accredited in New Mexico. th University of New Mexico is the other. As a result of this nat- accreditation, the center automatically receives the highest des 10on from the state, which is the appointment as a "gold" facility.

There is also a tie to a very culturally rich past in the re- historic renovations on campus include the restoration of DeN Hall, a building designed in the Spanish Colonial Revival style completed in 1928. Used as a primary school into the 1980s, building will soon house classrooms for college instruction. With much dynamic growth at New Mexico Highlands University, it
Honor Roll Facts in Brief

INSTITUTION
New Mexico Highlands University

LOCATION
Office of Recruitment
P.O. Box 9000
Las Vegas, NM 87701-9000
(800) 358-6648

ESTABLISHED
1893

ENROLLMENT
2,516 (1,459 Hispanics)

DEGREE OFFERINGS
Master's
Bachelor's

TUITION AND FEES
$777.5 (per credit hour - undergraduate - resident)

FACULTY
121 full-time (32 male and 11 female Hispanics among entire faculty group of 143)

SEVERAL DEGREE PROGRAMS
Adventure Leadership and Education
Law Enforcement
Math and Computer Science for Secondary School Teachers
Media Arts and Computer Science
Natural Resource Management

NOTABLE HISPANIC-SERVING ORGANIZATION:
La Mecha, the student newspaper
Mariachi Band

INTERNET ADDRESS
www.nmhu.edu

Sélima Rael, New Mexico Highlands University president

Wonder that we extend a welcome to the institution as our most recent Honor Roll Inductee.

President Sélima Rael underscores the university's concern for addressing the needs of the diverse citizens of the area. "The mixture of cultures, backgrounds, and perspectives on campus gives every student the chance to gain a greater understanding and appreciation for different peoples with the common goal of a Highlands education." He comments, "At Highlands, students are the focal point of institutional commitment. Students become integral members of the NMHU community and vital contributors to the success of the institution. Highlands combines a wealth of educational opportunities common at large state universities with the personal attention found at small private colleges."

President Rael notes that although Highlands was founded in 1893 as a school dedicated principally to training New Mexico's school teachers, today the institution serves students who are pursuing a broad spectrum of academic interests. He points out that the university offers undergraduate and graduate degrees in ten departments in the College of Arts and Sciences and in the schools of Education, Business, and Social Work. Major disciplines include behavioral science, communication and fine arts, engineering, English and philosophy, history and political science, languages and literature, mathematics and computer sciences, life science, business, education, and social work. "The array of academic and cultural possibilities extends far beyond the classroom," Rael maintains. "In addition to the research projects and cooperative education programs possible for most students, there is a full slate of student activities to pursue on and off campus."

Highlands University was founded in 1893 as New Mexico's School when New Mexico was still a territory. Recognizing an expanding mission of the institution, the state legislature changed the school's name in 1941 to New Mexico Highlands University, derived from the area's magnificent Rocky Mountain terrain.

Today the university has an enrollment of more than 2,500 students and a highly qualified faculty of 121 full-time professors.
percent of whom have a doctorate or terminal degree in their field. Highlands offers 69 undergraduate majors, minors, and concentrations in a wide range of traditional and unique areas, as noted by President Rael. Professional preparation is offered in pre-law and health and science fields, including pre-med, engineering, forestry, medical technology, and biology. Teacher certification programs are offered for elementary, secondary, bilingual, and special education licensure. In addition to distance learning via the internet, NMHU offers classes around the state, as well as with on-site faculty in Rio Rancho, Santa Fe, Española, Farmington, Tucumcari, and Hobbs.

As part of its mission to serve the individual student through personal attention, Highlands maintains open enrollment, small classes, and low tuition. General education requirements provide a well-rounded education for all students regardless of major. All students are assigned an advisor either in their major or through general advising if they have not declared a major. Also of interest, Highlands University participates in the Study Abroad Program and Cooperative Education—a national program that provides students the opportunity, while in college, to gain valuable work experience related to their studies. At Highlands, co-op students get hands-on training, working side by side with experts in their chosen fields while earning professional salaries and benefits during their work assignment. Ninety-five percent of students receive some form of financial assistance, and more than 500 students work on campus.

Figures for the fall of last year show that of a total student enrollment of 2,516, 58.1 percent are female. Hispanics make up more than half of the student body total with 1,459 or 58 percent of all students. There are 130 American Indian, 91 African American, 74 Caucasian, 25 Asian, and 24 non-resident aliens among the total. There are 121 full-time faculty and a student-to-faculty ratio of 15:1. Faculty demographics reflect 32 male and 11 female Hispanics among the full-time faculty roster. Seventeen of these Hispanic professionals have reached the distinguished level of full professor. A campus spokesperson reports that “Diversity may be a buzzword at some places, but at Highlands it’s real. Our student body, faculty, and staff represent a variety of ethnic and cultural backgrounds. While the campus is located in a rural setting, the area historically has had an international and multicultural flavor.”

There are other nice touches. New first-year students are required to enroll in the leadership program, which orients them to college life and university resources, and helps ensure their success through graduation. First implemented in the fall of 1998, the course increased the retention of new entering students from the fall ’98 to the spring ’99 semesters.

During Selino Rael’s tenure as president, NMHU has completed several significant campus improvement projects, including the renovation of historic IIeld Auditorium, expansion of the Thomas C. Donnelly Library and the Victoria de Sanchez Teacher Education Center, the restoration of Perkins Stadium, and the renovation of Douglas Hall.

The educational tradition of the Douglas Hall site goes back to 1891 with the construction of the first school in the New Mexico territory funded by the sale of public bonds. When this building was destroyed by fire in October of 1927, stone from the foundation and walls was used in the construction of the new Douglas Avenue School, which opened one year later in October of 1928. At the time a reporter for the Las Vegas Optic called the new structure “one of the most attractive school buildings in New Mexico.” Renovation of the Spanish Colonial Revival style building began in 1998 with the passage of a New Mexico General Obligations bond and will be completed by the spring semester of 2000. The original design was by the famous New Mexico architect, John Gaw Meem. As one of his earliest public buildings, Douglas Hall shows his training at the Beaux Arts Institute of Design through its formality, particularly the T-shaped layout and the symmetrical arcades of the main entrance. Douglas Hall will house classrooms for the humanities, The Language Learning Center, and the Writing Center—all with state-of-the-art technology. A new addition will contain offices for faculty and graduate assistants in history and political science, languages and literature, and English and philosophy. Also undergoing renovation is Perkins Stadium. The stadium will be for use by the campus and community. The aging Perkins Stadium has been used for years not only by NMHU athletic teams (Cowboy football and Cowgirl soccer play home games there), but also by the entire community for a wide range of interests. Walkers and joggers enjoy recreational use of the facility, and various local high school teams have held training as well as home games at “the Perk.”
Hispanics, Education, and Employment

The Hispanic college gap is costing the United States $130 billion annually in potential wages lost—and another $454 billion in lost local, state, and federal tax revenues that would have been generated by those salaries. A major new study on the cost of the Hispanic college gap was recently released by the Hispanic Association of Colleges and Universities (HACU), and Educational Testing Service (ETS).

"The good news is that Hispanic access to college is improving and that this trend will continue," says HACU President Antonio Flores. "The bad news is that Hispanic youth still trail non-Hispanic White youth in educational achievement."

Indeed, the gap in Hispanic college attendance is expected to grow from the current level of 430,000 Hispanic students now missing out on a college education to 550,000 Hispanic students unable to obtain a college education by the year 2015.

The new 105-page report, "Education = Success: Empowering Hispanic Youth and Adults," by HACU and ETS, outlines the cost of the Hispanic college gap and also offers solutions for correcting problems that now result in inequity and lack of access to a college education for the nation's fastest-growing minority population. Within the next few years, Hispanics are expected to become the nation's largest minority population.

"America loses billions by not improving education for Hispanics," says ETS President Nancy Cole. "But more importantly, it also loses fresh, diverse talents and perspectives." ETS is a leading educational testing and measurement institution and leader as well in educational research. The nonprofit organization annually administers more than 10 million tests in the United States and in 180 other countries.

HACU, a leading voice for Hispanic higher education needs across the nation, represents more than 200 colleges and universities with high Hispanic student enrollment rates in the United States and Puerto Rico, and abroad.

Among Hispanics ages 25 to only 13 percent have a college degree. Of those without a college degree, 18 percent are ready to enroll in college while another 24 percent would be ready to enroll with about 200 hours of basic skills training.

Increasing the number of 18...
24-year old Hispanic youth pursuing an undergraduate degree by 10 percentage points would result in Hispanic youth obtaining a proportional share of college enrollments. "Hispanic underrepresentation on campus also equals underrepresentation in good jobs. "Almost 60 percent of jobs today require college-level skills," says Anthony Carnevale, ETS vice president for public leadership and author of the study. He also co-authored nearly 30 years ago the principal affidavit in Rodriguez v. San Antonio, a landmark U.S. Supreme Court action to remedy unequal tax burdens and educational benefits. "More Hispanic youth will need college to get their first jobs—and more Hispanic adults will need college to keep their current jobs or get better ones." Carnevale says.

On average, Hispanic men earn $17,000 less a year than do non-Hispanic White men, and Hispanic women earn $6,700 less than do non-Hispanic White women. "Evidence is mounting that linguistic, racial, and class bias differences are limiting the job prospects and incomes of minority workers," says Flores of HACU.

More financial resources and other support are needed, says Carnevale. Financial aid has not kept pace with increasing college costs. In addition, more social support, counseling, college and career planning than is currently available is needed for many young Hispanic students entering college who are either first-generation college students or first-generation U.S. residents.

College access and participation must also be addressed, not just at the college level but at all education levels, from kindergarten through graduate school. "We need affirmative development and affirmative outreach for all Hispanic students through the K-16 system, not just college admissions information provided to relatively few students in the spring of their senior year of high school," Carnevale says.

To combat prejudice, Carnevale advocates a strategy of engagement, encouragement, and social support. "Financial investment will be necessary, but even more essential is human investment—showing interest, defining and imparting values and advising and caring," Carnevale says. "If we focus on these deeper causes of frustrated potential, our policies will be more sure-footed," he says.

Cole of ETS also cites the need for better tests. "The ultimate goal is to create tests that establish the linkages to how to improve academic skills and preparation for college," Cole says.

The colleges and universities represented by HACU collectively enroll two-thirds of all Hispanic students in higher education in the U.S. The mission of HACU is to promote the development of member colleges and universities: to improve access to and the quality of postsecondary educational opportunities for Hispanic students; and to meet the needs of business, industry, and government through the development and sharing of resources, information, and expertise.

Report author Carnevale, in his acknowledgments, offered special thanks to three scholars who reviewed and commented on the report in the draft stage: Jorge Chapa, interim director of the Julian Samora Research Institute at Michigan State University; Arturo Madrid, distinguished professor of humanities in the Department of Modern Languages and Literatures at Trinity University in San Antonio; and Laura Rendon, professor of educational leadership and policy studies at Arizona State University in Tempe.

For more information, contact HACU Public Affairs Director Lorraine Pulido at (210) 692-3805 ext. 24. To obtain a copy of "Educacion = Success," contact ETS Corporate Communications at (610) "34-5050."
A High Proportion of Hispanic Students Enroll in Less Selective Colleges

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>Asian American</th>
<th>Non-Hispanic White</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most competitive</td>
<td>35% of students</td>
<td>58% of students</td>
<td>50% of students</td>
<td>36% of students</td>
</tr>
<tr>
<td>Highly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>competitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>competitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>competitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-competitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Excerpts from Education = Success: Empowering Hispanic Youth and Adults

Almost six out of ten jobs today require college-level skills.

- By 2015, we could close the education gap between Hispanic and non-Hispanic White youth if we increased college participation among Hispanic youth by 10 percentage points.

- The largest, fastest-growing, and best-paid group of employees is office workers. These jobs pay one and a half times as much as other jobs and will grow by four million by 2006. Only a quarter of all Hispanic men and a third of all Hispanic women are employed in office jobs, compared to half of all non-Hispanic Whites.

- According to NAES, seven percent of Hispanic adults have advanced or superior skills similar to the skills of college graduates.

- Workers with advanced or superior skills have the highest earnings—on average, $29,100 for Hispanic women and $42,600 for Hispanic men.

- About one in five Hispanic adults has competent skills similar to the most highly qualified high school graduates or people with some college but no degree. Hispanic women at this skill level earn $27,300 on average, and Hispanic men earn $37,900.

- By 2006, jobs for people with competent skills will grow by 14 percent, adding 5 percent of all new jobs.

- Hispanics with advanced or superior skills average about $6,008 more a year than do those with competent skills, who earn about $8,580 more than do those with basic skills.

- The 120 most selective colleges and universities graduate about 100,000 students including about 6,000 Hispanic students, each year. The economy, however, creates as many as two million job openings every year that require college-level aid.

- Students with SAT scores above 1,000 have a 60 percent chance of graduating from a 4-year school. More than half of the Hispanic students who score above 1,000 on the SAT come from families with earnings below the national average.

- We need tests that unmask the difference between academic achievement and English-language ability.

- We need tests to establish the linkages between test results and specific classroom activities, as well as types of teacher preparation and in-service training.

- In the emerging global economy and culture, every well-educated person should be literate in more than one language. English should probably be one of them. And in the Americas, the other one should probably be Spanish.

- The proportion of Hispanic college graduates is only 17 percent, about the same as the proportion of Hispanic college students. The proportion of Hispanic college graduates with college degrees or grade training in 1997 is 17 percent, which has reached the levels achieved by general population in 1973.

- Factory jobs are declining, low-skilled service jobs are meekly holding steady, and high-paying jobs are growing only moderately. So where are all the new jobs keep being created? In education, health care, and office jobs.

- The percentage of Hispanic workers with at least some college has doubled since 1974—-9.2 percent to 15.5 percent for men, and from 15.2 percent to 23.7 percent for women.

- Even with affirmative action, Hispanics still don't get their fair share of the seats in the top colleges. And it has almost no impact on attendance beyond the 1 most selective schools.
College Prep in Houston and Manhattan

Private Efforts Target Minorities

BY INÉS PINTO ALICEA

Prep for Prep was launched in 1973 as a pilot project of Teachers College at Columbia University, the result of a doctoral project of the program’s founder, Gary Simons.

Back in 1993, sixth grade teacher Chris Barbic despaired as he watched his students’ enthusiasm diminish as they ventured on to Houston-area middle and high schools. He knew something had to be done to help those students stay on a college-bound path. So he submitted a charter school proposal to the Texas Education Agency, and thus YES College Preparatory School was born in 1995.

"Every year, we've had more and more success," said Barbic, 29. "It's a challenging environment, and I work 18-hour days. This school isn't for everyone. We have kids who come and decide they don't want to do it. But anyone who wants to come here can."

About 90 percent of the school's 400 students are Latino, and almost all of their families are poor. Nearly all of the students qualify for a free lunch. About 20 percent of the students are considered limited-English proficient. The school, which offers an intensive college-preparation program, teaches fifth through eleventh graders. Based on the results of the Texas Academic Assessment Standards (TAAS) test, progress among the school's students is good. Barbic shares the scores proudly. All 43 tenth graders passed the math and writing portion, and 95 percent had passed reading. Scores are equally high among the sixth through eighth graders. But Barbic admits that the real test of his program will come when his current group of eleventh graders start applying to college and get accepted. Will the years of extra work pay off?

It is a question that every college preparatory program faces at its inception. The answer often makes or breaks a program. This article looks at such programs and the challenges that they face—YES College Preparatory School and a more established program, Prep for Prep in New York.

Prep for Prep operates very differently from YES College Prep. It takes academically gifted minority students in the fifth grade for day school placement and in seventh grade for boarding school placement and subjects them to 14 months of intensive training while they are still in the public school system. Once they complete the training, those who remain in the program are then placed in and offered full scholarships to any one of nearly 50 rigorous independent schools around New York. Once in, the students receive an extensive support network of tutors, counselors, and career guidance services up through college. Prep for Prep currently has 812 students enrolled in independent schools and an additional 571 at colleges.

In operation since 1978, nearly 500 of its students graduated from colleges nationwide, many of them Ivy League schools.

The programs are also different in the types of students they are recruiting. YES students are more middle-of-the-road students who show great promise, Barbic said. Prep for Prep looks for the most academically gifted students in New York’s public schools, testing 3,500 of the city’s brightest students for participation in its program. More than 200 earn entry into the program.

“We are looking for students who are smart enough, motivated enough, and work hard enough to be the type of kids independent schools want,” said Dominic Michel, associate executive director at Prep for Prep. The two programs share many similarities. Students are recruited and asked to commit to the rigor of the individual pro-
programs. Both programs require two or three hours of homework, long school days (in the case of YES College Prep, the day ends at 5 p.m.) Monday through Friday, Saturday classes, and summer school. Prep for Prep in New York follows this program until the student is placed in an independent school. There the students adopt the curriculum at the school in which they are placed. YES College Prep in Houston, however, does this at every grade level and continues the same curriculum until the student graduates from high school.

Every senior graduating from YES College Preparatory School, beginning with the class of 2001, is required to gain acceptance to a four-year college in order to receive a high school diploma.

"We have to spend a lot of time helping the students catch up to speed, especially in English, since it is most of the kids' second language," Barbic said. "The minute they walk in the door, our kids are behind because they are competing with kids from private schools. A lot of the kids here have been pushed through the system. The schools weren't giving them the type of education to be prepared for college. Our expectations are a lot higher. We make sure they understand what is expected of them. They know what it takes to get where they want to go and the sacrifices they have to make to get there. We are not aiming for the best and brightest kids in the city but we want to be sure the person is serious about the commitment and the work."

Both programs face the challenge of getting private funds for their work. The problem is equally acute for both—but for different reasons. Since Barbic's program is so new and to some extent unproven in the eyes of potential benefactors, Barbic spends much of his time chasing money and convincing people that his program will work. The school's first class will graduate in 2001.

"When we get the first group to college, it will pay off," Barbic said. "That is when things will explode and the resources will come in."

Barbic's program does receive some funding from the state of Texas, but he said he relies heavily on outside donations to provide many of the extras, such as cultural enrichment programs and the summer and Saturday classes. The money helps send students on extensive field trips. Last year, the tenth graders visited Boston and New York and toured Harvard, the Massachusetts Institute of Technology, Columbia University, and New York University. It also needs money to build a more permanent facility. The school currently operates out of modular units.

He also will have his first 12th grade class next year and must account for that. Eventually, he would like to open more schools.

"The college visits are important because when you hear from a teacher that you can't get into college with Cs, it's one thing, but it's very different when you hear it from a college admissions counselor or from college students who also say they busted their butts and this is the payoff," said Barbic.

The school raises money from foundations, corporations, and other sources to help fund its educational programs. Among the contributors are the Houston Tannenberg Challenge, the Brown Foundation, the McNair Foundation, the North Hills Charter Grant, the Houston Endowment, the Cullen Foundation and others. "We want to perfect the model first," he said.

Michel said that fundraising is also a concern for his program since it is completely privately funded and since it is not a school and can not rely on tuition. But the money is needed for its numerous operations, including sending students in the program abroad for the summer, offering a summer job bank, providing a leadership development program: providing counseling, guidance, and tutorial services for its students; and preparing the students for placement in an independent school. It conducts weekly sessions after public school classes close the day, Saturday sessions, and summer programs.

"All of our students have intelligence, and many have skill—but many don't. So we are looking to bridge the gap between intelligence and skills," said Michel. "We expect them to be the best students in their schools."

Michel said funding is important because the program would like to expand. It is unlikely the number of independent school slots for Prep for Prep students grow significantly, he said, and hopes that the program will be to prepare additional students through other methods.

"We're looking for ways to involve other students," Michel said.

Both programs stress diversity leadership and a sense of giving back to the community and to schools. Barbic's program uses a service-based learning approach, granting community service project credits for a fee. "It is important for these kids to see both that it is important to give back to the community and that there are always people who are fortunate," said Barbic. "It is important that they appreciate the opportunity that has given them even more. We encourage strong alumni bases and we are teaching the students to give back. I would love to see the
come back and teach."

Michel said students in Prep for Prep not only take on internship assignments at businesses throughout the city as part of their leadership development, but they also travel abroad and participate in short retreats at which they discuss ethics, qualities of great leaders, and other relevant issues and participate in activities that develop their own leadership skills.

The two programs had very different origins.

Prep for Prep was launched in 1978 as a pilot project of Teachers College at Columbia University, the result of a doctoral project of the program's founder, Gary Simons. Simons felt there was a void in educational opportunities for minorities and disadvantaged children. He felt that they too should get the opportunity to attend private schools. He developed his program to prepare the students to enter independent schools, which offer grounding for the rigors of college. The program opened its doors to 25 fifth graders in the facilities of Trinity School on Manhattan's Upper West Side. The weekly classes are still offered at that location, although the program has moved its offices to a separate facility.

Barbic majored in English and pre-law at Vanderbilt University in Nashville and after graduating went to work for Teach for America, an AmeriCorps program that allows people to earn teacher certification in exchange for a two-year commitment to teach in a poor neighborhood. Barbic was sent to Rusk Elementary in Houston, where he taught a class of sixth graders who had all flunked the TAAS. He helped them improve their scores significantly (83 percent passed the math portion) but was later disheartened to learn that many went on to join gangs, drop out, or become pregnant once in middle school. Something needed to be done in Houston, where, according to Rice University sociology professor Stephen L. Klineberg's 1994 Survey of Houston's Ethnic Communities, one in three high school-age Hispanic students will fail to graduate from high school.

Barbic and some of his Teach for America colleagues started talking to students and parents and joined forces in 1995 to ask the Houston Independent School District for the privilege of starting a pilot program at Rusk Elementary that would extend students' stay after the sixth grade. The district approved the Project Youth Engaged in Service (YES), a sixth and seventh grade middle school program. The program quickly expanded to other grades, and in 1998 branched out on its own and became a charter school.

"They have strong leadership, dedicated faculty, motivated students, and an inviting facility," said Patsy O'Neill, executive director of the Charter School Resource Center of Texas.

YES College Prep also has a strong following among its parents, said one of the parents of a student involved in the program.

Beatriz Guerrero, a parent of a YES College Prep student, said her daughter was unmotivated in the public school system but that her attitude has changed significantly since enrolling at YES.

"One of the things that surprised me was that the teachers give students their phone numbers at home so they can call them if they need assistance in homework," said Guerrero. "She needed that connection with her teachers in order to further herself in her studies."

Both Barbic and Michel called that connection between talented students and educators vital to making their programs work and succeed.
Ph.D.s: Too Many or Too Few?

Leadership Alliance Cites Dearth of Minorities

BY
Marilyn Gilroy

There are far too few minority scholars with Ph.D.s, especially in the life and physical sciences. So says the Leadership Alliance, which bristles at suggestions from Forbes magazine and the venerable Chronicle of Higher Education that there might be a glut of scholars. And while these two publications recently referred to academe as an "overstuffed market" producing record numbers of Ph.D.s, the Leadership Alliance counters that today's society calls for more, not fewer doctorates, especially in the critical areas of science and math. Moreover, Alliance member institutions are adamant in the belief that they must deliver more women and minorities with graduate degrees.

"The low levels of minorities in graduate degree programs, the scarcity of minorities in Ph.D. programs and in the professorate, and the dearth of minority scientists and engineers in the workforce are not only issues of great concern to the Leadership Alliance, but also, they are our reason for being," says James Wyche, professor of medical science and associate provost at Brown University and executive director of the Leadership Alliance.

Founded in 1992 and based at Brown University, the Leadership Alliance is the largest coalition of its kind in the nation addressing the shortage of underrepresented minorities in graduate school and the professorate. The Alliance creates a pipeline of opportunities including K-12 programs, undergraduate research programs, graduate support programs and fellowships, faculty development opportunities, and national symposia. In the process, the Alliance seeks to develop a generation of outstanding minority leaders and role models not only in higher education but in the public and private sectors as well.

The Alliance consortium consists of 27 institutions of higher learning, including all of the League schools, 10 historically Black colleges and universities, the entire University of Puerto Rico system, which serves 62,000 students. In addition, the Alliance is affiliated with Montana State University and the seven tribal colleges in Montana through the American Indian Reservations Opportunities program based at Montana State.

Although critics continue to question the large number of entering the job market, partly in the humanities, the Alliance says that its efforts are aimed at helping academe make the cuts needed to meet the market demand for a different Ph.D. producing the academic community already begun to provide better more selective graduate education programs with closer ties to the marketplace and changing technology...the kinds of graduate programs that can train researchers who will be able to fit many niches.

Leadership Alliance recently got a welcome boost from President Clinton's 2000 National Science Technology Council (NSTC) for recommendations on how to achieve greater diversity through our scientific and technical force. In his directive, Clinton said, "The number of women, minorities, and persons with disabilities who have careers in science and engineering remains low. It is critical that we work to increase the number of women and minorities awarded degrees..."
ience or engineering, and the trend in minority admissions and degree awards is not encouraging. By 2000, approximately half of America’s school-age population will be from minority groups. Minority participation in science and engineering careers should keep pace with this diversity.

NSTC working subgroups have asked the Leadership Alliance to provide "views and answers on why the participation rates for many members of our society are so low in the sciences."

While Alliance members are developing a formal response to the council’s request, they have identified seven factors that contribute to the current situation and have presented their findings in the most recent edition of Alliance Viewpoint, the organization’s semi-annual policy letter.

Three of the seven factors are technical—lack of student and parental understanding of science, math, and engineering careers; poor instruction and mentoring in these areas; and the consistently low standardized test scores of minority applicants. The remaining factors are termed “ideological” and include the elitist attitude of science and technology and its perceived incompatibility with gender/cultural roles. This ideology and the current anti-affirmative action movement is, according to the Alliance, fostering a climate of “racial, sexual, and cultural hostility and a cold, unwelcoming climate for minorities and women on many college campuses,” especially at top-tier research schools.

The Leadership Alliance is calling upon corporations, school officials, government, and other associations to adopt an outcomes-oriented approach to mentoring minorities and ensuring their recruitment and retention into science and technology graduate schools and, ultimately, into the workforce.

The Alliance is proud of its own track record in producing results that have directly benefited minority scholars. It has helped more than 700 undergraduate and graduate minority students through programs such as the Summer Research Early Identification Program, which pairs minority students with faculty mentors, and the Minority International Research Training initiative that allows minority scientists and students to play an important role in biomedical research projects throughout the world.

During the next 10 years, approximately 300-500 Alliance students are expected to be enrolled in doctoral programs worldwide. Thirty percent of participants in Alliance programs are Hispanic.

Funding for Alliance projects comes from federal sources, including the National Science Foundation (NSF) and the National Institutes for Health (NIH); about 21 percent are from corporations and foundations; and about 65 percent are from individual donors. Since its inception, the Alliance has received more than $8 million of support from both public and private sources.

The showcase event for the Leadership Alliance is its annual national symposium. This year, IBM hosted the fourth symposium, entitled “Partnerships for Future Success.” At the conference, 165 undergraduate student summer researchers came to present their work, network with peers and senior researchers, and explore the possibilities of graduate school and research careers. In addition to attending each other’s presentations, the students heard keynote addresses from industry and academic leaders and received advice from graduate admissions experts and current Ph.D. candidates.

In one session, Dr. Paul Horn, senior vice president of research for IBM corporation, told the audience that just as there was an industrial revolution at the dawn of this millennium, the world is now in the midst of an information revolution. “Information technolo-
gy is going to change everything. No institution, no government, and no individual will be unaffected. Soon there will be no poor countries, just ignorant ones,” he said.

It's a great time to be involved in computing and technology, which, he added, will allow us to do things never before possible. He envisioned a future where we have relationships with our computers that will “think” through the problems we pose for them. He concluded by reminding the student audience that there is a phenomenal amount of information on the internet and this information and the new technology can be used to bring about good.

“You have to be part of the process to make sure that there is access and break down the barriers to utilization of all this information,” he said. “You know it’s really up to you to see that the new technology is used for good.”

Students also heard from deans representing graduate schools at New York University, Princeton, and Harvard who offered a list of do’s and don’ts for applying to graduate school. They advised applicants to be specific, deliberate, and complete at every step of the process. They also stressed the importance of networking for information and contacts throughout college, graduate school, and their careers.

Dr. William B. De Lauder, president of Delaware State University, who gave the symposium’s closing address, said that although the percentages of minorities receiving Ph.D.s is increasing, actual numbers are still too small, and he challenged the students to prepare themselves to replace the currently aging Ph.D. faculty and not to be fooled or dissuaded by the current rhetoric that brands affirmative action as “special treatment” instead of “equal treatment.”

“Don’t ever let anyone make you feel you are not qualified. I guarantee that if you were not qualified, you would not be here. Your goal must be to learn, achieve, and experience all that you can so that you will be prepared to take advantage of opportunities that present themselves.”

Jim Wyche, Leadership Alliance executive director, joined other leaders in offering inspiration and encouragement to the students. “We are expecting the world out of ye he said. “We expect you to do standing things in the future. We have a responsibility to meet challenge to provide leadership. must not fail. So much is riding the efforts of groups like this.”

The Alliance is now accepting applications for the year at Summer Research Identification Program, web offers minorities the opportunity to do graduate-level research 8-10 weeks at premier universities and corporate laboratories throughout the country. Applications, which must be filed by February 1, are available through all member institutions and the Alliance executive office (943-1474) and the Web site www.theleadershipalliance.org.

---

THE LEADERSHIP ALLIANCE

THE LEADERSHIP ALLIANCE MEMBER INSTITUTIONS

Brooklyn College
Brown University
Clark Atlanta University
Columbia University
Cornell University
Dartmouth College
Delaware State University
Harvard University
Johns Hopkins University
Howard University
Hunter College
Montana State University
Morehouse College
Morgan State University
New York University
New York University at Baruch
Prairie View A&M University
Princeton University
Southern University at Baton Rouge
Spelman College
Stanford University
Tougaloo College
University of Maryland
University of Maryland-Baltimore County
University of Pennsylvania
University of Puerto Rico
University of Texas-San Antonio
Xavier University of New Orleans
Yale University
Mestas New Chancellor of UM-Flint

Poet, Policymaker, and Expert on Martí

BY DONNA ULLRICH

Juan E. Mestas, deputy chair of the National Endowment for the Humanities (NEH), was appointed chancellor of the University of Michigan-Flint, the fifth in its history. His appointment began a month ago.

In recommending him for the post, U-M President Lee C. Bollinger said that Mestas “is deeply respected at the NEH and in Washington, D.C. He has done a remarkable job at NEH, and the continuing vitality and enhanced stature of the endowment are due in large measure to his thoughtful administration of day-to-day operations.”

NEH Chair William R. Ferris called Mestas’ leaving “regrettable,” but wished him well as he moved “ahead to a well-deserved new phase in his career.” He has a “firm guiding hand” that has “helped lead the NEH through thick and thin since 1994.”

Bollinger said that Mestas “brings to the position of chancellor tremendous administrative skills, a strong sense of academic quality and a deep commitment to higher education and its public purposes.”

Mestas, who visited the campus several times in preparation for the new role, meeting with students, faculty, staff, alumni, and community leaders, called the university “a caring institution, committed to academic excellence and quality teaching, and responsive to the world around it.”

“I am thoroughly impressed,” he said, “and can hardly wait to join the family.”

As the second person from the top at the NEH, Mestas was responsible for formulation, development, and implementation of policy and managing the agency’s budget and expenditures.

In addition, Mestas helped guide the agency through several years of severe budget cuts and layoffs, while maintaining morale.

Prior to joining the NEH in 1994, Mestas was vice provost and dean of students at Portland State University (1992-94), managing and providing leadership for the Division of Student Affairs, which was composed of 17 units. He was active in policy development while serving on the Executive Committee and the Council of Academic Deans. He also was associate professor in the Department of Foreign Languages and Literatures.

Mestas earned degrees in Hispanic languages and literatures from the Universidad de Puerto Rico (B.A.) and the State University of New York at Stony Brook (M.A. and Ph.D.). His scholarship has been devoted to study of the 19th-century Cuban poet and author José Martí. He is the author of El pensamiento social de José Martí: ideología y cuestión obrera (Madrid: Editorial Plegios, 1995), and of numerous articles published in scholarly and educational journals. He is also a former editor of several periodicals. Mestas has translated from English to Spanish the works of Tennessee Williams, George S. Kaufman, and Neil Simon, among others. His poetry and short stories have been published in literary magazines and anthologies in Puerto Rico and the United States.

He held several posts at California State University-Long Beach, including director, Retention Services and Educational Equity Programs; director, Educational Access Services; director, Educational Opportunity Program, and (concurrently) associate director, Student Development Programs. He also had teaching and administrative posts at Stony Brook.

An American Council on Education (ACE)/Pew Fellow at the University of Pennsylvania in 1989-90, Mestas contributed to analyses of higher education’s “new majority” and the role that federal funds play in encouraging the recruitment and retention of at-risk youth. He also participated in public policy discussions and higher education studies sponsored by the Pew Higher Education Roundtable, and...
aided the Delaware governor's office in conceiving pilot projects to address the state's dropout and underachievement problems.

As a visiting associate at ACE in 1990-91, he was responsible for several projects in the Center for Leadership Development (CLD) involving policy development, curriculum review, and program planning and implementation for the ACE Fellows Program, Office of International Education, and other ACE units. In 1991-94, he was a member of CLD's faculty, teaching courses on leadership, student retention, and diversity issues.

Mestas is a member of the Council of ACE Fellows and has held several posts in that organization and membership in the Western Association of Educational Opportunity Personnel, National Association of Student Personnel Administrators, and Raza Advocates for California Higher Education, among others.

His community contributions have included service on the Bernard Daily Educational Fund (Oregon), Portland Downtown Community Association, Abrazar Inc. (a senior citizens agency in Orange County, Calif.), LULAC, Head Start (in Long Beach, Calif.), and San Jose State University Day Care Center.

THE CHANCELLOR SPEAKS

A speech by Juan E. Mestas

For higher education, January 1, 2000 is but another date on the calendar. No old challenges will disappear and no new challenges will emerge with the arrival of the millennium. In fact, the challenges that we anticipate for the next several years are already in front of us. What will increase is the urgency to address them successfully. Perhaps our most significant challenge will be to respond to changes promptly and effectively.

The needs and expectations of tomorrow's students might be different from those of today's. The fluidity that we see now in accessing higher education-college is often a lifetime succession of entrances and exits rather than a four-year pause in a young person's life-is likely to become more prevalent. The more attentive we are to the needs and expectations of the students we serve today, the better prepared we will be when the students of the future arrive in our classrooms with different needs and expectations.

Even the notion of classroom might be challenged. A population that has become accustomed to getting everything through personal computers might want to obtain a college education very much the same way. We should be ready then, to integrate the advantages of digital technology with the benefits of face-to-face interaction. For instance, while the Internet has expanded the reach of instruction by opening its time and space, the best educational environment still requires the close proximity of caring teachers and avid learners.

One challenge that few colleges and universities have met well is the need to extend access to quality higher education. Our classrooms, for the most part, do not look like America. And America will continue to change at a fast pace in the direction of increased diversity, making it more difficult—yet more important—to make up for past inequalities and insensitivities. It won't be long before the groups that we now call "minorities" will become a diverse majority, making these very terms inoperative.

And it would be sad if higher education continued to reflect an unfortunate past rather than a promising future. Our challenge as colleges and universities is to bring in the students that we have not been reaching and to give them the support they need to stay enrolled until graduation. Our challenge as a community is to ensure that all students leave our high schools well prepared for postsecondary education.

The University of Michigan-Flint faces all of these challenges and many has been preparing to meet the successsfully. In our classrooms, tracial and nontraditional, students side-by-side, creating a dynamic dialogue between anticipation and experience. We are already using the latest technology in many aspects of the educational process and could be offering online courses as soon as January 2000. We are engaged in intensified efforts to reach and retain "minorit" students and have succeeded in shening the gap in recent years. But must do more, and we must do it better.

The community of the University of Michigan-Flint—students, fual staff, alumni, and friends of the university—must also continue to explore ways to exercise its censibility, to extend its resources and open its doors to the community outside the university. We should, thus, embrace each other with enthusiasm and optimism. That is probably the most pleasant challenge we face.
Personal Narrative as a Route to Voice

Teacher’s own experience leads to teaching strategies

BY
MARIA J. ESTRADA

The following presentation was part of a round-table discussion on college composition and communication that took place at a conference in 1998.

Sure, they were frustrated and quite unprepared to deal with us “Hispanic” students. But the policies were not conducive to study or growth in self-confidence. Secluding us from the rest of the class and asking us not to speak Spanish was not conducive to learning English. Adjusting from a caring environment to this new, cold and strange place caused me to have a nervous breakdown when I was around five or six. I woke up one day, wobbled to the breakfast table, sat down, and started seeing triple. I was disoriented, so much so that I couldn’t walk through doorframes without bonking my head every time, even if I went for the middle of the door. My parents really never understood why I got sick. But I couldn’t tell my parents what the problem was. They were uneducated and didn’t speak English themselves. They were more concerned with surviving and raising us than anything else. Quite honestly, I did not have the language to express the processes of assimilation I was being put through except to conclude that the teachers were mean. So, what happened? I stopped talking.

Gloria Anzaldúa in Borderlands writes about our tongues being ripped out. She writes: “Attacks on one’s form of expression with the intent to censor are a violation of the First Amendment. El Anglo con cara de inocente nos arranca la lengua. Wild tongues can’t be tamed, they can only be cut out.”

I hid mine, so this would not happen for two years. Then I got held back during the first grade and I decided that maybe I should start cooperating. People have a misconception, oftentimes, that Latinos don’t care about education, that they don’t support their children. Well, this misconception is wrong. My parents cared a great deal about education. My father was working over 24 hours a shift out in the fields to ensure that we would make a better life for ourselves through education. So when my father found out I was held back, he became furious. I had never seen my father so angry before in his life, and this time he was angry at me. His face turned purple, and I thought his veins would surely pop out of his neck. He was yelling at me and asking if I was a dummy, una tonta, (which I wasn’t,) and if I wanted to end up like him (which I didn’t).

The next year I transferred to a different school.

There I had a wonderful first grade teacher, Mrs. Lee. She didn’t set us apart or differentiate among the students. My whole attitude changed. I learned to speak English and read. In the second grade, I discovered that once I could read English, I could learn to read Spanish. By then, I was in the “Jackrabbit” group—jackrabbits are fast. I was reading at the top of my class. I also discovered around that time that I loved to write. I adapted and learned to function and excel in the educational system. Unfortunately, the educational system never quite accommodated my writing needs.

Later on in high school, I tried to emulate the five-paragraph essay. I was in honors and AP classes and always got As, but I was never totally proficient like the other students in their writing. Grammar and usage was natural for them, but not for me. Remember, my first language was Spanish. I spoke Spanish at home to my parents and siblings, so I intermixed my sentence struc-
tures and rhetorical patterns. Oftentimes they'd see this as a deficiency. I wanted to go on tangents and use imagery, like my father did when he told his cuentos y historias. I wanted to incorporate my oral skills from my culture into the written text, but was not allowed to do so. I emulated this plastic voice until I went to college. And even then, only a select few teachers encouraged this form of writing.

This writing was the personal narrative. I learned to use personal narrative in my essays and short stories and incorporated personal narrative characteristics in my poetry. I had never been given this freedom. I had never been validated in this way. I wish I had been allowed to use personal narrative from day one of my second shot at first grade. I know I would have been a more effective writer today. So, as a new instructor, one of my goals in the classroom is to use the personal narrative with three purposes in mind: (1) to bring out student voices, (2) to develop student voices, and (3) to maintain student voices.

How then, do you bring out student voices? One of the greatest challenges in the English classrooms is convincing students that they have a voice. Validation as a writer, especially for most students of color, becomes crucial. Students have a great deal of personal knowledge that they can utilize. However, a lack of self-confidence in their language proficiency or in the validity of their voices will impede them from becoming proficient writers.

I believe that creative writing techniques go hand in hand with composition. Creative writing approaches can help the student discover his/her voice. The shift wouldn't be too traumatic. Wendy Bishop asserts that we already borrow ideas from "creative" writing departments. She writes, "compositionists have borrowed effective teaching methods from creative writing workshops—particularly group-response sessions and portfolio evaluation—improved those borrowings and gone beyond them."

I'm suggesting that we be deliberate in our teaching methods. We want to make the requirement of their voices easy and enjoyable. Obviously, we want to use methods that connect with them and interest them.

I believe in taking a post-modernist approach. Allow students to write about things that interest them, such as film, MTV videos, science fiction, video or computer games, etc. Things they are comfortable associating with and writing about. I suggest as many creative writing exercises as possible to get your students writing in a natural voice, a personal voice. I start with things they are familiar with and move to the more personal, like the oldest memory you have of eating at a restaurant. For the students of color, however, their voice must be validated by introducing writers whose works "speak to them." This idea is true for all students, but for students of color who might not have been exposed to other writers of color, this inclusion in the reading could have a positive effect. No one loses in including new and interesting pieces of writing by writers of color.

Julio Marzán has compiled a book of innovative pedagogical essays in Luna, Luna: Creative Writing Ideas from Spanish, Latin American, & Latino Literature. In "Inspiring Young Writers with Chicano Pinto Poetry," Marv See Galindo gives some techniques on how to interest and develop and argumentative essays. I also like to use videos of Guillermo Gómez-Peña’s "Gringostroika" to demonstrate performance poetry that effectively incorporates Spanglish (the mixture of Spanish and English) and personal narrative.

Let's assume that during the first month, you have gotten your class used to the idea of using their "voice." Your students might still have grammar problems or problems synthesizing. So now you want your students to develop their voice. How do you develop the personal narrative in the classroom? You could do the obvious and have your students keep journals responding to the class readings and lectures in a reader response format. You could encourage them to correspond with another classroom. As Dr. Mark Hulbert suggested last year at 4Cs | Conference on College Composition and Communication say, one of the best ways is to encourage them to use personal narrate their papers—or at least narrate characteristics. Students can anecdotes or about experiences others have had to strengthen arguments. In this way, they will introduce the personal narrative into their academic work course, with beginning comp students, some teachers might that the value of the personal nar low, because students of various disciplines may not use the narrative. However, one use that the personal narrative can have is as a help students begin to write essays so that they can move on to more academic interdisciplinary writing would really like to hear from instructors and how they develop narrative voices in their classrooms.

Now comes the question of maintaining student voices. maintaining, I think, is really the students. They have the free to use different techniques, developing their student voice which in turn helps them maintain their newly found skill. I tend to personal narrative in the beginning of my essays because I feel comfortable doing so. In a personal narrative often will lead into my academic writer. The narrative then, become bridge into the academic. An useful exercise for students have them translate the personal narrative into an academic format. There are many benefits the personal narrative can have in composition classroom. I know many of you use personal narrative in the classroom. Now try to use personal narrative, not as the step before going on to more and academic discourses but rather a draft to that discourse.
**PEOPLE**

**Zampetti Discusses Transatlantic Trade at Ramapo**

Fulbright scholar Rico B. Zampetti recently presented "More Than Beef and Bananas: Issues in Transatlantic Trade Relations" at Ramapo College (N.J.), the first lecture this year in its continuing Columbian Fulbright Lecture Series.

Zampetti, who has been on leave as a Fulbright Scholar at Harvard University's Kennedy School of Government, works for the European Commission in Brussels, primarily on bilateral trade policy issues with the U.S.

**González Echevarría Wins Award for Cervantes CD-ROM**

A CD-ROM on the life and work of Miguel de Cervantes, edited by Professor Roberto González Echevarría of Yale University (Conn.), received Choice magazine's Outstanding Academic Book Award for 1998.

The multi-media reference work is part of the Major Authors Online series produced by Primary Source Media, an Orange, Conn.-based company that brings original primary materials of scholarly interest into the electronic domain.

González Echevarría, The Sterling Professor of Hispanic and Comparative Literature at Yale, chairs its department of Spanish and Portuguese.

**California-Santa Barbara Authors Speak at Festival**

Faculty and staff from the University of California-Santa Barbara were among the 140 or more authors at the Santa Barbara News-Press Book and Author Festival.

History Professor Mario García (pictured l.), writing program lecturer Valerie Hobbs, and Spanish and Portuguese Professor Giorgio Perissinotto (pictured r.) displayed their talent at the poetry reading.

García, who specializes in Chicano history, is the author of several books in that field, including *Migrant Daughter: Coming of Age as a Mexican-American Woman*. Hobbs is the award-winning author of three successful young adult novels, the latest being *Carolina Crow Girl*. Perissinotto is a specialist in Hispanic linguistics. His recently published book, *Documenting Everyday Life in Early Spanish California: The Santa Barbara Presidio Memorias y Facturas 1779-1810*, depicts in rich and detailed terms life in the early colonial period of Santa Barbara.

**Venta Oversees Loyola-Chicago Business School**

Dr. Enrique R. "Henry" Venta is the new dean of the Loyola University-Chicago School of Business Administration (Ill.).

"Loyola has a rich tradition in Chicago's business community," said Venta. "I look forward to using our school's strength--faculty and research expertise--to offer specific academic programs that the market is currently demanding."

Venta's responsibilities include fund-raising and alumni relations; overseeing curriculum development, administrative services, and graduate academic programs; and developing corporate and community-based partnerships.

Venta has a bachelor's degree from the University of Puerto Rico, and a master's and doctorate from Northwestern University.

**Bertot Directs International Trade Development at Rancho Santiago**

Francisco Bertot is new director of the Center for International Trade Development for the Rancho Santiago Community College District (Calif.).

Bertot is responsible for operation and promotion of the center, which provides counseling, technical assistance, market research, access to international trade developments, and information to companies trading international businesses in Orange County.

"There are over 10,000 companies in our service area," said Bertot. "The Center for International Trade Development will work closely with businesses and chambers of commerce to customize programs and services designed to take advantage of the global economy."

**Salas Wins Emmy Award**

Tony Salas, a technology supervisor at Orange Coast College (Calif.) who works with faculty members in developing and producing online internet courses and Web pages, was awarded an Emmy by The Academy of Television Arts and Sciences.

Salas, 37, received a Los Angeles Area Emmys for Instructional Programming for his work as graphic animator on the telecourse series *Dollars and Sense: Personal Finance for the 21st Century*, produced by the Coast Community College District. The telecourse is a 36-segment production that is being distributed to colleges and universities throughout the nation by Coast Telecourses.

"I'm told that winning an Emmy happens only once in a lifetime--if at all. Needless to say, I'm thoroughly enjoying it," said Salas.
Long Beach Community College
Welcomes Suarez

Dr. Leticia T. Suarez recently became instructional dean, teaching, instructional media production, learning resources and technologies at Long Beach Community College (LBCC) in California.

Suarez came to LBCC after more than 20 years in related fields in administration and instruction, from the State University of New York and City University of New York.

"Leticia is a seasoned administrator who brings a great deal of expertise in technology and administration," said Dr. Marilyn Brock, vice president of academic affairs. "We welcome her and believe she will make a great contribution to the campus."

Suarez received a bachelor's degree, a master's, and a doctorate from New York University.

Avila Named Ventura's Construction Technology Student of the Year

Yolanda Avila was named Ventura College's (Calf.) Construction Technology Student of the Year. The Ventura College Foundation also awarded her a $1,000 scholarship from the National Association of Women in Construction.

Avila graduated from Ventura College last year and continues to take classes there and at CSU-Northridge, where she is a junior in civil engineering. She also works full-time.

Avila is the only woman in most of her classes. "It's amazing how people look at you, being a woman in construction classes—like you're in the wrong place," said Avila. "Male students always test you, so you have to be on top of things. Now, I believe I'm respected. I have learned to never stereotype people."

August Nominated for Pulitzer

"Grandma" Sanchez introduced her grandson, Jack August, to the story of Carl Hayden—whose major legacy was his many years in U.S. Congress and his involvement in the Central Arizona Project, which brought abundant water from the Colorado River system to the then-fledgling urban areas of Phoenix and Tucson.

August, part-time instructor for the Northern Arizona University history department, grew up to be a historian and now has been nominated for the Pulitzer Prize in history for his book about Hayden, Vision in the Desert, published by Texas Christian University.

"My Grandma Sanchez was the family political activist," said August, "I tagged along as she organized events and carried candidate petitions around South Phoenix neighborhoods. My grandmother first exposed me to the significance of Carl Hayden and his role in Arizona's political affairs."

School of Visual Arts Honors Palladino

As part of festivities of the Master Series Award, the School of Visual Arts (SVA) in New York presented a black tie fund-raising event in honor of the award's 13th recipient, Tony Palladino. SVA annually presents the award to a visual communicator who has created a significant body of work. SVA displayed a retrospective of Palladino's work, "Tony Palladino: Content Matters."

Born in East Harlem, N.Y., Palladino's fascination with the stark visual realities of New York City motivated him to feature them in his earlier work. With the simple use of fragmented type, he created the cover of the Simon and Schuster book Psycho, later used as the poster to promote the film of the same name.

A master of the simple image, Palladino is recognized as one of the nation's leading designers, shaping modern-day visual imagery.

Pictured are "Psycho" (1956) and "The Man That Got Away" (1969).
Hispanic Enrollment up at Northern Arizona University

Hispanic and Native American student enrollment is up at Northern Arizona University (NAU).

"Over the past year, we have focused on getting the message out about the high caliber of NAU's programs," said NAU President Clara M. Lott. "Our freshman class, with its increased quality and diversity, plus increased overall enrollment of Native Americans and Hispanics, is an early indicator that our message is being heard."

Hispanic enrollment is at 10 percent of the total student population for the first time in NAU's history—1,989, representing a 2 percent increase in Hispanic enrollment from last year's 1,950. With that increase, the Hispanic Association of Colleges and Universities now classifies NAU as a Hispanic-serving institution.

Native American enrollment stands at 6.6 percent of the total student population, also an historic high.

Nazareth and SUNY-Brockport Collaborate on Social Work Program

In the first program of its kind in the U.S., Nazareth College (N.Y.) and State University of New York (SUNY)-Brockport will collaborate on a joint Master of Social Work (MSW) program. The Greater Rochester Collaborative MSW Program will open its doors in January 2000 at the SUNY-Brockport MetroCenter.

"Nazareth College is proud to be the first private college in the country to partner with a public institution to establish a collaborative graduate MSW program," said Dr. Robert A. Miller, Nazareth College president.

The MSW program will have two concentrations: Family and Community Practice, and Interdisciplinary Health Care Practice.

Washington State Hosts 3rd Annual Fiesta Aztlan

Washington State University (WSU) held the third annual Fiesta Aztlan in September.

According to Francisco Noe Tamayo, WSU Chicana/o-Latina/o Student Center counselor, the event helped promote campus awareness of diversity issues and helped increase the visibility of WSU Chicana/o-Latina/o organizations.

Tamayo also said that the historic independence of Mexico and the importance of the WSU administration's continuing to embrace diversity at all levels were discussed.

Sabor de la Raza, a WSU student group, performed authentic Mexican folkloric dances.

Cleveland State Celebrates Hispanic Awareness Week

Cleveland State University (Ohio) recently held its 10th Annual Hispanic Awareness Week: "La Promesa de las Culturas Lajinas en el Siglo XXI."

Dr. Félix V. Matos Rodriguez, Northeastern University-Boston assistant professor of history, offered his perspective on the promise and influence of Latino cultures throughout the world.

The Hispano Danza Dance Company, the official dance company of the Hispanic Cultural Center of Cleveland, respectively represented the Hispanic cultures, performing all choreographies with the proper rhythm, technique, and style reflective of the characteristics and traditions of peoples of Latin America.

Other events included a Latino art exhibit, Hispanic community forum, and a Latino awards luncheon.

News from the Jack S. Blanton Museum of Art

The University of Texas-Austin Jack S. Blanton Museum of Art and the Patricia Phelps de Cisneros Collection of Caracas, Venezuela, have established "Constructive Horizons: The Latin American Perspective," an art loan and research program designed to promote understanding of modern and contemporary Latin American art. Phelps de Cisneros (pictured) founded the Cisneros Collection in 1980.

The Blanton recently hosted "Representing Latin American/Latino Art in the New Millennium," a four-day international symposium for scholars and arts professionals. Participants examined the role of Latin American/Latino art and curatorial practices in museums and cultural institutions.

The catalogue for the exhibition "Cantos Paralelos: Visual Parody in Contemporary Argentinean Art," organized by the Blanton, was chosen by the American Institute of Graphic Arts as one of the 50 best-designed books published in the United States this year.

Allan Hancock to Increase Student Transfer Rates

Allan Hancock College (Calif.) was awarded a multi-million dollar competitive grant that will help improve the educational success and increase the transfer rates of its students. The monies come from the DOE's Title V funding, set aside for Hispanic-Serving Institutions. Allan Hancock was one of 39 college and university recipients nationwide.

"This grant will enable us to enhance existing programs to serve more students," said Dr. Ann Foxworthy (pictured), Hancock superintendent/president. Foxworthy emphasized that although Hispanic and disadvantaged students are a focus of the grant, all students will benefit from the funding.

Manhattan Community Awarded Grant for Upward Bound

Borough of Manhattan Community College (BMCC) in New York was awarded a five-year, $975,000 grant from the U.S. Department of Education to help fund Upward Bound, a program that assists high school students in preparing for and graduating from college.

BMCC will provide services to 52 high school students from five local high schools.

Dr. Antonio Pérez, BMCC president, said Upward Bound is another tool in the college's efforts to assist the city's high schools in preparing their students for college-level work. "It is part of our mission to make higher education accessible," said Pérez.
President's Council Announces Y2K Youth Education Program

John A. Koskinen, chair of the President's Council on Year 2000 Conversion, announced at the National Press Club in Washington, D.C., the Y2K Youth Education Program. The program will provide up-to-date information about the Y2K issue and readiness efforts to teachers for classroom use. The information will be distributed via the National Newspaper Association and the Newspaper Association of America, which represent the nation's daily, weekly, and community newspapers.

Texas-San Antonio Gets Grant for At-Risk Students

The LT-San Antonio (UTSA) will receive more than $1.8 million from the U.S. Department of Education over the next five years to help local students, beginning at sixth grade, become better prepared for college.

Through a national initiative, the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP), the grant establishes a partnership between UTSA and the Northside Independent School District's Anson Jones and Sam Rayburn middle schools, where three out of four students, on average, are academically at risk.

UTSA is the only San Antonio-area institution to receive a GEAR UP grant this year, said René Cuntí Jr., UTSA's Upward Bound Project Director.

Colorado Mountain Offering Study-Abroad in Spain

Colorado Mountain College (CMC) has joined the Community College of Denver and the Centers for Academic Programs Abroad to offer a study-abroad opportunity in Spain, January 15 through April 16, 2000.

Participants will live with a Spanish family, studying the Spanish language and culture while taking college courses that can be applied toward a degree. "Those who take advantage of this opportunity will spend a semester surrounded by centuries of history, art, and architecture," said CMC Professor Garry Zabel, who will co-direct the program with Dr. Roberto Salaz (pictured) from the Community College of Denver.

California State-Dominguez Hills to Study Diverse Communities

California State University-Dominguez Hills (CSUDH) received a three-year, $350,000 grant from the Ford Foundation to study "Global Diasporas in Southern California," which are ethnic communities formed by immigrants who continue to speak their native language and practice their native customs.

The grant will revolutionize the way non-European cultures are studied, said Dr. Selase W. Williams, dean of the College of Arts and Sciences. Traditionally, Williams explained, "place-based" studies of foreign cultures have required travel to their native land. But the CSUDH model is "people-based," examining not where the cultural group once lived, but where they reside now.

"Learning how to accommodate cultural diversity in every aspect of our lives is a real challenge," said Williams.

Texas-San Antonio Hosts "Language Minority Education" Discussion

LT-San Antonio (UTSA) recently hosted a panel discussion, "Language Minority Education: Perceptions, Policies, and Challenges in the Wake of California's Proposition 227," part of the 28th annual meeting of the Linguistic Association of the Southwest.

Otto Santa Ana (pictured), professor of linguistics at the César E. Chávez Instructional Center in Interdisciplinary Chicana and Chicano Studies at the University of California-Los Angeles, was one of four panelists. Santa Ana is the author of Brown Tide Rising: Metaphor Representations of Latinos in Public Discourse, an analysis of the impact of public discourse on California's recent referenda in the areas of immigration, affirmative action, and bilingual education. Other panelists included UTSA faculty members Juliet Langman and Thomas Ricente Terrence Wiley from California Polytechnic University-Pomona.

Santa Ana also gave a lecture at UTS Metaphors, Politics, and Public Opinion focused on ways for harnessing public course to better represent community color in the larger political process.

Western University Conducts Medical Spanish Courses

Health care students and practitioners wishing to improve their intercultural communication skills were invited to attend beginning and intermediate medical Spanish courses this semester at Western University of Health Sciences (WesternU) in California.

The two four-week courses, Beginning Medical Spanish Intermediate Medical Spanish, were offered by Western and the Claremont Graduate University Division of Extended Learning (Calif.).

"Our goal is to provide health care students and health professionals with practical instruction that will enhance their communication skills," said Dr. Joy KI (pictured) assistant to the executive president for distance learning and e-format outreach at WesternU.

Southwestern Law School Wins Student Bar Association Title

The Southwestern University of Law (Calif.) Student Bar Association was named one of the top four bar associations in the country by the American Bar Association's (ABA) Law Student Division. ABA-approved law schools are divided into four regions, and Western Region encompasses 47 approved law schools in 15 states. The award was presented at the ABA Annual Meeting in Atlanta.

Southwestern's Student Bar Association promotes student interests, provides extracurricular activities, and encourages community service.
City College of New York Hosts Human Rights Seminar

City College of New York recently held "Democracy and Human Rights in Contemporary Dominican Society," a seminar on the prison system, extrajudicial killings, the condition of women and minors, the plight of Haitian immigrants, and the status of the Dominican-born children of Haitians in contemporary Dominican Republic. Speakers included Silvio Torres-Saillant (pictured), director of the City University of New York Dominican Studies Institute; Roberto Alvarez, former staff attorney of the Organization of American States; Eduardo Jorge Pratts, of Fundación Institucionalidad y Justicia; Wilfredo Mora, of Asociación Dominicana de Psicología Jurídica; Susi Pela, Núcleo de Apoyo a la Mujer: Amarré de los Santos, former researcher at Movimiento de Mujeres Dominico-Haitianas; Manuel Maos, of Sheurer, Wiggins, and Hardy LLP; and Luis Heredia Bonneti.

Tunxis Film Series Highlights Hispanic Heritage

Tunxis Community-Technical College (Conn.) presented two Hispanic films in September in commemoration of Hispanic Heritage Month.

The film, Strawberry and Chocolate, was shown along with a lecture on repression in Cuba by Virgilio Acevedo, instructor in history and Spanish at Tunxis. The film The Last Supper was shown followed by a talk by Acevedo on Cuban slavery and Hispanic diversity.

Acevedo, who recently became a full-time faculty member, has a bachelor’s degree from InterAmerican University of Puerto Rico, a master’s from the University of Connecticut, and another master’s from Drew University.

In the News at Oswego

Oswego State University (N.Y.) hosted the 18th annual African, Latino, Asian, Native America (ALANA) Student Leadership Conference, offering free programs, speakers, and workshops. The conference highlighted multicultural activities while bringing together the student body, faculty, staff, and community members in social and educational programs. Sandra Guzman, editor-in-chief of Latina magazine, was a featured speaker.

La Estudiantina de Venusa, a group of 18 young Venezuelan students/musical performers, gave a performance, "A Taste of Venezuela," at Oswego in September. Composed of students and several professors from the University of the Andes, the group uses typical Latin American instruments and includes more recent popular Latin dance music such as merengue and salsa.

Our Lady of the Lake Receives $55 Million

Our Lady of the Lake University (OLLU) in Texas received a $55 million Department of Education Partnership grant to improve the quality of teacher education.

Project CoMet: A Community Partnership for Collaboration, Mentoring, and Technology will increase the number of classroom teachers who will prepare students more effectively for graduation and successful entry into college. It will provide instruction in new technologies, increase the number of teachers in critical need areas such as math and science, and provide ongoing mentoring for classroom teachers.

"Hispaniola" Exhibit at City College of New York

City College of New York’s Dominican Studies Institute recently hosted "Hispaniola: One Island, Two Cultures," an exhibit providing an enriching glance at the historical origins of Haitians and Dominicans, the two peoples who share the island of Hispaniola. Held in the City College Library Atrium, the exhibit stressed the central role of conflict as a force that has moved historical change over the last five centuries.

Frank Maya Pons (pictured l.), author of the book The Dominican Republic: A National History (Markus Wiener Publishers), gave a lecture, "The Hispaniola Experience: A Dominican Perspective." Patrick Bollegarde-Smith (r.), of the University of Wisconsin Department of Africology, gave a lecture, "The Hispaniola Experience: A Haitian Perspective." Curators were Sarah Aponte, Julio A. Rosario, and Sólo Torres-Saillant.

Texas Schools Merge to Enhance Teaching of Science and Mathematics

A new National Science Foundation (NSF) grant will team two Texas rural school districts with two universities and a state research agency to enhance teaching of science and mathematics. The two school districts—Beaville and Hereford—will become a laboratory for select university students to be immersed in the teaching and learning of science and mathematics.

The NSF grant of nearly $700,000 is for the Graduate Teacher Fellows in K-12 Education Project. The three-year project—led by Dr. Diana L. Martinez, dean of science and technology at Texas A&M-University Corpus Christi—links the Texas Engineering Experiment Station with researchers and stu-
University of Texas to Collaborate with Public Schools

Felipe Alanis, a deputy commissioner at the Texas Education Agency, will coordinate university and public school collaborative programs as new assistant vice chancellor for academic affairs in the University of Texas (UT) System.

Alanis will be in charge of an expanded initiative that the UT System is undertaking to coordinate and strengthen its role in the preparation of teachers, in education research, and in other activities that support public education.

"Dr. Alanis is well known in the Texas education community for his superb leadership skills and his extensive knowledge of education issues at all levels," said Ed Sharpe, executive vice chancellor for academic affairs.

Alanis received a bachelor's degree and a master's from UT-Pan American, and a doctorate from UT-Austin.

New Mexico Conducts Program for Chilean Teachers

The University of New Mexico (UNM) conducted an eight-week teacher development program for 26 Chilean elementary school teachers, thanks to a grant Chile's Ministry of Education bestowed upon the UNM College of Education's Office of Latin American Programs in Education and the UNM Latin American and Iberian Institute's Office of International Technical Cooperation.

The program, "Mejoramiento de la Práctica Pedagógica," emphasized hands-on experiences and a balance between theory and practice in the areas of action research, educational technology, and innovations in education.

Wright State Celebrates Hispanic Heritage Month

Wright State University (Ohio), through its Asian/Hispanic Native American Center, celebrated Hispanic Heritage Month with a variety of events, including workshops, films, and art. The theme was "Descubrir Nuestra Cultura (Discovering our Culture)."

As part of a special workshop, Eileen Torres (pictured), vice president of Potomac Alliance Incorporated in Washington, D.C., presented "Understanding and Marketing to the Hispanic Community." Sessions focused on the complex makeup of the market, regional differences, language preferences, and cultural commonalities that define the subculture and glaring differences between the Latino market and others.

Nassau Programs Honor Hispanic Culture

Nassau Community College (N.Y.) recently hosted its 5th annual Hispanic heritage celebration, offering enlightening and educational programs.

In September, Ralph Mercado and Dagmar's Cabezas visited the school. A 30-year veteran of the Latin music industry, Mercado helped salsa music become a worldwide success. Cabezas was the first Hispanic vice president of the City College of New York, and she is one of the founders of Alianza Dominicana, the first Dominican not-for-profit group in the United States.

In October, John Silva and Orchestra performed their Latin sounds; dancer Nelson Flores discussed the cultural background of salsa and merengue; and Julio Padón (picture), president and founder of Latino Sports Venture Inc.; and Carmen Rivera, a member of Latino Experimental Fantastic Theatre, offered their insights.

"Africa in the Spanish Imaginary" at Juan Carlos Center

As part of its year-long focus on the historical and cultural ties between Spain and Africa, New York University's King Juan Carlos I of Spain Center offered "Africa in the Spanish Imaginary," a series of three lectures.

Mbare Ngom, from Morgan State University, spoke on "Images of Sub-Saharan Africa in Spanish Colonial Literature." José María Rivas, diplomat and scholar, who was posted in Equatorial Guinea in the early 1990s, discussed his experiences. Alfonso Armada, correspondent for the Spanish ABC and author of Cuaderno de Ajedrez, was also a speaker.

Baltimore-Essex Celebrates Hispanic Heritage Month

The Community College of Baltimore County-Essex (Md.) recently celebrated Hispanic Heritage Month.

Teresa Tufano gave a lecture highlighting the unique history and rich diversity of Latin American cultures. Tufano founded the Latin American Folkloric Group in 1989 as a means of exposing the public to the diversity of Latin America through music, dance, and literature.

Instrumentalist Correo Aereo performed "The Music of Latin America." Aereo forms--on harp, guitar, and fiddle--songs from the folkloric traditions of Venezuela, Argentina, and Mexico.

Dr. Carmen Nieves gave a lecture on "Contributions of Latino Women in the U.S."

Good Practice in Student Affairs: Principles to Foster Student Learning

by Gregory S. Binning and Elizabeth J. Whi and Associates

This volume identifies the best practices in student affairs, presents research that supports these practices, and gives examples of how to use and implement these principles in the field.

Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education
by Catherine A. Palomba and Trudy W. Bazis

Experts in assessment offer this comprehensive, step-by-step guide to the most current practices for developing assessment programs on college and university campuses. This book is filled with a wealth of illustrative examples to show how assessment is accomplished on today's academic campuses.


The Captains of Trees: Stories
by Alberto Alvaro Rios

This collection of stories by renowned Chicano writer Alberto Alvaro Rios re-creates a time and place largely forgotten these days except by grandparents and elders. The stories in this book are part folklore, part oral history, but in full measure literary as they recollect family tales modified by time, telling, and how Rios's graceful perspective.


Jean Rhys
by Elaine Savory

Jean Rhys has long been central to debates in feminist, modernist, Caribbean, British, and post-colonial writing. Elaine Savory's study, which refers widely to Rhys criticism and goes beyond it, is a critical reading of Rhys's entire oeuvre. This book is designed for both the serious scholar and those unfamiliar with Rhys's writing.


The Collected Writings of Salvador Dalí
Haim Finkelnstein, ed. and trans.

This is the first comprehensive collection of Dalí's shorter writings to appear in English. It includes almost all of his writings published in the 1920s and 1930s—most of which appear in this book for the first time in an English translation—and a substantial selection of shorter pieces published in the 1940s and later.


Like the Singing Coming Off the Drums: Love Poems
by Sonia Sanchez

It has been said that Sonia Sanchez's love poems put into words the passions of a generation. In this collection, Sanchez writes—in haiku, tanka, and sensual blues—as few others do of the many forms love takes: burning, dreamy, disappointed, and vulnerable.


Shake Loose My Skin: New and Selected Poems
by Sonia Sanchez

This book covers more than 30 years of work and is a stunning testament to Sanchez's literary, sexual, and political power. Sanchez appears here as Maya Angelou described her, "a lion in literature's forest."


The San Luis Valley: Land of the Six-Armed Cross
2nd ed.
by Virginia McConnell Simmons

A definitive history of Colorado's San Luis Valley, this redesigned edition lays before the reader the voices and narratives of this multicultural land. Spanning the history of the region from prehistoric peoples and Native American tribes to early Spanish settlers, American explorers, railroads, and Euro-American pioneers, this book reveals many diverse stories that are bound together by a unity of place.


Onetti and Others: Comparative Essays on a Major Figure in Latin American Literature
Gustavo San Román, ed.

In this book, international scholars explore the connections between Juan Carlos Onetti, one of the foundational figures of the 1960s "Boom" in Latin American literature, and other relevant writers and texts from Latin America and beyond. The essays reflect a range of perspectives, including influence and gender studies, and focus on topics as diverse as urban settings, prostitution, male fights, and fau and thin characters.


Re-reading José Martí: One Hundred Years Later
Julio Rodríguez-Luján, ed.

Written by renowned Latin Americanists, this collection explores the man who created the notion of Latin America—Nuestra América
also the title of José Martí’s seminal text—as a distinct cultural and racial identity. Together, the essays offer a re-evaluation of his contributions to Latin America’s literature and political evolution.


Aztlán: A Journal of Chicano Studies, Vol. 24, No. 1
Chon A. Noriega, ed.

Aztlán is an interdisciplinary, refereed journal dedicated to scholarly research relevant to or informed by the Chicano experience. First published in 1970 and still the premier journal of Chicano studies, it is issued twice a year. A yearly subscription costs $25. Contact: e-mail <aztlan@csrc.ucla.edu>.

Spring 1999. 224 pgs. ISSN 0805-2604. $1250 paper. UCLA Chicano Studies Research Center. (310) 825-2642.

La narrativa de Alejandro Morales: Encuentro, historia y compromiso social
by Jesús Rosales

This book, written in Spanish, focuses on how contemporary Chicano writer Alejandro Morales’ novels collectively reconstruct the history of the Chicano in the United States and the social implications that stem from it. Morales’ narrative reflects the complexities that make up a “Chicano essence.”


Many publications featured in this section are available through Amazon.com.

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
PO. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

Ramón María del Valle-Inclán: El Fulgor de la Palabra

In this program, documentary material and dramatizations are blended to provide an account of a major Spanish novelist and playwright—whose “esperpentos” such as “Tirano Banderas” and “Los Cuernos de Don Friolero” prefigured the theater of the absurd—within the context of his nation’s political turmoil.

(Spanish, 56 min., color) Item #FFH 9123

Andalusia: Cradle of Stereotypes

Andalusia, home of bullfighting and flamenco dancing, is the focus of this program. What is the relationship between the tourist poster images and the real people who live in Andalusia today?

(53 min., color) Item #FFH 2805

Ancient Civilizations: The Aztec

This program explores Aztec culture and history, from the role of human sacrifice in the Aztec religion to their agricultural advances. Commentary by scholars, maps, and contemporary accounts provide an overview of the events that both shaped and destroyed an empire.

(47 min., color) Item #FFH 8689

Donde Digo Diego Rivera

Rivera is the best known of Mexico’s 20th-century artists. His murals are pictorial history books that recount the struggles of Mexico’s peoples for spiritual and economic liberation. This program visits the Rivera Museum, which contains his works, the monuments of his life, and his superb collection of pre-Columbian artifacts.

(Spanish, 56 min., color) Item #FFH 2185

SpanishNow!

With this program, you will learn by immersing yourself in Spanish. You will participate in real conversations, read interesting articles, and watch intriguing videos from Spain, Mexico, and other Spanish-speaking countries. Engaged in this rich multiexperience, you might never feel as if you are studying, and the fact that you actually using Spanish becomes transparent.

Item #FFH 8310

CONFERENCES

Long Island University--Confin on Jorge Luis Borges
December 3

"Jorge Luis Borges at the Millennium"
Long Island University in Brooklyn, New York
Contact: Ciliz Lichman. Department of Languages and Literature. (718) 488-1665

AAC&U 86th Annual Meeting
January 20-22

The Association of American College and University Presidents presents "Greater Expectations of Our Students, Our Stakeholders, Ourselves," its 86th annual meeting in Washington, D.C.

In addition, see Web site at www.aacu.org for information on future conferences.
NAFEO 25th National Conference
February 13-17


Contact: (301) 650-2440; Web site, <www.nafeo.org>.

NAFEO 2000/Millennium Conference
February 15-19

The National Association for Bilingual Education's five-day event includes keynote speakers; more than 200 workshops, symposia, papers, and demonstrations focusing on the education of language-minority children; and the development of multilingualism and cultural understanding. In San Antonio, Texas.


ACE 82nd Annual Meeting
March 18-21


NAHP Convention 2000
March 29-April 1

The National Association of Hispanic Publications presents "the Hispanic print event of the new millennium." At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/CEO, (202) 662-7250.

NCA-CHSE 105th Annual Meeting
April 1-4

The North Central Association of Colleges and Schools' Commission on Institutions of Higher Education presents "The Quest for Quality: Mission, the Commission, and a New Century" in Chicago, at the Hyatt Regency Chicago.

AACC 80th Annual Convention
April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," and an academic marketplace at the Hilton Washington in Washington, D.C.


AAHE 2000 National Conference
March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning." In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, <www.aahe.org>.
Book Review

by Marta Aida Umanzor, Ph.D.


With the 1997 posthumous publication of her novel Rito de iniciación, Rosario Castellanos completed the novelistic cycle she began with Balu Canán forty years earlier. The themes used in Rito de iniciación are the conflicts, frustrations, and achievements of a young female student. The novel is set in 1953, within the student life at the Autonomous University of Mexico (UNAM), located in the Mexico City barrios of Pedregal and San Rafael. The central character is Cecilia, around whom revolve her mother, her stepmother, and a half dozen of her classmates. Her nickname “Cecilia Puersanta” compares her to the Catholic Saint Cecilia, protector of the blind. While she feels proud to have this name, her classmates want her to drop it as soon as possible, considering it too negative.

The text is divided into ten chapters, and each can be read independently, although approaching them in that way breaks the narrative unity, since each presents a different aspect of Cecilia within the “rite of initiation” process. These include: her rebellion against her mother’s severity, her sexual inaction by means of country customs transplanted to a cosmopolitan city, her discovery of Mexico City, the interference of the university as an institution, the apparition of sacred figures, and finally, the discovery of a religious vocation. This whole process of adaptation and discovery carries the theme of a female initiation rite that prepares Cecilia to live on her own, without the support of her parents, stepmother, school, friends, or love.

One of the elements that permeate the novel is a monologue of life that contrasts sharply with Cecilia’s youth and the exuberance of nature expressed in the novel. The adolescent routine of her daily life becomes a nightmare, something Cecilia cannot change, although neither is it her intention to do so. Her life is identified with the uselessness and helplessness of the inhospitable Pedregal. The loneliness of the place affects her deeply. “It’s no use even for death.” She displays a pessimistic resignation towards the future where she sees herself “as a river with a dark and turbulent current...small, alone, surviving.”

This negative attitude towards life changes when Cecilia strips herself of her childhood affectations to choose the clear countenance of the adult. Now timid, lazier, and fear of attracting attention cease to be a problem for her. Her life consists of learning and practicing gestures that she adapts, with reflexive precision, to each circumstance and each situation she encounters. In the first stage, Cecilia imitates her mother, attracting the term “señora.” She is delighted with the decorative effect that being “señora” produces in her, since it was given to her by society at large, not by her family.

Cecilia harbors a fear of being rejected and constantly asks herself, “How will you handle failure?” She is living in the city, far from her father José María and from her boyfriend Enrique, whose presence in her mentors helps her recreate the simple environment of a small town. Cecilia carries a constant fear that her boyfriend might ask her for his freedom. “There is no restraint about grief. It burdens, it overpowers, it destroys.” While Cecilia talks for the sake of talking, Enrique waits patiently, hoping that one day her voice will yield him her flesh, her cares, and her passion. Cecilia does not hesitate to offer her words rather than her body, so her boyfriend eventually stops thinking that this is a type of flirting.

In her diary entry about this event, Cecilia presents herself to the reader as hearless and self-absorbed, while in her oral passage, everything is to the contrary. Well could she represent a protagonist from the sixties. Although freer than she was, she is still somewhat influenced, through marital and social tutelage, by the traditional female model that considers sex outside of marriage a stigma, harshly punished by society. In her final ritual stage, one can see that she is still afraid of confronting a “woman’s vocation.” She has succeeded in passing the college-age baptism of fire, through which “she recovers integrity, dispenses with all the accidental and affected qualities that made her life so difficult, and she discovers herself transfigured in essence, crystallized in definitions that clarified her present while, at the same time, opening up a perspective on time.”

It is not known for sure what motivated Rosario Castellanos to partially exclude Rito de iniciación from publication. In 1964, among a circle of friends, she announced completion of the novel. They criticized Castellanos for continuing in the traditional style. In Mexico during the 1960s, the “pre-boom” stage permeated novelistic expectations, introducing new structures such as experimenting with time, with characters, and with the traditional narrative flow. At this time, many writers distanced themselves from such models as Ernest Hemingway, moving toward William Faulkner, Julio Cortázar, and Gabriel García Márquez. Nevertheless, Castellanos’ generation felt attracted by the English novel, represented by Graham Greene, E.M. Forster, Evelyn Waugh, but without dismissing Joyce, Proust, Kafka, Borges, and Sábato. In studying Castellanos, one has to keep in mind the post-war influence of feminist such as Marguerite Duras, Nathalie Sarraute, Michael Butor, Claude Simon. She was especially attracted to Alain Robbe-Grillet, Simone de Beauvoir, Simone Veil, and Virginia Woolf. It is most intriguing that later she excised the novel from her work, and published it as a short story under the title Alumnada (1971).

The excitement of the “boom” years has passed into history. Since Rosario Castellanos’ death in 1974, critics have been able to more objectively analyze her work. With the publication of the original full novel, Rito de iniciación, she has completed the cycle of her works’ main theme—the triumph of women.

Dr. Marta A. Umanzor, associate professor of modern languages at Saint Michael’s College, Colchester, Vermont, teaches contemporary Latin American literature courses. She is currently working on several book reviews.

If interested in submitting a book review, please e-mail us at outlook@jal.com for Book Reviewers’ Guidelines.
We made a difference in these women’s lives.

Let us make a difference in yours.

TEXAS WOMAN’S UNIVERSITY
940-898-3047  http://www.twu.edu
This could be your family

Irma Martinez, her husband Vicente, and 13 additional members of her family are graduates of Robert Morris College.

Nineteen years ago, Irma decided she would no longer work in a factory. That's when she took the initiative and applied for admission to Robert Morris College. Irma never imagined her decision would have such an impact on the rest of her family. Since that day, 14 of her family members have followed her path, we hope that this number will continue to grow with future generations.

Just imagine, the decision you make today can influence the course of your family’s life. The College is honored to share remarkable stories such as this one, and looks forward to sharing your story in the future.

Robert Morris College awards the Bachelor of Business Administration Degree, the Bachelor of Applied Science Degree in Graphic Design, the Associate in Applied Science Degree, and the Professional Diploma in a range of progressive fields. Programs of study include Graphic Arts, Web Design, Media Arts, Accounting, Business Administration, Computer Networking, Computer Programming, Medical Assisting, and Healthcare Management.

*Robert Morris College is also the number one private college grantor of Bachelor Degrees in Business Administration to combined African American and Hispanic Americans in the country*

**RMC Quick Facts:**

95% Placement Rate

In 1998, the college awarded $8 million in institutional financial assistance

Inter-Collegiate Athletics in Basketball, Baseball, Soccer, Volleyball & Cross-Country

Call us today to arrange a time to visit one of our five convenient Chicagoland locations.

We share in the commitment to family.

Chicago

111 North State Street, Chicago, IL 60602

800-225-3720

Orland Park

777 Orland Square, Orland Park, IL 60462

800-840-9173

Bensenville

100 Tower Lane, Suite 201, Bensenville, IL 60106

800-769-8733

Naperville

100 Centre Point Circle, Naperville, IL 60563

800-749-8735

Oak Lawn

440 Southwest Highway, Oak Lawn, IL 60454

800-840-9173

Visit us on the web at www.robertmorris.edu

*Source: Resources, p. 35, Oct. 1999*
Faculty Diversity Program

A liberal arts, co-educational college on a 79-acre campus, Queens College, one of the senior colleges of the City University of New York, offers an outstanding educational opportunity to approximately 18,000 undergraduate day, evening, and graduate students who represent a rich mosaic of ethnic/cultural, economic, and social backgrounds.

The Faculty Diversity Program has as its aim the development of a pool of candidates which will allow Queens College to progress toward greater faculty diversity. Candidates for these openings must have a doctorate (or, in the fields of music and art, a record of exceptional achievement) and potential in teaching and research which will make a significant contribution to Queens College.

Appointment rank and salary depend on qualifications and experience. All Full Professor, Associate Professor, and Assistant Professor ranks are tenure-track positions. Current salary schedules are: Full Professor, $52,898–$81,924; Associate Professor, $42,616–$58,114; Assistant Professor, $32,703–$57,049. Excellent fringe benefits.

Review of resumes will continue as vacancies become available. Closing date for this search is March 15, 2000. Send vita and references directly to appropriate department chair at Queens College, CLNY, Box HO, 65-30 Kissena Blvd., Flushing, NY 11367-1597.

Y2K PROBLEM:

The Cooperative Grants Program (COOP) of NAfSA is now accepting proposals for the 2000 Incentive Grant Competition. Incentive Grants provide seed funds in the range of $2,000 to $5,000 for campus- or community-initiated projects that creatively involve international and/or U.S. study abroad students in U.S. campuses and communities. Incentive Grant applications must be received by March 1, 2000.

Interested persons may also submit proposals for Mini-Grants, awards of up to $2,000. With a short review period of only five weeks and a rolling deadline, a COOP Mini-Grant can provide you with the funding you need to implement your millennium programming idea during the spring 2000 semester.

For application materials, a list of eligibility criteria, and a Model Program List please visit the COOP web site at www.nafsa.org/coop or e-mail ElizabethS@nafsa.org.

Y2K SOLUTION:

Create a program on one of the COOP millennium themes, listed on the COOP web site at www.nafsa.org/coop, or dovetail with other millennium or special activities. Examples include:

- Involve international exchange students in your community's or state's millennium activities.
- Create a Millennium Gift as an act of service. See www.igc.apc.org/millennium/gifts/index.html.
- Observe or celebrate a U.N. International Day.
Values and a Future Profession –
A Winning Combination!

• Listed by Hispanic Outlook as one of the Top 100 colleges and universities that serve Hispanic students.
• Respected faculty who excel in their fields AND in teaching – their priority is to prepare YOU for your future.
• Over 60 undergraduate programs designed to take you into the 21st century.
• Opportunities to exchange ideas with students from across the U.S. and 70 different countries.
• Over $1,200,000 in Barry Scholarship Funds awarded to qualified Hispanic students in this academic year.

FOR MORE INFORMATION, CALL
305-899-3100 or 1-800-695-2279

BARRY UNIVERSITY
A Catholic International University
quality academics • caring environment • religious dimension • community service
11300 N.E. 2nd Avenue, Miami Shores, Florida 33161-6695
Web: barry.edu • E-mail: admissions@mail.barry.edu

THE NATIONAL ACADEMIES
Advocates for the Nation on Science, Engineering, and Medicine

NATIONAL RESEARCH COUNCIL
Postdoctoral and Senior Research Awards
opportunities for research in:

Chemistry • Physics • Life & Medical Sciences
Space & Planetary Sciences • Earth & Atmospheric Sciences
Engineering, Mathematics & Applied Sciences
Also teaching/research opportunities at the US Military Academy in
Mathematics, Physics & Mechanical Engineering
• 350 awards for independent research at over 120 laboratories
  representing nearly all US Government agencies with research facilities
• 12-month awards renewable for up to 3 years maximum
• Annual stipend for recent PhD or MD graduates $30,000 to $52,000 depending
  upon sponsoring laboratory; stipend appropriately higher for senior researchers
• Support for relocation and professional travel; health insurance program offered
• 3 annual award competitions for most participating laboratories

Applications are accepted on a continuous basis throughout the year.
Postmark deadlines are January 15, April 15 and August 15 for reviews in
February, June and October respectively.
Further information and application materials may be obtained from our
web site at http://national-academies.org/rap or by contacting:
MAIL: Associateship Programs (TJ2114/AL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418
FAX: (202) 334-2759
EMAIL: rap@nas.edu

Qualified applicants will be reviewed without regard to race, creed, color, sex, or national origin.

ASSISTANT PROFESSOR
MSEE - FIT TEMPORARY

THE MASSACHUSETTS
MARITIME ACADEMY
is seeking an individual to teach in the Marine and Environmental Protection Department. The position is a one-year full time temporary position at an Assistant Professor. Qualifications include advanced degree (doctorate preferable) Oceanography or related field and college teaching experience. Exp. in research and/or industry/indus.
Applications will include course oceanography, marine wastewater treatment, marine pollution, marine environmental protection, and communication. Please submit all letters of interest, resume, and the names, addresses, and telephone numbers of five (5) professional references to Professor, Ms. Suzanne Burke, Assistant Professor, Human Resources, 101 Academy Buzzards Bay, MA 02532. Deadline: 12/01/09.
303/01/00 or email sgburke@mcs.mins.edu. Visit our web page at http://www.mcs.mins.edu

KOFIAA
Sam Houston State University

Sam Houston State University is ranked as one of the top 100 colleges in graduating Hispanics. We are once again doing everything possible to continue to do well in this area. We are continuing our weekend Spanish programming on our campus radio station, we will be hosting our annual conference on Culturally and Linguistically Diverse Populations, and the continuation of our $1 Million Project UpBEATT program to help relieve the nation’s shortage of skilled bilingual educators. These are just a few of the reasons, along with our new South Texas Admission Counselor, that Hispanic enrollment should continue to increase at our university. Visit our web site at www.shsu.edu or call (409)294-1844.

Veronica A. Leos
is a graduate of Sam Houston State University from our esteemed College of Criminal Justice.
Phone: (210)845-4534
Fax: (210)645-4699
Email: ADM_VAL@SHSU.EDU

THE UNIVERSITY OF TEXAS AT DALLAS
SCHOOL OF MANAGEMENT
FACULTY POSITION IN ACCOUNTING

The School is recruiting to fill one (1) open position in the Accounting program effective September, 2000. Appointment at Assistant, Associate or Full Professor level will be considered, depending upon the qualifications of the candidates. Applicants must have a Ph.D. degree or equivalent and demonstrate the ability to conduct a nationally recognized research program. Graduate education in a university emphasizing research training and ability and interest for interacting with faculty colleagues on research projects in related disciplines is desirable. Candidates must present evidence of excellence in teaching and a record of scholarly publication in refereed journals commensurate with their level of appointment. Applicants should send complete curriculum vitae (educational history, teaching, research and other pertinent work experience, list of publications, current research papers and presentations, and the names, addresses and telephone numbers of three references) to: Academic Search #6074, The University of Texas at Dallas, PO. Box 830688, M/S AD 23, Richardson, TX 75083-0688. Indication of sex and ethnicity for Affirmative Action statistical purposes is requested but not required. Review of applicant materials will commence in November, 1999 and will continue until the position is filled or the search is closed on May 31, 2000. The University of Texas at Dallas is an Equal Opportunity Affirmative Action employer and strongly encourages applications from candidates who would enhance the diversity of the University’s faculty and administration.

Position in Human-Environment Relations

The University of Colorado, Boulder, Institute of Behavioral Science and the Departments of Geography and Sociology invite applications for an Assistant Professor tenure-track position in Human-Environment Relations. A Ph.D. is required, and preference will be given to candidates with post-doctoral research experience, a track record of funded research, and commitment to collaborative, multi-disciplinary work. Excellence in teaching at both graduate and undergraduate levels is also expected. The position is in the Environment and Behavior Program in the Institute of Behavioral Science, with teaching responsibilities in the tenure-track Department, either Sociology or Geography.

The Environment and Behavior Program currently explores human-environment relationships through the following two areas: (a) upland/lowland linkages and mountain environments, and (b) water resources and land use interactions. These relationships are explored through three thematic approaches: (1) economic, institutional, and environmental sustainability. The Program has established interests in climate-change relations and environmental hazards.

Applications (including statements of research and teaching interests, evidence of teaching ability, curriculum vitae, and copies of two papers, published or unpublished), along with three letters of recommendation, should be sent by February 1, 2000 to the address below.

The University of Colorado at Boulder is committed to diversity and equality in education and employment.

Apply to Prof. Andrei Rogers
E&B Search Committee Chair
Institute of Behavioral Science
Campus Box 484
University of Colorado at Boulder
Boulder, CO 80309-0484
VACANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse public, urban institution located in the greater New York metropolitan area and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

We are interested in individuals who want to become members of a dedicated faculty that is committed to excellence in teaching and is actively involved in innovative teaching approaches including use of technology. Faculty may be assigned classes at off-campus sites and asked to provide off-line instruction.

Faculty positions will be filled at the level of assistant professor, instructor level of ABD. Applicants should send a letter of application, resume, and three names, addresses and telephone numbers of references to the office of the appropriate Dean by February 1, 2000.

ANTICIPATED OPENINGS

□ College of Arts and Sciences - Anshley W. LeMar, Ph.D., Dean

☐ Art - Strong professional background in traditional, conceptual, and digital illustration and the ability to teach a wide range of courses is required. Candidate should have at least 2 years college teaching experience and must have demonstrated national prominence and or MFA.

☐ Chemistry - Teach Physical Chemistry, Inorganic Chemistry, Chemical Literature and Scientific Software Applications. Candidate should be able to initiate an undergraduate research program and a modern laboratory program including molecular modeling and instrument interfacing.

☐ Computer Science - Requires successful university teaching experience (5+ years) in a variety of undergraduate Computer Science courses, including Software Engineering, Object-Oriented Methodologies, Telecommunication and Networking, Computer Architecture, etc. The ideal candidate should have extensive industrial experience in the fields of Telecommunication and Networking.

☐ English - Position in Creative Writing. At least 2 years of full-time teaching experience or the equivalent. A distinguished body of published work is necessary. MFA or Ph.D preferred. The position requires the ability and willingness to teach support courses in freshman composition, developmental, creative and business writing, and language and usage.

☐ Mathematics - To teach a variety of courses which may include remedial math as well as general level courses in Mathematics Education. A strong mathematical background, experience with using computers and graphing calculators to teach mathematics, and a sincere desire to help students with weak mathematical background are necessary qualifications.

☐ Media - To teach computer graphics in media. A working knowledge of Adobe Photoshop, and 2D and 3D Animation is essential. MFA preferred. Experience in non-linear video editing desirable. The person will work with both Media and Art majors focusing on computer graphics and animation.

☐ Music - Teach undergraduate and graduate courses in Music Education which will include Elementary and/or Secondary. Methods and Research in Music Education. Successful candidates will also be expected to supervise student teachers, supervise grad students, and perform in area of expertise. Public school teaching experience, knowledge of Computer Technology and keyboard and instrumental skills required. College teaching experience desirable.

☐ Philosophy/Religion - Teach a variety of undergraduate philosophy courses including History of Philosophy, Metaphysics, Ethics, Epistemology, and Civilization courses in the General Studies Program.

☐ Political Science - Position requires a specialization in American Government and/or Political Theory; a record of scholarship and publications; willingness to develop and teach a wide variety of courses; excellent computer and Internet skills; and a strong interest in teaching on-line courses.

☐ Women's Studies - Requirements are a Ph.D. in Women's Studies or a related field, and teaching experience in interdisciplinary core courses in Women Studies. We are particularly interested in candidates with expertise in the natural sciences and/or the social sciences and/or global and transnational feminism; or colonial and diasporic studies, or women of color studies. Applicants should also have experience in program development and administration.

□ College of Professional Studies - Sandra Bloomberg, Ph.D., Dean

☐ Business Administration/Management - Industry background in management information systems or production operations management, along with successful teaching or research experience, is desired. Ability to develop applications using state of the art online and distance technology needed. Commitment to major advancement, student retention and department development essential. Ph.D. or D.B.A. in management preferred; related doctoral preparation will be considered for exceptional candidates.

☐ Business Administration/Marketing - Successful professional experience in marketing and college teaching desired. Specific knowledge of marketing research, consumer behavior, sales and integrated market communications necessary. Commitment to major advancement, student retention and department development essential. Ph.D. or D.B.A. in marketing preferred; related doctoral preparation will be considered for exceptional candidates.

☐ Criminal Justice - Ph.D. or ABD in Criminal Justice required. The JD degree is not considered an appropriate terminal degree. Experience as a practitioner in the fields of criminal justice is desirable. Favorable specializations include any combination of the following areas: law enforcement, courts, probation, corrections, parole, juvenile justice, and research. Ability to develop applications using state of the art online and distance technology a plus. Willingness to advise students and contribute to departmental development and operations is necessary.

☐ Health Sciences - A minimum of five years recent health care administration experience desired. Commitment to teaching and student advancement in essential. Ability to develop applications using state of the art online and distance technology needed. Willingness to contribute to departmental development and operations is necessary. Doctorate preferred. Candidate strongly preferred. Applied research background a plus.

☐ Nursing - Teaching responsibilities include theoretical clinical courses in a RN-BS completion program and possibly in a master of science in Nursing program. Psychiatric specialty required; doctoral degree preferred. Experience with college teaching and curriculum development is highly desirable. ABQL to work with an integrated curriculum and a diverse adult population in required. Experience in developing applications using state of the art online and distance technology a plus. Academic advancement and willingness to contribute to departmental development and operations in essential.

□ College of Education - Yiping Wann, Ph.D., Dean

☐ Administration, Curriculum and Instruction (2 positions) - To lead the Educational Administration Program development and modification. Teach courses in educational administration, political and organizational life, and supervision theory both on and off campus, supervise graduate interns, seek opportunities for research including grant applications. Strong theoretical, research and publication background preferred and administrative experience in public schools desirable. Some undergraduate teaching supervision possible.

New Jersey City University
2039 Kennedy Boulevard, Jersey City, New Jersey 07305

An Affirmative Action, Equal Opportunity Employer. The College especially welcomes and encourages applications from women and minority candidates.
BILINGUAL EDUCATION
The Literacy, Language, and Cultural Studies Specialization in the Department of Developmental Studies and Counseling is searching for a faculty member in Bilingual Education. The position will be filled at the rank of assistant or associate professor.

Candidates must have an earned doctoral degree with an emphasis on the education of bilingual learners, in particular, literacy and language development, assessment and instruction, and curriculum development. Teaching courses and supervising students in these areas, conducting independent research, and supervising the research of graduate students are expected.

SCHOOL COUNSELING
Search Extended
The School of Education has available a school counseling position in the Department of Developmental Studies and Counseling. The tenure-track position is to be filled at the rank of assistant professor, with responsibility for program leadership.

Candidates must have an earned doctoral degree in counseling, a record of publication and research, and academic and professional interest in two or three of the following areas: counseling, philosophy, theory and practice; school counseling; group counseling; family issues; assessment; career counseling; and the education of the diverse student population in today's schools, including those with special needs. Candidates will be expected to teach courses, supervise students in field settings, conduct research, and work in interdisciplinary faculty teams for the purposes of program development. Candidates should, furthermore, hold an active license in psychology as well as current certification in school psychology and school guidance and/or school adjustment counseling.

ELEMENTARY EDUCATION
The Department of Curriculum and Teaching is seeking an assistant or associate, tenure-track, faculty member to join the Elementary Education program. The position involves teaching and conducting research in elementary education, particularly the teaching of reading and writing. An earned doctorate is required. Experience as an elementary classroom teacher is preferred. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level.

ENGLISH EDUCATION
The Department of Curriculum and Teaching is seeking an assistant or associate, tenure-track, faculty member to serve in the English Education program.

The position involves teaching, supervising field work, and conducting research in English Education for middle and senior high school students. Teaching experience as a middle or senior high school English teacher is preferred. An earned doctorate in either English or English Education is required. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level.

SCIENCE EDUCATION
The Department of Curriculum and Teaching is seeking an assistant or associate, tenure-track, faculty member to serve in the Science Education program. The position involves teaching and conducting research in the scientific education of elementary students. Experience in elementary schools is preferred and an earned doctorate in Science Education or one of the physical or natural sciences is required. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level.

SPECIAL EDUCATION
Search Extended
The Department of Special Education is seeking an assistant or associate, tenure-track, faculty member, as part of its strategic plan to build a comprehensive program. The position involves teaching about and conducting research in the education of students with learning disabilities, mental retardation, and behavior disorders, and in the integration of such students in regular education settings. An earned doctorate is required. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level. Of particular interest are candidates who are knowledgeable about advances in the study of the causes of learning disabilities, and about research and theory pertaining to the instruction of students with learning difficulties.

The Deadline for Applications is February 1, 2000

A letter of application, a current curriculum vitae, sample publications, and the names, postal and e-mail addresses, and telephone numbers of three references should be sent to:

Ms. Elizabeth Austin
School of Education
Boston University
605 Commonwealth Ave.
Boston, MA 02215

An Equal opportunity, affirmative action employer.
UCDAVIS Opportunities in genomics

The University of California, Davis, is establishing the UC Davis Genome Center through a major campuswide initiative in genomics. The new center is part of a broader campus commitment to build on existing strengths in the life sciences and to establish an internationally recognized program in genomics research. The center will:

- involve faculty scientists from the School of Medicine, School of Veterinary Medicine, College of Agricultural and Environmental Sciences, Division of Biological Sciences, Division of Mathematics and Physical Sciences, and College of Engineering.
- be co-located with programs in molecular medicine, pharmacology, and biomedical engineering in a new 200,000-sq.-ft. building that includes a mod.
- mouse vivarium, small-animal imaging facility, and genomics research core facility.
- provide research space and administrative support for 25 new state-funded faculty positions in genomics (18) and in bioinformatics and computational biology (7). Additional recruitment in these areas is expected in departments throughout the campus.

Director, UC Davis Genome Center

UC Davis invites applications and nominations for the founding director of the UC Davis Genome Center. The director will provide leadership in faculty recruitment to the center as well as in development of academic research and teaching programs in genomics across the entire campus. We seek a director with a vigorous research program and sufficient breadth of experience and interests to provide intellectual leadership for genomics and bioinformatics programs in medicine, veterinary medicine, agriculture, and fundamental life sciences. The director's research could be in any area of genomics, but a focus in functional genomics is desired. The director will be appointed at the professional level in an appropriate academic department in one of six schools, colleges, or divisions. The position will remain open until filled. For full consideration, applicants should send a letter of interest, a curriculum vitae, and the names and addresses of at least five references by January 15, 2000, to: Dr. Larry Hjelmeland, Chair, UC Davis Genome Center Director Search Committee, c/o Dean's Division of Biological Sciences, University of California, One Shields Avenue, Davis, CA 95616.

Associate Director for Bioinformatics, UC Davis Genome Center

UC Davis invites applications and nominations for the founding associate director for bioinformatics, under the director of the UC Davis Genome Center. The associate director will provide leadership in the recruitment of bioinformatics faculty members, development of a core bioinformatics facility, and development of academic research and teaching programs in bioinformatics across the entire campus. We seek an associate director with a vigorous research program and sufficient breadth of experience and interests to provide intellectual leadership in bioinformatics and computational biology in a wide range of genomics. The associate director's research could be in any area of bioinformatics or computational biology. The associate director will be appointed at the professional level in an appropriate academic department in one of six schools, colleges, or divisions. The position will remain open until filled. For full consideration, applicants should send a letter of interest, a curriculum vitae, and the names and addresses of at least five references by January 15, 2000, to: Dr. John Gusfield, Chair, Associate Director for Bioinformatics Search Committee, c/o Dean's Office, College of Engineering, University of California, One Shields Avenue, Davis, CA 95616.

Chair, Medical Pharmacology and Toxicology

The UC Davis School of Medicine seeks a chair of medical pharmacology and toxicology. The chair will provide prominent leadership in the development of educational and research programs. The chair will be responsible for strengthening the Department of Pharmacology and Toxicology with the addition of five new state-funded faculty positions and new research space in close association with the UC Davis Genome Center and the Division of Biological Engineering. Preference will be given to candidates who investigate the genetic and molecular basis of toxicology in cancer, infectious diseases, or new disorders, emphasizing the use of model systems. The successful candidate will be a recognized scientist at the associate- or full-professor level, or equivalent. The position includes an FTE in the School of Medicine and a negotiated resource package. The position will remain open until filled. For full consideration, each applicant should send a letter describing his or her administrative, teaching, and research background, a curriculum vitae, and the names and addresses of at least five references by January 15, 2000, to: Dr. Larry Hjelmeland, Chair, Search Committee for Medical Pharmacology and Toxicology, c/o Dean's Office, School of Medicine, Medical Sciences 1-C, University of California, One Shields Avenue, Davis, CA 95616.

Faculty Positions in Plant Genomics

The College of Agricultural and Environmental Sciences at UC Davis invites applications for two faculty positions in plant genomics. The campus offers faculty appointees an exceptional research environment and the opportunity to teach motivated undergraduates and graduate students in one or more interdisciplinary majors and graduate programs. These positions are open at the assistant, associate, and full levels, and the appointments will reside in an appropriate academic department or be determined in consultation with the successful candidate. Professional positions have responsibilities in teaching, advising, and research (in the Agricultural Experiment Station). Candidates must have a Ph.D. in an appropriate field. Applicants should submit curriculum vitae, transcripts (if within five years of graduation), a statement of research and teaching experience, and the names and addresses of three to five references to: Chair, Plant Genomics Search Committee, c/o Dean's Office, College of Agricultural and Environmental Sciences, University of California, One Shields Avenue, Davis, CA 95616. The positions will remain open until filled, but to ensure consideration applications must be received by December 1.

Comparative Genomics

California agriculture is characterized by a diverse array of crops. The College seeks a plant geneticist with experience in comparative genomics and the proven ability to utilize information and biological resources from model species to make genetic inferences in crop plants. Possible areas of interest include genome evolution, structural basis of allelic variation within species, or phenotypic consequences of genome rearrangement.

Functional Genomics

Functional genomics is the availability of vast amounts of genetic information that will have a significant impact in understanding fundamental plant biochemical and the improvement of both quality and agronomic traits in crops. The research challenge will be to elucidate the function of specific genes and the interactions of large numbers of genes to confer phenotype. The College seeks a plant geneticist with experience in functional genomics and the proven ability to utilize genome sequence information to specify and/or manipulate agriculturally important traits. Possible areas of interest include plant environment interactions in the rhizosphere, environmental stress responses, and metabolism or reproductive biology, including seed development.

Further information about genomics at UC Davis is available at http://genomics.ucdavis.edu
Preferre will be given to candidates with a strong knowledge and interest in Mexican social and political history. United State-Mexico relations, and emancipation and labor themes in a bilateral perspective. Application Procedures: Submit statement of application, curriculum vitae, and the names of three referees to: Dr. James Minor, Mexican History Search Committee, Department of History, Review of applications begins: October 15, 1999.


MANAGEMENT/CHAIR: PROFESSOR. The Chair of the Management Department is the leading faculty member who articulates the department's aspirations, standards, and needs to others inside and outside the University. The Chair reports to the Dean of the College of Business Administration. This position is contingent on Board of Regents approval of the division of the current Department of Management and Marketing. Application Procedures: Submit letter of application, view, a list of three references to: Management Chair Search Committee, Department of Management and Marketing, Review of applications begins: January 15, 2000.

MANAGEMENT/CHAIR: PROFESSOR. BUSINESS COMMUNICATION (POSITION #3). Qualifications: Ph.D. in Management or related discipline required for tenure consideration. ABD in Management or related discipline will be considered. Preference will be given to candidates (1) who place primary importance on teaching excellence and who have demonstrated interest in instructional technology, (2) who engage in scholarly activities, including grants and awards, which provide insight into the practice of business and that enhance the effectiveness of classroom instruction; and (3) who provide service to their profession, the university, and the business community that is consistent with the school's mission. Application Procedures: Submit letter of application, view, a list of three references to: Dr. Robert Olney, Security Committee Chair, Department of Management and Marketing, Review of applications begins: January 15, 2000.

MANAGEMENT/CHAIR: PROFESSOR. STRATEGIC MANAGEMENT (POSITION #4). Qualifications: Ph.D. in Management required for tenure consideration. ABD in Management with dissertation defense within one year will be considered for the position. Preference will be given to candidates (1) who place primary importance on teaching excellence and who have experience/interest in instructional technology, (2) who engage in scholarly activities, including grants and awards, which provide insight into the practice of business and that enhance the effectiveness of classroom instruction; and (3) who provide service to their profession, the university, and the business community that is consistent with the school's mission. Application Procedures: Submit letter of application, view, a list of three references to: Dr. Bill Middlebrooks, Search Committee Chair, Department of Management and Marketing, Review of applications begins: January 15, 2000.

MARKETING/CHAIR: PROFESSOR. The Chair of the Marketing Department is the leading faculty member who articulates the department’s aspirations, standards, and needs to others inside and outside the University. The Chair reports to the Dean of the College of Business Administration. This position is contingent on Board of Regents approval of the division of the current Department of Management and Marketing. Application Procedures: Submit letter of application, view, a list of three references to: Marketing Chair Search Committee, Department of Management and Marketing, Review of applications begins: January 15, 2000.

MASS COMMUNICATION: CHAIR/PROFESSOR (POSITION #45). The Chair provides leadership for a department of 20-25 faculty members and 500-600 faculty members in five years of study leading to the Bachelor of Arts degree in advertising, broadcasting, print journalism, public relations, and general mass communication. A new master's program has been established and the department is currently operating. AED/C Mass Communication. Qualifications: Ph.D. or Ed.D. in Mass Communication. Earned doctorate in relevant field is preferred. Experience teaching in the field is preferred. Application Procedures: Submit letter of application, view, a list of three references to: Dr. Josephine Jordan, Search Committee Chair, Department of Art and Design (BLU014/1072). Review of applications begins: September 15, 1999.

MATHEMATICS ASSISTANT PROFESSOR (POSITION #47). In the areas of combinatorics, discrete algebraic structures and number theory Qualifications: Ph.D. in Mathematics by August, 2000. Applicants must exhibit outstanding research potential as well as excellence in teaching. Application Procedures: Submit letter, curriculum vitae, a research plan, and a list of three references to: Dr. Xiange Xu, Recruitment Committee Chair, Department of Mathematics, Closing Date: January 25, 2000.

PHILOSOPHY: ASSISTANT PROFESSOR. PHILOSOPHY (ENVIRONMENT: NON-TENURE TRACK - POSITION #10). Must be willing and able to teach effectively (with the help of assistants) large sections of introductory philosophy with up to 550 students. This is a required course in SWS General Studies curriculum; it is a writing intensive and includes a 50% critical thinking component. Qualifications: Ph.D. in Philosophy. Research and secondary required. Background in both the history of philosophy and in political philosophy with an emphasis on one of the topics below. Application Procedures: Submit letter of application, curriculum vitae, and a list of references to: Dr. Vincent Latzue, Chair, Department of Philosophy, Closing Date: December 15, 1999.

PHYSICS: ASSISTANT PROFESSOR (POSITION #6). Applied Materials Physicist interested in working with regional and national silicon microelectronic user facilities. Seeks a new faculty colleague whose research plans complement department strengths in the area of thin film growth and characterization. Preferred Ph.D. in thin film deposition, such as novel methods of deposition, characterization and growth processes. Qualifications: Ph.D. in Physics or Materials Science. Experience in the area of low temperature and ambient conditions is desirable. Application Procedures: Send curriculum vitae and a list of three references to: Dr. James S. Crawford, Department of Physics. Review of applications begins: February 15, 1999.


ASSISTANT PROFESSORS

Tenure-track positions available effective Sept. 2000. We are currently seeking education professionals with a commitment to work in multicultural and urban educational settings. Teaching exp and demonstrated potential for scholarly involvement as evidenced by publications/research within the specialty in the profession of education are required. Salary commensurate with experience and qualifications: $32,703 - $57,049.

SCIENCE EDUCATION (K-12) The selected candidate will teach undergraduate and graduate courses in early childhood and elementary education, supervise students in the field, engage in research and scholarly writing, and serve on department, school, college and university committees.

Qualifications: Earned Ph.D. or Ed.D. with concentration in Science Education and at least one of the following: Biology, Chemistry or Physics; certification as a high school science teacher; university teaching and research skills; significant teaching exp in urban public schools; expertise in using technology as a tool in the development of science skills.

EARLY CHILDHOOD EDUCATION (K-12) The selected candidate will teach undergraduate and graduate courses in early childhood and elementary education, supervise students in the field, engage in research and scholarly writing, and serve on department, school, college and university committees.

Qualifications: Earned Ph.D. or Ed.D. in Early Childhood Education; expertise in using technology as a tool in early childhood education; significant teaching exp in head start, day care, public and private pre-school and elementary schools (urban exp preferred); exp in supervision of teachers in diverse settings; university teaching and research skills.

Qualified candidates should send letter of application, curriculum vitae and three (3) letters of reference immediately to: Dr. Alene L. Smith, Chairperson, Department of Curriculum and Teaching-CHO, Hunter College, CUNY, 695 Park Avenue, New York, NY 10021. Review will continue until a candidate has been selected.

Hunter College is an Affirmative Action/Equal Opportunity/IRCA/Americans with Disabilities Act Employer.

The City University of New York

Foothill College

FOOTHILL

English Composition Instructor

Foothill College, located south of San Francisco in Northern California, is a community college serving approximately 15,000 students each quarter.

This position will teach a range of composition courses at all levels, from basic to college-level; develop and evaluate curricula; pursue professional growth activities and maintain scheduled office hours. First Review Date: November 26, 1999.

To receive an application packet, contact: Employment Services Foothill-De Anza Community College District 12345 El Monte Road Los Altos Hills, 94022 (650) 949-6217 employment@fhd.edu www.ffh.fhda.edu/district/hr/employment.html

Assistant Professors

Tenure-track opportunities available for education professionals with a commitment to work in multicultural and urban educational settings. Both positions require participation in research and scholarly writing and serving on department, division, college and university committees. Salary commensurate with experience and qualifications: $32,870 - $57,049.

ELEMENTARY/SECONDARY EDUCATION The selected candidate will teach undergraduate and graduate courses in elementary and secondary education programs.

Qualifications: Earned Ph.D. or Ed.D. in Educational Psychology with specialization in evaluation and assessment of teaching-learning process. Expertise in the teaching-learning process in diverse populations is desirable.

REHABILITATION COUNSELOR EDUCATION The selected candidate will teach graduate courses in rehabilitation counselor education programs & coordinate field placements in counseling programs.

Qualifications: Earned Ph.D. or Ed.D. in Counseling or Counselor Education, or demonstrate in Rehabilitation Counseling Preferred. Expertise in rehabilitation issues in diverse populations is desirable.

Qualified candidates should send letter of application, curriculum vitae and three (3) letters of reference by December 10, 1999 to: Dr. Sherryl Brownie Gravett, Chairperson, Department of Educational Foundations & Counseling Programs-Hunter College, CUNY, 695 Park Avenue, New York, NY 10021.

The City University of New York

UIC

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE FACULTY POSITIONS

UNIVERSITY OF ILLINOIS AT CHICAGO

The EECS Department is in the process of a major expansion of its Computer Science research activity, and invites applications for tenure-track positions at all ranks, as well as applications for lecturer and adjunct positions. Exceptional candidates in all areas of research are encouraged to apply, including those in Computer Science or closely related fields. The department is interested in applicants who are engaged in fundamental research or application-driven creative work likely to generate maximal impact on society. Interdisciplinary applicants are especially encouraged to apply. Applicants should demonstrate research and teaching potential and accomplishments commensurate with the rank they seek.

The University of Illinois at Chicago has undertaken a major shift aimed at establishing itself as one of the nation’s premiere state universities. The EECS Department, known as the birthplace of the CAVE virtual reality environment, hosts active research groups in computer graphics and virtual reality, networks, data mining, artificial intelligence, human-computer interaction, software engineering, computer architecture, database systems, software systems, computer vision, and theoretical computer science. The Computer Science faculty (26 members within the departmental faculty of 33) has been awarded over $80 million in external research grants for the current academic year.

The EECS Department offers BS, MS, and Ph.D. degrees, and has a strong reputation for teaching excellence. It attracts a diverse student body, and is seeking candidates who have an interest in defining and implementing innovative learning programs. The UIC campus is located near downtown Chicago and offers rich opportunities for collaboration with other universities, national research laboratories and high-tech industry. Applicants should send a resume and the names and addresses of at least three references to: Faculty Search Committee, EECS Department (MC 134), University of Illinois at Chicago, 851 South Morgan Street, Chicago, IL 60607-7153. Applications will be reviewed as they are received, but must be received by March 1, 2000 for full consideration. Candidates are especially encouraged to submit electronic versions of their applications for instructions, see the web site http://www.eecs.uic.edu/search.

UIC is an AA/EO employer. We are interested in receiving applications from a broad spectrum of people, including women, minorities, and differently-abled individuals.
Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diversified student population of 12,000.

Dean
School of Liberal Arts

Kean University, a publically supported comprehensive, metropolitan institution, seeks applications and nominations for the position of Dean of the School of Liberal Arts. The largest and most complex of five Schools, the School is composed of 11 departments offering 15 degree programs at the baccalaureate and 7 degree programs at the master's level. The departments include: Communication and Theatre, Design, English, Fine Arts, Foreign Languages and Literatures and Cultures, History, Music, Philosophy and Religion, Psychology, Sociology and Anthropology and Social Work. The School also features interdisciplinary collateral programs in Africana Studies, Classical Studies, Global Studies, Jewish Studies, Latin American Studies, Urban Studies and Women's Studies. The School is home to several innovative strategic initiatives programs, including the Graduate Art in Honor Program, Incubator Center, Design Center of New Jersey, Public Relations Studio, Theatre Series Outreach and Development, and Women in Science and Technology. An abiding value of the School is a commitment to an educational environment of cultural and linguistic diversity and gender equality.

Responsibilities: The Dean is expected to provide leadership for the School of Liberal Arts in the areas of teaching, research as well as university and community service. The Dean is also expected to work closely with faculty in curricular matters, including the development of strong and innovative academic programs. The Dean reports to the Provost/VPAA.

Qualifications: The successful candidate will possess an earned doctorate and a record of distinguished academic achievement and appointment at the rank of professor in a department of the School. Other qualifications include: demonstration ability to lead through collaborative and shared governance, and to sustain and support a strong and collegial relationship with faculty, students, staff, and administrators; successful record in budget development, strategic planning and grant acquisition; ability to balance advocacy for the School with the needs of the wider community; and appreciation for and willingness to support the integration of new media technology; experience in developing and leading programs that serve an educationally, ethnically, culturally and linguistically diverse student population.

Application, Salary, Benefits Information: Review of applications will begin on January 10, 2000. Completed applications must include the following: letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment.

Apply to Chair: Dean of Liberal Arts Search Committee, Office of the Provost, Kean University, 1000 Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

An ACT Search

President
Kingsborough Community College
The City University of New York

The Board of Trustees of The City University of New York and the Presidential Search Committee invite nominations and applications for the position of President at Kingsborough Community College.

Founded in 1965, Kingsborough is a modern 71-acre campus in a spectacular waterfront setting in Manhattan Beach, Brooklyn. One of six community colleges in the City University's 20-campus integrated system, Kingsborough offers degree programs in 25 areas and maintains one of the most comprehensive adult and continuing education programs in the City.

About half of Kingsborough's 15,000 students enroll in liberal arts or science degree programs; the rest pursue career-oriented programs in business, the maritime industry, public and human services, health and related sciences, industrial and health technologies and visual arts. Three-quarters of Kingsborough graduates go on to pursue a Bachelors Degree.

The college has a full-time faculty of 240, 82 percent of whom hold a doctorate or University equivalent. Adjunct faculty, drawn from throughout the New York City metropolitan region, number 600. Professional and full- and part-time support staff total 700. The college's annual budget is $66 million, largely funded through New York State and New York City appropriations and student tuition.

Kingsborough has a history of innovation, nurtured by its President of 28 years, the late Leon Goldstein. Kingsborough pioneered the nationally acclaimed College Now program for high school seniors, and has a science and math high school on campus. Other pathbreaking programs include My Turn, which allows senior citizens to fill open class spaces for free, the New Start Program offering students a second chance to succeed in college, a Weeklong College, and Family College, wherein parents on public assistance attend college while their children attend a K-8 public school on campus.

Kingsborough's academic calendar is unusual. It is divided into two 12-week semesters, each followed by a 6-week module. This enables students to complete requirements for an associates degree in less than two years, if they desire.

The student body is racially and ethnically diverse; almost half of Kingsborough's students were born outside the U.S. and 60 percent are the first generation to attend college. One-third are 25 or older and one in four supports children. A broad array of student services permit all students to succeed to the maximum of their abilities.

The President serves as chief academic and administrative officer of the college, under the general direction of the CUNY Board of Trustees, according to policies set by the Board of Trustees.

Preferred qualifications for the position include:

- Experience in the senior-level management of an urban community college and a clear commitment to the needs, multiple roles a community college plays.
- A demonstrated commitment to creative, effective management.
- Ability to successfully navigate in a multi-layered political environment.
- A record of successful administrative leadership.
- A reputation for supporting high academic standards.
- An understanding of how technology can be integrated into classrooms to improve learning, and a record of support for technological advancements.
- Openness to innovative programming to expand the college's reach into the community and to better serve its students.
- An earned doctorate or professional equivalent, college-level teaching experience, and a record of scholarly and/or professional achievement.
- A commitment to enhance the quality of student life and strengthen the delivery of services to a multi-cultural student body.
- The ability to communicate with, and represent, the institution to its inside constituencies, including the residential and business communities, alumni, and legislative and other governmental bodies.
- Experience in attracting external funding and in balancing the complexities of city, state, federal and private support.

The position is available starting September 1, 2000. A revision of salary and benefits that is now underway will make the compensation package highly competitive. The review of applications will begin immediately; submission of applications and nominations is strongly encouraged prior to December 15, 1999.

Applications: Applicants should send (1) a letter expressing their interest in the position that addresses and demonstrates how they meet the Search Committee's preferred qualifications, (2) their curriculum vitae, and (3) the names of at least eight references (two each: superiors, subordinates, faculty members, and community/business leaders). References will not be contacted without the applicant's prior permission.

Nominations: Nominations should be sent a letter of nomination and, if possible, the nominee's curriculum vitae. Applications and nominations should be sent to:

Office of Executive Search and Evaluation
The City University of New York
535 East 80th Street
New York, New York 10028

All inquiries, nominations and applications will be held in strictest confidence.

For additional information, please contact Elizabeth Roche, Director of Board Services, Association of Community College Trustees (ACCT), 1740 N Street, N.W., Washington, D.C. 20036. She can be reached by phone at 202-775-4057.

The City University of New York is an Equal Opportunity/Affirmative Action/Veterans/Disabled Employer with a strong commitment to racial, cultural and ethnic diversity. The Search Committee actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.
Daytona Beach Community College is a public, multi-campus, comprehensive community college which serves approximately 10,000 full-time equivalent and 33,000 head count students. It is home to the Southeast Museum of Photography.

ADMINISTRATION

DIRECTOR OF RESOURCE DEVELOPMENT  Master's degree highly desirable, and a minimum of five years demonstrated successful experience in grants and resource development. The office is responsible for the funding source identification, budget preparation and the proposal process. Proven record of achievement. Excellent proposal writing and communication skills. Ability to work in participatory management framework. Must be able to facilitate teamwork approach to proposal development with faculty and staff. Responsible for the review and research of appropriate publications, literature, and Internet regarding grant opportunities; establishment of personal contacts with state and federal officials representing funding agencies; and work with faculty and staff to develop, incubate, discuss and share ideas for enhancements through grant opportunities. Salary commensurate with experience.

FACULTY

Candidates for faculty positions must be open to cooperative/active learning strategies, student portfolio assessment and the use of technology to enhance learning. Probable appointment at instructor to Associate Professor with opportunities for summer teaching depending on enrollment. Salary range $29,200 to $37,000 depending on experience with comprehensive benefits package. Tenure/promotion dependent on portfolio.

ACCOUNTING FACULTY/DAY, EVENING  Master's degree in Accounting/Bus. Admin, with 18 grad hrs. in accounting, teaching exp. in accounting courses. CPA preferred. Full-time, nine month, tenure-track position starting January 2000. Teach fifteen (15) credit hours each Fall and Spring term. Teach courses in Financial/Managerial Accounting, Computerized Accounting/Bookkeeping, Tax/Finance in A.A. /A.S. degree programs.

BUSINESS FACULTY / DAY, EVENING BUSINESS and ECONOMICS  Master's degree in Business with 18 grad hrs. In economics, teaching experience in general business/economics courses. Full-time, nine month tenure-track position starting January 2000. Teach fifteen (15) credit hours each Fall and Spring term. Teach courses in general business area and Macro and Micro Economics in A.A./A.S. degree programs.

Interested Candidates Should Forward A Letter Of Intent, Current Vitae, Completed DBCC Application, Transcripts And Names, Addresses And Telephone Numbers Of At Least Three (3) Professional References. Positions Are Open Until Filled.

HUMAN RESOURCES DEPARTMENT
1200 W. International Speedway Boulevard, Daytona Beach, FL 32114
Fax: 904-254-4482 * E-mail: jobs@dbcc.ccc.fl.us
WEB: http://www.dbcc.ccc.fl.us
DAYTONA BEACH COMMUNITY COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER
WOMEN AND MINORITIES STRONGLY ENCOURAGED TO APPLY

THE UNIVERSITY OF KANSAS
Assistant Professor of Pharmaceutical Chemistry

The Department of Pharmaceutical Chemistry at The University of Kansas is seeking applicants for a tenure-track Assistant Professor position. Candidates must have a Ph.D. or equivalent degree and postdoctoral experience is desirable. The successful candidate will be expected to develop an independent, externally funded research program that includes multidisciplinary collaborations and to participate in teaching activities in the School of Pharmacy's professional program and in the Department's graduate program. Preference will be given to candidates with broad backgrounds in physical pharmacy, pharmaceutical chemistry, pharmacaceutics or physical chemistry, biophysics, bioengineering, or related fields as applied to pharmaceutical chemistry. The review process will begin after January 15, 2000 and continue until the position is filled. Applications should include curriculum vitae, a concise summary of past research and future research plans, and the names of three references.

CONTACT: Dr. Kenneth L. Audus, Department of Pharmaceutical Chemistry, The University of Kansas, 2095 Constant Avenue, Lawrence, KS 66047-2504, (785)864-3609, EOUAA Employer, http://www.hbc.ukans.edu/phch/phch.htm

Subscribe!
The Hispanic Outlook
Tel. (201) 587-8800 Ext. 100
Fax us at: (201) 587-9105
or E-Mail us at: outlook@sprintmail.com

NOW ACCEPTING:
EXECUTIVE DIRECTOR, MARKETING SERVICES

Brookdale Community College invites applications for the position of Executive Director, Marketing Services. The individual appointed to the position will be responsible for overseeing the operations of the Office of Marketing and Communications and will be responsible for all marketing and communications programs of the College.

REQUIRED: Bachelor's Degree in Communications, Marketing or related field as well as a minimum of seven years experience (at least two of those years in a management capacity) in strategic planning and communications. Must be knowledgeable in all aspects of marketing, public relations, advertising, media relations, and digital media. Ability to develop strategic plans and execute them in a cost-effective manner. Must be able to work collaboratively with faculty, staff, and students. Salary commensurate with experience. A review of credentials will begin November 29, 1999, and will continue until position is filled.

APPLICATION PROCESS: Please submit a detailed resume to: Human Resources, 765 Newman Springs Road, Lincroft, NJ 07738, or fax to (732) 224-2980, or mail to the address as noted below. May also apply in person at the Human Resources Office, Monday through Friday. Our job hotline telephone number is (732) 224-2272.

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and does not discriminate on the basis of race, color, national origin, sex, age, handicap or veteran status.

FACULTY POSITION

TEXAS WOMAN'S UNIVERSITY

COUNSELING PSYCHOLOGIST: Associate/Assistant Professor. 3-semester position. Start date June 1 or September 1. Ph.D. or Ed.D. in Counseling Psychology or a closely related field. Experience in counseling and/or clinical psychology required. Salary commensurate with experience. Review of applications begins January 15. Send letter of application, vita, names of three references, and a one-page statement of research and teaching interests to: Dr. Kaye Glass, Department of Psychology, Texas Woman's University, P.O. Box 504200, Denton, TX 76203-5200. Applications received by January 15 will receive priority consideration.AA/EOE.

ART HISTORIAN

Princeton University

Assistant Professor (tenure track). Position requires a Ph.D. in 19th-century European art with specialization in teaching and research experience in art history. Experience teaching art history courses in U.S. universities preferred. A.D. in Art History is also required. Appointment will begin in September 1999. Send letter of application, CV, a statement of research and teaching interests, and three references to: Search Committee, Department of Art and Archaeology, Princeton University, Princeton, NJ 08544-1018. Review of applications will begin January 15. AA/E/OE.

FACULTY POSITION

TEXAS WOMAN'S UNIVERSITY

COUNSELING PSYCHOLOGIST: Associate/Assistant Professor. 3-semester position. Start date June 1 or September 1. Ph.D. or Ed.D. in Counseling Psychology or a closely related field. Experience in counseling and/or clinical psychology required. Salary commensurate with experience. Review of applications begins January 15. Send letter of application, vita, names of three references, and a one-page statement of research and teaching interests to: Dr. Kaye Glass, Department of Psychology, Texas Woman's University, P.O. Box 504200, Denton, TX 76203-5200. Applications received by January 15 will receive priority consideration. AA/EOE.

ART HISTORIAN

Princeton University

Assistant Professor (tenure track). Position requires a Ph.D. in 19th-century European art with specialization in teaching and research experience in art history. Experience teaching art history courses in U.S. universities preferred. A.D. in Art History is also required. Appointment will begin in September 1999. Send letter of application, CV, a statement of research and teaching interests, and three references to: Search Committee, Department of Art and Archaeology, Princeton University, Princeton, NJ 08544-1018. Review of applications will begin January 15. AA/E/OE.

FACULTY POSITION

TEXAS WOMAN'S UNIVERSITY

COUNSELING PSYCHOLOGIST: Associate/Assistant Professor. 3-semester position. Start date June 1 or September 1. Ph.D. or Ed.D. in Counseling Psychology or a closely related field. Experience in counseling and/or clinical psychology required. Salary commensurate with experience. Review of applications begins January 15. Send letter of application, vita, names of three references, and a one-page statement of research and teaching interests to: Dr. Kaye Glass, Department of Psychology, Texas Woman's University, P.O. Box 504200, Denton, TX 76203-5200. Applications received by January 15 will receive priority consideration. AA/EOE.

ART HISTORIAN

Princeton University

Assistant Professor (tenure track). Position requires a Ph.D. in 19th-century European art with specialization in teaching and research experience in art history. Experience teaching art history courses in U.S. universities preferred. A.D. in Art History is also required. Appointment will begin in September 1999. Send letter of application, CV, a statement of research and teaching interests, and three references to: Search Committee, Department of Art and Archaeology, Princeton University, Princeton, NJ 08544-1018. Review of applications will begin January 15. AA/E/OE.

FACULTY POSITION

TEXAS WOMAN'S UNIVERSITY

COUNSELING PSYCHOLOGIST: Associate/Assistant Professor. 3-semester position. Start date June 1 or September 1. Ph.D. or Ed.D. in Counseling Psychology or a closely related field. Experience in counseling and/or clinical psychology required. Salary commensurate with experience. Review of applications begins January 15. Send letter of application, vita, names of three references, and a one-page statement of research and teaching interests to: Dr. Kaye Glass, Department of Psychology, Texas Woman's University, P.O. Box 504200, Denton, TX 76203-5200. Applications received by January 15 will receive priority consideration. AA/EOE.
The following are full-time tenure-track positions, to begin Fall 2000. Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women, with coeducational graduate programs. See http://www.mills.edu for more information on the College. Send application materials (c/o designation shown below) to: Mills College, 5000 MacArthur Blvd., Oakland, CA 94613. Persons of color & those committed to working in a multicultural environment are encouraged to apply. AA/EEO.

Assistant Professor of Molecular Biology

The Department of Biology seeks applicants for a tenure-track position in Biology beginning August 2000. Teaching responsibilities include portions of General Biology, Microbiology, & other upper division courses, such as immunology or virology. Ph.D. & a strong commitment to teaching undergraduates are required. Applicant is expected to maintain an active research program involving undergraduates. Send a letter describing teaching experience & philosophy, research interests, curriculum vita, copies of representative publications & names of three references to: Bruce M. Pavlik, Chair, Molecular Biology Search Committee. Application deadline is January 15, 2000.

Assistant Professor of Analytical/Environmental Chemistry

The Department of Chemistry & Physics seeks applicants for a tenure-track position in Chemistry, with special emphasis on Environmental Chemistry, starting Fall 2000. Applicants must be committed to undergraduate education & develop a productive research program. Teaching responsibilities include Environmental Chemistry, Analytical Chemistry, & Instrumental Analysis; a Ph.D. is required. Send a letter describing teaching experience & philosophy, research interests, a resume, & a list of three references to: John Branson, Chair, Chemistry Search Committee. Application deadline is January 15 for full consideration.

Assistant Professor of Early Childhood Special Education & Child Life

The Department of Education at Mills College invites applicants for a tenure-track position in Early Childhood Special Education & Child Life (chronically ill & hospitalized children) at the Assistant Professor level, to begin Fall 2000. The position involves teaching and directing graduate & undergraduate students working with young children at risk, with special needs, & medical problems.

This position will direct the Early Childhood Special Education Credential Program & the Child Life Certificate and Masters Degree Program. Course topics include: children with special needs, early childhood assessment & intervention, diversity issues associated with young children with special needs & their families, the hospitalized child, & child health. Placement & supervision of internships in schools, community agencies and/or hospital settings are key responsibilities.

Required: Ph.D. in early childhood special education; evidence of research & publishing & practical professional experience (including teaching) in the fields of early childhood education, the hospitalized child, and children & families at risk. Send letter, c.v., & names/phone numbers of three references to: Dr. Jane Bowyer, Chair, Education Dep't. Search Committee. Application deadline is January 15, 2000.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

— DEAN OF FACULTY —

Union College, founded in 1795, invites applications and nominations for its chief academic officer, who is expected to provide articulate and energetic leadership for the nation's oldest liberal arts college with an engineering program.

The Vice President and Dean of Faculty will have primary responsibility for curriculum, academic budget, and faculty. The successful candidate should be committed to teaching and research as mutually supportive enterprises and should demonstrate a sustained record of distinguished achievement in both areas. The College seeks someone with an administrative style that includes timely and equitable decisions, creativity, and the ability and desire for appropriate consultation.

Candidates should submit a letter of application; a current resume; and the names, addresses, and phone numbers of five references. All nominations and applications will be held in confidence. Please send all applications by December 17, 1999, with the expectation of beginning the job in July, 2000. Applications should be sent to:

Professor Robert V. Wells
Chair, Search Committee for the Vice President of Academic Affairs
Department of History
Union College
Schenectady, NY 12308

Union College is committed to a program of affirmative action and equal employment opportunity. Women and minorities are strongly encouraged to apply.

FACULTY POSITION PUBLIC POLICY/ORGANIZATIONAL BEHAVIOR

The Department of Urban Studies and Planning at the Massachusetts Institute of Technology seeks a faculty member for a tenure-track position to conduct research and teach in the area of organizational and public policy behavior. The position involves teaching a course in organizational behavior or public policy, and research in one or more of the following: Housing and Community Economic Development, Environmental Policy, International Development and Regional Planning, City Design and Development, and Planning Support Systems. Send letter of application, curriculum vitae, and three letters of reference to Professor Judith Tendler, Chair, Search Committee, c/o MS. Kathy Hoeg, M.I.T., Room 9-519, 77 Mass. Ave., Cambridge, Mass. 02139 (The deadline for applications is Dec. 15, 2000.)
COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK
SCHOOL OF SOCIAL WORK

The Columbia University School of Social Work invites nominations and applications for:

ASSISTANT PROFESSORS
ASSOCIATE PROFESSORS
OR PROFESSORS

TENURE AND TENURE TRACK

Applicants must be able to teach in one or more of the following areas and have at least two years of post-master's practice experience:

- ADVANCED GENERALIST PRACTICE & PROGRAMMING
- FOUNDATION PRACTICE

Preference will be given to candidates who also have expertise in one or more of the following: Services to the Workplace; International Social Welfare; Services for Refugees and Immigrants; Human Behavior and the Social Environment.

A master's degree in social work is required for all of the above-noted appointments. A doctorate or ABEd or 2 year MA social work/sociology or related field is required for all ranks. An established record of scholarship and practice experience, which is appropriate to the rank of appointment, is required.

Nominations and applications should be forwarded to:

Ronald A. Feldman, Dean
COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Applications must be received by January 1, 2000. Applications are now available from the School of Social Work website or by contacting the School directly.

Well known for its reputation for excellence and as the largest Catholic university in the United States, DePaul University has been educating Chicago for over 100 years. At DePaul, you'll work in a collaborative environment that values your role, supports diversity and encourages professional development. The Theatre School at DePaul was founded in 1925 as the Goodman School of Dramatic. It now offers a comprehensive curriculum in theatre and related fields.

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Although nominations and applications will be accepted until the positions are filled, those submitted by February 1, 2000, will receive special consideration.

Assistant/Associate Professor of Dramaturgy and Dramatic Literature

Two positions are available for Assistant or Associate Professor of Dramaturgy and Dramatic Literature. The School of Dramatic Literature, American Studies, Asian-American and Hispanic-American Dramatic Literature, Asian-American and Hispanic-American Dramatic Literature, and Playwriting are seeking individuals to work with emerging artists.

Assistant/Associate Professor of Directing/Acting

Teaching responsibilities include directing undergraduate and graduate-level acting classes and other courses. The School offers a comprehensive program of training for professional actors and directors.

Assistant/Associate Professor of Acting/Shakespeare

This position includes teaching Shakespeare for the actor in both the BFA and MFA programs as well as one directing assignment each academic year. Applicants should have a proven track record in classical work and the ability to bring a critical perspective to issues of diversity and multiculturalism. Teaching and professional experience is required. Applicants must submit recent performance and grants experience and three letters of recommendation to Michael Maggio, Dean, Theatre School, DePaul University, 2155 N. Kenmore Avenue, Chicago, IL 60614-4111. Applications received by February 1, 2000, will be given priority.

DEPAUL UNIVERSITY

For additional information, please check our website address:

www.fullerton.edu
Associate Dean for Academic Affairs
Appointment Fall, 2000
University of Connecticut, School of Social Work

The University of Connecticut School of Social Work, a leader in MSW graduate education in Connecticut and throughout the New England region, is an integral part of the State's flagship, land and sea grant Research One University. It shares with the other units of the University, the pursuit of excellence in teaching, research and scholarship and a commitment to public service through local, national and international programs. The curriculum of the School of Social Work is a two-year, 60-credit Master's program that focuses on practice methods as its primary advanced concentrations. Responsibilities: Oversee MSW academic program, including supervision of the Office of Academic Affairs and Student Services. Work collaboratively with faculty and Educational Policy Committee to identify educational objectives and to plan all aspects of the MSW curriculum in both classroom and field education. Provide academic leadership for the MSW program and its ongoing systemic evaluation, including assuring compliance with CSWE standards. Maintain academic and non-academic standards for MSW students. Oversee the School's offices of admission and financial aid to develop recruitment and retention of students. Maintain and develop joint degree programs. Work with community agencies to develop new educational collaborations, as well as maintain quality of existing programs. Represent the School as the Dean's deputy at University meetings and programs. Other duties as assigned by the Dean.

Qualifications:
- MSW and earned Doctorate.
- Minimum of two years post-MSW professional practice and experience in full-time teaching and field advising in an MSW program.
- Scholarly record to support an appointment as Associate Professor.
- Prior experience in educational administration preferred.
- Well-developed written/oral communication skills.
- Commitment to diversity.

Salary: Competitive.

Applications will be accepted until the position is filled. Screening will begin immediately. Please send curriculum vitae including the names, addresses and telephone numbers of three references to: Associate Dean Catherine Havens, University of Connecticut School of Social Work, 1798 Asylum Avenue, West Hartford, CT 06117-2698. We encourage applications from under-represented groups, including minorities, women and people with disabilities. (Search # 0A139)

CHIEF OF CARDIOLOGY:
The Department of Medicine at the SUNY Health Science Center at Syracuse seeks a Chief of the Division of Cardiology, an integrated program of the SUNY Upstate Medical University Hospital, and the Syracuse Heart Center. This position is to provide professional leadership and direction in the provision of diagnostic, therapeutic, and research services in cardiology.

The Department of Cardiology at SUNY Upstate Medical University Hospital currently includes over 25 full-time faculty members, with appointments in medicine, pediatrics, and surgery. The position is a full-time, 12-month appointment. The ideal candidate will have a strong record of scholarship, clinical excellence, and administrative skills.

Applications should be submitted by January 15, 2000. For more information, please contact:

Dr. Peter I. Cohn
Department of Cardiology
SUNY Upstate Medical University Hospital
550 E. Genesee St.
Syracuse, NY 13210

University of Connecticut

FREDONIA
State University of New York
College at Fredonia

The Department of Medical Science at SUNY College at Fredonia invites applications for a tenure-track appointment in Latin American Studies to begin in August 2000. The position is a full-time, 9-month appointment at the rank of assistant professor. Candidates should have a Ph.D. in a relevant field and a strong background in Latin American Studies. Review of applications will begin immediately, and continue until the position is filled. For further information, please contact:

Dr. William J. Eagan
Department of History
SUNY Fredonia
1400 South Drive
Fredonia, NY 14063-0500

SUNY Fredonia is an affirmative action/equal opportunity employer. Individuals who have disabilities are encouraged to apply. Women and minority applicants are strongly encouraged to apply.
Gateway Community-Technical College is accepting applications for the following positions:

**Dean of Students**

Master's Degree in Higher Education Administration or a closely related field, six years' professional experience in Higher Education at the community college level, and three years' supervisory experience required. Nine years' administrative experience and five years' supervisory experience preferred. Ph.D./Ed.D. desired. Anticipated starting date of February 1, 2000.

**Admissions Recruiter/Advisor**

Master's Degree in Counseling or a closely related field and one year professional experience in admissions or recruitment required. Supervisory experience preferred.

In order to meet the demands of the 21st Century, the college seeks applicants with demonstrated ability to respond to and work with multiple constituencies, involvement in the support of diversity of ability levels and culture, and information literacy skills. In addition, the College seeks applicants with strong personal attributes such as openness to innovation and change, use of inductive approaches to problem-solving, and ability to build and support consensus as well as a record of ongoing professional development.

For more information including position announcements and job descriptions, visit our home page. www.commet.edu/gctc

To apply, mail a letter of application, detailed resume and three (3) letters of reference to: Gateway Community-Technical College, Human Resources Office, 60 Sargent Drive, New Haven, CT 06511. Applications must be postmarked no later than November 19, 1999.

GCTC is an Affirmative Action/Equal Opportunity Employer, M/F. Protected group members are strongly encouraged to apply.

---

Pending approval and funding, the Department of Communication Studies at the University of San Francisco invites applications for a full time tenure-track position in Expository Writing. As an Assistant or Associate Professor, an applicant is expected to begin fall 2000. The Department of Communication Studies incorporates English as a Second Language, Expository Writing, and Speech/Rhetoric.

**RESPONSIBILITIES INCLUDE:** Coordinating the undergraduate Expository Writing program, teaching at least one course per semester, collaborating with other Communication Studies faculty to advance curriculum development and to integrate speech and writing as communication skills.

**QUALIFICATIONS:** University teaching experience, a commitment to teaching, evidence of scholarship, and an earned doctorate by fall 2000. Academic program administrative experience, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Stephanie Vanderick, Chair
Expository Writing Search Committee
Department of Communication Studies
University of San Francisco

2130 Fulton Street
San Francisco, CA 94117-1029

Applications should be submitted by January 7, 2000, and continue until the position is filled.

Established as San Francisco’s first institution of higher learning in 1855, the University of San Francisco presently serves 8000 students in the arts and sciences, business, education, nursing, law and professional studies. The University is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment.

---

**DIRECTOR**

**ACADEMIC OPPORTUNITY PROGRAM (AOP)**

**HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)**

**SCIENCE TECHNOLOGY ENTRY PROGRAM (STEP)**

Union College, an independent, residential, liberal arts college, invites applications for this 12 month administrative appointment commencing June 1, 2000. The Director serves as chief administrator for programs that report to the Vice President for Academic Affairs. The successful candidate must understand, articulate clearly, and evidence sensitivity to the special needs and interests of academically under-prepared students from disadvantaged backgrounds. Must also be familiar with a wide range of programs to meet the needs of higher education students, demonstrate capability with the mission and academic standards of the College, and evidence a clear commitment to the academic, social, and personal development of students at a small liberal arts college. Opportunity to teach in an appropriate area is possible.

Requirements include an advanced degree in counseling or another academic discipline, Ph.D. and at least three years of significant administrative counseling and/or teaching experience at the college level. Experience in program development, selection and supervision of faculty, staff, and student affairs planning, budget preparation, and financial management in opportunity program is preferred.

Union offers an exceptional benefits package that includes medical, dental, vision insurance, life and disability coverage, a generous retirement plan, tuition remission. Salary is competitive and commensurate with experience. Check out our HR web site at www.union.edu.

Applicants should submit a resume and the names and addresses of three references by December 15, 1999 to:

Human Resources Center
Union College
Reg # 5279
807 Union Street
Schenectady, New York 12308

Union College is committed to a program of affirmative action and equal opportunity employment. Women and minorities are encouraged to apply.

---

**UIC**

**DEPARTMENT OF ELECTRIC ENGINEERING AND COMPUTER SCIENCE**

**FACULTY POSITION**

**UNIVERSITY OF ILLINOIS AT CHICAGO**

The EECS Department is in the process of a major expansion of its Electrical and Computer Engineering activities, and invites applications for tenure-track positions at all ranks, as well as for lecturing and adjunct positions. Exceptional candidates in all areas of research are encouraged to apply.

Applicants should submit a letter of interest and a current curriculum vitae to:

Stephanie Vanderlick, Chair
Expository Writing Search Committee
Department of Communication Studies
University of San Francisco

2130 Fulton Street
San Francisco, CA 94117-1029

---

The UIC campus is located near downtown Chicago and offers rich opportunities for collaboration with other universities, national research laboratories and high-tech industries. UIC is an AA/EO employer. Interested candidates are encouraged to submit materials for consideration. Applications are currently being accepted for the position of a Computer Science faculty member. For more information, visit our web site at http://www.eecs.uic.edu.

The UIC campus is located near downtown Chicago and offers rich opportunities for collaboration with other universities, national research laboratories and high-tech industries. UIC is an AA/EO employer. Interested candidates are encouraged to submit materials for consideration. Applications are currently being accepted for the position of a Computer Science faculty member. For more information, visit our web site at http://www.eecs.uic.edu/icc/.
Full Time Tenure-Track Positions Available 2000-2001

Bloomfield College, 130-year-old college of 2,000 students is committed to preparing students to function at the peak of their potential in a multicultural, multiracial society.

PUBLIC ADMINISTRATION
Ph.D. or ABD in Public Administration with a specialty in Public Policy to teach concentration in Political Science Major. Skills/experience in initiating and maintaining relationships with government agencies. Position may entail administering in-service training programs for government employees. The program has a strong multicultural/multiracial component.
Reply to: Dr. Paul Bernstein. Positions will remain open until filled; search committee begins review Dec 15, 1999.

LITERATURE
Intellectual flexibility and ability to relate to diversified student population required. Candidate should be able to teach World Literature, 19th Century British and American Literature and to teach in the College’s general education program. Ph.D. or ABD required.
Reply to: Dr. John Carey. Position will remain open until filled; search committee begins review Nov 15, 1999.

NURSING
• Adult Health Nursing (medical/surgical) • Community Health Nursing
Teach in a newly revised integrated curriculum based on levels of prevention and nursing roles across the continuum of care. Master’s degree in specialty required; doctorate or doctoral study in progress preferred. NJ license required.
Reply to: Louise Walpin. Positions will remain open until filled; search committee begins review Nov 15, 1999.

MATHEMATICS
• Assistant Professor
Doctorate in Mathematics or Mathematics Education. Experience with the use of technology in teaching mathematics and the ability to teach a wide variety of courses including Statistics and Geometry. Knowledge of NCTM standards and interest in preparing secondary teachers a plus.
Reply to: Dr. Michael A. Schiro. Position will remain open until filled; search committee begins review Dec 15, 1999.

SYSTEM & REFERENCE LIBRARIAN
Responsible for maintaining NT server (Ameritech/Dynix) and electronic reference services and databases, including CD-rom collection; updating library’s web page; conducting bibliographic instruction sessions, Internet training, and general orientation to the library’s collection, helping students and faculty at the reference desk; selecting digital and paper reference materials; producing monthly electronic updates on electronic databases; participating in faculty’s committees. Includes some evening hours.
Requirements: MLS for an accredited library school plus a second Master’s in any discipline; experience with NT and Web page design, bibliographic instructions and on-line training, knowledge of Front Page; familiarity with new library trends; excellent communication skills. Send resume, official transcripts of both Master’s degrees, and three letters of recommendation.
Reply to: Dan Figueredo. Position will remain open until filled; search committee begins review Dec 15, 1999.

BIOLOGY
Full-time, tenure-track, Ph.D. required for Assistant Professor level. Biologist who has experience in teaching or specialization on Genetics, Immunology and Developmental Biology.
Reply to: Dr. Leila Koepp. Position will remain open until filled; search committee begins review Dec 15, 1999.

Send cover letter, vitae, and three letters of recommendation to person indicated to:
Bloomfield College
467 Franklin Street, Bloomfield, NJ 07003
www.bloomfield.edu
Affirmative Action/EOE

Send cover letter, vitae, and three letters of recommendation to person indicated to:
Bloomfield College
467 Franklin Street, Bloomfield, NJ 07003
www.bloomfield.edu
Affirmative Action/EOE

UNIVERSITY OF CALIFORNIA, BERKELEY
Tenured or Tenure-Track Preparation
Human Development with Emphasis on Science Education. The Graduate School of Education, University of California, Berkeley, seeks applicants for a tenure or tenure-track position in human development and science education with an emphasis on younger students, to begin in Fall 2000. The successful candidate will join a faculty group in the School of Education that merges developmental perspectives with cognitive science advances in studying children’s learning and development. Duties include conducting and teaching undergraduate and graduate preparation programs. Applicants should have a doctoral degree in developmental pedagogy, cognitive or related fields and demonstrate excellence in research and teaching through a strong peer-reviewed publication record. Applications should be completed by December 1, 2000.
Send a letter of application, curriculum vitae, a statement of research and teaching philosophy, and three letters of recommendation to: University of California, Berkeley, Department of Child Development and Science Education, 2513 University Hall, Berkeley, CA 94720-8730, or fax (510) 643-6645.
Applications from women and minorities are encouraged. A letter of interest is required.

ROCKHURST UNIVERSITY
History, Non-Western: The History department of Rockhurst University, a Jesuit institution, invites applications for a tenure-track assistant professorship to begin in August 2000. Ph.D. required. Besides a specialization in at least one area of non-European history, the candidate should be prepared to teach African American history, the American survey, and in the University’s Master of International Relations and Education program. Please send a letter of application that includes teaching philosophy, a c.v., and the names, addresses, and telephone numbers of three references to Prof. Genevieve Robinson, Chair, Dept. of History, Rockhurst University, 1100 Rockhurst Rd., Kansas City, MO 64110-2561. Applications will be accepted until the position is filled. AA/EOE Women and minorities are encouraged to apply.
HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

ECONOMICS OF EDUCATION
FACULTY POSITION

The Administration, Planning, and Social Policy Area of the Harvard Graduate School of Education is conducting a junior faculty search for an economist who has two education-related specialties. One specialty must be higher education finance, with a demonstrated ability to teach about demand-side topics, such as the impact of institutional aid on the choices of students, and supply-side topics, such as factors affecting productivity and the responses of colleges and universities to changes in competitive pressures. The second education-related specialty could focus on any one of a variety of areas, for example, school finance or the impact of education on economic development. The appointment will be at the Assistant Professor or Associate Professor level (without tenure) to a person with an earned doctorate. The appointment will begin in September 2000.

The person hired for this position will be expected to teach effectively master’s and doctoral students from diverse backgrounds, to supervise doctoral dissertations, and to conduct active research programs. The standard full-time teaching load is three courses per year. The position is an opportunity to teach and work with students who plan to be educational leaders. The School is particularly interested in receiving applications from women and candidates of color.

To apply for this position, send receipt by December 3, 1999, a statement of teaching and research interests, a curriculum vita, copies of three publications and/or writing samples, and three letters of recommendation to:

Professor Richard Murnane, Chair, Economics of Education Search Committee c/o Gill Keesey, Director of Academic Services (HOG) Harvard Graduate School of Education 122 Longfellow Hall, 13 Appian Way Cambridge, MA 02138

Applications from women and candidates of color are especially welcome. The Harvard Graduate School of Education is an Affirmative Action/Equal Opportunity Employer.
VICE PRESIDENT FOR STUDENT AFFAIRS
KEENE STATE COLLEGE
Keene, New Hampshire

Keene State College seeks nominations and expressions of interest in the position of Vice President for Student Affairs. An affiliate of the University System of New Hampshire, Keene State College is a public, comprehensive, primarily undergraduate college located in the Monadnock region of southwestern New Hampshire. The College has an enrollment of approximately 3,800 undergraduate students, 100 graduate students and 800 continuing education students.

The College seeks a Vice President who can provide dynamic leadership for a comprehensive student affairs program in a residential public college setting. The Vice President is responsible for creating and sustaining an environment that supports student success, encourages collaboration between academic and student affairs, and fosters a sense of community within the student affairs division and across campus. Reporting directly to the President, the Vice President serves as a member of the President’s Cabinet and participates in all aspects of institution-wide planning, program and policy review, and educational/developmental programming in support of the academic mission of the college. Areas reporting to the Vice President include admissions, alcohol and drug abuse prevention, athletics and recreational sports, campus safety, counseling, disability services, health services, judicial affairs/mediation, residential life and dining services, student center (including student activities, Greek life, and community service), student development, and a grant-funded TRIO program. The Vice President represents the campus to the trustees of the University System of New Hampshire in regard to student affairs issues.

The successful candidate must demonstrate a strong record of administrative leadership in student affairs or comparable qualifications, a minimum of eight years of experience in higher education at a baccalaureate institution, organizational and management abilities, an understanding of public higher education, familiarity with enrollment management and retention strategies, and clear evidence of student advocacy. An earned doctorate in a related field is preferred; however, comparable experience and professional credentials may be given consideration.

Review of credentials will begin December 15 and continue until the position is filled. Appointment date will be set by the mutual agreement of the successful candidate and the College but will not be later than August 1, 2000. Letters of nomination or applications, including curriculum vitae, may be submitted in confidence. Applicants should submit two copies of all materials to:

Vice President for Student Affairs Search Committee
Keene State College
229 Main St., Keene, NH 03435-2608

Educational Management Network, a division of Witt/Kieffer, is supporting Keene State College with this search. Requests for a copy of the Position Specification or questions may be directed to Lucy Leske via e-mail at keen@emmenn.com. Additional information about the College is available on the Keene State College Web site, http://www.keene.edu. Keene State College is a member of the Council of Public Liberal Arts Colleges, a national alliance of leading liberal arts colleges in the public sector. As an AA/EO employer, we actively seek women and minority candidates.

VICE PRESIDENT AND DIRECTOR
OFFICE OF MINORITIES IN HIGHER EDUCATION
American Council on Education
Washington, DC

The American Council on Education (ACE), founded in 1918, is the nation’s higher education association. ACE is dedicated to the belief that equal educational opportunity and a strong higher education system are essential cornerstones of a democratic society. ACE’s approximately 1,800 members include accredited, degree-granting colleges and universities from all sectors of higher education, and other education organizations and associations. Additional information about ACE is available at their website: http://www.acenet.edu.

ACE’s Office of Minorities in Higher Education (OMHE) monitors the progress of minorities in postsecondary education and engages in efforts to broaden their educational and employment opportunities in higher education. ACE is seeking a Vice President and Director capable of leading the OMHE and conceptualizing new approaches to achieve long-standing goals of openness, opportunity and diversity on the nation’s college and university campuses.

The successful candidate will possess strong conceptual and analytical skills, the capacity to mobilize resources and work with other programs throughout ACE, and draw on the talent available inside and outside higher education; be a person capable of building alliances with the business and political communities; and be someone who has demonstrated the ability to work with and across multiple and diverse constituencies.

Reporting to the Senior Vice President of ACE, the Vice President, OMHE, will demonstrate the capacity to lead and possess the conceptual strength to provide a fresh vision. S/he will be a proven leader who seeks suggestions of others with a collaborative leadership style yet takes firm positions where warranted. S/he will ideally possess a terminal degree, be a skilled diplomat with strong interpersonal and superb communication skills and understand the emerging issues impacting higher education. High energy, unwavering commitment and a demonstrated ability to be a forceful spokesperson for higher education on matters relating to minorities is essential. Significant leadership experience in higher education, associations, or similar organizations is required.

The search for the Vice President is currently underway and will continue until the position is filled. For full consideration, materials should be submitted no later than December 17, 1999. Letters of nomination or application, including a cover letter and two copies of a resume, should be submitted in writing to the consultants supporting ACE in this search:

ACE Office of Minorities in Higher Education
c/o Gary J. Posner/Howard T. Jessamy
EDUCATIONAL MANAGEMENT
NETWORK/WITT/KIEFFER
2015 Spring Road, Suite 510
Oak Brook, IL 60523

A request for a copy of the complete Position Specification and questions concerning this search may be directed to either Gary J. Posner (615-665-3388) or Howard T. Jessamy (301-654-5070) or via e-mail to ACE@emmenn.com.
PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Florida Gulf Coast University (FGCU), the State University System's newest member institution, seeks an energetic and accomplished academic leader to serve as Provost and Vice President for Academic Affairs. The position is the senior vice president and chief academic officer of the university reporting to President William C. Merwin.

The university is a new, comprehensive public university offering a broad range of undergraduate and graduate areas of study, with a mandate from the Florida Board of Regents to employ innovative ideas and technologies in the development and delivery of programs and services. FGCU opened for classes in August 1997 and received accreditation by the Southern Association of Colleges and Schools in June 1999. The 760-acre campus, located in one of the fastest growing regions of the United States, complements the natural beauty and ecology of Southwest Florida. In only its third year of operation, FGCU boasts a student body of 3300 students, a full-time faculty of 170 and an annual operating budget of $36.5 million. A capital expansion program will provide two additional academic buildings, a fine arts complex, a student activity center, and athletic facilities to support the expected enrollment growth to 8000 students by 2003.

The Provost is expected to continue the advancement of FGCU's unique mission and guiding principles, to facilitate the work of an energetic faculty in a student learning environment, and to bring strong, innovative, and imaginative leadership to the university community. In order to gain additional insight into the position requirements and the university, applicants should access the Provost Search Web site at www.fgcu.edu/provost. The following units report through deans or directors to the Provost: the colleges of arts and sciences, business, education, health professions; the school of public and social services; the offices of student services, library services, instructional technology, planning and evaluation, and research and sponsored programs.

The university seeks candidates who possess an earned doctorate from an accredited institution, preferably in a field represented at the university, and with strong academic teaching and scholarship credentials. Candidates must present evidence of successful experience within complex organizations in positions of increasing responsibility in all aspects of academic administration, budgeting, and resource allocation, and have at least three years of distinguished academic leadership at a dean or equivalent level, with five years highly desirable. Candidates must be able to demonstrate a commitment to participatory management and diversity, possess exceptional interpersonal and communications skills, and partnership building.

Screening of applications will begin on or about December 8, 1999 and will continue until the position is filled. The anticipated starting date for the position is July 1, 2000. Electronic mail inquiries may be addressed to provost@fgcu.edu.

Applicants and nominees should submit a letter expressing interest and qualifications for the position, current curriculum vitae, and a list of at least five professional references to:

Provost Search Committee
Florida Gulf Coast University
Human Resources, Post 11287
Attn: D.B. Osterbolt
10501 FGCU Boulevard South
Fort Myers, Florida 33965-6565

Florida Gulf Coast University is an Equal Opportunity Employer and encourages women, people of color, and people with disabilities to apply. The search is being conducted under the Public Records Act and the Government in the Sunshine Laws of the State of Florida.
Director of Human Resources

New Jersey City University invites applications for the position of Director of Human Resources. The Director is responsible for coordinating the University’s human resource programs, including but not limited to staffing, benefits administration, employee relations, training and development, human resources information systems, and equal employment opportunities.

Minimum qualifications for this position include: a Master’s degree, preferably in a discipline related to human resources management, ten years experience in progressively responsible human resources positions, supervising/managing human resources programs preferably in the public sector and civil service and union environment. Experience with a computerized HR system is also necessary.

Salary is in the $56,000 to $84,000 range, and is dependent upon qualifications and experience. New Jersey City University provides an excellent benefits package.

To apply, please submit a resume and letter of interest to:
Michael Tippens, Search Committee Chair
New Jersey City University
2809 Kennedy Boulevard
Hepburn Hall, Room 314
Jersey City, NJ 07305

Deadline for applications: No later than the end of business on November 26, 1996.

Equal Opportunity Employer

**DEAN - SCHOOL OF INFORMATION AND LIBRARY SCIENCE**

**Search Extended**

Pratt Institute is accepting applications and nominations for a leader with demonstrated vision, innovation, organization and commitment to academic excellence in information and library science. Reporting to the Provost, the Dean participates in campus strategic planning and development, and is responsible for the School’s budget, management, administration, faculty review, and dynamic leadership of professional programs.

Pratt’s School of Information and Library Science has been a leader in the education of librarians and information professionals since 1890. The school has been accredited continuously by the ALA since the beginning of the accreditation process in 1926. During the past seven years the school has enjoyed significant growth in both enrollment and the size of its faculty.

The successful candidate should have earned a doctorate in LIS or a closely related field, a demonstrated record of achievement in academic administration, and a scholar and associate scholar able to incorporate evolving information technologies in the School’s curricula. Individuals with entrepreneurial skills and an ability to build productive partnerships are encouraged to apply. The anticipated start date is July 1, 2000.

Letters of application or nominations should be accompanied by an up-to-date curriculum vitae, plus the names and addresses of five professional references whom we may contact.

The postmark deadline for applications and nominations is January 10, 2000. Applications and nominations should be sent to: Office of the Provost, SILS Search Committee.

Pratt Institute is an Equal Opportunity Employer (M/F).

---

**KEAN UNIVERSITY**

**Discover your future.**

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diversified student population of 12,000.

**DIRECTOR OF FINANCIAL AID**

**Responsibilities:** The Director is responsible for providing leadership and direction to the Office of Financial Aid and scholarships annually. The Director has responsibility for the design, execution, and effectiveness of an internal control system which provides reasonable assurance that the operations and the financial aid programs are effective and efficient. The Director is also responsible for the preparation of the Annual Financial Aid Report.

**Qualifications:** The Director should have experience in financial aid and scholarships, knowledge of federal and state regulations, and experience in the preparation of the Annual Financial Aid Report. The Director should have a strong understanding of the operational and administrative aspects of financial aid programs.

**Application, Salary, Benefits Information:** Review of applications will begin immediately and continue until the position is filled. Application materials should include a cover letter, current resume and names, addresses, and telephone numbers of three references. Original transcripts and three letters of recommendation are required before appointment. Apply to: Chair, Search Committee for Director of Financial Aid, Office of the Provost, Kean University, 1000 Morris Avenue, Union, NJ 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Kean University is an EEO/AA Institution.

---

**SPANISH FACULTY-IN-RESIDENCE**

**For the Academic Year 2000-01**

**KEENE STATE COLLEGE**

Keene State College is a public liberal arts college of the University System of New Hampshire with an enrollment of 5000 students. The college has been recognized as a leader in American higher education for its commitment to its mission, broad-based strategic planning initiatives, and cohesive sense of community. Located in the southwestern corner of New Hampshire, Keene provides traditional New England charm and easy access (2 hrs) to Boston, Hartford, and Albany. To learn more about Keene State College, the University System of NH, and the Keene Communities visit these websites:

http://www.keene.edu or http://www.keenesentinel.com/lopstat.shtml

Anticipated opening for position with benefits. Possibility of conversion to tenure-track at future date. Responsibilities: teach all levels of undergraduate Spanish language and culture. Second language methodology (teacher training), survey of Spanish literature. Qualifications: Required: Ph.D in related field, teaching experience at the college level, native or near-native fluency, training in oral proficiency testing, study abroad experience in a Spanish-speaking area outside the U.S. Desired: extensive residence in a Spanish-speaking area outside of the U.S. strength in Peninsular Spanish, teaching at the 9-12 level and K-12 experience a plus. Evidence of scholarship and professional activities. Starting Salary Range: $34,390-38,540, based upon qualifications and experience. Send letter of application, curriculum vitae, and three letters of reference by February 4, 2000 to Spanish Search Committee, Office of Human Resource Management, Keene State College, 229 Main Street, Keene NH 03435-1604.

---

**KEENE STATE COLLEGE**

Keene State College is a member of the Council of Public Liberal Arts Colleges (COPLAC). A member of the New England Secondary Market District. An EEO/AA institution. Equal opportunity employer with preference for candidates with such diversity. A member of the University System of New Hampshire.
DEAN OF STUDENT LIFE

DREW UNIVERSITY, located 10 miles west of New York City, is widely acclaimed for academic excellence, with 2,400 undergraduate, graduate and theological students from 40 states and 23 countries. For the position of Dean of Student Life, the university seeks an energetic professional with strong leadership, supervisory, interpersonal, and mediation skills and a vision for student life that reflects the issues affecting undergraduate, graduate, and theological school students today. Demonstrated expertise in issues and programs related to international and non-traditional students, multiculturalism, gender, and sexuality is required.

The Dean supervises the following programs: Core-curricular Life (including Residential Life and Student Activities), Counseling and Psychological Services, Health Services, English for Speakers of Other Languages, International Students’ Programs, and Intramurals. The Dean reports to the Vice President and Dean of the College and is a member of the President’s Cabinet.

QUALIFICATIONS: 10 years experience in student life in a liberal arts college. A Master’s degree in higher education administration or an academic discipline is required. Ph.D. preferred.

Applicants are requested to submit a cover letter, a curriculum vitae, salary requirements, the names of three references, and a 2-3 page statement articulating their vision of student life for an institution such as Drew University. Submission deadline: December 15th.

Westmont College would like to announce the following open positions:

- Dean of Admissions and Financial Aid
- Tenure-track faculty positions in
- History
- Philosophy
- Education
- Computer Science.

Westmont College is a Carnegie I national liberal arts college in the evangelical Christian tradition. With a limited enrollment of 1,200 students, the College is selective in admissions and stresses excellence in undergraduate teaching and scholarship. Faculty and administration are expected to wholeheartedly embrace the mission of the College, relaying their faith to their discipline and their students.

Applicants for the faculty positions should send their CV, cover letter, statement of research and teaching interests, a two-page statement of philosophy of education, and names of three or four references to the individual department chair, Westmont College, 955 La Pea Road, Santa Barbara, CA 93108.

Applicants for the Dean positions should send their CV, cover letter and references to the Office of Human Resources, Westmont College, 955 La Pea Road, Santa Barbara, CA 93108 (805) 566-6101.

FREDONIA State University of New York College at Fredonia

Seeking 29 tenure-track faculty

Join this growing, nationally-ranked university

A comprehensive state university awarding both baccalaureate and master’s level degrees in more than 80 programs, Fredonia is a leading member of the State University of New York system. Repeatedly cited as one of America’s best colleges in national surveys, Fredonia ranks at the top institutions in the Northeast and Top 100 in the nation serves a largely residential, growing, undergraduate population of approximately 5,000 students and is committed to cultivating a culturally diverse environment. Fredonia is distinguished by programs in the liberal and sciences, in the creative and performing arts, and in selected professional fields. The attractive campus is located in a picture Chautauqua County village 60 minutes from Niagara Falls.

SUNY Fredonia is an equal opportunity, affirmative action employer, and actively seeks a diverse candidate pool on the basis of race, color, creed, sex, marital status, disability, national origin, or veteran status.

Send letter of application, vita, and three letters of reference along with additional materials to Office of Human Resources, Drew University, 36 Madison Avenue, Madison, NJ 07940.

AA/EO

CHANCELLOR

University of Illinois at Springfield

Nominations and applications are invited for the position of Chancellor of the University of Illinois at Springfield (UIS).

The Chancellor is the chief executive officer of the campus and reports to the president of the University of Illinois. The Chancellor is a proven leader who will continue the successful development of the campus's programs and public service mission.

Founded in 1969 as Sangamon State University, UIS became the newest and smallest campus of the University of Illinois on July 1, 1999. Emphasis is placed on public affairs instruction and research and service through community partnerships.

The campus offers bachelor's, master's degrees and a Doctor of Public Administration. UIS currently enrolls 2,000 students at the second-semester sophomore level and continues their education through junior, senior and graduate levels. State approval was granted for fall 2001 for the Capital Scholars Program, which will result in the admittance of first-year students in the fall of 2001. Current student enrollment is 4,100 with 188 faculty, 199 professes 265 support staff.

The Chancellor must have significant diverse senior administrative experience, an earned doctorate, diverse leadership ability, as well as understanding and appreciation in the uniqueness of the campus within the University of Illinois system. A successful record in inclusiveness, diversity and sensitivity relative to a multicultural campus is required.

The Chancellor Advisory Committee will begin reviewing nominations and applications immediately and continue to accept applications until a new Chancellor is selected. To assure full consideration, however, candidates materials should be submitted by January 1, 2000.

Dr. Frank Kopecky, Chancellor Advisory Committee

University of Illinois

Office of the President

364 Henry Administration Building, m/c 346

506 S. Wright Street

Urbana, IL 61801
Plattsburgh
INFORMATION LITERACY PROFESSIONAL
INFORMATION LITERACY PROGRAM

The Division of Library & Information Services at Plattsburgh State University of New York invites applications for a newly created Information Literacy Librarian position. This position is responsible for the continued development of Plattsburgh’s outstanding information instruction program that began in 1979. The core feature of the current program is a required one-credit component of General Education. The integration of information literacy across the curriculum is presently a key initiative in the College’s strategic plan. This position will play a leadership role in planning and implementing the successful candidate will bring experience, energy and vision to the collaborative effort of infusing information literacy concepts and skills throughout the college curriculum.

The Information Literacy Librarian joins a team of librarians currently engaged in an active and diverse information literacy program that is already experimenting with new integrated information literacy approaches. This is an exciting opportunity to develop and shape a new program in conjunction with other campus initiatives, including a review of General Education, a growing emphasis on instructional technology, and an expanding distance learning program. This position also participates in the core responsibilities of librarians: instruction, reference desk service, collection development and programmatic group work. Successful candidates will have an interest in integrating information technologies and a willingness to participate with new distance learning programs.

Required Qualifications: A Master’s degree from an ALA-accredited institution or foreign equivalent. Academic library experience that includes a minimum of four years of active participation in an information literacy/library instruction program, demonstrated ability to assume a leadership role in information literacy, demonstrated knowledge of current information literacy theory and practice; demonstrated success as an instructor of information literacy; commitment to group decision-making, thorough familiarity with academic environments, successful experience in working with classroom faculty; outstanding interpersonal, communication and organizational skills.

Preferred Qualifications: Experience in planning and implementing an information literacy program; experience with group work; scholarly contributions to the literature of information literacy; active involvement in professional information literacy activities.

Salary & Benefits: $40,000 minimum, academic rank commensurate with experience; tenure track position.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Applications will be reviewed beginning on December 1, 1999 and will continue until position is filled. Please submit cover letter, resume and the names, telephone numbers and addresses of three references to: Chair, Search Committee (F12366-SS80), UT 251, Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901. Fax: (518) 564-5000.

Assistant Professor
CLINICAL PSYCHOLOGY

San Jose State University

Tenure track position beginning Fall, 2000. Requirements: Ph.D. in Clinical or Counseling Psychology from an APA-approved clinical program, an APA-approved internship, eligibility for licensure in California within two years, and an interest in supervising clinical graduate students. Specialized training in child-clinical is strongly preferred; however, applicants with training in gerontology, clinical assessment, family systems assessment and therapy, health psychology, or gender and ethnicity in therapy will also be considered. Evidence of teaching excellence and demonstrated research potential is essential. Also required is awareness of and sensitivity to the educational goals of a multicultural population.

Responsibilities: Applicants should be prepared to teach undergraduate and graduate courses in abnormal psychology, child and adult psychopathology, child and adult assessment, systems of psychotherapy, interviewing and counseling methods, and/or area of specialization. The successful applicant will teach and supervise graduate students in the M.S. in Clinical Psychology program. We seek an active scholar-teacher with an established program of research who can direct graduate and undergraduate student research and who is willing to serve as a mentor for undergraduates who aspire to postgraduate training in clinical psychology. Send application letter, vita, and three letters of recommendation to: Clinical Recruitment Committee (F12366-SS01), Department of Psychology (DMH 157), San Jose State University, San Jose, CA 95192-0120. Review of applications begins February 1, 2000 and will continue until the position is filled.

SJU is an Equal Opportunity Employer.

Utah State University

DEPARTMENT HEAD SECONDARY EDUCATION

Utah State University seeks an individual to administer and provide leadership to the 12 faculty members and teach two courses during the academic year. Requires an earned doctorate in related field with knowledge of secondary teacher education programs; a scholarly record and teaching skills commensurate with appointment to rank of professor; effective organizational, leadership, and interpersonal communication skills; evidence of an open, collaborative management style and evidence of commitment to meeting the needs of diverse learners and language minority students. See http://personnel.usu.edu (2-148) for full job description. Send cover letter, complete vita, and the names and phone numbers of at least five references to Dr. Kay Camperell, Search Committee Chair, Department of Secondary Education, Utah State University, 2815 Old Main Hill, Logan, UT 84322-2815. Review of applications begins January 1, 2000, and continue until the position is filled. AA/EOE.

PACIFICA Graduate Institute

PACIFICA Graduate Institute is a fully accredited graduate school, near Santa Barbara, California, with Ph.D. programs in Depth Psychology, Clinical Psychology, and Mythological Studies and M.A. programs in Counseling Psychology and Mythological Studies. We have an innovative program which seeks to teach depth psychology (including the psychodynamic tradition, Jungian, and archetypal approaches) through an interdisciplinary focus, with particular attention to historical and cultural context, while linking psychology to analogous spiritual and healing traditions cross-culturally. Our program is year-round and attended by many non-traditional students. We have several core faculty positions open beginning Fall, 2000.

- In our Department of Mythological Studies, a non-clinical humanities program, we are seeking a candidate whose interests focus on the mythologies and religious traditions of the indigenous peoples of the Americas. The candidate should also be able to teach anthropological, ethnographic, and cross-cultural methods of research, as well as courses concerned with mythic themes in contemporary American culture. A Ph.D. in religious studies, literature, anthropology, history, or a related field is required.

- In our Ph.D. psychology programs, we are seeking several candidates with strong backgrounds in research who can advise doctoral dissertations and teach interdisciplinary courses linking person, culture, and world from a depth psychological perspective. Experence with a variety of research methodologies is desired, including ethnographic, phenomenological, hermeneutic, feminist, cross-cultural, social-constructionist, grounded theory, and participatory action research. Applicants interested in the interface between depth psychology and community or ecological activism are encouraged to apply. A Ph.D. in psychology or a related field is required.

- In our M.A. Counseling Program, we are seeking a Ph.D. or M.A. scholar-practitioner with a MFT or related psychology license and extensive clinical and supervision experience.

All positions include administrative work and dissertation advising and require demonstrated excellence in teaching and active participation in research and writing. To apply, send a letter of interest, CV, and list of 5 references. by January 1, 2000 to

Academic Dean
PACIFICA Graduate Institute
249 Lambert Rd.
Carpinteria, CA 93013

Applicants from groups historically under-represented in psychology and the humanities are encouraged to apply. M.F.T. or Ed. D. preferred.

(805) 686-9581
FACULTY POSITION OPENING
THE UNIVERSITY OF TEXAS AT EL PASO
College of Health Sciences
El Paso, Texas 79992

PROGRAM
Kinesiology

EFFECTIVE DATE OF APPOINTMENT
September 1, 2000

RANK/POSITION
Assistant/Associate Professor, Tenure Track

SALARY
Commensurate with experience

QUALIFICATIONS
Earned doctorate in Kinesiology or related field
with specialization in applied exercise physiology
Demonstrated ability to conduct research and
ability to secure funding for research
Evidence of successful teaching
Understanding of an
approach to the multidisciplinary nature of the
field of Kinesiology
Ability to work successfully in a
multi-ethnic, multi-cultural setting.

RESPONSIBILITIES
Teach undergraduate and graduate-level courses
in exercise physiology and related areas, conduct
research, provide service to the university and
community, and advise with student advising.
This is a nine-month position with possibility
to summer employment.

APPLICATION DEADLINE
Screening of applicants will begin January 10, 2000
and position will remain open until filled. Submit letter
of interest, vita, and letters of recommendation.

INQUIRIES AND APPLICATIONS SHOULD BE ADDRESSED TO:
D. Rebecca McCaba, Ph.D.
Search Committee Chair
Kinesiology Program
The University of Texas at El Paso
1101 N. Campbell St.
El Paso, TX 79902
(915) 747-7256
(915) 747-7327 FAX
rmccaba@utep.edu

GENERAL INFORMATION
The University of Texas at El Paso, with an
enrollment of approximately 16,000 students, is
one of two campuses in the University of Texas
System. The city of El Paso, with a population of
600,000, is positioned in the world’s largest
binational metropolitan area, adjacent to the city
of Juarez, Mexico. The University offers 60
bachelor’s degrees, 53 masters degrees, and 6
doctoral degrees.

The Kinesiology Program offers B.S. and M.S.
degrees in Kinesiology. There are approximately
260 undergraduates and 25 graduate students
pursuing these degrees. The Texas Legislature
recently allocated money for a new
Kinesiology/Athletics Building, which will include
state of the art exercise science laboratories and
athletic training facilities.
The University does not discriminate on the basis
of race, color, national origin, sex, religion, age,
disability, or sexual orientation in enrollment or

University of Southern Maine

The University of Southern Maine, with campuses in Portland, Gorham, and Lewiston-Auburn, is the largest
university in the University of Maine System, with a graduate and undergraduate enrollment of more than 10,000.
Southern Maine is one of the most diverse in the state; half of the students are full-time, nearly 60% are women, and
the undergraduate is 27. As a comprehensive public university, it is a major educational force in the New
England region, to excellence in teaching, research and public service. The Greater Portland area, with a population
located on the ocean less than two hours north of Boston, and offers a full range of cultural activities, numerous sports
recreational settings and unparalleled scenic beauty.

All jobs are nine-month, tenure-track Assistant Professor positions unless stated otherwise. We hope to attract
and retain faculty committed to diversity, excellence and an active examination of ideas that can provide our students
understanding of the richness and complexity of our society.

For complete job information and required application materials refer to our University website at
www.usm.maine.edu/hr/jobs/faculty.htm

COLLEGE OF ARTS AND SCIENCES
- Assistant Professor, Art (studio art/foundation/digital imaging)
- Assistant Professor, Criminology (race and crime)
- Associate/Full Professor & Director, Social Work (new MSW Program)
- Assistant/Associate Professor, Social Work
- Assistant/Associate Professor, Sociology (race/ethnicity and/or global/international sociology)

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
- School Psychology (Assistant/Associate Professor)
  help shape the future of the only school psychology program in northern New England
- Special Education (Assistant/Associate Professor)
  prepare students for Master of Science in Special Education

COLLEGE OF NURSING AND HEALTH PROFESSIONS
- Nursing - Adult Health and/or Gerontology (Assistant/Associate Professor)
  (multiple positions)
  teach both graduate and undergraduate courses
- Recreation and Leisure Studies (Rank open)
  teach in the Associate and Baccalaureate degree programs
- Sport Medicine
  experience in teaching clinical exercise physiology and in course work associated with exercise science in
  Baccalaureate Degree program
- Gerontological Specialist (Non-Faculty, two-year with possible renewal)
  work closely with faculty in the development, targeting and writing of external grant proposals for public and

LEWISTON-AUBURN COLLEGE
- Arts and Humanities/Franco-American Studies
  teach Franco-American Studies and History, including historical methods as oral history
- Leadership and Organizational Studies (Assistant/Associate Professor)
  primary area: leadership topics such as training, diversity, globalization and organizational ethics
- Nursing - Develop Baccalaureate Degree Program for non-nurses at LAC Campus (in conjunction with the
  Nursing and Health Professions)
  develop nursing programs expanded programs including (1) development of clinical sites and course
  (2) recruiting students
- Teacher Education (Assistant/Associate Professor)
  coordinate development of and teach courses in a site-based undergraduate K-8 teacher certification program
- Social and Behavioral Sciences - Clinical
  teach courses such as abnormal psychology, psychological disorders of childhood and adolescence, substance
  addiction, violence, disorders, brain and behavior

OFFICE OF THE PROVOST & VICE PRESIDENT FOR ACADEMIC AFFAIRS
- Director, Southern Maine Biotechnology Research Institute
  new opportunity for a founding director to shape dynamic research presence, mass research faculty and design

SCHOOL OF APPLIED SCIENCE
- Computer Science (2 positions)
  teach graduate and undergraduate courses and conduct innovative research
- Dean
  provide leadership and support to the department of Applied Medical Sciences, Computer Sciences, Engineering

SCHOOL OF BUSINESS
- Accounting
  financial accounting with a secondary teaching area expected
- Finance (Assistant/Associate Professor)
  corporate finance
CALIFORNIA STATE UNIVERSITY
Bakersfield

SCHOOL OF EDUCATION

Located 110 miles north of Los Angeles in the southern San Joaquin Valley, Bakersfield offers all the amenities of modern city life without the disadvantages. New housing is the best in the state for value and availability; excellent lifestyle for families; stress-free driving; convenient airport. The School of Education at CSUB, an Hispanic-serving institution, is WASC, NCATE, and CCTC accredited. We seek to create an inclusive, progressive, and democratic teaching and learning environment. Faculty with a sincere commitment to public education and improving educational opportunities for diverse learners are invited to apply for tenure-track positions. Summer employment available.

QUALIFICATIONS: All positions require a doctorate or ABD status appropriate to the position; substantial K-12 teaching experience with diverse learners; well-articulated research and publications agenda; evidence of service to, and collaboration with, public schools; collegiality. Preferred: A strong knowledge base in multicultural education and/or second language acquisition and experience with technology-mediated instruction.

POSITIONS:

1. CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION (ASSISTANT)

Seeking a dynamic colleague to build a program that prepares students to work in a wide range of settings with a culturally and economically diverse population. Doctorate in child development, early childhood education or related field. Teach undergraduate child development and early childhood education classes; advise and mentor students; supervise field experiences related to classes; active participation in service in a diverse and active community focused on the well-being of children and their families; evidence of effective teaching; strong interpersonal skills.

2. READING/LITERACY, ELEMENTARY AND/OR SECONDARY (ASSISTANT/ASSOCIATE) (TWO POSITIONS)

Teach reading/literacy courses for preservice, master's level, and reading specialist credential. Supervise elementary- or secondary student teachers in classroom settings. Doctorate in reading/literacy. Ability to write grants and incorporate computers in the literacy classroom is desirable. Ability to interact effectively as a team member with faculty and off-campus partnerships and assume a leadership role in the school and community.

3. SPECIAL EDUCATION, MODERATE SEVERE DISABILITIES: ASSISTANT/ASSOCIATE

Teach courses in moderate/severe disabilities (including multiple disabilities) with a special focus on age-appropriate curriculum adaptations and innovative inclusion strategies leading to maximum adult levels of independence (i.e., working toward optimum transition success). Significant portion of this position assignment is supervision of field-based practicum and master's level student's research. Earned doctorate in special education or related field; successful university level teaching and supervision experiences. Minimum of two years of public school or community agency teaching and/or clinical experience serving students with moderate to severe disabilities, preferably in cross-cultural settings.

SALARY: Commensurate with education and experience. Excellent benefits.

BEGINNING DATE: September 5, 2000

APPLICATION PROCEDURE: Applications received by January 4, 2000 will be given full consideration; positions are open until filled. Submit letter of application with current vita, transcripts of graduate coursework or university placement file, and three letters of reference to:

Dr. Cheryl Santos, Dean
School of Education
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

CSUB fosters and appreciates ethnic and cultural diversity among its faculty and students and is committed to increasing the diversity of its faculty to reflect the diversity of the campus community. Applicants from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

UNIVERSITY OF FLORIDA

Department of Educational Leadership, Policy and Foundations
COLLEGE OF EDUCATION

The Department of Educational Leadership, Policy & Foundations in the College of Education at the University of Florida invites nominations and applications for three tenure-track positions for the 2000-2001 academic year to contribute to its teaching, research, and service missions.

Assistant Professor of Curriculum and Instruction

The successful candidate should have an earned doctorate in Curriculum & Instruction or School Administration, and would be expected to teach graduate courses in instructional leadership, i.e., Instructional Theory and Research, Supervision of Instruction, Administration in Special Education, or School Curriculum. The successful candidate should demonstrate the ability to develop and maintain a substantial program of research productivity, to teach effectively, to contribute to academic program development, and to promote the preparation of graduate students. Preference will be given to candidates who have public school administrative experience, can relate to the issues of school practitioners, and have experience chairing dissertations.

Assistant Professor of Educational Leadership

The successful candidate should have an earned doctorate in Educational Leadership/School Administration, and would be expected to teach graduate courses in Educational Leadership (e.g., Educational Organization and Administration, Administration of Educational Personnel, Labor Relations in Public Education, Educational Planning, Utilization of Computers in School Administration, Administration of Special Education). The successful candidate should demonstrate the ability to develop and maintain a substantial program of research productivity, to conduct outreach to public schools, to teach effectively, to contribute to academic program development and to promote the preparation of graduate students. Preference will be given to candidates who have public school administrative experience, can relate to the issues of school practitioners, and have experience chairing dissertations.

The deadline for applications for the positions of Curriculum and Instruction and School Administration is December 30, 1999. Interested candidates should forward a letter addressing his or her qualifications, a current curriculum vitae, and five letters of reference speaking to the qualifications of the applicant. All materials should be sent to:

Linda S. Behar-Horenstein
Associate Professor
P.O. Box 11049
Department of Educational Leadership, Policy & Foundations
College of Education
University of Florida
Gainesville, FL 32611-7049
Email: beharen@engr.ufl.edu
Phone: 352-392-2391 ext. 269

Assistant or Associate Professor of Foundations of Education

The successful candidate should have an earned doctorate in social, historical or philosophical foundations, and would be expected to teach graduate courses in Social Foundations (e.g., Philosophy of Education, Values and Ethics in Education, Educational Sociology, Socioeconomic Foundations of Education, and School and Society). The successful candidate should demonstrate the potential to lead the development of a quality graduate program in educational foundations, the personal to conduct a self-directed program of research and conduct outreach to public schools. Preference will be given to candidates who can relate to the issues of school practitioners, have experience chairing dissertations, and have an interest and/or experience in educational policy studies.

The deadline for applications is December 30, 1999. Interested candidates should forward a letter addressing his or her qualifications, a current curriculum vitae and five letters of reference speaking to the qualifications of the applicant. All materials should be sent to:

R. Craig Wood
B. O. Smith Research Professor
P.O. Box 11049
Department of Educational Leadership, Policy & Foundations
College of Education
University of Florida
Gainesville, FL 32611-7049
Email: rwood@coe.ufl.edu
Phone: 352-392-2391 ext. 265

This University of Florida is an equal opportunity, equal access, affirmative action employer. Women and minorities are encouraged to apply.

The "government in the sunshine" laws of Florida require that all documents relating to the search process, including letters of application, nominations and references, be available for public inspection.
FAIRMONT STATE COLLEGE
FULL-TIME, TENURE TRACK FACULTY POSITIONS FOR 2000-2001 ACADEMIC YEAR

About the College
Fairmont State College is an undergraduate, state-supported institution with an enrollment of approximately 6,500 students. The 90-acre campus is located in Fairmont, WV, 90 miles south of Pittsburgh, in a region known for its natural beauty and rich history and in numerous recreational opportunities. Founded in 1859, the college offers 126 degree programs, including courses of study leading to bachelor's degrees in business, fine arts, humanities, engineering, technology, aviation technology and natural sciences, health careers and teacher education. The college also offers programs for career technical education granting a one-year certificate as well as the associate degree after two years of study. Professional/technical programs are available in medicine, dentistry, law, pharmacy, architecture, engineering, and physical therapy. Two additional campuses are the Gaston Center located in Clarksburg, and the Robert C. Byrd National Aerospace Education Center, a state-of-the-art facility dedicated to aeronautics. Along with its traditional academic foundation, Fairmont State College includes a comprehensive community and technical college component, for additional information, consult "The FSC Homepage.

Application Procedure
A letter of application and resume with the name, address, and telephone number of three referees should be sent to the contact listed for each academic, Fairmont State College, 120 Locust Ave., Fairmont, WV 26554-2001. Include a statement of teaching philosophy with application materials. Interviews will be made at the College's discretion. It is normally expected that candidates for tenure-track positions will complete all requirements for their doctorate by the beginning of the 2000-2001 academic year. Applicants are encouraged to send their applications before the deadlines for interview. The college reserves the right to make appointments without reference to the deadlines for applications.

Music: teach courses in music history and music appreciation. Duties may include coordination of the music library. Preference will be given to those with experience in higher education and the ability to operate and maintain an organ.

School of Language and Literature (APLCA) - Literature, Language, and Liberal Arts: teach in the humanities. Preference will be given to those with experience in higher education.

School of Social Sciences (Applications to: P. Herbert, Chair, School of Social Sciences)

School of Science and Mathematics (Applications to: S. F. Caton, Chair, School of Science and Mathematics)

School of Technology (Applications to: D. Goletti, Chair, School of Technology)

School of Fine Arts: (Applications to Dr. S. Z. Schreiber, Chair, School of Fine Arts)

Speech Communication and related fields. Preference will be given to those with experience in higher education. Preference will be given to those with experience in higher education.

Music/English: Instructor: Director: Direct the marching band, faculty.preferred. Teach in music appreciation. Duties may include coordination of the music library. Preference will be given to those with experience in higher education and the ability to teach courses in the humanities. Preference will be given to those with experience in higher education.

School of Science and Mathematics (Applications to: S. F. Caton, Chair, School of Science and Mathematics)

School of Technology (Applications to: D. Goletti, Chair, School of Technology)

Architectural Engineering Technology: Teach in architecture courses, work on the team with other professionals, and design and construct buildings. Preference will be given to those with experience in higher education.

Electronics Engineering Technology: Teach a variety of engineering courses in electronics, design and construct computer systems. Preference will be given to those with experience in higher education.

Fairmont State College is an equal opportunity/affirmative action employer.

FACULTY POSITION OPEN

THE UNIVERSITY OF TEXAS AT EL PASO
College of Health Sciences
El Paso, Texas 79902

PROGRAM
Kinesiology

EFFECTIVE DATE OF APPOINTMENT
September 1, 2000

RANK/POSITION
Professor/Associate Professor: Tenure Track

SALARY
Commensurate with experience

QUALIFICATIONS
Earned doctorate in Kinesiology or related field. English is a strong plus. Qualification as an examiner in the multidisciplinarian nature of Kinesiology and the variety of employment occupied by graduates.

RESPONSIBILITIES
Coordinate the Kinesiology Program, teach graduate and undergraduate Kinesiology courses, supervise the application process, provide leadership for the health and growth of the program. Nine-month tenured track position with the possibility of summer appointments.

APPLICATION DEADLINE
Screening of applications will begin January 10, 2000. Position will remain open until filled. To apply send a letter of application, a vita, and list of three references.

INQUIRIES AND APPLICATIONS SHOULD BE ADDRESSED TO:
Garland O’Quinn, Jr., Ph.D., Search Committee Chair, Kinesiology Program, The University of Texas at El Paso, 1101 N. Campbell St., El Paso, TX 79902 (915) 747-2743 (915) 747-2707 fax, E-mail: goquinn@utep.edu

GENERAL INFORMATION:
The University of Texas at El Paso, with an enrollment of approximately 16,000 students, is one of nine campuses in the University of Texas System. The city of El Paso, with a population of 600,000, is located in the world's largest binational metropolitan area, adjacent to the city of Juarez, Mexico. The University offers 60 bachelor's degrees, 53 master's degrees, and 6 doctoral degrees.

Kinesiology is a program in the school of Allied Health Sciences, which is part of the College of Health Sciences. The Kinesiology Program offers a B.S. and M.S. degrees in Kinesiology. Within the program there are 12 full-time faculty positions and approximately 20 part-time instructor positions to conduct the service activity program. There are currently more than 250 undergraduates and approximately 25 graduate students pursuing Kinesiology degrees. Of the undergraduates, approximately 80% go on to graduate school. The Texas Legislature recently allocated money for a new Kinesiology/Physical Fitness Building, which will include state-of-the-art exercise science laboratories and athletic training facilities.

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, sexual orientation, or disability in employment or the
The College of Nursing has positions in the following areas:

**Associate Dean for Academic Affairs**
Annual 12 month appointment in the tenure system
Responsibilities include oversight of the conduct and evaluation of academic programs leading to the degrees of Bachelor of Science with a major in Nursing and Master of Science in Nursing; and active involvement in College and University Committees.
Qualifications include an earned doctorate in nursing or related area; expertise in academic administration; within a college of nursing; teaching experience; and experience working with State Board of nursing and accreditation agencies.

**Assistant Dean for Planning and Operations**
Annual 12 month fixed term renewable appointment
Responsibilities include infrastructure development; overseeing (financial planning and information systems; serving as an advisor to the Dean for planning and administrative support functions; teaching in a defined area of expertise; and active involvement in College committees.
Qualifications include an earned doctorate or degree appropriate for an academic appointment; experience and credentials to teach in the area of health policy; health care financing or other areas related to the current curricula; experience in financial planning is a unit level; and experience with information systems.

Application Process: The Profile Brochure which contains details on the Black Hawk College Search, the preferred qualifications, and application instructions can be requested by contacting Cindy Schrock, Liaison to the Presidential Search Committee, Black Hawk College, P.O. Box 984, Moline, IL 61266-0984.

Non-nominated and applications will be accepted until the position is filled. However, since the Presidential Search Committee will complete its application review in late January 2000, submissions are especially encouraged before January 28, 2000.

For additional information contact: Brenda Beckman, ACCT Search Consultant, 5871 North Cañada Esplendida, Tucson, AZ 85718-4566. Telephone: (520) 299-0559; FAX: (520) 299-8822; E-mail: bbeckman@aol.com

Black Hawk College Web Site is http://www.bhc.edu

---

The Department of Ecology and Evolutionary Biology at Rice University (http://www.rice.edu) is seeking to fill a tenure-track position at the assistant professor level. We seek a highly qualified individual in the field of evolutionary biology, broadly construed to include, for example, molecular, phylogenetic or behavioral approaches to the study of adaptation and evolution. Rice is a private research university with a strong commitment to the highest standards of education at the graduate and undergraduate levels.

Applications should include a C.V., statements of research and teaching interests and request four letters of recommendation. All materials should be sent to:

**Search Committee**
Department of Ecology and Evolutionary Biology
Rice University, P.O. Box 1892, Houston, TX 77251-1892, by November 30, 1999.

Rice University is an Equal Opportunity/Affirmative Action Employer. Women and minority candidates are encouraged to apply.
THE UNIVERSITY OF IOWA
COLLEGE OF EDUCATION
POSTDOCTORAL ASSOCIATE PROGRAM

The University of Iowa College of Education is pleased to announce the availability of a two-year postdoctoral associate appointment. The purpose of the College's postdoctoral program is to develop promising new scholars from diverse backgrounds for careers in higher education. In light of the program's goal of increasing the number of scholars from underrepresented groups, candidates from these groups, including but not limited to African American, Alaskan Native, Native American, Latino/a, Pacific Islander are strongly encouraged to apply. The selected applicant will do research in collaboration with a faculty mentor(s). Opportunities for teaching experience are possible if desirable. Candidates who have completed the doctoral degree in an area of study in education no later than August, 2000 or within the past two years are eligible. Candidates are particularly sought for the following disciplines:

Art and Literacy Education
Counselor Education-School Counseling
Counseling Psychology-Community and Behavioral Health
Literacy and Cultural Studies

Salary for the 2000-2001 academic year will be $35,000. Additional funds will be available for travel and research-related expenses. The position will include an array of fringe benefits suited to the candidate's needs. Candidates should send a letter of interest, vita, selected reprints/preprints, official transcripts, and three letters of recommendation concerning research skills to:

Scott McNabb, Chair, Postdoctoral Associate Search Committee
Office of the Dean
N459 Lindquist Center
University of Iowa
Iowa City, IA 52242-1529

Screening of applications will begin December 17, 1999 and will continue until the successful candidate is hired.

The University of Iowa is an Equal Opportunity/Affirmative Action employer. The College of Education is actively recruiting applications from minorities and women.

Candidates are encouraged to visit the College of Education website at:
http://www.uiowa.edu/coe2.

LIBRARY: TECHNOLOGY LIBRARIAN

DePauw University Libraries, located in Greencastle, Indiana, supports a liberal arts undergraduate student population of 2,216. There are three libraries in the DePauw Library system: Roy G. West Library (main library), Prevo Science Library and the Music Library. DePauw University is seeking an experienced Technology Librarian to provide leadership and technical expertise to support DePauw's move toward expanded electronic resources and services. This is a 12-month position that reports to the Library Director and has oversight responsibilities for Library Computer Services and Instructional Media Services. The Technology Librarian position carries nominal faculty rank and is a renewable term appointment (the initial appointment is for three years). Specific responsibilities include: provide collaborative leadership in the ongoing development and implementation of the Libraries' technology plans; participate in the Libraries' information and instruction services, provide leadership in developing instructional programs to strengthen the technology expertise of library staff, provide expertise in the areas of media and computer technology, recommended goals and priorities for service areas, monitor user satisfaction and develop methods for improving services; coordinate the hiring, training, and evaluating Instructional and Media Library Computer staff and students; manage all budgets pertaining to the two departments; participate in electronic and print collection development; prepare budget proposals to enhance services; participate as member of the library administrative team; coordinate the preparation of IMS and LCS annual statistics; work with the Private Academic Library Network of Indiana (PALNI) and DePauw Computer Center staff to provide consistent and dependable access to the on-line catalog and other electronic resources.

Required Qualifications: Master's degree from an ALA-accredited program in library science with a concentration or degree in information technology, instructional media and/or computer technology. Three to five years of increasingly responsible experience coordinating electronic/media services and managing services. The successful candidate will offer some combination of experience providing hardware and software technical support for library computer systems, including Z39.50, TCP/IP, and WWW technology, the ability to manage, support and troubleshoot LAN and Web-based library products and systems, a knowledge of instructional media equipment and support issues, a knowledge of library automation systems, particularly DRA. In addition to technical background, the successful candidate must demonstrate strong oral, written and analytical skills; and the ability to work with a collegial academic environment. Salary competitive; excellent benefits. Send letter of application, resume and letters of recommendation to:

Dr. Kathy Davis
Director of Libraries
Roy G. West Library
DePauw University
Greencastle, IN 46135

Review of applications will begin on November 10, 1999 and continue until the position is filled.

UNIVERSITY OF MARYLAND
SCHOOL OF SOCIAL WORK

Applications are now being accepted for four month tenure-track faculty positions at the University of Maryland School of Social Work. This School is situated in downtown Baltimore on a Health and Human Services campus with a three-faculty education, research and community service. MSW-granting institution in Maryland, this is a nationally ranked School, rich in promoting opportunities, with a research-based Ph.D. Candidates for four fellowships should have a Ph.D. or DSW in social work or related field, and have post-MSW practice experience. The School is a fellow in social work and related fields, and have post-aMSW practice experience. The School is a fellow in social work and related fields, and have post-aMSW practice experience. The School is a fellow in social work and related fields, and have post-aMSW practice experience. The School is a fellow in social work and related fields, and have post-aMSW practice experience.

FACULTY OPENINGS

For openings, one each in the following areas:

- Social Services - Applicants must have experience and education in Program Management, Fiscal Management, and Personnel Management and must provide leadership in developing and an ability to teach courses in research and social work.
- Clinical Practice - Applicants must have experience and ability to teach clinical to students in Advanced Practice and Social Work, and have a specific specialty in Aging or Family Counseling.

- Human Behavior and Social Environment - Applicants must have experience and ability to teach clinical practice and Social Work, and have a specific specialty in Aging or Family Counseling.

- Employee Assistance Specialist - Applicants must have experience and knowledge to teach courses in EAP Administration and Policy.

EAP research projects and act as field liaison.

Rank is open and junior faculty are encouraged. Salary is competitive and commensurate with qualifications and experience. For best consideration submit application by December 6, 1999. A complete list of positions is available on the University of Maryland, Baltimore's website.

Chair, Search Committee
University of Maryland Baltimore
Louis Kaplan Hall
525 West Redwood Street
Baltimore, MD 21201-1777

Women and minorities are encouraged to apply to The University of Maryland, Baltimore.
NEW MEXICO HIGHLANDS UNIVERSITY
VICE PRESIDENT FOR FINANCE

New Mexico Highlands University is seeking applicants for the position of Vice President for Finance. The position is currently held by Dr. Paul Johnson, who has announced his retirement at the end of the current academic year. The position provides an opportunity for an experienced and forward-thinking individual to lead the finance department in an institution known for its commitment to academic excellence and community engagement.

Responsibilities:
- Lead the Finance Department in the development and implementation of financial policies and procedures.
- Develop and manage the University's budget to ensure financial viability and sustainability.
- Manage the University's financial resources, including investment and endowment funds.
- Coordinate with other divisions to ensure alignment with the University's strategic goals.
- Oversee the preparation of financial reports and analyses.
- Lead financial planning and forecasting.

Qualifications:
- A minimum of 10 years of experience in finance, preferably in higher education, with a strong track record of success.
- A master's degree in finance or a related field is required, with a Ph.D. preferred.
- Excellent leadership and interpersonal skills, with the ability to build and maintain strong relationships with stakeholders.
- Strong analytical and problem-solving skills.

The University offers a competitive salary and benefits package. Interested candidates should submit their CV and a letter of interest to:

Dr. Paul Johnson
New Mexico Highlands University
703 S. Broad Street
Las Vegas, NM 87701

Applications will be reviewed on a rolling basis until the position is filled.

Please visit the University's website for more information:

www.nmhu.edu

LEHMAN COLLEGE/CUNY
POSITIONS AVAILABLE

ASSISTANT/ASSOCIATE PROFESSOR OF SPANISH to teach all levels of Spanish language and literature. Must have a Ph.D. in Spanish and teaching experience at the college level. Salary range: $52,000-$70,000. Send application and CV to: Assistant Professor of Spanish, Lehman College, The City University of New York, 250 Bedford Park Blvd, Bronx, NY 10468. Applications will be reviewed on a continuing basis until the position is filled.

ASSISTANT/ASSOCIATE/FULL PROFESSOR IN THE DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE to teach all levels of mathematics and computer science courses. Salary range: $56,000-$70,000. Send application and CV to: Chair, Department of Mathematics and Computer Science, Lehman College, CUNY, 250 Bedford Park Blvd, Bronx, NY 10468.

CHAIR, DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCE to lead the Department in advancing the College's mission. Salary range: $70,000-$80,000. Send application and CV to: Chair, Department of Humanities and Social Science, Lehman College, CUNY, 250 Bedford Park Blvd, Bronx, NY 10468.

qualifications:
- A Ph.D. in a relevant field is required.
- A minimum of 5 years of teaching experience at the college level is preferred.
- Excellent oral and written communication skills.
- Strong leadership and interpersonal skills.

LEHMAN COLLEGE/CUNY is an Affirmative Action/EEO Employer.

OCCU PRESIDENT

The Board of Trustees of Onondaga Community College invites applications and nominations for the position of President. The President is the chief executive officer of the College and reports to the Board of Trustees. The President is the chief academic officer and is responsible for the overall administration of the College.

The President's primary responsibilities include:
- Setting and achieving the College's strategic goals and objectives.
- Developing and implementing an effective and efficient budget.
- Ensuring the delivery of high-quality educational programs.
- Developing partnerships with community organizations and businesses.
- Overseeing the management and development of the College's facilities.
- Representing the College in the community and with external stakeholders.

The President is expected to demonstrate strong leadership, effective communication skills, and a commitment to excellence in education.

The College's website address is:

www.sunyocc.edu

For additional information, contact:

Dr. Robert L. Jokelity, Director, Human Resources
Onondaga Community College
Route 173, Syracuse, NY 13215

DEAN CENTRAL NEW YORK CENTER SYRACUSE, NY

The Dean is the chief executive and academic officer of the College, reports to the Academic Vice President, and participates in planning and administration of the College. The Dean is expected to:
- Lead the College in the achievement of its academic, enrollment, and financial goals.
- Oversee the development and implementation of programs and services.
- Collaborate with external partners to support the College's mission.
- Ensure the College's compliance with all relevant laws and regulations.

The Dean should possess:
- A doctorate degree in a related field.
- Extensive experience in higher education administration.
- Strong leadership and interpersonal skills.

Empire State College is a national leader in non-traditional higher education. The College provides unique and flexible programs that meet the needs of students from diverse backgrounds.

Please visit the College's website for more information:

www.esf.edu
ASSISTANT PROFESSOR IN SCIENCE

Emerson College invites applicants for a tenure-track, assistant professor position in science. The successful candidate will be part of the undergraduate non-degree Science Program. Responsibilities include teaching undergraduate required and elective courses, providing oversight of the Science Program including curriculum development and staffing, and participating in the Institute for Liberal Arts and Interdisciplinary Studies which houses the Freshman Seminar Program and Honors program. Faculty are also required to provide service to the institution and to establish a program of scholarship. Emerson is a specialty college devoted to the conduction research and the performing arts. Candidates who can help bridge science and the majors in communications and the performing arts as well as candidates from traditionally under-represented groups are especially encouraged to apply. Candidates must have a completed doctorate in an area of science, experience teaching at graduate science major, and evidence of leadership in curricular and program development. The position is a nine-month position with optional summer teaching. Salary and benefits package is competitive.

Inquiries should be addressed to: Joan Marie Montepare, 617-965-4300, smontepare@emerson.edu. To apply, send a letter of interest, curriculum vitae, selected reprint or preprints, information on teaching background and three letters of recommendation to: Joan Marie Montepare, Ph.D., Chair, Search Committee, School of Communication Sciences and Disorders, 100 Beacon Street, Boston, MA 02215.

Review of applications will begin on January 5, 2000 and will continue until the position is filled. Visit our web site at www.emerson.edu.

ORANGE COAST COLLEGE

GENERAL MANAGER
INSTRUCTIONAL FOOD SERVICE

Orange Coast College, Costa Mesa, CA (www.occc.edu) seeks a manager to oversee food service operation, integration and coordination of instructional programs and teach food service/culinary arts classes as required. M.S. degree (or equivalent) plus 3 years related experience required; previous teaching exp. preferred. Salary range $46,045-$57,181/y. plus generous benefits. Must complete District application by deadline date of 5 pm, December 3, 1999; refer to Job #04-000.

Coast Community College District
370 Adams Avenue
Costa Mesa, CA 92626
(714) 438-4714 or 438-4715
Equal Opportunity Employer

www.ccccd.edu

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Tenure-Track Positions for 2000-2001 Academic Year

California State University, San Bernardino, a comprehensive regional university, is one of the 23 State Universities with approximately 14,500 students, 456 full-time faculty, and 52 undergraduate and graduate degree programs. The campus contains five colleges: Business and Public Administration; Education, Arts and Letters; Natural Sciences; and Behavioral Sciences. Off-campus programs are offered at the Coachella Valley Center in Palm Desert. The University is 70 miles east of Los Angeles, offering easy access to beaches, mountain, and desert resorts. The rapidly expanding area offers a wide variety of cultural and recreational opportunities. Housing costs average 20% below those of Los Angeles County.

We are seeking to recruit faculty members who will contribute to the goals and objectives of the University's mission. Accordingly, preferred candidates will be expected to meet the traditional requirements of excellence in teaching, act and professional work, and serve to the University and community as well as to demonstrate interest or experience in the following academic area as a member of a collaborative team: a) alternative modes of instructional delivery to include off-campus lectures; b) the learning process, i.e., innovative teaching strategies and/or research on how students learn and apply over an extended period of time; and c) partnerships with the community to enhance social, economic, and cultural development. We are serious about faculty recruitment and we value the diversity in our student body. All qualified applicants are encouraged to apply. Application materials will be accepted until the position is filled. For more information and application information visit the Web site at www.csusb.edu.

COLLEGE OF ARTS AND LETTERS

Art (three positions): Ceramics; Photography; Art Education
Communication Studies (three positions): Mass Communication; Rhetoric, Ethics & Intercultural Communication
Interdepartmental Communication, Ethnography
English (two positions): See the Web site for more information
Foreign Languages & Literatures (three positions): Spanish Generalists with subinterest in Latin American/Caribbean Literature; 20th Century Peninsular and Film/Culture; Language Acquisition and Pedagogy
Music (two positions): Jazz Studies/World Music
Theatre Arts (two positions): Acting/Directing; Creative Drama

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

Information and Decision Sciences: Networking/Web Design

COLLEGE OF EDUCATION

Language, Literacy and Culture: Reading and Literacy
Educational Leadership and Curriculum (two positions): Educational Administration (School Finance, Law and/or Personnel)
Middle School Education (Curriculum and Educational Psychology)
Educational Psychology and Counseling: Counseling and Educator Psychology
Science, Mathematics and Technology Education: Mathematics Education

COLLEGE OF NATURAL SCIENCES

Biology: Molecular Biology
Computer Science: Open
Geological Sciences: Chair and Petroleum Geologist
Kinesiology: Pedagogical Kinesiology
Mathematics (two positions): Open; Applied Mathematics or Mathematics Education
Nursing (two positions): Psychiatric/Mental Health; Medical Surgical with Community Focus

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

Criminal Justice: Applied Criminology
Psychology: Child/Human Development
1. Assistant or Associate Professor
2. Associate or Full Professor

California State University, San Bernardino is an Equal Opportunity Employer committed to a diversified work force.

Be an Influential Force in

THE POWER OF LEARNING

Houston Community College System, one of the largest institutions of higher education in the Texas Gulf Coast, is seeking applications for a full-time Math Instructor at the Central College location. Requirements: Must have completed 18 graduate hours in Mathematics, hold a Master's degree, plus two (2) years teaching experience at the college level.

INSTRUCTOR/MATHEMATICS

Starting Salary Range: $32,833 (MA) to $38,842 (D)/mc
Application and photocopy of transcripts are required. Call (713) 718-8650, fax to (713) 718-8641, or download an application from hccs.co.tx.us (refer to job ID #35303). Deadline is 12/8/99.

Houston Community College System
320 Jackson Hill, HR Dept., Ste. 220
Houston, Texas 77007

Research Analyst

UCSD Development Office

Provide prospect research/analysis to External Relations with major emphasis in Development. Create prospect profiles and reports on potential donors to UCSD use of the electronic resources/print reference materials.

HEALTH AND PHYSICAL EDUCATION

Position (H11119B) - Full-time, Tenure-Track (Supervise Interns)

Required: Completed doctorate in Health, Physical Education, Sport Management or related fields; experience in, or academic preparation for, teaching Wellness; experience in, or academic preparation for, supervising intern; evidence of ability to work cooperatively with colleagues; evidence of ability to conduct scholarly activities; and a successful interview and teaching demonstration.

Preferred: Experience in advising and teaching Wellness at the college or university level; experience in multicultural settings; and evidence of ability to use instructional technology.

Position (H11119C) - One Year, Full-Time Temporary

Required: ABD in Health, Physical Education, Sport Management or related fields; experience in, or academic preparation for, teaching Wellness; experience in, or academic preparation for, conducting scholarly activities; and a successful interview and teaching demonstration.

Preferred: Completed doctorate; experience in advising and teaching Wellness at the college or university level; experience in multicultural settings; and evidence of ability to use instructional technology.

For All Positions Reply to:
Dr. Ying Wu
Search Committee Chairperson
Dept. of Health and Physical Education
(List Position Code)
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302
An EO/AA Institution

BRYN MAWR COLLEGE

FACULTY POSITION 2000-2001

DEPARTMENT OF CHEMISTRY invites applications for two tenure-track positions at the level of Assistant Professor beginning fall 2000. Development of active, externally funded research programs involving undergraduate and graduate students is expected. The ORGANIC Chemist will teach a seminar of the sophomore organic chemistry course, advanced courses, and participate in the general chemistry program. The EXPERIMENTAL PHYSICAL chemist will teach a seminar of junior level physical chemistry with lab, a general chemistry course and advanced courses. The successful candidates are expected to demonstrate a strong commitment to combining teaching and research activities. Bryn Mawr's Chemistry Department is noted for its outstanding undergraduate undergraduates and a small co-educational graduate program. A Ph.D. is required and post-doctoral research experience is desirable. Please visit http://files.brynmawr.edu-dept/chemistry.html for a list of application. A curriculum vitae, a statement of teaching interests and research plans (with budget) including how students can be involved, a writing sample or reprints, and three letters of reference by mail to: Search Committee Chair, S.A. White, Department of Chemistry, Bryn Mawr College, 101 N. Merion Ave., Bryn Mawr, PA 19010-2899. Deadline for applications is December 16, 1999. Bryn Mawr College is an equal opportunity affirmative action employer.

PRINCETON THEOLOGICAL SEMINARY

Assistant Professor of New Testament
Starting July 1, 2000

PRINCETON THEOLOGICAL SEMINARY invites applications and nominations for a faculty position for Assistant Professor of New Testament starting July 1, 2000. Initial appointment is for four years with possibility of renewal for additional three year. Responsibilities include teaching New Testament Greek at both introductory and advanced levels, together with other courses according to background and curricular needs, and participation in all degree programs including academic doctoral. The candidate must have M.Div. and Ph.D. degrees or their academic equivalents, demonstrate competence in the presuppositions of men and women for the Christian ministry, be an active participant in life of a Christian communion, and possess the ability to work collegially in a Reformed context.

Send inquiries and recommendations to Dean James F. Armstrong, Box 821, Princeton, NJ 08542 (e-mail: Academic.Dean@ptsem.edu). Deadline for completed applications: January 15, 2000

Princeton Theological Seminary is an equal opportunity employer.
Michigan Tech

Provost and Senior Vice President for Academic and Student Affairs

Michigan Technological University announces a search for a distinguished, innovative, and nationally recognized scholar/leader to assist the University in achieving continuous exceptional advancement in the next decade. The position is available as early as July 1, 2020.

Responsibilities: The Provost and Senior Vice President for Academic and Student Affairs serves:

Chief academic and budget officer responsible for strategic and financial planning related to all academic programs, research, and student services, including graduate and undergraduate programs.

As the Chief Executive Officer of the University in the absence of the President, Dr. Curtis J. Tokarski, and reports to the university Board of Trustees.

The Provost will work closely with the President, Vice Presidents, Deans, Directors, CFA faculty, students, and staff to promote scholarship, the growth of the University's research enterprises, the strategic management of academic and graduate programs within a diverse, holistic university environment to serve the unity of teaching, scholarship, and research.

Qualifications: Candidates should possess:

- A record of significant administrative achievement, preferably at a research-oriented university or other institution,
- A proven ability to communicate clearly, effectively, and collegially with the many constituencies whose contributions are required for the successful implementation of University initiatives,
- A clear understanding of the mission of a scientific and technological institution, and a vision to promote a broad array of activities of national and international scope in teaching, research, and service,
- A record of teaching and scholarly or professional attainment that merits appointment as a tenured full professor within one of the University's departments, preferably demonstrated by a record of publications or presentations at a national or international level, or a record of creative or professional achievement that establishes a strong national or international reputation,
- A record of teaching and scholarly or professional attainment that merits appointment as a tenured full professor within one of the University's departments, preferably demonstrated by a record of publications or presentations at a national or international level, or a record of creative or professional achievement that establishes a strong national or international reputation,
- An earned doctorate and commitment to shared governance, affirmative action, and diversity.

The University: Michigan Technological University is a comprehensive research university with undergraduate, master's and Ph.D. students, and a reputation for exceptional instruction and research. The University is enjoying success in the growth of its research programs and capital facilities. Michigan Tech is located in the scenic Upper Peninsula of Michigan, at the base of historic Keweenaw Peninsula near the shores of Lake Superior. Michigan Tech's 4,000 faculty and 10,000 students are served by the University's strategic focus on engineering and science education initiatives.

Submit nominations, inquiries, or application materials including a letter of application, vita, names, addresses, and email addresses of five or more references, in confidence, to:

William M. Bullei, Chair, Provost Search Committee
do Human Resources
Michigan Technological University
1400 Townsend Drive
Houghton, Michigan 49931-1295

The University is being assisted in this search by David A. Haley and Lisa Saverdie, Isaac Miller, 334 Boylston St., Suite 900, Boston, MA 02116-3865; Phone: (617) 262-6500; Fax: (617) 6509; Email: dhaley@iresearch.com and lisasaverdie@iresearch.com.

The Search Committee will begin reviewing applications on December 15, 1998, and continue until the position is filled.

Interested individuals are encouraged to visit http://www.mtu.edu.

Michigan Technological University is an equal opportunity/affirmative action employer/educational institution. Applications from women and minorities are encouraged.

INDIAN RIVER COMMUNITY COLLEGE

Ft. Pierce, FL

Indian River Community College invites applications for the following full-time faculty positions:

- Automotive Instructor
- Biology Instructor
- Electronic Engineering Technology Instructor
- Respiratory Therapy Director of Clinical Education/Instructor

Applications will be considered until the positions are filled. Please contact (561) 462-4806 or send your resume to mail eduncan@irc.cc.fl.us to request minimum qualification requirements, job description, and employment application. EOE/AA/M/F/D/V/Handicapped.
Special Education
Faculty Position Announcement

Assistant Professor, Special Education. Tenure-track position starting August, 2000. This position involves teaching undergraduate and graduate courses related to high incidence disabilities, advisement, supervision, research, and service.

Eligibility requirements: Earned doctorate in an appropriate discipline, professional experience with school age children or youth with disabilities, and evidence of potential for significant scholarly accomplishment. Preference will be given to candidates with experience in university teaching and supervision, proposal writing, and school based research and practice. Applicants must be committed to a collaborative, unified approach to teacher preparation, and an inclusion model of service delivery. Apply to:

Dr. Cynthia C. Griffin
PO Box 117050
University of Florida, Gainesville
FL 32611-7050


The University of Florida is an EEO/AA employer. Applications from women and minorities are especially welcome.

Vice Chancellor for Research and Dean of Graduate Studies

The University of California, Irvine, invites applications and nominations for the position of Vice Chancellor for Research and Dean of Graduate Studies. The Vice Chancellor for Research, Dean of Graduate Studies, reports to the Executive Vice Chancellor. The Vice Chancellor for Research serves as UC Irvine's Campus Compliance Officer responsible for ensuring that UC Irvine research is consistent with University of California policies and procedures as well as federal laws and state statutes, and for overseeing the integrity of research at the University. The Vice Chancellor for Research/Dean of Graduate Studies also provides academic leadership to the campus in the areas of research and graduate education.

For the position of Vice Chancellor for Research and Dean of Graduate Studies, UC Irvine seeks a person who is qualified to be a full professor in the University of California system with significant administrative and leadership experience. Essential requirements for this position include prior faculty experience, scholarly or research accomplishments, and the ability to articulate the general public and university community the needs and goals of the University in order to advance the campus in its pursuit of academic excellence in research and graduate studies. The University of California has a strong commitment to the policies, principles, and goals of affirmative action and seeks an individual who also shares that commitment.

The desired starting date is on or before June 30, 2000. Review of candidates will begin December 1, 1999, and continue until the position is filled. Nominations, applications and requests for additional information should be addressed to:

The Screening Committee of the Vice Chancellor for Research and Dean of Graduate Studies
501 Administration Building
University of California, Irvine
Irvine, CA 92697-1000
ATTN: Michael Arias (ariasm@uci.edu)

Executive Assistant to the Executive Vice Chancellor

UCI is an Equal Opportunity and Affirmative Action Employer and Educator.

Lecturer
(Spanish)

Amherst College, a private undergraduate liberal arts college for men and women, with 1600 students and 165 faculty, invites applications and nominations for the position of Lecturer in the Spanish Department. Located in western Massachusetts, Amherst participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Position will be responsible for teaching a range of courses (six per year) in both Spanish and Latin American literature from the introductory to advanced levels. Candidate must also have the ability to develop and implement Web-based resources for students.

Qualifications: Masters Degree in Spanish; Ph.D. in Hispanic Linguistics with emphasis on second language acquisition, pedagogy and bilingualism required; 3-5 years experience in Spanish language teaching; and native fluency in Spanish, and English. Candidate must have experience in coordinating language teaching assistants and advising in the context of off-campus residences.

This is a full-time position with benefits. The anticipated start date is Fall semester 2000. Candidates should send a letter of application, current curriculum vitae, and the names of three references to: Chair, Department of Spanish, Amherst College, PO Box 5000, Amherst, MA 01002-5000. A review of applications will begin January 30, 2000 and continue until the position is filled.

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

President

Universidad Privada Boliviana
(Cochabamba, Bolivia)

UNIVERSIDAD PRIVADA BOLIVIANA (UPB), founded in 1993, seeks a new President to begin March 1, 2000 or as soon thereafter as possible. UPB is a private University offering the bachelors and masters degree primarily in business, engineering and law. The University is committed to educating Bolivia's new generation of entrepreneurial leaders. After only six years, UPB currently enrolls nearly 1000 (FTE) students.

UPB seeks a President who:

• Has a Ph.D. or its equivalent
• Is an experienced and creative academic administrator
• Has proven experience as a manager and leader of a multi-cultural, multi-racial environment
• Has public relations and fund raising experience, including the articulation of vision and mission of the enterprise
• Has a comprehensive understanding of budget building, budget control and the appropriate international standards for displaying and interpreting financial data about the University
• Has the ability to inspire, recruit and lead faculty, staff and students, board members, and community leaders to the cause of the enterprise
• Is supportive of faculty, staff and curriculum development
• Has the ability to build and sustain a team approach to management without sacrificing the proactive leadership role
• Is familiar with Bolivian life and culture or has work experience in South America
• Is a creative writer and speaker, fluent in both Spanish and English.
• Is committed to the education of the future leaders of a stronger Bolivia

For more information about UPB, visit our website www.UPB.edu

Compensation and fringe benefits are competitive

Interested persons should send a current resume, cover letter (in English) and the names of three references to:

Dr. Douglas G. Trout, President, American Friends of the Private University of Bolivia (AFPUB) 1821D Garfield Court, Leesburg, VA 20176 USA
Email: djtrout@aol.com
MIDWESTERN STATE UNIVERSITY

Wichita Falls, Texas

President

The Board of Regents of Midwestern State University, a university of approximately 6,000 students offering programs through the Master's level, invites applications and nominations for the position of President to succeed Dr. Lou Rodriguez who will retire August 31, 2000. The President is the chief executive officer of the University, reporting directly to a nine-member Board of Regents appointed by the Governor of the State of Texas.

With an annual budget of over $41 million for the 1999-2000 academic year, Midwestern State is located in Wichita Falls, Texas, a progressive community of 100,000 people in North Central Texas. Founded in 1922, the University of 47 undergraduate and 16 graduate programs in six colleges, including the Colleges of Business, Education, Fine & Health Sciences, Liberal Arts, and Science and Mathematics. Detailed information regarding the MSU campus, stufife and academic programs can be found at http://www.mswu.edu.

Preference will be given to applicants who have:
- An earned doctorate and evidence of successful teaching experience at the university level.
- Proven administrative abilities, including planning and managing large budgets, preferably at a tax-supported, state university.
- The ability to communicate effectively with and elect support from the local communities, alumni, and state educational and legislative agencies.
- The highest degree of personal integrity, honesty and ethics in dealing with others and the strength of character that stand by personal convictions and principles.
- A history of working closely with students to understand their problems and needs.
- An understanding of the changing nature and scope of higher education and its increasing role of distance education.
- A demonstrated commitment to equal rights for all people.

Applications and nominations should be sent to:
Kathryn A. Yeager, Chair
Presidential Search Committee
Midwestern State University
P.O. Box 2100
Wichita Falls, TX 76307

To receive fullest consideration, applications and nominations should be submitted by December 31, 1999, and include a letter of application, resume, and at least three letters of reference. The appointment will be effective September 1, 2000. Telephone inquiries may be directed to Mr. Steve Holland, Director of Personnel, (940) 997-4133.

Midwestern State University is an Affirmative Action/EQUAL OPPORTUNITY EMPLOYER

WESTERN MICHIGAN UNIVERSITY

DEAN

College of Fine Arts

Western Michigan University invites applications and nominations for the position of Dean of the College of Fine Arts. The Dean is the chief academic executive officer of the College and provides leadership and vision for its future. Reporting directly to the Provost and Vice President for Academic Affairs, the Dean serves on the Dean’s Council, which is involved with University-wide policy and planning issues.

Western Michigan University, a Carnegie Doctoral I university, ranks among the top 200 public universities in the nation, according to the most recent News and World Report’s list of top national universities. Western Michigan University is a vibrant state-supported, student-centered research university in an entrepreneurial culture of more than 20,000 students, located in Kalamazoo, Michigan, halfway between Chicago and Detroit.

Founded in 1917, the College of Fine Arts consists of four widely recognized and nationally accredited academic programs: the Departments of Art, Theatre and the School of Music. The College offers BFA, MFA, and BA degrees in 19 undergraduate majors, as well as nine masters degree programs in music and art. More than 1,200 performances and exhibitions, which reach audiences of more than 30,000 annually, are presented annually. The College’s performing facilities are among the finest in the United States. Important partnerships have been developed between the College and arts organizations throughout Kalamazoo and the State of Michigan.

Applicants must have appropriate administrative experience with a successful record in local responsibilities and personnel matters. Candidates should be highly qualified to return to the rank of full professor in one of the College’s academic units. Applicants should have an appropriate terminal degree and equivalent experience. Candidates must have evidence of commitment to diversity and, preferably, a record of securing external funding.

Applications should include a letter of interest addressing special qualifications, a resume, and the names, titles, addresses, and telephone numbers of three references. Nominations are welcome and encouraged. The screening process will begin immediately and will continue until the position is filled.

Western Michigan University
Fine Arts Search
Heldrick & Struggles, Inc.
1301 K Street, NW, Suite 500 East
Washington, DC 20005

WMU IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

For further information about Western Michigan University, see http://www.wmich.edu
Rutgers, The State University of New Jersey
Campus at Camden
Faculty of Arts and Sciences and the Graduate School

FACULTY SEARCHES

Rutgers-Camden, located in the heart of the Philadelphia Metropolitan area, is the southern campus of Rutgers, The State University of New Jersey. The campus includes undergraduate and graduate Arts and Sciences Programs, a Law School, and a Business School offering the M.B.A. and B.S. The Faculty of Arts and Sciences is seeking candidates for the following positions:

- Biology: Assistant Professor
- Chemistry: Assistant Professor
- Computer Science: Assistant Professor (2)
- Criminal Justice: Assistant Professor, Deviance and Social Control
- Fine Arts: Assistant Professor, Electronic Media and 3-D Animation
- Nursing: Assistant Professor, Adult Health and Illness
- Physics: Assistant Professor
- Psychology: Assistant Professor, Health Psychology
- Public Policy and Administration: Chair, Public Policy and Administration, and Assistant Professor, Health Care Management and Policy
- Religion: Assistant Professor, Religious and Social Ethics

For specific information about any of these positions, including qualifications and deadlines, see our website at http://camden-www.rutgers.edu/RUCAAM/articles.html.

Rutgers University is an Equal Opportunity and Affirmative Action Employer, and strongly encourages applications from women and members of minority groups.

VICE PRESIDENT FOR STUDENT AFFAIRS

QUALIFICATIONS: An earned doctorate, significant experience in student affairs administration, with increasing levels of responsibility, as well as expertise in student support services, personnel supervision, enrollment management, fiscal management of state funds and self-generated revenue, data analysis and crisis management. Personal attributes should include strong interpersonal, problem-solving, and public-speaking skills; a commitment to diversity, the ability to maintain collaborative working relationships with many constituencies; flexibility, energy, and creativity.

RESPONSIBILITIES: The Vice President for Student Affairs reports directly to the President and serves as the principal adviser with respect to student matters. Thirteen principal units with 300 professional and support staff comprise the Division of Student Affairs: Admissions; Registrations and Records; Student Financial Aid; Career Services Center; Center for Academic Advising; Housing and Residence Life; International Student Services; Office of Student Life, Recreation and Wellness; Student Educational Opportunity; Student Health Service; University Counseling Center; and the Wyoming Union.

THE UNIVERSITY: Information may be found on the UW web page at http://www.uwyo.edu.

APPLICATION PROCESS: Applications should be submitted no later than December 1, 1999. The names, addresses, and telephone numbers of five references should accompany all applications.

Vice President for Academic Affairs
Thomas Buchanan, chair of the Search Committee
VPSA Search Committee
c/o Office of Academic Affairs
University of Wyoming
P.O. Box 3302
Laramie, WY 82071-3302
FA: 307-766-2606

The University of Wyoming is an Affirmative Action, Equal Opportunity Employer.
Southern Connecticut State University

COMPOSITION PROGRAM COORDINATOR
Assistant or Associate Professor of English Tenure Track Position, Fall 2000

The English Department of Southern Connecticut State University invites applications for a Composition Program Coordinator.

The University recently announced a major commitment of resources to the teaching of writing. The English Department seeks a Composition Program Coordinator who can contribute energy, ideas, and leadership toward expanding the conversation on writing in the department and the university. The Coordinator position is a three-year, renewable term.

A doctorate in Rhetoric and Composition is required. Excellence in teaching and demonstrated research interests in Composition are required. Administrative experience desirable. The teaching load is six credits per semester, with six credits of reassigned time devoted to the Coordinator position.

Please send letter of interest, curriculum vita, 3 letters of recommendation (teaching letters preferred), sample composition course syllabus, samples of evaluated student papers, and brief statement of philosophy of teaching composition and training teachers of composition (about 500 words) to:

Chair, Composition Search Committee
English Department
Southern Connecticut State University
New Haven, CT 06515

All materials must be received by December 7, 1999.

SCSU is an EOAA employer - Minorities and women are strongly encouraged to apply.

UNIVERSITY OF MAIN

POSITION ANNOUNCEMENT

The University of Maine invites applications for Director of Multicultural Programs. The University of Maine invites applications for Director of Multicultural Programs who will advise, counsel, mentor students; assist students in achieving academic and personal objectives; act as a liaison to minority student organizations; act as a liaison to minority student organizations; enhance student understanding of multicultural student concerns; provide and promote multicultural awareness programs; acknowledge, affirm, and advocate historically underrepresented groups; and assist with implementing the university's Diversity Action Plan. This is a full-time, twelve-month position. Salary: $32,000 -$35,000.

Qualifications: Required: Master's degree; demonstrated experience working with and sensitivities to individuals of diverse cultural backgrounds, including ethnicity; proven ability to work collaboratively; excellent oral and written communications, and organizational skills. Preferred: A degree in student services or related field; substantial years of experience working with students and implementing multicultural programs and workshops; assisting campus organizations in plan programs that address social issues within the university community; developing activities that enhance the entire student body's knowledge of their cultures and civilizations.

Send letter of application, resume, and names, addresses and telephone number to:

Dr. Maureen Smith
Director of Native American Studies Program
314 Dunn Hall
University of Maine
Orono, ME 04469-5748

Review begins 11/22/99

The University of Maine is an EOAA employer.

ST. CLOUD STATE UNIVERSITY

A tradition of excellence and opportunity

COLLEGE OF EDUCATION: FACULTY POSITION

The College of Education at St. Cloud State University is currently seeking applications for faculty positions, tenure track, to begin Fall 2000. Salaries are competitive commensurate with experience.

CHILD AND FAMILY STUDIES: Assistant Professor Early Childhood Education Application deadline: January 14, 2000 or until filled.

HEALTH, PHYSICAL EDUCATION, RECREATION AND SPORTS SCIENCE: Assistant/Associate Professor Health and Physical Education Application deadline: December 23, 1999 or until filled.

TWO POSITIONS IN SPECIAL EDUCATION: Assistant/Associate Professor of Special Education Application deadline: January 14, 2000 or until filled.

TWO POSITIONS IN SECONDARY EDUCATION: TEACHER DEVELOPMENT: Assistant Professor-Secondary/High School Education Application deadline: January 2000 or until filled.

ELEMNTARY EDUCATION, TEACHER DEVELOPMENT: Assistant Professor-Elementary Education Application deadline: January 10, 2000 or until filled.

OFFICE OF CLINICAL EXPERIENCES: Director of Clinical Experiences Application deadline: January 24, 2000 or until filled.

For complete list of job responsibilities, qualifications, application information, and application deadlines, go to the St. Cloud State University web site at: http://www.scsu.edu/provost/faculty/rpo.html

If you do not have access to the internet, please call 320-255-3023 for more information.

SCSU is committed to excellence and actively supports multicultural diversity. To promote diversity, we invite individuals who contribute to such diversity to apply. Individuals with disabilities, women, persons with disabilities, GLBT and veterans.

Located in Cape Girardeau, Missouri, Southeast Missouri State University is a moderately selective, comprehensive regional state university. Southeast Missouri State University has faculty position openings in the following areas. All the job listing below are nine-month, tenure-track positions unless indicated otherwise.

Accounting, Finance & Business Law: Agriculture
Human Environmental Studies: Art
Biology: Health & Leisure
Communication Disorders: Industrial Technology
Computer Science: Kent Library
Educational Administration & Counseling: Mass Communication
Middle & Secondary Education: Management
Elementary, Early & Special Education: English
Foreign Language: Physics

All candidates should be committed to the teacher-scholar model, public and University service, and a culturally diverse learning environment. For complete job descriptions and application information, visit the University's website at:

http://www2.sesmo.edu/provost/faculty/facprov.htm

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER
DEAN

COLLEGE OF HEALTH & HUMAN PERFORMANCE

The University of Maryland invites applications and nominations for the position of Dean of the College of Health & Human Performance. The College is composed of the Departments of Family Studies, Health Education, and Kinesiology. The College houses a Wellness Research Lab for Faculty and Staff and the Family Service Center for area families.

The Dean has responsibility for approximately 65 faculty, 920 undergraduate students, and 233 graduate students in the three departments. Health Education offers bachelor's, master's, and doctoral degrees and a Gerontology Certificate through the Center of Aging housed within the department. Kinesiology, which has been consistently ranked in the top 20 programs nationally since 1990, offers bachelor's, master's and doctoral degrees. Family Studies offers a bachelor's degree and two master's degree programs, a program in Family Studies and an accredited Marriage and Family Therapy program. The College has an annual budget of approximately $5.1 million and has experienced substantial growth in research productivity over the past several years, with currently $4 million per year in research support. The College is housed in modern facilities and possesses state-of-the-art experimental laboratories and facilities.

The Dean is expected to provide innovative leadership to build upon the excellent research and educational activities within the College. The primary responsibilities of the position include providing academic leadership; maintaining and enhancing opportunities for development with alumni and government and industrial partners; and supplying administrative oversight and direction. Candidates should have qualifications for a tenured full professorship in one of the College's departments, a distinguished record of scholarly achievement, a strong commitment to excellence in teaching, research, and service, demonstrated administrative ability, a demonstrated record of promoting diversity, and excellent interpersonal and communications skills. The Dean reports directly to the Senior Vice President for Academic Affairs and Provost, the chief academic officer for the University.

College Park is the flagship campus of the University System of Maryland with over 2,000 faculty, 25,000 undergraduates and 8,000 graduate students and has a proud tradition of academic excellence. The University is located in College Park, Maryland approximately 8 miles from the U.S. Capitol.

The preferred starting date for this position is July 1, 2000. Review of applications will continue until the position is filled. For best consideration, applications should be received by December 15, 1999. Applications and nominations, including a cover letter, curriculum vitae, and the names of at least three references should be sent to: Search Committee, Dean for Health and Human Performance, 1119 Main Administration Building, University of Maryland, College Park, MD 20742.

For more information about the College of Health and Human Performance, please visit their web site at (www.inform.umd.edu/HHP/).

The University of Maryland is an equal opportunity employer, and women and minorities are encouraged to apply.

UNIVERSITY OF MARYLAND

DEAN

College of Engineering and Physical Sciences
University of New Hampshire

The University of New Hampshire invites nominations and letters of application for the position of Dean of the College of Engineering and Physical Sciences.

The University: The University of New Hampshire is located in Durham on a 188-acre campus, 60 miles north of Boston, 8 miles from the Atlantic coast, and is convenient to New Hampshire's lakes and mountains. This is a Land Grant, Sea Grant and Space Grant institution enrolling 12,500 students, with a full-time faculty of over 600, offering over 90 undergraduate and more than 70 graduate programs.

The College of Engineering and Physical Sciences is one of the University's six schools and colleges, with 1,100 undergraduate majors and 400 graduate students. Its Dean is responsible for the administration of the college's academic programs in engineering, physical sciences, and mathematics; its interdisciplinary programs; affiliated research centers; fundraising; and oversight of capital campaign projects.

The Dean: The successful candidate will have a demonstrated commitment to undergraduate and graduate education and research in engineering, physical sciences, and mathematics. He or she will have had successful administrative experience including personnel and program management, program evaluation, program development, budget development and management, and planning as well as a significant record of accomplishment in teaching and research. A terminal degree in an appropriate field is preferred or significant administrative experience. Above all, the Dean must possess the leadership skills to work effectively with faculty, students, and administrators within the University as well as with diverse constituencies outside the University.

The Dean oversees academic programs in nine departments: Chemical Engineering, Chemistry, Civil Engineering, Computer Science, Earth Sciences, Electrical and Computer Engineering, Mathematics, Mechanical Engineering, and Physics, along with the Engineering Technology Program. The college's academic and research faculty secure some $27,000,000 in external research funding annually. The Dean is involved with several on-campus research centers, including the Institute for the Study of Earth, Oceans, and Space, the Environmental Research Group, the Marine Program including the ocean Engineering Program and the new Center for Coastal and Ocean Mapping. Initiatives in Environmental Technology, Materials Science, and Communication Technologies are also underway.

Applications: Nominations and letters of application should include the name, address, phone and email address of five references, and should be submitted to:

CEPS Dean's Search Committee
Office of the Provost and VP for Academic Affairs
Thompson Hall 207
University of New Hampshire
Durham, NH 03824

The Committee will begin review of applications immediately and will continue until the position is filled. Date of appointment will be no later than July 1, 2000.

UNH is strongly committed to achieving excellence through diversity. The University actively encourages applications and nominations of women, persons of color, people with disabilities, and members of other underrepresented groups.
Search Extended

ASSISTANT DIRECTOR

The Office of Multicultural Student Affairs within the Division of Student Affairs at

Virginia Commonwealth University

Virginia Commonwealth University, an urban institution committed to a multicultural and diverse environment, invites applications for the position of Assistant Director of the Office of Multicultural Student Affairs. The successful candidate will assist the Director in providing leadership which helps to create and maintain a campus environment conducive to racial, ethnic and cultural diversity. The Office of Multicultural Student Affairs has a primary responsibility to students who identify as African American, Latino, Asian American, Native American and International students who are permanent residents.

Responsibilities: Administrative duties, managing the Center for Multicultural Activities, supervising of student staff, advising multicultural student groups, planning and promoting events and activities.

Qualifications: Masters level degree in Student Personnel, Student Development or related area. Experience working with multicultural students required. Excellent communication skills (written and oral) required. Administrative skills required. Program and event planning experience required. Supervisory experience desired.

Salary: Commensurate with experience.

Applications will be accepted until the position is filled. Review of applications will continue until the position is filled. Cover letter and resume should be sent to: L. Victor Collina, 901 Floyd Ave., Box 843017, Richmond, VA 23284-3017.

Virginia Commonwealth University is an equal opportunity, affirmative action employer. Women, minorities, and persons with disabilities are encouraged to apply.

Geneseo College

COLLEGE AT GENESSEE
STATE UNIVERSITY OF NEW YORK

FACULTY POSITIONS FALL 2000

SUNY Geneseo is a highly selective, primarily undergraduate institution approximately 30 miles south of Rochester, NY. The college has been ranked among public undergraduate institutions in the country by several ranking services. Geneseo is a member of the Council of Public Liberal Arts Colleges.

Art/Art History and Foundation

Chemistry/ Bioorganic chemistry

Computer Science: Positions available at all ranks depending on qualifications.

Communication/ Media Studies: Mass media, media criticism, and broadcasting

Communication/ Electronic Media: Lecturer in radio and television

Economics Micro/ Macroeconomics and monetary theory or industrial organization

Education/ Social Studies: Social studies education

Education/ Reading Education: Two specialists in reading and literacy methods

Education/ Special Education: Four special education specialists

Education/ Early Childhood: Early childhood education

English: 20th Century drama and N. American drama, including multicultural

Geography/ Human geography with background in environmental/ physical geog

Geology: Environmental geosciences

History/ U.S. history

Mathematics: Statistician

political science: Comparative politics and international politics

Psychology: Specialist in developmental psychopathology.

For complete descriptions see http://www.genesee.edu/hr/positions/faculty.html or write to:

President
Colgate University
Cazenovia, NY 13035

EO/Affirmative Action Employer

DEAN OF COLLEGE OF EDUCATION AND HUMAN SERVICES

UNIVERSITY OF WISCONSIN OSHKOSH

The University of Wisconsin-Oshkosh is seeking applications and nominations of individuals qualified to serve as Dean of the College of Education and Human Services. For additional information, visit http://www.uwo.edu/positions/positions.html.

Application Procedures: Interested candidates should submit a letter of interest that addresses the qualifications above as well as resume with all names, position titles, addresses and telephone numbers of three (3) references to:

Dr. Margaret Genialo, Chair
Search and Screen Committee for Dean
College of Education and Human Services
University of Wisconsin-Oshkosh
800 Algoma Blvd., Dempsey 335
Oshkosh, WI 54901
Phone: 920-424-7231 or 920-424-4000
FAX: 920-424-2047
E-Mail: genialo@uwo.edu

Application Deadline: The deadline for nominations and applications has been extended from November 22, 1999 to December 15, 1999.

The University of Wisconsin-Oshkosh is an Equal Opportunity/Affirmative Action Employer.

The University of Wisconsin Oshkosh is an Equal Opportunity/Affirmative Action Employer.

ORANGE COAST COLLEGE

DEAN LITERATURE & LANGUAGE

Orange Coast College, Costa Mesa, CA (www.oocccd.edu) has an opportunity for a full-time, 12 month per year, educational administrator. Reporting to the VP of Instruction, this position will coordinate the development of the division's schedule, provide instructional resources within established budgets, oversee the implementation of current employment contracts, and assist in the communication, promotion, and publicity of the division's programs. Minimum qualifications include master's degree (or equivalent), 3 years full-time teaching preferably at the community college level and demonstrated leadership of literature and language educational programs. Knowledge or experience in one of the division's disciplines; a background in program accreditation and the ability to develop and implement grant programs is desirable. Annual salary range $57,084-58,230 plus excellent benefits.

To apply: Call or visit the District Personnel office to obtain a complete job description and required application form. FAX: (714) 438-7175 or 438-4714, which must be submitted by the closing date of 1/30/99. Resumes cannot be accepted in lieu of required application.

Coast Community College District
1370 Adame Avenue
Costa Mesa, CA 92626
(714) 438-7175 or 438-4714
Equal Opportunity Employer.

PROVOST AND VICE PRESID FOR ACADEMIC AFFAIRS

Montana State University-Bozeman applications and nominations for the position of Provost and Vice President for Academic Affairs are invited. Required qualifications include: an earned doctorate or appropriate terminal degree; a record of progressively responsible administrative experience; a university setting; distinguished record of research and creative activities; and a record of service on and off campus. Nominating applications will be accepted until position is filled. For a complete list of qualifications and application procedures, contact: Dean JB Bancroft, Provost Search Committee, 217 Geese Hall, Bozeman, MT 59717. Telephone (406) 444-4000, fax (406) 994-2042, email jb@msu.edu.

Detailed information is available at: http://www.montana.edu/msujobs/positions/preview/3.html

AADA/EEOAA/Veteran's Preference, veteran's preference or request accommodated from HR/AA. MSU, Bozeman, MT (406) 994-2042; TDD: (406) 994-41911

MONTANA STATE UNIVERSITY BOZEMAN
California State Polytechnic University, Pomona

VICE PRESIDENT
FOR ACADEMIC AFFAIRS

California State Polytechnic University, Pomona, invites applications and nominations for the position of Vice President for Academic Affairs.

The University: California State Polytechnic University, Pomona, is a comprehensive, public university with a polytechnic emphasis in the application of science, technology, and the arts, to the needs of the professions and the society. Additional information is available at the university web site: http://www.cspupomona.edu.

Duties and Responsibilities: The Vice President for Academic Affairs reports directly to and works closely with the President, and serves as the chief executive officer in the President’s absence. As the university’s chief academic officer, the Vice President fosters high quality academic programs and ensures maintenance of the university’s academic standards. The Vice President provides visionary leadership to all colleges and academic divisions of the university; directs the recruitment and selection of all academic personnel; supervises and reviews academic programs; and acts on appointment, retention, and promotion of faculty; participates in the development and fund-raising activities of the university; and consults with the Academic Senate and other constituencies.

Qualifications: The successful candidate will demonstrate or have:

- An earned doctorate from an accredited institution, and qualifications for an appointment as a tenured full professor in an academic department;
- A distinguished record of achievements in teaching, scholarship, and service;
- A clear commitment to excellence in education, and visionary leadership for the development of quality academic programs;
- Proven ability to promote the professional growth of students, faculty, and staff;
- At least three to five years of successful experience as an academic administrator in higher education at progressive levels;
- Understanding (with experience desirable) of resource planning and allocation in the context of a large, preferably a multi-campus university system;
- A collaborative style of leadership in order to work effectively with various internal and external constituencies within the context of a shared governance system;
- Strong commitment to the educational equity goals of the university and its increasingly diverse ethnic, cultural, and international character; and
- Strong support for the university’s mission and advancement goals.

Send nominations and completed applications to

Chair, Search Committee, Vice President for Academic Affairs
Office of the President
California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, CA 91768-4020

Nominations for the position will be invited to apply. A complete application will include the following: a) a letter of interest, including a statement of how the candidate satisfies the position qualifications listed above; b) a current curriculum vitae; c) the names, titles, addresses, and telephone numbers of five colleagues who can provide current assessments of the candidate’s qualifications for the position; finalists for the position should be prepared to provide three letters of reference upon request.

The university seeks to fill this position by June 1, 2000. Review of completed applications will begin on February 1, 2000, and will continue until the position is filled.

Salary is competitive and includes a comprehensive benefits package.

California State Polytechnic University, Pomona, is an Equal Opportunity/ Affirmative Action Employer. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on gender, race, sexual orientation, national origin, disability, marital status, age, religion or veteran status. The university hires only individuals lawfully authorized to work in the United States.

SUMMER 2000
Universidad Complutense
MADRID - SPAIN

Scholarship Program
for Teachers, Counselors & School Administrators

Three or six weeks of intensive Spanish language study from:

July 6th to July 27th Cost (with scholarship) $1,995
or
July 6th to August 17th Cost (with scholarship) $2,495

Includes: round trip airfare New York/Madrid/New York, three meals a day, room accommodations and instruction at Colegio Mayor Santa Maria de Europa of Universidad Complutense.

For information, Write or Fax your request to:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451
Tel.: (201) 845-9744
FAX: (201) 368-0433

Pending approval and funding, the University of San Francisco seeks applications for a tenure-track position in Public Relations at the Assistant Professor level. Anticipated to begin in the Fall 2000.

Teaching responsibilities may include inter alia, Public Relations Writing, Public Relations Theory, Public Relations Research and Campaigns, Public Speaking, and other courses according to the candidate's specialty. Competency in related areas, such as advertising and organizational communication, is also desirable. The faculty member will assist in building a public relations program, develop and advise the PRSSA chapter, and assist with Public Relations internships. Because the University of San Francisco is a Jesuit institution situated in a culturally diverse region, the new program will emphasis nonprofit and international PR; professional public relations experience in either of these areas is extremely desirable.

QUALIFICATIONS: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Applicants should submit a letter of application, current vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Rhonda Parker, Chair, Public Relations Search Committee
Department of Communication Studies, University of San Francisco
2130 Fulton Street, San Francisco, CA 94117-1080

Applications must be received by January 7, 2000, in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity/ Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request.
Purdue University's nationally and internationally recognized Agronomy Department is seeking a dynamic head with a creative vision for plant, soil, and environmental sciences.

The department has 45 faculty and 90 professional, clerical, and technical staff. Undergraduates (170 students) major in plant genetics and plant breeding, environmental soil science, soil and crop science, soil and crop management, agronomic business and marketing, applied meteorology, international agronomy, and turf science. Graduate (80 students) and research programs include: plant genetics and breeding, plant biology, soil, and environmental sciences, turf science and cropping systems. Faculty participate in interdisciplinary programs in biochemistry and molecular biology, genetics, geographic information systems and remote sensing, plant physiology, water resources, and in the Environmental Science and Engineering Institute, as well as the interdisciplinary undergraduate program in natural resources and environmental science. The department has a productive research partnership with USDA/ARS in both crops and soils. Extension educators serve crops, crops, and environmental clientele across Indiana and the nation. The department is committed to international dimensions of the discipline and has historically been engaged in global education and research.

The department is housed in newly remodeled offices, laboratories, and greenhouses and has excellent field research capabilities near campus and at locations across the state. The department's annual budget is approximately $9.5 million, more than $4 million from extramural sources. Additional information about the department can be obtained at http://www.agry.purdue.edu. Purdue University is committed to the continued development of this internationally recognized department.

QUALIFICATIONS:

The successful candidate must have an outstanding record of scholarly achievement and a demonstrated commitment to excellence in research, teaching, and extension. Excellent interpersonal, communication, decision-making, and administrative skills are required. The person must be skilled in building teams and in managing interdisciplinary research, extension and education programs. Candidates must have an earned doctoral degree and be eligible for tenure at the rank of professor.

Qualified persons should submit a letter of application; a statement of research, teaching, extension, and administrative philosophy; and complete curriculum vitae with addresses and telephone numbers of five references. Applications will be reviewed beginning December 1, 1999 and review will continue until the position is filled. Send applications, nominations, and inquiries to:

Professor Robert Nielsen
Chair, Department of Agronomy Head Search Committee
1140 AGAD Building
Purdue University
West Lafayette, IN 47907-1140
Phone: (765) 494-5456
Fax (765) 494-7420

Purdue University is an equal opportunity/affirmative action employer.
Gaius Charles Bolin Fellowships for Minority Graduate Students

2000-2001 Academic Year

In 1985 Williams College established the Gaius Charles Bolin Fellowships to underline the importance of encouraging able minority students to pursue careers in college teaching. The Bolin Fellowships enable two minority graduate students to devote the bulk of their time during the academic year to the completion of dissertation work.

Named in honor of its first black graduate, who was admitted to Williams in 1885, the Bolin Fellowship will be awarded for minority students who are working towards the Ph.D. in the humanities or in the natural, social, or behavioral sciences.

ELIGIBILITY:

Applicants must be U.S. citizens, and must have completed all doctoral work except the dissertation by the end of the current academic year.

TERMS:

The stipend for 2000-2001 is $26,000. The College will also provide housing assistance, academic support including office space and computer and library privileges, and an allowance of up to $1,500 for research-related expenses.

During the year of residence at Williams, the Bolin Fellows will be assigned faculty advisers in the appropriate departments, and will be expected to teach one-semiterm course.

APPLICATION:

Candidates should submit two full sets in hand copy form (electronic applications will not be accepted) of each of the following materials, postmarked by January 1, 2001, to be received by January 10, 2000:

- A full curriculum vitae
- A graduate school transcript and three confidential letters of recommendation
- A copy of the dissertation prospectus, preferably limited to 10-15 pages
- A description of teaching interests

RESPOND TO:

David L. Smith
Dean of the Faculty
Hope Hall
Williams College
Williamstown, Mass. 01267

NOTIFICATION:

Candidates will be notified of the Selection Committee's decision by early March, 2000.

Williams College, a coeducational liberal arts institution, offers an outstanding undergraduate education to 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Oakley Center for the Humanities and Social Sciences, the Multicultural Center, extensive library and museum collections, computer center and well-equipped laboratories.

An Affirmative Action/Equal Opportunity Employer

UNIVERSITY OF ILLINOIS AT SPRINGFIELD

Located in the state capital, the University of Illinois at Springfield is the third campus of the University of Illinois. The UIS campus serves over 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

UIS is seeking assistant professors (except where noted below) in the following disciplines, beginning August 16, 2000. All candidates must have an earned doctorate prior to beginning employment.

College of Business & Management

- Business Administration - National City Bank Professorship of Banking & Finance (B.B.A., M.B.A.)
- Business Administration - Production/Qualitative Methods (B.B.A., M.B.A.)
- Management - Organizational Behavior, Development, or Theory (B.A.)
- Management Information Systems (M.S.)

College of Education & Human Services

- Human Services/Social Work (B.S.W., M.A.)
- Educational Administration (M.A.)
- Human Development Counseling - 2 Positions (M.A.)

College of Liberal Arts & Sciences

- African-American Studies (Minor)
- Chemistry - Inorganic/Environmental (B.S.)
- Communication - Public Communication (B.A., M.A.)
- Computer Science - 2 Positions (B.S., M.S.)
- English - American Literature Professional and Technical Writing (B.A., M.A.)
- History - Asian History (B.A., M.A.)
- Liberal Studies (B.A.)
- Psychology - Educational Psychology, Specialty in Statistics (B.A.)
- Sociology/Anthropology (B.A.)
- Women's Studies - Social Sciences (Minor)

College of Public Affairs & Administration

- Doctor of Public Administration - Assistant or Associate Professor - Public Administration, Public Policy & Evaluation, Public Management, Nonprofit Management
- Environmental Studies - Risk Analysis & Policy Analysis with Expertise in Air, Land, or Water (M.A.)
- Political Studies/Illinois Legislative Studies Center - State & National Legislative Process/Politics (B.A., M.A.)

For further information about any of these positions contact:

Lawrence Johnson
Associate Chancellor for Affirmative Action - PAC 583
University of Illinois at Springfield
P.O. Box 19243
Springfield, Illinois 62794-9243
or by phone at 217-206-6222

UIS is an affirmative action/equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.
# Advertising Index

<table>
<thead>
<tr>
<th>POSITIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CALIFORNIA</strong></td>
<td></td>
</tr>
<tr>
<td>California State Polytechnic University, Pomona</td>
<td>88</td>
</tr>
<tr>
<td>California State University, Bakersfield</td>
<td>74</td>
</tr>
<tr>
<td>California State University, Fullerton</td>
<td>63</td>
</tr>
<tr>
<td>California State University, San Bernardino</td>
<td>79</td>
</tr>
<tr>
<td>Foothill College</td>
<td>58</td>
</tr>
<tr>
<td>Mills College</td>
<td>62</td>
</tr>
<tr>
<td>Orange Coast College</td>
<td>79, 87</td>
</tr>
<tr>
<td>Pacific Graduate Institute</td>
<td>72</td>
</tr>
<tr>
<td>San Jose State University</td>
<td>72</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>64, 66</td>
</tr>
<tr>
<td>University of California, Davis</td>
<td>55</td>
</tr>
<tr>
<td>University of California, Irvine</td>
<td>82, 84</td>
</tr>
<tr>
<td>University of California, San Diego</td>
<td>79</td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>85, 88</td>
</tr>
<tr>
<td>Westmont College</td>
<td>71</td>
</tr>
<tr>
<td><strong>COLORADO</strong></td>
<td></td>
</tr>
<tr>
<td>University of Colorado at Boulder</td>
<td>52</td>
</tr>
<tr>
<td><strong>CONNECTICUT</strong></td>
<td></td>
</tr>
<tr>
<td>Gateway Community-Technical College</td>
<td>65</td>
</tr>
<tr>
<td>Southern Connecticut State University</td>
<td>85</td>
</tr>
<tr>
<td>Trinity College</td>
<td>89</td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>64</td>
</tr>
<tr>
<td><strong>DC</strong></td>
<td></td>
</tr>
<tr>
<td>American Council on Education</td>
<td>68</td>
</tr>
<tr>
<td><strong>FLORIDA</strong></td>
<td></td>
</tr>
<tr>
<td>Daytona Beach Community College</td>
<td>63</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>69</td>
</tr>
<tr>
<td>Indian River Community College</td>
<td>81</td>
</tr>
<tr>
<td>University of Florida</td>
<td>64, 74, 82</td>
</tr>
<tr>
<td><strong>GEORGIA</strong></td>
<td></td>
</tr>
<tr>
<td>Gwinnett College</td>
<td>60, 66</td>
</tr>
<tr>
<td>Georgia Perimeter College</td>
<td>48</td>
</tr>
<tr>
<td><strong>IOWA</strong></td>
<td></td>
</tr>
<tr>
<td>The University of Iowa</td>
<td>77</td>
</tr>
<tr>
<td><strong>ILLINOIS</strong></td>
<td></td>
</tr>
<tr>
<td>Black Hawk College</td>
<td>76</td>
</tr>
<tr>
<td>DePaul University</td>
<td>63</td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>56, 65</td>
</tr>
<tr>
<td>University of Illinois at Springfield</td>
<td>71, 76, 90</td>
</tr>
<tr>
<td><strong>INDIANA</strong></td>
<td></td>
</tr>
<tr>
<td>DePauw University</td>
<td>77</td>
</tr>
<tr>
<td>Purdue University</td>
<td>89</td>
</tr>
<tr>
<td><strong>KANSAS</strong></td>
<td></td>
</tr>
<tr>
<td>The University of Kansas</td>
<td>60</td>
</tr>
<tr>
<td><strong>MARYLAND</strong></td>
<td></td>
</tr>
<tr>
<td>University of Maryland, Baltimore</td>
<td>77</td>
</tr>
<tr>
<td>University of Maryland, College Park</td>
<td>86</td>
</tr>
<tr>
<td><strong>MASSACHUSETTS</strong></td>
<td></td>
</tr>
<tr>
<td>Amherst College</td>
<td>82</td>
</tr>
<tr>
<td>Boston University</td>
<td>54</td>
</tr>
<tr>
<td>Emerson College</td>
<td>75</td>
</tr>
<tr>
<td>Harvard University</td>
<td>67</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
<td>62</td>
</tr>
<tr>
<td>Massachusetts Maritime Academy</td>
<td>51</td>
</tr>
<tr>
<td><strong>MAINE</strong></td>
<td></td>
</tr>
<tr>
<td>University of Maine</td>
<td>85</td>
</tr>
<tr>
<td>University of Southern Maine</td>
<td>73</td>
</tr>
<tr>
<td><strong>MICHIGAN</strong></td>
<td></td>
</tr>
<tr>
<td>Michigan State University</td>
<td>76</td>
</tr>
<tr>
<td>Michigan Technological University</td>
<td>81</td>
</tr>
<tr>
<td>Western Michigan University</td>
<td>83</td>
</tr>
<tr>
<td><strong>MINNESOTA</strong></td>
<td></td>
</tr>
<tr>
<td>St Olaf State University</td>
<td>81</td>
</tr>
<tr>
<td><strong>MISSOURI</strong></td>
<td></td>
</tr>
<tr>
<td>Rockhurst University</td>
<td>66</td>
</tr>
<tr>
<td>Southeast Missouri State University</td>
<td>55</td>
</tr>
<tr>
<td>Montana State University-Bozeman</td>
<td>87</td>
</tr>
<tr>
<td><strong>NEBRASKA</strong></td>
<td></td>
</tr>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>61</td>
</tr>
<tr>
<td><strong>NEW HAMPSHIRE</strong></td>
<td></td>
</tr>
<tr>
<td>Keene State College</td>
<td>EB 70</td>
</tr>
<tr>
<td>University of New Hampshire</td>
<td>EB 85</td>
</tr>
<tr>
<td><strong>NEW JERSEY</strong></td>
<td></td>
</tr>
<tr>
<td>Bloomsfield College</td>
<td>69</td>
</tr>
<tr>
<td>Brockdale Community College</td>
<td>61</td>
</tr>
<tr>
<td>Drew University</td>
<td>71</td>
</tr>
<tr>
<td><strong>NEW YORK</strong></td>
<td></td>
</tr>
<tr>
<td>Keans University</td>
<td>59, 70</td>
</tr>
<tr>
<td>New Jersey City University</td>
<td>53, 70</td>
</tr>
<tr>
<td>Princeton Theological Seminary</td>
<td>60</td>
</tr>
<tr>
<td>Princeton University</td>
<td>61</td>
</tr>
<tr>
<td>Rutgers, The State University of New Jersey</td>
<td>84</td>
</tr>
<tr>
<td><strong>NEW MEXICO</strong></td>
<td></td>
</tr>
<tr>
<td>New Mexico Highlands University</td>
<td>78</td>
</tr>
<tr>
<td><strong>NEW YORK</strong></td>
<td></td>
</tr>
<tr>
<td>Columbia University</td>
<td>63</td>
</tr>
<tr>
<td>Cornell University</td>
<td>60</td>
</tr>
<tr>
<td>Hunter College/CUNY</td>
<td>56</td>
</tr>
<tr>
<td>Kingsborough Community College/CUNY</td>
<td>59</td>
</tr>
<tr>
<td>Lehman College/CUNY</td>
<td>78</td>
</tr>
<tr>
<td>Orange Community College/CUNY</td>
<td>78</td>
</tr>
<tr>
<td>Pratt Institute</td>
<td>70</td>
</tr>
<tr>
<td>Queens College/CUNY</td>
<td>56</td>
</tr>
<tr>
<td>Queensborough Community College/CUNY</td>
<td>67</td>
</tr>
<tr>
<td>Sarah Lawrence College</td>
<td>61</td>
</tr>
<tr>
<td>SONY Empire State College</td>
<td>78</td>
</tr>
<tr>
<td>SUNY Health Science Center at Syracuse</td>
<td>84</td>
</tr>
<tr>
<td>SUNY at Fredonia</td>
<td>64, 71</td>
</tr>
<tr>
<td>SUNY at Plattsburgh</td>
<td>72</td>
</tr>
<tr>
<td>SUNY College at Geneseo</td>
<td>87</td>
</tr>
<tr>
<td>SUNY Purchase College</td>
<td>80</td>
</tr>
<tr>
<td>Union College</td>
<td>62, 65</td>
</tr>
<tr>
<td><strong>OHIO</strong></td>
<td></td>
</tr>
<tr>
<td>The Ohio State University, Agricultural Technical Institute</td>
<td>63</td>
</tr>
<tr>
<td><strong>PENNSYLVANIA</strong></td>
<td></td>
</tr>
<tr>
<td>Millersville University</td>
<td>80</td>
</tr>
<tr>
<td>Bryn Mawr College</td>
<td>60</td>
</tr>
<tr>
<td><strong>RHODE ISLAND</strong></td>
<td></td>
</tr>
<tr>
<td>Rhode Island School of Design</td>
<td>84</td>
</tr>
<tr>
<td><strong>TEXAS</strong></td>
<td></td>
</tr>
<tr>
<td>Houston Community College System</td>
<td>79</td>
</tr>
<tr>
<td>Midwestern State University</td>
<td>81</td>
</tr>
<tr>
<td>Rice University</td>
<td>76</td>
</tr>
<tr>
<td>Southwest Texas State University</td>
<td>56, 57</td>
</tr>
<tr>
<td>Texas Woman's University</td>
<td>61</td>
</tr>
<tr>
<td>University of Texas at Dallas</td>
<td>48, 52, 88</td>
</tr>
<tr>
<td>University of Texas at El Paso</td>
<td>73, 75</td>
</tr>
<tr>
<td><strong>UTAH</strong></td>
<td></td>
</tr>
<tr>
<td>Utah State University</td>
<td>72</td>
</tr>
<tr>
<td><strong>VIRGINIA</strong></td>
<td></td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>87</td>
</tr>
<tr>
<td><strong>WISCONSIN</strong></td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin-La Crosse</td>
<td>69</td>
</tr>
<tr>
<td>University of Wisconsin-Oshkosh</td>
<td>87</td>
</tr>
<tr>
<td><strong>WEST VIRGINIA</strong></td>
<td></td>
</tr>
<tr>
<td>Farmmont State College</td>
<td>76</td>
</tr>
<tr>
<td>Wyoming</td>
<td>84</td>
</tr>
<tr>
<td><strong>BOLIVIA-SOUTH AMERICA</strong></td>
<td></td>
</tr>
<tr>
<td>Private University of Bolivia (APLUB)</td>
<td>82</td>
</tr>
</tbody>
</table>

## RECRUITMENT

- Barry University
- Center for International Studies
- George Mason University
- Indiana State University
- Lehman College/CUNY
- Nazareth College
- Robert Morris College
- Sam Houston State University
- Texas Christian University
- Texas Woman's University
- The City College of New York/CUNY
- The University of Iowa
- The University of Texas, Health Science Center at San Antonio
- University of Illinois at Chicago
- University of North Texas
- University of South Carolina

## FELLOWSHIPS/SCHOLARSHIPS/GRANTS

- Calvin College
- NAFA
- National Research Council
- Trinity College
- Wilkes College
Most of us who are succeeding can credit our mentors and role models with giving us the nurturance and/or inspiration we needed to get where we are. I had a very special role model—the late Dr. Ernesto Galarza (1905-1984). He inspired me and others of my generation to become scholars activists—committed to a scholarship and pedagogy aimed at the betterment of Latinos, especially the economically and politically disadvantaged. His life and legacy is not well known.

Galarza rose from poverty to become one of the pioneers and foremost shapers of the Latino intellectual experience in the U.S.—the first Mexican American to receive a Ph.D. in history and political science, the first to be a leader in the labor movement, the first nominated for a Nobel Prize in literature—a true Renaissance man. He was a poet, a social scientist, and an historian who transcended rigid disciplinary boundaries.

Born in Jalisco, a mountain village in Mexico, he came to the U.S. at age eight with his mother and uncle, during the 1910 Mexican Revolution. They settled in Sacramento and worked in the agricultural “factories of the fields.” A child laborer, his field work did not distract him from his love of learning. Galarza graduated with honors from high school, won a scholarship, graduated from Occidental College with Phi Beta honors in ’27 and, in ’29, from Stanford with an M.A. in Latin American History, then on to Columbia, working toward a Ph.D.—the first Mexican American admitted at both graduate schools. The Depression and World War II delayed his Ph.D. until 1944.

Galarza and his wife, Mae, founded a progressive elementary school in N.Y. He also worked as a researcher for the Foreign Policy Association, rapidly becoming a noted expert on Spanish and Latin American affairs.

When the Spanish Civil War broke out in 1936, Galarza, a militant anti-fascist, supported the Loyalists fighting the Hitler-supported forces in Spain, and helped promote the Abraham Lincoln Brigade. When Hitler invaded Poland in 1939, Galarza went to work for the Pan American Union (later named the OAS), creating and heading a Division of Labor and Social Information for Latin America. His research and travels throughout the Americas enabled him to become a strong voice against fascism and for democracy. He observed firsthand the oppressive conditions confronting the poor and working classes. He lobbied for their interests in written reports, in public speeches, at conferences, and in meetings with high-ranking Latin American and U.S. officials.

When the President of Bolivia was assassinated with the support of the U.S. Department of State, Galarza denounced the U.S. role and was forced to resign from the Pan American Union. The Bolivian government later honored him for promoting human rights and democracy in the Americas. Galarza declined a nomination to become Secretary-General of the UN and a Harvard professorship to work for the Arkansas-based Southern Tenant Farmer's Union. "I don't know how many opportunities I have had to make money..." he wrote to a sister in 1922. "But...I could not see cutting myself off from the world that really bore me—my mother's world and that of her people.”

A labor leader more than 10 years, Dr. Galarza organized the first farmworkers union, long before Cesar Chavez, leading strikes and simultaneously researching the inner workings of the agricultural corporations and government agencies serving the needs of private wealth. He wrote books about oppressive conditions faced by U.S. farmworkers and the cheap labor brought from Mexico by the Bracero Program, created by Congress in WW II. Merchants of Labor was pivotal to the program's termination. Spiders in the House and Workers in the Fields showed how government laws, regulations, and agencies were manipulated to undermine the struggle to unionize farmworkers. Farm Workers and Agri-Business in California captures the rise of agricultural corporate power. Galarza joined LBJ’s “War on Poverty.” He persuaded the Ford Foundation to fund community programs aimed at urban Latino barrios.

In 1971, he founded a bilingue education laboratory, envisioning a way for children to retain their Latino culture and identity despite acculturation. His children's series, Mini-Libreros, exemplified his belief that it is possible to remain a Latino in spirit and consciousness within a society that does not respect cultural diversity.

Dr. Galarza’s life and work left a vibrant intellectual legacy. He proved it possible to be a scholar and active citizen. He was both a “man of fire” and a man of quiet dignity, deeply committed to social justice. He remains a source of inspiration, especially to those of us struggling for educational change.
DON'T MISS THESE IMPORTANT ISSUES!

FINANCING A COLLEGE EDUCATION
JANUARY 28, 2000
Ad deadline: JANUARY 11, 2000

Women in Higher Education
February 25, 2000
Ad deadline: February 8, 2000

COMMUNITY COLLEGE ISSUE
March 24, 2000
Ad deadline: March 7, 2000

For more information please contact us at
(201) 587-8800 (Ext-102 or 106)
Fax: (201) 587-9105
E-mail: Outlook@sprintmail.com
FEATURES

State Universities and Land-Grant Colleges Embracing Change
Kellogg Commission creates a blueprint through its insightful reports. 6

The Birth and Growth of Land Grant Institutions
The Morrill Act represented the first federal intervention in public education in U.S. history. 9

New Mexico State University at Las Cruces
Reaping chiles, wrangling steers, and researching Latino and border-related issues are all part of this land-grant institution. 10

SUNY-Albany Attracting Hispanic Faculty
Individual and group efforts are paying off as the school competes for top Hispanic scholars. 13

Teaching Strategies That Promote Equal Opportunity: Part One
Spotlights collaborative learning as one way to create harmony and reduce prejudice. 19

From What Ifs to Why Nots at Texas A & M International
Leader calls Laredo a "natural incubator" for culturally competent nurses seeking BSNs. 21

Latino Alums Help Fund USF Education for Worthy Students
Saber Es Poder scholarships offer $5000 to each student selected. 23

Field of Dreams: From Farm Work to Medical Work
Commencement speech delivered at the Medical School by Alfredo Quiñones-Hinojosa, M.D. Class of 1999. 25

New Way to Teach English from the U
Spanish professor emeritus at the University of Kentucky launches transitional English with good results. 27

GED at San Joaquin Delta College
Solid commitment from board, staff, and faculty helps bilingual program change the lives of those for the good. 29

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW
Going to College: Public Perceptions 5

Honor Roll: Arizona State University West
Rapid growth, an inter-generational body, and solid community ties are hallmarks of this land-grant institution. 16

People, Places, Publications, Conferences 3:

Book Review: Hispanic/Latino Identity, A Philosophical Perspective 4

I PUNTO FINAL!
Engagement of Latino Students 22

Cover Photos Courtesy of NASUCC
Going to College: Public Perceptions

Those of us in higher education believe in the personal and societal benefits of going to college. But what about the rest of the country? Do they agree?

The National Center for Public Policy and Higher Education has issued a report that will be of comfort to all in higher education. The Center is an independent, nonprofit, nonpartisan organization. Further, it is not affiliated with any institution of higher education or government agency, so we can assume its findings to be academic and unbiased.

The Center reports that 75 percent of Americans believe a college education is more important today than it was ten years ago. That is one of the major findings of its study, The Price of Admission: The Growing Importance of Higher Education. The report has found its way to congressional offices on the Hill and onto Department of Education desks in Washington, D.C. The policy wonks love it!

It has been widely read and noted as Washington gears up for an election year, is being widely quoted. It follows the popularly held belief that the expenditures, tuition, and fees of going to college are just too high. Congresspersons have heard from their constituents. Bipartisan attention to the issue has been enhanced by the report’s findings of widespread support for higher education. It reports that 89 percent of the American public believes that all qualified and motivated students should be able to attend college.

Public opposition to tuition increases is fierce and unrelenting. Eight-five percent of survey respondents feel that students and families are currently doing all they can to pay for college. Interestingly, the public is evenly divided on who should do more to absorb additional costs—the colleges and universities or the taxpayers or both.

Politicians outside of Washington have been listening as well. Governors throughout the nation have pressured their state institutions to keep tuition from rising. The double-digit increases of a few years ago are over.

The study found that while Americans are still concerned about access to higher education, public anxiety about students being shut out of college has diminished somewhat since the recession of the early 1990s, when an earlier survey about American attitudes toward higher education was conducted.

In addition, Americans believe that students from low-income families comprise the group most likely to be shut out of college. This, in spite of the variety of state and federal assistance programs.

Even though many middle-income families still have their own problems to cope with, many acknowledge that low-income groups face the greatest barriers to college opportunities. The findings clearly suggest that low family income is more of a barrier to access than is race or ethnicity. Some states with high Hispanic populations, populations that have not been well served by colleges and universities, would arrive at a different conclusion. Income is important, but if institutions do not exist in highly populated Hispanic areas, enrollment is adversely affected as well.

In an example of accepting responsibility, an overwhelming number of Americans, 91 percent, believe that the benefit a student derives from college depends mostly on the amount of effort he or she puts into it. That contrasts sharply to the 71 percent of respondents who thought so in 1993.

Other Findings
• 45 percent of Americans think a college education is more difficult to obtain now than it was ten years ago. This number is down from 55 percent in 1993, when much of the country was in recession and when tuitions were rising sharply.
• 86 percent believe that high school graduates should go on to college because in the long run they will have better job prospects, compared to 79 percent in 1993.
• 85 percent think it is a “fair” or “poor” idea to raise college prices, up from 80 percent in 1993.
• 87 percent expressed concern that students are incurring too much debt to meet college costs, compared to 81 percent in 1993.
• 77 percent agree that students appreciate the value of a college education more when they have some personal responsibility for paying for it.
• 44 percent think that higher education should bear more of the burden of increased costs and increased demands through teaching more classes and cutting costs and 56 percent believe that taxes and state government should absorb a greater share of the costs.

Future Plans
The Center, with offices in San Jose, California, and Washington, D.C., is determined to be a force for the creation of higher education public policy. For the near future, the Center intends to focus particularly on the following questions:

Who should be served by higher education?
How should financial responsibility for college be shared among students and families, higher education institutions, and state and federal policymakers?

What are the most effective productive ways for government to invest in higher education?

How can public policy encourage cost effectiveness in higher education?

How can state and federal policies stimulate and encourage increased quality?

Copies of The Price of Admission report are available from the National Center for Public Policy and Higher Education: (408) 271-2599 or <http://wvw.highered.org>.

Dr. Mellander is a professor at George Mason University.
State Universities and Land-Grant Colleges Embracing Change

By Amalia Duarte

This past fall, a campaign aimed at stopping binge drinking among college students created a buzz. It featured full-page advertisements in major newspapers including the New York Times, USA Today, and Wall Street Journal, a Web site, and a best-practices brochure highlighting what campuses were doing to combat this problem.

This publicity-generating project was just one of many diverse initiatives recently launched by the nation’s oldest higher education organization, the National Association of State Universities and Land-Grant Colleges (NASULGC). Graham Spanier, president of Pennsylvania State University, a member of NASULGC, came up with the idea for the binge-drinking campaign. And, in fact, Penn State already leads by example. The university sponsors alcohol-free nightclubs at the student union, where students can enjoy comedians, listen to concerts, play interactive games, and watch movies. "Too many students are ending up in the emergency rooms of local hospitals. Students are dropping out of college before graduating. And much of the crime involving college students is related to excessive consumption of alcohol," said Spanier. "If we are going to succeed in addressing this public health issue, we need the interest and support of the general public."

While NASULGC’s roots date back to 1887, when it began as an association for land-grant schools, the group’s focus today is on cutting-edge issues such as distance learning and corporate-campus partnerships. Representing more than 200 land-grant and public universities in all 50 states, the organization is busy establishing a direction and blueprint for the next century. "We believe that the environment impacting higher education will continue to change in the new century—in the years ahead," said NASULGC President C. Peter Magrath, "and so we need to change as a result."

Among the external impacts cited by Magrath is reduced public funding for higher education, the country’s rapidly changing demographics, new technologies, and the need to be more connected with the community at large.

"Universities are not perfect, and at times we've appeared to be arrogant and indifferent and smug," said Magrath. "Sometimes, our attitude has been, 'Just give us the money, and leave us alone.' Well, we recognize that’s wrong. It doesn’t work, and we have to be more responsive."

Another significant trend faced by NASULGC schools is declining enrollments. From 1990 to 1997, the Association saw enrollment go down throughout the country, except in the Rocky Mountain and..."
Southeast regions. In the New England region, for example, enrollment dropped by nine percent, and in the Plains region—Iowa, Kansas, Minnesota, Montana, Nevada, North Dakota, and South Dakota—enrollment was down by eight percent.

While the overall percentage of students attending NASULGC schools has shrunk, minority enrollments are sharply up. During that same time period, Hispanic enrollment at NASULGC schools rose by 24 percent to 200,000, African American enrollment grew by 16 percent to 287,000, and enrollment among Asian/Pacific Islander increased by 38 percent to 226,000. Native American enrollment went up by 40 percent to 27,000. (NASULGC includes the 29 Native American tribal schools that are members of the American Indian Higher Education Consortium, which attained land-grant status in 1994.)

With all of these changes in the background, the association has undertaken a major look at where it needs to go in the 21st century. The blueprint comes in a series of reports in the form of letters to public university officials, issued by the Kellogg Commission on the Future of State and Land-Grant Universities. The commission was created by a $1.2 million grant given by the W.K. Kellogg Foundation and includes 27 former public and land-grant university presidents. Together, the letters will frame a vision for reforming public higher education and outline action steps for change.

The Reports

So far, four reports have been issued, with the final report expected by the spring of 2000. The reports released to date focus on the Student Experience, Student Access, The Engaged Institution, and A Learning Society. While the reports’ recommendations are voluntary, they carry the weight of coming from some of higher education’s top leaders. Penn State’s Spanier serves as chair John V. Byrne, former president of Oregon State University, is the commissions executive director, and Dolores Spikes, president of the University of Maryland Eastern Shore, is commission vice chair. The commission also includes the presidents of Ohio State, the University of Minnesota, Texas A&M University, the University of Vermont, Iowa State University, and Tuskegee University.

Each report offers specific recommendations for change and also best practices already underway at member institutions. In the initial report, entitled Returning to Our Roots: The Student Experience, the commission stated, “Our key challenge is twofold. We must maintain our legacy of world-class teaching, research, and public service. At the same time, in a rapidly changing world, we must build on our legacy of responsiveness and relevance.” Magrath said the bottom line is that universities have to “put the students’ needs first.”

One university at the forefront of trying to make changes in this area is Pennsylvania State University. The school’s five-year-old William A. & Joan L. Schreyer Institute for Innovation in Learning brings together a cadre of faculty, administrators, and students to work on creating a new culture of under-
Students are allowed to re-enroll immediately if they are willing to meet certain conditions, including meeting with a counselor and spending a specific amount of time at study locations on campus. And they must agree to remain in the program for at least two consecutive semesters and are required to earn a "C" average or better during their first term of participation. An important aspect of this program is that ordinarily, students dropped from the university lose their financial aid eligibility. But New Visions counselors work with the financial aid office so that students can have their aid restored right away.

In the third report, *Returning to Our Roots: The Engaged Institution* Iowa State University, where an agricultural crisis became a catalyst for change, is a leading example. In the mid-1990s, Iowa State established an economic development plan and launched several technology development and technology transfer initiatives to support this plan. The result has been a rapid growth in the number of undergraduate programs that engage students in real-world activities and experiences. An example cited is that the school's College of Engineering requires all bachelor's degree graduates to have co-op or internship experience. And a Saturday MBA program began in 1995 to offer local business people an opportunity to further their education.

The most recently released report, *Returning to Our Roots: A Learning Society*, calls for NASULGC members to become institutions that support lifelong learning. "It's the assumption now that we are in a knowledge-driven world, and it has to be from kindergarten through life," said Magrath. "New technology forces change. And so we have to educate students, not just to get a degree, but to become lifelong learners."

At the University of Florida, the Bright Futures Mentoring Program pairs students with children who live in local public housing neighborhoods. They meet children at centers twice per week to work on school-related activities and to become familiar with the child, family, and neighborhood. The program started in 1990 when the local housing authority and police approached the school about helping area children. "The timing was perfect," recalled Professor Elizabeth Bondy, who runs the program for the School of Teaching and Learning. "We in elementary teacher education were concerned about how we could do a better job for one-on-one tutoring. The program has repeatedly won funding from the U.S. Department of Housing and Urban Development (HUD). And year after year, parents sign their children up for tutoring.

For the college students, it's a learning experience about a part of Gainesville that's 20 minutes by car but totally unfamiliar. "Some of them are scared because all they've seen of these neighborhoods is what's in the media," said Bondy. "Once they begin to know their child, they start to say things like, 'Gosh I can't believe how smart and wonderful he is. I like being with him. He is so interesting.'"

A fifth, not-yet-issued report will explore the culture on campuses. Magrath hopes these reports will act as a rallying cry to lead his association into the next century. "There is a revolution going on in higher education, and we need to provide leadership," he said. "We are becoming a nation of minorities. And these under-served populations have to be brought in. There are new technologies changing the way we can learn. And we can't go on being business as usual."

Amalia Duarte is an editor in Public Relations at Lucent Technologies.
The Birth and Growth of Land-Grant Institute

Conceived by Morrill as “Social levelers”

by Pat Hanson

Historian and novelist James Michener felt that The Morrill Act changed the social structure of American education. He wrote that it was one of the two greatest acts of legislation in the nation, the second being the GI Bill of 1945. The Land-Grant Act gave legislators from each state 50,000 acres of federal land and stipulated that “income from that land be used for the endowment, support, and maintenance of at least one college...to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.” The law specified that the “leading object” of the colleges would be the teaching “of such branches of learning as are related to agriculture, mechanics...[and] military tactics,” although not to the exclusion of “other scientific and classical studies.”

In short, this act represented the first federal intervention in public education in U.S. history. It expanded American higher education to include practical training along with the classical studies traditionally offered only to clergymen, teachers, physicians, and lawyers. The result was a vast network of free, state-run agricultural and engineering colleges, which eventually grew into such public institutions as the Universities of California, Illinois, Maine, Minnesota, Wisconsin, and Wyoming, as well as Iowa State, Purdue, Penn State, and Texas A & M, to name a few.

With the industrial revolution underway and a rapidly expanding nation in desperate need of better educated frontiersmen to build the West, Congress created a new type of college where ordinary citizens could learn farming and engineering at public expense. At the beginning of this century, the newly-created land-grant universities supplied the scientific research programs that discovered and tested the methods that helped revolutionize American agriculture. Crop rotation, hybrid seeds, and chemical fertilizers are among the best-known results.

Sale or use of this land raised enough money for the colleges to operate, but the endowments gradually became depleted. A second bill, also introduced by Senator Morrill in 1890, provided for an annual federal appropriation for each college, then of approximately $30,000. In states with racially segregated colleges, the subsidies were split between White and Black land-grant colleges. Today the 105 land-grant colleges and universities between 2.5 and 3 million students. The federal government now a tenth of their revenues, the rest coming from state and local, endowments, private and public gifts and grants, and students.

Although all land-grant colleges are now desegregated. African Americans continue to constitute the majority of the students at formerly all-black.

In 1934, Senator Jeff Bingaman, a junior senator from New Mexico, another bill that created a land-grant university—29 Native American colleges.

The land-grant colleges also featured in this issue of Time. They are a legacy of Morrill’s vision for the education of future landowners. Morrill inspired the next generation of leaders to change society, to reach out to all people to serve the common good.

During his 44 years in Congress, both a representative and a senator, Morrill was also a champion for improving the architecture of the nation—Washing. D.C. He was responsible for the construction of several buildings regarded as landmarks, most notably the Library of Congress. He was present for the groundbreaking ceremony for The New Library of Congress’s new twenty-two-mi Agriculture and Science Executive Vice President and Chief of Staff, using Vermont homestead. Sen. Smith Morrill with the very great

had been dedicated to establish the university in 1862 by the sig

Land-Grant Act by President Lincoln.

“We know that the mixing of education and soil and the blessedness of Hiram Hadley’s New Mexico A & M camp smiled upon by both of these great 19th-century educational biologists. We also hope that each of us will remember that for countless centuries and women have taken sustenance from the soil and that they built strong institutions upon it.”
New Mexico State University at Las Cruces

Reaping, Wrangling and Researching

BY PAT HANSON

What do chiles, conflict resolution, and environmentally friendly bricks have in common? They are among the many things for which New Mexico State University (NMSU) has received national recognition. It is also the only land-grant university in the Carnegie Foundation’s Research 1 category that qualifies as a Hispanic-serving institution.

NMSU was founded as Las Cruces College in 1888 when New Mexico was still a territory and was established as a land-grant college—New Mexico College of Agriculture and Mechanic Arts—by the Territorial Legislature in 1889. Located at Las Cruces, a city of about 78,000, on the old Camino Real between Mexico City and Santa Fe, it lies near New Mexico’s borders with Texas and Mexico. The geography features desert, mesas, the farmlands of the Rio Grande Valley, and the Organ mountains of the Rocky Mountain chain.

Las Cruces is a community in which public officials—the mayor, the sheriff, school board members, the public school superintendent, judges, doctors, senior executives—are as likely as not to be Hispanic.

At the college, of the 15,400 students enrolled, about 46 percent are minorities—39 percent of them Hispanic. The faculty-student ratio is one to 17.1, with nine percent of faculty Hispanic. Seventy-three bachelor’s degree, 51 master’s degree, and 24 doctoral programs are offered through six colleges: Agriculture and Home Economics, Arts and Sciences, Business Administration and Economics, Education, Engineering, and Health and Social Services.

Since 1988, the number of minority undergraduates in the College of Agriculture and Home Economics at NMSU has more than doubled. Indeed, three-quarters of total student growth between 1988 and 1998 was in minority, mostly Hispanic. Incoming classes resemble New Mexico’s high school graduating classes as never before. Hispanic students come from farms and ranches and from major metropolitan areas, including El Paso, Texas, only 40 miles away.

NMSU was named one of the nation’s best values in higher education by America’s 100 Best College Buys, 2000 for being above average academically but below average in cost. For the 1999-2000 academic year, tuition is $1,251 for full-time undergraduates who are New Mexico residents, or $4,083 per semester for full-time non-resident undergraduate students.

NMSU’s Cooperative Extension Service provides off-campus...
research-based education in all 33 of New Mexico's counties. Its College of Agriculture and Home Economics has 26 affiliated clubs, including a rodeo team, which has featured National Collegiate Rodeo finalists in recent years, among them steer wrestler C.J. Aragon. Its two-time national champion Western Equitation team one year included Shannon Salazar.

Agriculture and Home Economics Associate Dean I. Misael Gonzalez is on leave as Under Secretary at the U.S. Department of Agriculture SDA and was listed last year as one of the nation's 100 most influential Hispanics by Hispanic Magazine.

**Horticultural Advances**

Rural traditions are an important part of Anglo and Hispanic lifestyles in the Las Cruces area. The Mesilla Valley is still dominated by many ways by an agricultural economy, and chile, in particular, is part of the local psyche. The smell of roasting chile is a sign of autumn there, the way apple picking is in the Midwest. When new students arrive at New Mexico State University for their student-run orientation, they are taken to "chili camp," a program that consists of the typical introduction to campus life but also features a chili cookoff. That is because New Mexico is the leading state in pungent chile production, with more than 2,000 acres under cultivation in 1998.

Fabian Garcia, a member of NMSU's first graduating class in 1994, achieved national prominence as a horticulturist. As the first Hispanic to head a land-grant agricultural research station in the country, he developed the first viable commercial chile pepper and as a result became the father of the southwestern food industry. Innovations over many years in onions, cotton, pecans, and chile peppers by the college Agricultural Experiment Station continue to bring federal recognition to the university.

Professor Paul Bosland, chief geneticist and chile breeder, and head of NMSU's Chile Pepper Institute, carries on Garcia's legacy today. He invented a hot chile pepper in hopes that some people who don't eat chile now will get hooked. Ten years in the making, the new hot chile pepper and an equally hot-green chile might develop vast new markets for New Mexico's chile farmers.

This year a computer society at Harvard, in its Annals of Improbable Research, awarded him an "Ig Nobel Prize." Actual Nobel award winners confer these honors "to celebrate the unusual, honor the imaginative, and spur people's interest in science." Professor Bosland, on receiving the biology prize in Boston "for breeding a spiceless jalapeno chile pepper," congratulated the awardees for knowing New Mexico was a state of the union.

The northeastern U.S. is a prime target market for the hot-chile peppers.

New Mexico State University is offering free seed packets of NuMex Primavera, the jalapeno, and of NuMex Conquistador, the green chile. Send your name and address to: NuMex Primavera, Chile Pepper Institute, Box 30003MSC, New Mexico State University, Las Cruces, NM 88003. The Institute produces a newsletter and books on Capsicum-related subjects, research on cultivating new varieties of chiles, and preventing agricultural diseases. It sponsors the annual scholarly New Mexico Chile Conference, serves as a bank to preserve chile germplasm, and is an international clearinghouse and archive for related information.

**Conflict Resolution**

The U.S.-Mexico Resolution Center at NMSU is the smallest but busiest of its kind and mediation groups as a result of NAFTA, the treaty linking the U.S. and Mexico. NMSU has taken the lead in promoting cooperation as it resolves regional cross-border disputes with Mexico. The involved are as varied as was in the case of laser radiation equipment fair market price for pecans.

Nancy Oretskin is an unemployed professor of bus NMSU in 1993 when she sent a proposal to her senator, Domenici (R-N.M.). She realized that the NAFTA agreement had an article encouraging cooperation and other means of dispute resolution, it had failed to create an organization to carry out the work. "The Center was to help mediate conflicts, but does training and education served a valuable role in organizing both sides of the to the concept of alternate resolution," Oretskin said.
Arbitration and mediation are relatively new concepts in the Mexican legal system, where until recently many Mexican legal experts argued that they were unconstitutional. This June, in cooperation with the trade ministry, NMSU's Conflict Resolution Center sponsored a conference in Mexico City for the three NAFTA countries. One hundred fifty Mexican judges attended to learn about arbitration and mediation. The center has received more than $1.5 million in earmarked congressional funds, and handled between 15 and 20 cases.

Center Takes on Water Policies

Water policies are often controversial in desert areas. However, Jose Garcia, director of the Center for Latin American Studies at NMSU, believes that "examining issues from a regional cross-border perspective can help the area plan for more efficient use of resources." With the help of a $400,000 grant from the Hewlett Foundation, shared with the Houston Area Research Center, Garcia and his team of researchers will work with area managers, experts, analysts, and water users to communicate the unique nature of water issues in each section of the region. Within two years, they hope to lay the foundation for mutually agreeable water policies.

Border Cultures Research

NMSU was one of only ten U.S. colleges to receive challenge grants from the National Endowment for the Humanities last year. This $450,000 will seed the Southwest and Border Cultures Institute, which will collect cultural materials for use in humanities research that can help Southwest communities. Materials might range from Indian pottery to collected papers of political figures. The grant will also support research that has direct results in the community. "The classroom is being extended out into the community," said Reed Dassenbrock, director of the Arts and Sciences Research Center. "Students go off-campus to work with social agencies or catalog historical buildings."

Activist Centers

The mission of NMSU's Center for Latin American Studies is to stimulate scholarship on Latin America, provide outreach to the public and to public schools on Latin America, and to serve as a clearinghouse on related activities at the NMSU campus. It publishes an online news digest focused on border-area issues, *Frontiers Norte Sur* (www.nmsu.edu/~frontera/main.html). Recent issues highlighted changes in the INS policy that extends the border area that Mexicans are able to travel through without special permission.

Education experts from around the country come to Las Cruces every summer for an annual conference on Teaching Spanish to Native Speakers, sponsored by NMSU's Office of Minority Recruitment and Retention. Each year, the conference attracts teachers, linguists, researchers, and the general public. Cecilia Rodriguez-Pino, director of NMSU's Institute for Native Speakers, called it "the only conference I know of that focuses on the field of heritage language instruction. Other language conferences might have only two or three sessions out of 100 that address the needs of native Spanish-speakers."

NMSU is also known for its efforts in getting health care professionals to work in under-served areas along the U.S.-Mexican Border. In Doña Ana County, where the college resides, there are about 35 isolated colonias, or unincorporated small communities, some lacking a basic infrastructure such as running water, septic systems, and waste water treatment plants. NMSU's Southern Area Health Education Center and its Border Health Education Training Center, funded by grants from the U.S. Health Resources & Services Administration (HRSA) and the Kellogg Foundation, link graduate students in pre-medicine, nursing, anthropology, social work, public health, and even business to field experiences designed to meet community needs.

Environmental Concerns

The Department of Health Science will be adding a new major in Environmental and Occupational Health, proposed for the 2000-2001 school term, which arose out of a direct need to address local community problems. Down the road in neighboring El Paso/Juarez, hundreds of new maquiladoras, or factories, have arisen right across the border as a result of NAFTA. Many are releasing chemicals into the water system and pollution into the skies. "While environmental regulations in Mexico are strict on paper, they are rarely enforced," said Daryl Smith, program coordinator of SoAHEC. "This could be said for New Mexico as well."

Mexico is noted for its attractive brick works and pottery. Many consumers and companies might be unaware, however, of the environmental hazards that go along with producing brick on a large scale. Brick-making kilns spew thick smoke into the atmosphere on a daily basis. With the help of funds from the Environmental Protection Agency and a few charitable foundations, Robert Marquez, a Ph.D. candidate in NMSU's chemistry department, has invented a new brick-making kiln that could virtually eliminate pollution from brick kilns. Some two million people who live along the border near El Paso/Ciudad Juarez are exposed on a daily basis to smoke that streams out of 400 brick kilns in the Juarez area of Mexico. Marquez's kiln has reduced the grams of contaminates released per minute by the atmosphere from 250-750 to just two grams per minute. Now with a prototype in place, the EPA is ready to promote the new kiln on a massive scale in Mexico. Marquez and his associate, Antonio Lara, a chemistry and biochemistry professor, believe the Marquez kiln will easily catch on in Mexico and elsewhere because the oven actually saves between 50 and 75 percent in fuel costs for brickmakers.

So whether it be for its food, its culture, the community, or its scholarship, NMSU remains "one of the best values in higher education in the country."
As one might expect, three of the top four universities with the highest percentage of Latino full-time faculty, based on a study produced by the U.S. DOE's Office of Postsecondary Statistics in 1995, were located in cities with large Hispanic populations. The first three—the University of Miami at 12 percent, New Mexico State University at eight percent, and Arizona State University at five percent—are located where large numbers of Latinos live. But fourth on the list was the State University of New York (SUNY) at Albany at five percent.

Albany is known as the capital of New York, a place where Democrats bicker with Republicans (and vice-versa), but it's not a place where one can find "café con leche, arroz con pollo," or many Latinos, compared to Miami, Tucson, or Albuquerque. In order to attract 28 full-time Latino faculty to its full-time staff, SUNY at Albany has made a concerted effort to expand its diversity and reach out. It managed to attract Latino staff over the last few years, during which the college was downsizing its faculty from 700 to 500 full-time members. SUNY at Albany also ranks first among all SUNY schools in the percentage of bachelor's degrees awarded to Hispanics.

Its influential Latin American and Caribbean Studies department has played a central role in helping attract Hispanic faculty, explained Dr. Carlos Santiago, associate provost and dean of graduate studies. Dr. Santiago himself has been in spearheading the university's initiative to compete for talent scholars. In the early Puerto Rican Studies program, efforts emanated from sit-in protests by students again. But the program turned into Latin American Caribbean Studies de that now has 22 full-timers. "That department has established a core of Latino faculty," Dr. Santiago noted. The department offers specialties in American Literature, Cultural Studies, and so it can appeal to a diverse group of scholars. When pro- Latino faculty visit Albany and meet the department's nearly two-dozen members, it sends the message that Hispanic representation is welcome on campus and will not be marginalized.

"The Latin American Caribbean Studies department is interdisciplinary," Dr. Edna Costa-Belémitter professor of Latin American and Caribbean Studies Women's Studies. The department allows other departments to hire talented Latin American and Caribbean Studies professors, who also teach at Latin American and Caribbean Studies. Therefore, American and Caribbean Studies is not an isolated effort, but integrated into the academic landscape.
sity," said Dr. Acosta-Belén. Other universities' Women's Studies and Asian Studies departments have emulated that model. Since SUNY at Albany is a research university, having Latino professors from many areas helps the school attract a diverse group of researchers. Latino faculty are attracted to many specialties, including a Ph.D. program in Spanish, master's degree in Latin American and Caribbean Studies, bachelor's degree in Puerto Rican Studies. "You get people represented in many disciplines who play a role in recruiting," she noted.

The Latin American and Caribbean Studies Department takes a "hemispheric" view of its discipline, which also helps attract faculty, said Acosta-Belén. "Our approach is to focus not only on Latin American countries but also those populations that are in regions populated by the 30 million Latin Americans and Caribbeans outside of that area," she said.

But it's the university's openness and commitment to diversity that has played a key role in attracting Latinos. When the political science department was looking for a professor with a specialty in International relations, Dr. Santiago brought to the department chair a resume of an excellent Latino scholar, but one who did not have international relations expertise. The Latino scholar was interviewed and so impressed the department's chair and search committee that an additional budget line was added and the scholar was hired on at a junior level. "We can only do this when the faculty member is a member of an underrepresented group," the university's provost noted.

Once the Latino scholar is hired at SUNY at Albany, he or she often joins a mentoring program. Many faculty from this core group of staff in Latin American and Caribbean Studies and Latino staff in other departments mentor junior Hispanic staff who are hired. "To be around people who are linguistically and culturally in tune helps them with personal issues. It also helps them to get to know faculty and become a part of a close-knit faculty," Dr. Santiago stated. At many schools, Latino faculty are isolated, particularly at colleges not located in Miami, Dallas, or Chicago, but at SUNY at Albany, the critical mass of 2 full-time faculty and additional part-time staff encourage them.

To reach out to Hispanic scholars, the university has established a joint appointment policy. A professor of biology, for example, who has an interest in Latin American Studies, is granted a joint appointment in both departments with full voting rights. The joint appointment policy "gives faculty who are trained in the discipline of biology or political science ownership over activities in other departments," Dr. Santiago said.

Why is SUNY at Albany, where minorities compose only one-fifth of the entire student body, so committed to establishing a diverse faculty? "Our student body is 2 percent minority and expanding. We're located only three hours from New York, so diversity is important. We aspire to have role models on campus for all of our students," said Dr. Santiago. "We cannot in the beginning of the 21st century hope to educate people of the state with the perspective of one group or one gender. We need the enrichment, energy and viewpoint of Latino, African American, Asian, and Native American scholars," declared Dr. Gloria DeSole, senior advisor to the president for affirmative action and employment planning at SUNY at Albany. Karen Hutchcock, SUNY at Albany's president, has been a prime supporter of diversifying its staff, putting it budget where its values are. "We've had a consistent recruitment program for scholars of color and women scholars," said Dr. DeSole.

But it takes more than an active recruitment program because many universities are looking to expand their staff and hire Latino scholars. That's why staff like Dr. Santiago and Professor Edna Acosta-Belén play pivotal roles. As president of the Puerto Rican Studies Association, Dr. Santiago comes into contact with up-and-coming Puerto Rican scholars who are about to earn their doctorates. Like a baseball scout assessing young talent, he can spot the Hispanic earning a doctorate in economics, English, or Spanish. Furthermore, Dr. Santiago, who earned a Ph.D. in economics from Cornell University, contacts faculty at Columbia University or Cornell University, keeping tabs on other Latinos scholars about to earn...
their doctorate. Knowing that Albany is competing with elite schools nationwide for the limited number of Latinos earning doctorates, Dr. Santiago is actively networking to learn about available "talent."

Dr. Acosta-Belén has been instrumental in attracting Ford Foundation grants to establish conferences and workshops on racial and gender diversity. "Having these workshops on campus creates an environment that offers support at different levels," she said. The grant also pays for faculty development workshops and helps develop new courses in race and gender areas.

Minority students, whose activism led to the creation of the Latin American and Caribbean Studies Department nearly 30 years ago, continue to play a role. Pueaza Latino, which means Hispanic Strength of Force, is an active Latino student group on campus that encourages the university to hire more Hispanic staff to serve as role models in their education.

But SUNY at Albany faces severe competition from many other universities to attract talented Latinos. "We're competing with private universities who often have more resources than we have," Dr. Santiago noted. Success breeds success. Since there's a core group of Hispanic scholars teaching at SUNY at Albany, they can offer one another support. Upon starting at Albany, they are introduced to other faculty. Many Latino faculty have settled in a town called Amsterdam, not far from Albany, which attracts Latinos and other ethnic residents.

The Latino Research Review (formerly the Latino Review of Books) published by SUNY at Albany has also helped create an inclusive climate. Latino faculty read the literary and professional journal and submit articles, which helps strengthens the university's name recognition among Hispanics. "It's like the University of Houston's Hispanic press," helping to put SUNY-Albany on the Hispanic map, said Dr. Santiago. In addition, the Northeastern Conference brings 5,000 active college students to campus. Often Latino faculty are asked to speak, which sends another diversity message to students.

Despite its success and ranking fourth in the nation in Hispanic staff, critics might suggest that SUNY-Albany could do even better. Dr. Santiago believes that SUNY-Albany could do even better. She added that the school still desired credit raised the number while downsizing staff by 200. "It's particularly to do affirmative action during downsizing," she revealed. Now downsizing has subsided and SUNY at Albany is hiring again, Dr. Santiago said. She looks forward to adding more talented minority staff. "We are now hiring faculty. The quality of our Latino professors is high. As we add new hires, we expect that we will rise from our current position at a higher percentage in attracting Latino staff," she said. "It's extremely diverse that makes a difference in someone's education," she added.

What are the key factors enabling SUNY at Albany to succeed at the Latino level? "We have a core of faculty with excellent networks," Dr. Santiago said. Dr. Acosta-Belén, who has taught at SUNY at Albany for years, replied that it's a combination of factors. We have a very broad faculty. Student services are responsive to the diversity of our student body. The University has decided to play a leadership role in the affirmative action office does special advertising and uses its programs to attract faculty.

---

**UIC DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE FACULTY POSITIONS**

**UNIVERSITY OF ILLINOIS AT CHICAGO**

The EECS Department is in the process of a major expansion of its Electrical and Computer Engineering activities, and invites applications for tenure-track positions at all ranks, as well as applications for research assistant professor positions. Exceptional candidates in all areas of research are encouraged to apply for Ph.D. in Computer Engineering/Electrical Engineering or closely related field. Areas of particular interest are: communications, computer engineering, MEMS, power electronics, and VLSI. We are seeking applicants who are engaged in fundamental research or application-oriented creative work likely to generate measurable impact on society. Interested applicants are especially encouraged to apply. Applicants should demonstrate research and teaching potential, and accomplishments, and communicate with the ranks they are seeking.

The University of Illinois at Chicago has undertaken a major shift aimed at establishing itself as one of the nation's premier state universities. The EECS Department has 53 faculty members (including twelve IEEE or ACM Fellows) and offers BS, MS and PhD degrees. It has about 500 graduate students and has been awarded over eight million dollars in external research grants for the current academic year. The departmental research laboratories include a 3,000 sq. ft. class 100/1000 clean DCT: Biomedical Functional Imaging and Computation Laboratory; Communication, Sensing and Navigation Laboratory: the endowed Andrew Leonard Laboratory; Machine Vision and Neural Networks Laboratory: Microsystems Research Center; Power Electronics Research Laboratory; and Signal/Image Research Laboratory.

The department has approximately one-third of its research space, much of it in a new engineering research building, and an operating expenses budget of over $200,000,000. For more information, visit our website: http://www.eecs.uic.edu.

The UIC campus is located near downtown Chicago and offers rich opportunities for collaboration with other universities, national research laboratories, and high-tech industry. Applicants should send a resume and the names and addresses of at least three references to: Faculty Search Committee, EECS Department (MC 154), University of Illinois at Chicago, 851 South Morgan Street, Chicago, IL 60607-7050. Applications will be reviewed as they are received, but must be submitted before March 1, 2000 for full consideration. Candidates are strongly encouraged to submit electronic versions of their applications; for instructions, see the web site: http://www.eecs.edu/chemistry.

UIC is an AA/EO employer. We are interested in receiving applications from a broad spectrum of people, including women, minorities, and differently-abled individuals.

---

**PRESIDENT**

**Universidad Privada Boliviana**

(Private University of Bolivia)

Cochabamba, Bolivia

UNIVERSIDAD PRIVADA BOLIVIANA (UPB), founded in 1923, seeks a new President to begin March 1, 2000 or as soon thereafter as possible. UPB is a selective, bilingual, baccalaureate and masters degree-granting institution. The University is committed to educating Bolivia's next generation of entrepreneurs. After only six years, UPB currently enrolls nearly 1,000 full-time students.

**UPB seeks a President who:**

- Has a Ph.D. or its equivalent
- Is an experienced and creative academic administrator
- Has proven experience as a manager and leader of a multi-faceted higher education enterprise
- Has public relations and fundraising experience, including the articulation of and mission of the enterprise
- Has a comprehensive understanding of budget building, budget control and appropriate international standards for displaying and interpreting financial data at the University
- Has the ability to inspire, recruit and lead faculty, staff and students; build community leaders to the cause of the enterprise
- Is supportive of faculty, staff and curriculum development
- Has the ability to build and sustain a team approach to management without sacrificing the productive leadership role
- Is familiar with Bolivian life and culture or has work experience in South America
- Is a creative writer and speaker, fluent in both Spanish and English
- Is committed to the education of the future leaders of a stronger Bolivia.

For more information about UPB, visit our website www.UPB.EDU. Compensation and fringe benefits are competitive.

Interested persons should send a current resume, cover letter (in English) and the names of three references to:

Dr. Douglas G. Trout, President, America's Friends of the Private University Bolivia (AFPUB), 16621 Darwen Court, Leesburg, VA 20176 USA

Email: ditrou@amf.com
The Honor Roll

Arizona State University West
Rapid Growth and Solid Ties to Community

by Roger Deitz

Professor, administrator, and author, Dr. Elaine P. Maimon became the fourth educator and first woman to serve as provost of Arizona State University West back in August 1996. Nationally recognized as a founder of the Writing Across the Curriculum movement, Dr. Maimon has co-authored three books and directed institutional efforts (sponsored by the National Endowment for the Humanities) to improve the teaching of writing. Among other distinctions, she is a member of the American Council on Educ. Commission on Women in Higher Education.

As provost of ASU West, Dr. Maimon is the chief operating one of the three anchor campuses of Arizona State University senior officer of ASU as a whole. With her background as an professor and her understanding of the importance of commu skills, she could not be more committed to the diverse students and to the community that it serves. “ASU West is a camp borderlands,” she says. “Within our educational environment, cultural groups have remarkable opportunities to learn from each other.” She says that among ASU’s three anchor campuses, ASU the “family campus.” “We even have entire families—parents and grandchildren—enrolled simultaneously, greatly enhancing inter-generational character. Success stories abound at ASU We of our students are the first members of their families to attend. Our commencement ceremonies are community celebrations.”

Commencement at ASU West is indeed a time for success. Last summer, ASU West responded to student requests by a commencement for summer graduates. The ceremony honored individuals receiving bachelor- and master’s degrees. Am graduates was a student speaker selected to address the convernent by a student-faculty committee, a woman who had a tertorial perspective on the founding of the ASU West campus the 1940s, Cecilia Marquez Moreno. Her father and other fam bers worked as migrant laborers on the farmland that is now of ASU West. Nearing her 50th birthday, Cecilia achieved he of a university education. Having earned her bachelor’s d secondary education, Moreno has obtained a full-time teaching business courses at Trevor Browne High School. her husband have instilled the importance of education in their children: all three are now attending or have graduated from including a daughter attending ASU West. Another gradu
Sanchez, a single mother who runs a special event management company, she has juggled obligations to family, career, church, and community while pursuing her bachelor's degree in global business/Marketing. A first-generation college student, Sanchez says that her studies at ASU West have made a positive impact on the way she conducts her business, enabling her to attract national clients.

As far as the Hispanic community is concerned, Dr. Maimon notes, "Over the last several years, we have worked to increase our Hispanic enrollment. Our motto is "Estamos aqui para ti" (we are here for you), and we make the motto real in numerous ways: a newly established Ethnic Studies minor that offers hands-on internships for students in community organizations, multiple pathways to earning a college degree, and seamless transfer from the community colleges."

And it is just that community that is the key for the provost. Dr. Maimon points out, "We believe in full engagement with the community. The Partnership for Community Development is a clearinghouse for research that applies directly to community needs. Our nationally recognized series, Racial Legacies and Learning, provided a community forum for the discussion of challenging questions."

The numbers support Dr. Maimon. More than 58 percent of ASU West's graduates are first-generation university students. More than 67 percent are 25 years of age or older (66 percent of all students are female). Approximately 22 percent of the student body is made of minorities. Of 4,860 total students attending the fall of last school year, 561 or 11 percent, were Hispanic—the largest minority group on campus. Native Americans numbered 66 or 1.6 percent; African Americans, 134 or 2.7 percent; and Asian Pacific Islanders, 167 or 3.4 percent. The faculty total of 207 includes 26 or 12.6 percent Hispanic. There are 114 female and 93 male Hispanic faculty members. The university boasts a 16:1 student-to-faculty ratio as the school endeavors to make ASU West faculty an important, personal presence in educational and professional development of students.
Arizona State University West is a vital component of ASU’s multi-campus vision. Students who attend the beautiful, strikingly new campus enjoy a small-college atmosphere on a conveniently located, full-service neighborhood campus, while having access to resources of a nationally recognized Research 1, PAC 10 university. ASU West provides a friendly, student-centered environment designed to serve individuals who balance academics with the multiple demands of work and family. It is located in the rapidly growing northwestern area of metropolitan Maricopa County.

ASU West was created in 1984 by an act of the Arizona legislature responding to a twelve-year grassroots effort to expand educational opportunities in Arizona’s West Valley region. The campus has come a long way in its short history. The idea of founding a regional college campus was conceived by the citizens of the area. The group pressing for higher education in the region, the Westside Citizens’ for Higher Education Committee, was established in 1972. A feasibility study conducted in 1977 strongly indicated that a college campus was needed in the West Valley. In 1978, ASU Main was linked to the region through extension courses offered at MetroCenter Shopping Mall, and at the Alhambra Elementary School in 1980. In 1982, the state legislature designated 300 acres for construction, and by 1986, 2700 students were enrolled in ASU courses in Alhambra and Glendale Community Colleges. In 1991, the core of ASU West’s campus was completed, and the following term, accreditation was received from the North Central Association of Colleges and Schools. In 1993, the first graduating class was celebrated at the school’s first commencement. Growth has been rapid. ASU West graduated 186 students at that first commencement and approximately 1.100 five years later, in 1998. By the start of last year’s term, the university employed more than 700 people: 216 full-time and 243 part-time academic employees. There are 335 full-time and 103 part-time non-academic employees.

ASU West currently offers 29 baccalaureate degree programs and five master’s degree programs, plus specialized minors and programs leading to professional certificates. Degree programs are offered through five academic units: the College of Arts and Sciences, College of Education, College of Human Services, Division of Collaborative Programs, and the School of Management. The institution serves the diverse needs of approximately 5,000 working adults, returning students, and continuing students, many of whom balance academics with work and family life. A point of pride is the personal and professional counseling available for each student. Classes are conveniently offered in the day and evening, as well as on weekends, through television (cable) and the internet, and at off-campus locations. The 300-acre campus is easily accessed via the interstate routes 1-10 and I-17. The institution is located in Phoenix. Just to the west of the campus is the city of Glendale. Facilities are state-of-the-art and consist of seven major buildings (600,000 square feet) surrounded by a beautifully landscaped, natural environment. The red brick campus was modeled after Oxford University in England.

As Provost Maimon has indicated, ASU West’s effort to strengthen its commitment to diversity and community partnerships recently received major support from the Association of American Colleges & Universities when it was selected as the only institution in Arizona to participate in the “Racial Legacies and Learning: An American Dialogue” initiative. This nationwide effort was launched in collaboration with President Clinton’s Initiative on Race, and implemented by AAC&U. It is designed to promote learning about racial issues in dynamic ways. ASU West will be at the forefront of this project as one of only 56 “lead institutions” in the U.S. and one of only eight in the nation designated as a regional site by the AAC&U. The project is aimed at answering the question, “What should higher education be doing, with its local communities, to prepare graduates to address the legacies of racism and the opportunities for racial reconciliation in the United States?”

This past October 6th, ASU West sponsored a broad-based community discussion on building racial understanding through its yearlong dialogue, “Racial Legacies and Learning: An American Dialogue.” John A. Romandetti, president of Denny’s restaurants, was the keynote speaker, along with Rachelle Hood-Phillips, Denny’s chief diversity officer. Denny’s has received several awards from the NAACP for leadership in diversity management. In August 1998, Fortune Magazine ranked Denny’s/Adventura No. 2 on its list of the “Best 50 Companies for Asians, Blacks, and Hispanics.” This inaugural community forum showed how Denny’s faced difficult diversity issues head-on, while providing insights applicable to all parts of society. “ASU West was a logical selection for this recognition since issues of diversity and dialogue about race, class, and gender are at the core of our mission,” observes Dr. Maimon, adding that the initiative “enables us to expand our efforts to model ways that campuses and communities can learn together about racial issues and opportunities in American society.” The Partnership for Community Development mentioned by Provost Maimon enables faculty in the College of Human Services to share their research and teaching expertise with such organizations as the YMCA, The Foundation for Senior Living, The Peoria School District, and the Northside Training Center among others.

Last January, the ASU Regents approved the first new degree since 1995, one that opens a streamlined pathway toward a bachelor’s degree. The program accepts 60 hours of academic credit from an associate of applied science (AAS) degree and applies it in one full block, eliminating a course-by-course review, as the first two years of a bachelor’s degree. The approval means that anyone with an AAS from a community college can earn a bachelor’s degree in only two years through the new Bachelor of Applied Science degree. Students began enrolling in courses leading to the BSN degree starting last Spring.
Teaching Strategies That Promote Equal Opportunity

Part One: Collaborative Learning Communities

What can we do as teachers to ensure that students, coming from a variety of backgrounds—life experiences, are motivated to learn, to stay school, and to achieve as part of their life go? There is a pedagogical strategy that seems to mivate students, improve student learning and retention, enhance the development of critical thinking skills, and create a more harmonious classroom atmosphere. That strategy involves the creation of learning teams in the classroom and the use of collaborative learning strategies.

An effective way to create harmony and reduce prejudices in the classroom is to create male/female, racial/ethnic learning groups. These learning teams have been compared to sports teams, which tend to bind members together for a common goal, and often lead friendships across racial/ethnic lines. According to social psychological research, these collaborative learning groups reduce prejudice and undercutting categories that lead to stereotyping thinking. Social psychologist Elliot Aronson found that collaborative learning groups work extremely well for grade school children where prejudices are not as entrenched as those adults. However, research has shown that the formation of these teams can be effective with learners as well.

Research done by Dr. Samuel Gaertner, a psychologist at the University of Delaware, suggests ways to implement learning groups that reduce prejudices among students. The instructor selects the groups. What appears to be an advantage is the mixing of students is really carefully planned. The instructor puts together groups of fou six men and women from diverse racial/ethnic and age backgrounds. Students are given a task to complete in a given length of time that requires group cooperation. (More will be later about the nature of the task.) A group of recorders/reporters is either selected by the instructor or elected by the group. The instructor should make sure that if groups are elected, they do not automatically ass
women students the task of taking the notes, for this could be the result of societal power hierarchies dictating the group dynamic. Power dynamics that operate in society at large might govern the interactions of the collaborative groups if they are not supervised carefully. It is the instructor’s responsibility to ensure that roles within groups do not play out gender- and race-based stereotypes. Therefore, instructors need to pay attention to gender, race/ethnicity, and class issues not only in terms of group composition but also in terms of group dynamics. The group recorder/reporter will record the group’s work and report to the larger group when the class reconvenes. Sometimes, two students can play these roles separately.

Once students become a unified group, they begin to like each other better than they like students belonging to other groups; ironically, this simulates the process that can lead to prejudice formation in other circumstances. There is a debate as to whether students should stay in the same group so as to bond with the members of their diverse group for several tasks, or whether they should be mixed again with others to form another single unified group to work on a further task. If the latter occurs, preferences for people shift once again. Dr. Gaertner’s research, which suggests the mixing of groups, shows that forming new groups widens the students’ sense of who is in their group. Working within various groups changes student thinking from “us and them” to “we.” Whatever approach is taken, a common element in achieving group cohesiveness is to have students spend about ten minutes of their first collaborative learning session getting to know each other. Learning groups can reduce prejudice and biases because the people whom students once identified as part of some other group are now perceived as part of their own group.

The research of Elliot Aronson and other social psychologists demonstrates that certain criteria are necessary for prejudices to be reduced. Students must feel they are of equal status with other group members. They need to have a common goal, and they need to be interdependent. In other words, everyone is needed to achieve the goal, and each student should feel accountable for his or her contribution.

The use of collaborative learning groups not only promotes a greater appreciation of diversity among students but also seems to promote more active involvement and greater retention of material. Many scholars and educators have been suggesting for quite a long time that students need to be more active participants in the learning process. While this is certainly not a new idea, many of us have shied away from using “group work” because we might have experimented with it and found the common pitfalls. The common problems associated with students’ working in groups include off-task conversations, social loafing (students not carrying their load), and students taking over while others fail to participate. Collaborative learning strategies address these areas of concern.

The following guidelines can change mere group work into collaborative learning teams and thus avoid the pitfalls inherent in group work:

- Start by having all students write something related to the group assignment so that all students have an investment.
- Create a focused task. This must be carefully planned. What should the task accomplish? What do you want students to learn? How much time will it take? What are some milestones along the way?
- Collaborative learning requires that groups work on tasks that usually have more than one answer or solution, and that require or benefit from multiple perspectives. The task in some way requires collective judgment.
- Set up the groups with the intention of fostering diversity within the groups. Either appoint or have the groups elect a group recorder-reporter for purposes of accountability.
- Create tasks that require cooperation rather than competition. One technique is to have students reach some kind of consensus. If they have something written, they can share each idea written, one at a time, using a round robin technique so that no one student dominates the group and to ensure that everyone participates.
- Be the time-keeper and classroom manager, but stay minimally involved with the groups. Circulating among the groups tends to temporarily heighten the activity of the group with which we are working while the other groups “wait their turn.” Without the teacher’s interfere-

**An effective way to create harmony and reduce prejudices within the classroom is to create male/female, multiracial/ethnic learning groups.**

References:


From What Ifs to Why Nots

Training Culturally Competent RNs

BY STEVE HARMON

When “Yolanda” leaves her tidy but modest home in a South Texas colonia to see to her medical needs, she often grapples with a series of “what ifs.” What if she has to speak English? What if her decision to buy medicines at lower cost in nearby Mexico or her belief in curanderismo [folk medicine] is questioned? What if they just don’t understand?

Dr. Susan Baker, director of Texas A&M International University’s Dr. F. M. Canseco School of Nursing, knows all about the “what ifs,” and she’s encountered people like Yolanda on a daily basis. Here on the U.S.-Mexico border, she knows that it’s the “what ifs” that consciously limit the decision of many colonia residents to seek needed health care. Sadly, she also knows that it’s all too easy for “what ifs” to become “never minds.”

Dr. Baker says that part of the answer is to turn “what ifs” into “why nots.” She has provided health care to the residents of favelas in Brazil and helped organize South Texas neighborhood-based health fairs known as convivios, which focus on developing relationships with and sensitivity to patients. Her experience with language and culture was crucial to her part in developing the transcultural model of nursing at A&M International.

“So how do you answer the “what ifs?”

Baker says that the answer is nurturing a qualified cadre of nurses who are culturally sensitive, bilingual, and in tune with the needs of the predominantly Spanish-speaking community.

As the fastest growing city in Texas and the second fastest growing in the nation, Laredo is experiencing a dramatic demographic shift. In the period from 1990-97, the city recorded a 37.5 percent population increase, about an additional 50,000 people. South Texas is now home to one in 10 new Texans. Under a projection that assumes levels of migration similar to those seen from 1990-96, Laredo could balloon to nearly 650,000 by 2030, a growth of 301 percent. Its sister city, nearby Nuevo Laredo, Tamaulipas, Mexico, is projecting similar growth rates.

With more than 95 percent of its population Hispanic, Baker says that Laredo is a natural incubator for nurses who have the ability to address the needs of the Hispanic community.

A&M International’s STA-BSN program aims to increase the number of Hispanic students receiving a BSN degree.

Baker says that these students will be a major part of the answer. “It comes down to very basic logic. Anyone seeking medical care seeks a sense of familiarity, no matter what their culture or ethnicity. We can work to provide a sense of security by making sure that healthcare providers are more attuned to their clients’ needs, preferences, and culture. It is human nature to trust those who are us, people with whom we feel affinity. Any visit to a médico authority is frightening. It can make less so when we feel that will be understood,” she explains.

Baker is project liaison for $265,000 federal grant provided by A&M International aimed at expanding enrollment of regents-approved Hispanic nursing students seeking BSN degrees. She and assistant professor Natalie Burkhalter developed the project to promote...
cess of students in the Bachelor of Science in Nursing Program.

The Department of Health and Human Services' Health Resources and Services Administration (HRSA) provided the award for the Nursing Special Project, known as STAT-RN (South Texas Access to RN Education).

STAT-RN targets expanding enrollment of regional Hispanic nursing students in professional nursing programs and shortening of the time frame needed to obtain licensure as registered nurses in the State of Texas.

Baker says the time is now to help secure greater Hispanic representation in the health professions.

"At both national and state levels, nurses from Hispanic backgrounds are seriously underrepresented in comparison to other ethnic groups and to the percentage of Hispanics in the general population. Here in Laredo and Webb Counties, we have a 95 percent Hispanic population capable of addressing this shortage," she explained.

The project focuses on two key factors that research shows stymie or prolong Hispanic students' efforts to succeed in nursing programs.

"National research shows a 30 percent dropout rate for Hispanics in nursing programs. This has been directly tied to economic hardship issues that involve the need to support the family and an educational preparation that might not have emphasized the knowledge and skills needed to succeed in the selected program," she said.

In order to assure student success in coursework and on the state nursing licensure examination, STAT-RN provides increased tutorial support, learning materials, development of online testing, student study-skill development, and faculty development.

STAT-RN also includes a collaborative research component with Prairie View A&M University's College of Nursing, another campus of The Texas A&M University System.

"This component provides us with the opportunity to compare the effectiveness of teaching strategies used to address learning needs of basic nursing students in our two schools of nursing that serve predominantly minority student populations in The Texas A&M University System," Baker explained.

One of the first students in the A&M International program said that the added support is making a nursing school, and the program has helped to provide the flexibility and support I need to meet all my responsibilities. Nursing is totally different from anything I've ever done before, and I needed a lot of help to understand new ways of learning," he said.

Baker says that the regional need for qualified, culturally sensitive nurses is overwhelming.

"Laredo has just opened Mercy Health Center, a brand new 350-bed hospital, and Doctors' Hospital has begun its construction of a new facility as well. It's not unusual for both hospitals to extend their recruiting reach for nursing professionals as far as Canada or the Philippines. The two hospitals estimate that they need at least 100 new RNs a year to support the healthcare needs of the community," she said.

A&M International President Dr. Charles Jennett said that the program is an incisive response to the needs of the university's service area.

"The healthcare industry in our region is mushrooming, as is the need for culturally competent, Spanish-speaking nurses committed to the community, the odds are better than ever that Yolanda won't wonder 'what if,' but simply ask, 'why not?'"

For more information on Texas A&M International University STAT-RN program, contact Susan Baker at (956) 326-2574 or e-mail to sbaker@tamu.edu.
Latino Alums Help Fund USF Education for Worthy Students

Year Two for Saber Es Poder Scholarships

BY INÉS PINTO ALICEA

As a young child, Stephanie Rodriguez witnessed the financial and emotional struggles that come with being raised by a single mother without a college degree.

"If I had to take anything back of my background, I wouldn't, because it was such an inspiration to me to get an education," said the 20-year-old junior honors nursing student from Stockton, Calif.

The young woman's perseverance and drive have paid off. She and five other Latino students recently won prestigious scholarships at the Jesuit-run University of San Francisco (USF), where about eight percent of its 8,000 or so students are Latino, said Raul Aguilar, a 1967 USF graduate who runs the program and heads La Compañía, the university's Latino alumni association.

"Most of the recipients are active in the Latino community already," said Aguilar. "We are looking to see how active they are...and how active they are going to be when they graduate. We want to promote people who are going to give back to the community."

The Saber Es Poder (Knowledge Is Power) scholarship gives each of the recipients $5,000 for one year of study. The scholarship, now in its second year, was created in memory of six Jesuits slain in the late 1980s at the University of Central America in El Salvador. Seven students received scholarships in the program's first year.

"It is nice to be recognized," said Rodriguez, the first member of her family to attend college. "I couldn't believe it when I got the news. The scholarship promotes leadership skills, and it makes me feel more like a leader."

But Rodriguez was already considered a leader at the San Francisco school. Along with her studies, she tutors young Latino students at a USF center. After graduation, she plans to pursue studies toward a degree as a nurse practitioner.

"In my eyes," she said, "I see a nurse as an angel of mercy, one who cares for the total well-being of the person."

Rodriguez said that she was very active in school and community activities, but financing college was always a concern, so the news of the scholarship was a relief.

"The cost of tuition here is a burden to my family," said Rodriguez. "Anything I could receive is great."

The Rev. Luis Quihuis, a Jesuit priest and assistant to the USF president for multicultural affairs, created and directed the scholarship program its first two years. He said that he spearheaded the scholarship program because there was a growing need to find ways to make private universities more affordable for families of modest incomes. Tuition, housing, books, and fees can run nearly $25,000 per year at the university. So Rev. Quihuis, who is now pastor to Our Lady of Sorrows Church in Santa Barbara, Calif., spoke to several Latino alumni and corporate leaders about creating a scholarship just for Latino students at the university. And the response was overwhelming, said Aguilar.

"The reception to the program has been very warm," he said two years ago. "We raised $80,000 for it all out [in] a scholarship fund and make it self-sufficient."

The Rev. Quihuis said that people were initially skeptical about his proposal to tap into the Hispanic/Latino alumni.

"There is a tendency to look at Latinos as not involved in the community," he said last year. "The university discovered that Latinos do give if the cause is right."

He said that in the first year alone, the university received more than 100 new individual donors, many of them Latino, that have come from the Church and other community organizations.

Aguilar said that he has received such interest in the program.

"Many Latino alumni who feel included in the university's mission are now engaged in the community," he said. "The scholarship has found a way to involve Latino alumni in the community."

This year's six recipients were selected from 105 Latino undergraduate and graduate applicants who attended the university or were invited to attend the university Selection criteria included academic performance, financial need, community service, leadership skills, and the ability to make a meaningful contribution to the university community.

Rev. Luis Quihuis, SCHOLARSHIP FOUNDER
skills, and extenuating circumstances, based on the personal history submitted by the applicant.

The Rev. Quilquis emphasized the importance of the role of a student's community service in the selection process.

"I always tell the students that no one goes through life alone and that education is not just for them but also for the community," he said.

Another key aspect to awarding students the scholarships is simply honoring them for hard work.

"It emphasizes the importance of their education," said the Rev. Quilquis, adding that students must maintain a "B" GPA during the scholarship year.

Dacia Delgado, a junior with a major in business and a minor in Spanish at the USF Mclaren School of Business, said that the scholarship certainly helped her to keep focused on her education rather than worrying about paying for that education.

"It keeps me going toward my goal, and it is reassurance that I am doing something right—and getting rewarded for that," said Delgado, who was born in San Francisco but raised in Portland, Ore. At USF, she is an honors student enrolled in the Erasmus Project, named after the Renaissance humanist, a special program that seeks to develop, refine, and balance intellectual pursuits with responsible participation in community service and world affairs. Along with her studies, she works part-time and volunteers at the Hamilton Family Shelter, reading bedtime stories to homeless children. She also worked as the student activities coordinator for the residence hall association, as a peer counselor during orientation, and as a volunteer for campus ministry.

Roberto Lopez, Jr., a 21-year-old senior and scholarship recipient, said that the scholarship will help him meet his "obligation of fulfilling who I can become."

"I am trying to pave the road for my three younger brothers, to set an example for them." said Lopez, a junior psychology major and honor student. "I was honored to be chosen from an elite group of students. I was really flattered and blessed."

Lopez is also a catcher on the baseball team, where he emerged as a team leader. Born in the copper mining town of Globe, Ariz., he graduated with honors from Globe High School. The eldest of four children, he is the first of his family to attend college. In addition to sports and athletics, Lopez is known for his volunteer work in the Bay Area Latino community. He assists as a coach for Little League teams and is active in an interdenominational ministry group on campus. He is considering professional baseball and graduate school after leaving USF.

The selection process was chaired by Aguilar, an account executive with Villar Press in South San Francisco. Other members of the selection committee were USF Trustee Herman Gallegos; Rose Castillo Guibault, vice president for corporate communications and public affairs for the California State Auto Association; Tony Martinez, special assistant dean of the USF College of Professional Studies; Jim Gonzalez, president of Jim Gonzalez and Associates, a Sacramento lobbying firm; and the Rev. Quilquis.

Other award recipients are Sergio L. Dominguez, Jr., Marco D. Nuñez, and Derrick Kibler, Jr.

Dominguez, a sophomore majoring in pre-physical therapy, was born and raised in San Francisco and graduated with honors from Sacred Heart Cathedral High School. His interest in physical therapy began after he was diagnosed in high school with Guillain-Barre Syndrome, a viral disorder that results in temporary paralysis. Dominguez is actively involved in the Latino community, working at the Dolphin Club, an after-school program at St. Anthony's Immaculate Conception Elementary School in the city's Mission District.

Nuñez is a USF law student who expects to graduate in 2000. Born in Mexico City, Mexico, to migrant farm workers, he was raised in El Centro, Calif. The youngest of three siblings, he is the first in his family to graduate from a university and the first to pursue graduate studies. While at USF, Nuñez helped organize a food and clothes drive for victims of Hurricane Mitch. He is vice president of the USF La Raza Law Student Association and this year was a legal intern in the Criminal Law Clinic. He also tutors his peers in the Academic Support Program of the law school. After graduation, Nuñez would like to return to El Centro and practice law concerning undocumented juveniles and their relationship to the criminal justice system.

Kibler is a freshman and computer science major, from East Union High School in Madera, Calif., where he maintained a 4.0 GPA. He is a member of the California Scholarship Federation. Active in sports, he coaches basketball for the San Francisco Park and Recreation Department.

USF is a private Jesuit university, established in 1855. The city's first institution of higher education, USF began as a one-room school house with an enrollment of 25 students. USF is one of 28 Jesuit colleges and universities located in the U.S.
Field of Dreams:
From Farm Work to Medical Work

Commencement Speech, Harvard Medical School

BY ALFREDO QUIÑONES-HINOJOSA
M.D., CLASS '69

My father used to tell me when I was a little kid that "aunque no tengas buena puntería, si le tiras al cielo, a lo mejor le pegas a una estrella" (even if you do not have good aim, if you shoot at the sky, you may hit a star). Well, I am not known for my baseball abilities, so Pedro Martinez does not have to worry about his job. I am better known for my perseverance... I am thankful and honored to have the opportunity to give this commencement speech. Please, let me echo what was told to me by many of my friends and classmates graduating today from Harvard Dental and Medical School. It was the support of our loved ones and mentors, our determination, discipline, and dreams that have taken us here today.

"Con trabajo, determinación, y apoyo, puedes llegar a ser el arquitecto de tu propio destino" (with hard work, determination, and support, you can become the architect of your own destiny). My family constantly told me. Growing up in Mexicali, Mexico, I developed self-confidence and a sense of independence at an early age. In order to help my parents financially; as the oldest child. I was simultaneously attending elementary school and pumping gas in my parents' small gas station at the age of five. Helping to shoulder the financial burden while quite young—qualities for which I continue to be thankful up to today.

The idea that our dreams are within our reach is not novel. I am no different from any of my classmates graduating today. We are all here with incredible and interesting stories. The only difference, perhaps, is that I am in front of you willing to share my own.

My story in the United States began one night in January 1987. As an eager, ambitious, young Mexican. I crossed the border illegally, landed in the fields of California, and became a migrant farm worker. I packed the little I had and with $65 in my pocket, decided to explore "El Norte," I migrated to the United States to fulfill a dream. The dream that people, like myself, have of escaping poverty; and one day return unmanfully to our own countries.

The reality was a stark contrast. I spent long days in the field. Fruits and vegetables, sleeping under leaky camper shells, my hair tied from pulling weeds, a thing I could... My only was that I had a good tan in top shape.

One day in the field was talking with a co-worker. He said, "This is your fate; spend the rest of your life in the fields." Those words were hard to hear. I realized that English language skills an education, and without this predicted fate of migrant farm worker for my life seemed very likely.

I wish I could tell you inspired me to leave the farm for San Joaquin Valley that I possessed me to move a job. the ability to speak English knowledge of what was coming next. I do not know did it. I think that my although it was fogged I was more powerful thing at the unknown. It was those decisions that the life entirely, since mira.

This experience has always reminded me of what Henrik I said: "Rob a man of his life-illusion, and you rob him also of his heart.

The Importance of Mentoring

After the fields, I began to work in a rail car repair cor Stockton, California. I first cleaned railroad cars. Then, I was a painter; and a high-pressure valve specialist, and within 16 r
supervisor. On April 14, 1989, an event took place that made me reevaluate my direction and my life. I fell into a railroad tank carrying liquefied petroleum gas—I almost died! I woke up in the hospital and saw a person dressed all in white; I felt assured to know that a doctor was taking care of me. I had a feeling of being on terra firma. This brush with death gave me the strength to continue pursuing my dreams with a rejuvenated force.

I constantly daydreamed. I have learned that if our minds can conceive a dream and our hearts can feel it, it will be much easier to achieve that dream. At night, I attended community college. I started out taking English as a Second Language classes. Less than three years of hard work later, I was a member of the track and field team and captain of the debate team. As a member of the track team, I found that a race does not end once you reach the finish line; rather, every time you reach the end, a new race begins. During my speech class, a mentor who believed in me made me the captain of the debate team. I began to appreciate that the ability to work as part of a team is vital to succeed.

Everything went well in community college; my life in academia was beginning to take off. My mentors helped me to get to my next stop, the University of California-Berkeley. At Berkeley, I met more important role models and mentors. I learned from them that “knowledge is better learned by action than by contemplation.” I also learned that it takes much more than intelligence to succeed; it also takes discipline, dedication, determination, and a dream. Without knowing it, I was being prepared for medical school. When one of my mentors told me once that I should apply to Harvard, I thought that he was a very nice man but clearly *living la vida loca* (or a little insane in the brain).

After my acceptance to Harvard Medical School, I hesitated to attend. I was not sure it was the institution where a poor student who grew up in a small rural community in Mexico, like I did, would thrive. My mentors at Berkeley insisted that I travel to Boston and visit Harvard. During that visit, I met two distinguished professors, Drs. Edward A. Kravitz and David D. Potter. From them and other important mentors here at Harvard, I have learned to see academic medicine as an opportunity to understand and treat human diseases better, but more than an opportunity to provide leadership and support to future physician-scientists in order to serve our communities in the best possible way. These outstanding professors embody the words of Plutarch: “the mind is not a vessel to be filled but a fire to be ignited.”

Like many others here today, I realized long ago the great extent to which I have depended on the help received from my mentors in pursuing my dreams of being a physician-scientist. Henry Brooke Adams once said that “A teacher affects eternity; he can never tell where his influence stops.” I, like many of us, hope that I can begin to have the same impact as a mentor to future medical students and graduate students—to change their lives for the better.

Our Dreams Have No Barriers. No Borders, and No Limits

It is no secret that minority communities have the highest dropout and lowest educational achievement rates in the country. The “pipeline” to higher education and especially in professional programs is not fully “primed” for minority students. Although members of minority groups make up about 18 percent of the U.S. population, in 1994, they accounted for only 3.7 percent of the M.D. faculty at the nation's medical schools. Recent investigations found that Black and Hispanic physicians are more likely to practice in low-income and minority communities and to include minorities and poor people among their patients (Komaromy et al.). Minority physicians are twice as likely to work in locations designated as health workforce shortage areas by the federal government (Keith et al.). Minority patients are more than four times as likely as Whites to receive their regular care from a minority physician (Moy and Bartman). I have been very fortunate in my involvement in education to meet outstanding minority role models—the quality of role models is high, but the numbers are low.

Dr. William Bowen and Derek Bok, in their book *The Shape of the River*, point out that a “healthy society in the 21st century will be one in which the most challenging, rewarding career possibilities are perceived to be, and truly are, open to all races and ethnic groups.” The effort to recruit underrepresented minority students in selective institutions has come under “heavy fire.” Changes in admission policies in places such as California and Texas have occurred recently. The astounding effects that a “race-neutral admission policy” has had in decreasing the number of Blacks, Hispanics, and Native Americans being admitted to institutions in these states indicate that the time is “ripe” for reevaluating the role of race-sensitive admissions policies that have been applied and where their consequences have been during the past thirty years.

Recently, while having a dinner with some of my friends, we spoke about Harvard’s contributions and commitment to making our institution a leader in science, in community service, and in recruitment of underrepresented students. We felt privileged and honored to be part of this family that has demonstrated dedication, discipline, love, and passion for everything they have done. Many of us have commented that we hope one day as future physicians we can all embody the value that this institution and its dedicated faculty has inculcated in us—the value of being a role model, a mentor, an outstanding physician, a colleague, and a friend.

Like many other illegal immigrants, I arrived able only to contemplate what my dreams might be. Now, due to the support I have from my family, my wife, Anna, and our dear daughter, Gabriela, the support of my friends and mentors, the backing of vital organizations such as our institution, I feel that I can contribute greatly to our community as a physician-scientist.

Today we graduate from this fine institution, happy, ready to take on the world, perhaps also slightly nervous about starting residency. Let us not forget that thanks to our loved ones and our mentors, and the determination and dedication we all carry, we have been able to fulfill our dreams.

I now can welcome and accept my fate of “working in the fields” for the rest of my life...but in the “field of academic neurosurgery.”

Works Cited:


Teaching Spanish/Teaching Transitional English
University of Kentucky Shows the Way

BY DOUG TATTERSHALL

The value of knowing Spanish is growing. That applies to Kentucky as well as to states such as California and Florida that have far larger Hispanic populations.

"More and more in the area where we live, there's a crying need for Spanish," said Margaret Jones, who chairs the University of Kentucky (UK) Spanish Department.

Jones is contacted frequently as a translator, particularly by social service agencies and hospital emergency rooms. But she also sees an increased demand in the business world: a local car parts store recently approached her specifically looking for potential employees who speak Spanish. That is because as the Hispanic population increases, its buying power also increases. A University of Georgia study showed that the buying power of Hispanics in Kentucky increased by 40 percent from 1990 to 1996.

"We've had no need before for anything but English," Jones said. "But now there is a need."

In Kentucky, 28,543 Hispanics make up less than one percent of the population, according to a report last fall. But the population is growing, sparked in part by a demand for farm labor.

Adela Hernandez, a Hispanic woman who moved to Kentucky from Texas 10 years ago, remembers only rarely bumping into other Hispanics when she first came to Lexington. Today, she sees them regularly. A survey by the Lexington Hispanic Association shows that 50,000 Hispanics live in the state.

The influx of Hispanics helped increase the number of students taking high school Spanish. That has trickled into an increase in college level Spanish. Jones said. WithSpanish coming to have practical applicability students from various majors are taking Spanish classes.

"This is why economics students, taking Spanish, as well as others," she said. "Another language is really important. But not only learn on a linguistic level, you learn about another culture and about how you fit in with the larger society."

And while Jones is helping English-speaking students learn Spanish, two colleagues, a retired professor, John Lihani, and a graduate student, Genny Bae, are teaming up to bring a simplified version of English to the world.

Lihani, a University of Kentucky Spanish professor emeritus, developed "Transitional English" as a way for people to learn the language quickly.

"I see Spanish as breaking down barriers," she said. "It can allow you to help someone understand how to take her medicine or to help someone get an insurance card for her child or to send a note to a parent about a child's progress in school."

A knowledge of Spanish also is important for teaching English to Hispanic immigrants. Many determined to learn English to get their job opportunities and ability to get along in the United States, Hernandez said.

The influx of Hispanics helped increase the number of students taking Spanish. That has trickled into an increase in college level Spanish. Jones said. WithSpanish coming to have practical applicability students from various majors are taking Spanish classes.

"This is why economics students, taking Spanish, as well as others," she said. "Another language is really important. But not only learn on a linguistic level, you learn about another culture and about how you fit in with the larger society."

And while Jones is helping English-speaking students learn Spanish, two colleagues, a retired professor, John Lihani, and a graduate student, Genny Bae, are teaming up to bring a simplified version of English to the world.

Lihani, a University of Kentucky Spanish professor emeritus, developed "Transitional English" as a way for people to learn the language quickly. It is the first simplified version of English intended for universal use. Rather than rely on traditional instruction, Lihani..."
ten is particularly suited to people who are not in school but still want to learn English for occasional and limited communication.

For example, his system could allow Latin American shopkeepers to learn to communicate with English-speaking tourists, who make up a growing part of that region's tourist industry.

Lihani based his approach on research published by scores of linguists who studied pidgin-creole English and foreign English talk. He already has tested his version of Transitional English in Slovakia. With the support of a Fulbright grant, he compared the fluency of a group of students instructed in Transitional English to the fluency of a group of students who had taken traditional English instruction. Looking at scores on English tests, he found that his beginning group of Transitional English students scored 80 percent of what intermediate and advanced students scored on the same test. His beginning students had taken only two months of instruction while the traditionally instructed students had as much as four years of instruction.

"This showed me that with this simplified English, you learn quicker, and that when you go on to standard English, you also will learn that better," Lihani said.

Since then, with help from several colleagues, he has developed an experimental textbook for Spanish-speakers interested in learning Transitional English. The textbook is online at <http://www.uky.edu/~globiec/>. A visit reveals a preface, instructor's guide, ten lessons that include exercises, questions and answers, and a photograph of Dr. Lihani with "Webmeister" R.W. Kiser, also a professor emeritus. Lesson 8 gives us Litt Red Råyding Hud, but Lesson 9 moves on up to the Gétisbrg Adrés, Deklarærjshn av Indépendáns, and a Tök Grm et Fulbrighters Riséjshn, as well as vocabulary, proverbs, and two jokes. Lesson 10 presents the Histri at: "Tranšisbl English," Priembl tu Konstitusbn, and Améndmants tu Konstitusbn: Bil av Rayts.

Lihani's Transitional English uses a lettering system immediately familiar to Spanish speakers in order to make pronunciation easier. For example, native English speakers might stumble over the word "sayd" but native Spanish speakers will recognize its pronunciation as "side."

Lihani also simplifies English by using only subject pronouns, even when used as adjectives or objects. Therefore, "she" is used both as a subject of a sentence and in place of "her." (Hence, "av-shi"—or "of-she"—is used for "her." Adding "-ed" to the verb always creates the past tense. So "mit" (meet) becomes "mited" rather than "met." and "it" (eat) becomes "ited" rather than "ate."

Ballard, a UK Spanish doctoral student from Bardstown, Ky., is preparing to go to Costa Rica next year to train instructors to teach Lihani's Transitional English.

"English would be useful in Costa Rica because tourism is the No. 1 industry there now. They want to learn English," Ballard said. "Transitional English would help them get to a point where they communicate, which boosts their confidence level. From there, they can continue to improve their English."

Ballard at first was skeptical of Transitional English because the grammar is not always correct. However, she came to appreciate the need to learn English quickly when her husband, a native Costa Rican, came to the United States. He needed to learn English well enough to find work as soon as possible, but it took him about a year to learn it well enough to get by on his own.

Now Ballard is eager to see how Lihani's version of Transitional English works for Latin Americans trying to learn the language quickly.

UK: A BRIEF HISTORY

The roots of the University of Kentucky are anchored in the federal Morrill Land-Grant Act of 1862, which led to the founding in 1865 of the Agricultural and Mechanical College on the outskirts of Lexington. The establishment of the A&M college fulfilled the vision of John Bowman, a Kentuckian whose self-appointed mission was to launch a public university in Kentucky where the public could receive a quality education at minimal cost. He succeeded. In its first year, 1866, the A&M College enrolled 190 students, who paid annual fees of $10.

UK launched its Agricultural Extension Service in 1910, four years before the U.S. Congress enacted funding for such programs. In 1912, UK launched its graduate school. Forty-two years later, the UK board of trustees authorized establishment of the colleges of medicine, nursing, and dentistry, and the College of Pharmacy was moved from Louisville to UK.

Today UK offers 87 bachelor's-level, 88 master's-level, and more than 60 doctoral-level degree programs, and has been designated by the Carnegie Foundation as a Research I University.
The GED program at San Joaquin Delta College has helped thousands of students who dropped out, left out, pushed out, and those living on the margins to obtain their high school equivalency diploma and get their lives on the right track. SJ Delta College is located in Stockton, California, within the largest agriculture-producing belt in the world—the San Joaquin Delta—and is home to one of the most successful GED programs in the country.

The GED program is offered in both English and Spanish by two full-time faculty. One, a relative newcomer, is Pamela Pam. I am the other, and have been with the program for nine years. Eva Chavez serves as the sole program recruiter. Assistant Chair of Communication Skills Dr. Kathy Hart and Chair Dr. Mary Ann Cox direct the program. More than seven part-time faculty work with the program.

GED is a program designed to help individuals obtain self-esteem and to enable them to receive a high school education. The campus and the GED program serve the San Joaquin, El Dorado, and Calaveras Counties. Because the program offers instruction in Spanish, citizens of Mexico who have U.S. residency status often live in the area and have relatives or friends, to study for the GED en Español.

The program is presented five times a year in nine-week sessions. Students can elect to attend either three daytime or two evening sessions a week. They study writing, math, science, social studies, and literature in preparation for the GED exam. An average grade of forty-five in each subject area earns them a diploma.

The program is an offshoot of HEP, the high school equivalency program. Delta College lost its HEP funding in 1990 and launched the GED program as a Migrant Transition Program. In 1997, it was extended to all students, not just migrants. Enrollment was boosted and, at present, is booming.

The San Joaquin Delta College has committed to this program over the years as it represents a second chance for youths who otherwise might have no future and no hope. GED students have gone on to become teachers, professors, mechanics, machine operators, RNs, and LVNs. For many, it has offered a push that helped them start a career.

Jerome Flores, whom I first met when he was 19, told me of the trouble he had been in in his early youth. He had been sent to the local juvenile hall and had no hope for his future. “My life was the streets, and I saw no way out of the streets.” Then he met up with the late Georgia Sutton and worked with both of us in the GED Program. “Sutton and Ramirez helped me see the light. I got my GED in 1994, studied vocational painting, and landed a job at a glass factory.” Flores boasts that he has a wife, two small children, a 401K, a house, and a steady check.

Flores is only one of thousands who have benefited from the program. Maria Lazaro, a former student, now has her own elementary classroom and is listed presently as one of the part-time instructors in the GED program. “This program gave me my start,” states Lazaro. She explains how the program taught her the value of helping others. “I feel helping others is the greatest achievement,” she says.

Herman Ambroz, an aspiring artist, wishes his high school experience could have been as positive as his experience at Ramirez’s classroom. “I wish there were more teachers in my high school who I would like Mr. Ramirez. There should be more teachers who take the time.” Ambroz obtained his GED in May 1999, in a ce held yearly in the Athenaeum Auditorium. It has plans to become a graphic artist and business. “If I can overcome some obstac know I can reach my goals,” he says. “I have worked hard and I have a good job as a pressman.” A big start, and I think Spanos is just star up. I even have two cars, and I’m going with my art and poetry,” a jubilant Ambroz.

The GED full- and part-time staff are a title self-esteem issue that students bring the classroom. Some students enter the program with low self-esteem, a poor self-image of motivation, poor academic and social skills. To meet their need, self-esteem, graduation ceremony is conducted at 7:30 each spring semester for all GED graduates. The annual graduation ceremony has become a tradition since the inception of the program. Those who attend the ceremony to the music of “Pomp and Circumstance” through an audience consisting of families, members of the San Joaquin Delta of E Cluch of Friends, the college president, the vice president of instruction, the vice president of services, the program administrators, staff recruiters, and support staff. Key persons from the greater San Joaquin County, greater Stockton, and the greater Stockton valley are invited as guests. Delta’s president usually opens the ceremony with a welcome address. Two speakers represent all students—one student.
Daytime instruction is offered in two self-contained four-and-one-half-hour classroom sessions on the Delta Campus Monday through Friday. I am the regular full-time bilingual instructor, and my class is offered in an English and Spanish mix. There is a great night session demand for the GED Exam in Spanish; therefore, monolingual Spanish courses are offered during two-night, three-and-one-half-hour sessions on and off campus, usually Mondays/Wednesdays or Tuesdays/Thursdays. Monolingual instruction in Spanish for the GED is offered in all subject matter and is taught solely in Spanish. These course offerings in Spanish create the opportunity for monolingual Spanish speakers to obtain their GED in their native language during the day or night.

From fall 1990 through spring 1997, computer-assisted instruction, with a highly qualified tutorial assistant, was offered with software from Educational Development Inc., N.Y. N.Y., using ten Apple computers. By assessing student skills in writing, grammar and punctuation, social studies, literature and the arts, science, and math, instructors were able to prescribe computerized instruction in individual areas where students had weaknesses. Students were given specialized instruction in writing a four-paragraph essay and in reading poetry, short stories, plays, and biographies. Students were instructed in mathematical concepts such as fractions, percents, geometry, and algebra. GED students were guided in computerized instruction in behavioral sciences, history and geography, and earth science, biology, astronomy, and physics. Computerized instruction also offered the opportunity for students to gain hands-on experience operating a computer.

In 1996, the tutorial assistant transferred to the Tutorial Center. Consequently, we have temporarily eliminated this element of the program but hope to reinstate it because of its value to student learning and because it provides students with important experience with computers.

Presently, a new site has been chosen for the program on campus, and software is being procured for a new computer lab.

Overall, the GED program at San Joaquin Delta College serves more than 700 hundred students per year. Between 250-344 students graduate yearly from the bilingual program. The program has been a success because of the quality of the instructors, all of whom have a genuine interest in each of their students. The SJDC board and administration have remained steadfast in their commitment to this successful program. The next graduation ceremony at which GED diplomas of recognition will be given out will be May 26, 2000. For many students, it will be a night to remember—a night when unfinished business is completed. And for all students, it will certainly be the beginning of a journey into a better life.
LETTER TO THE EDITOR
October 11, 1999

Since Hispanic Outlook put the spotlight on California State University-Monterey Bay this past summer, I thought it important to provide some relevant facts regarding the composition of the faculty, staff, and student body. It is my hope that this information might clear up any misconception about the commitment of the University to diversity. CSUMB Monteray Bay was able to recently hire an interim provost, a highly respected administrator from within the CSU system, Dr. Diane Cordero de Noriega. Diane is an 18-year veteran of the California State University system, having come up through the faculty ranks at the Sacramento campus. I would also like to share with you my latest communication with the CSUMB campus community. This is the springboard for opening a series of open discussions on our vision, in preparation for a long-term strategic planning effort.

Sincerely,

Dr. Peter Smith
President

Following are excerpts from Dr. Smith's 10/4/99 letter to the CSUMB Community, mentioned above. The HO article to which he refers is "The Dream: Defeated or Beuatiful?" (Vol. 9, #25, Aug 27).

- Recently, in a thoughtful note to me, Dr. Steve Watkins, parliamentarian of the Faculty Assembly, asked me to reconsider my interpretation of the Faculty Assembly's vote of no confidence in my ability to lead the development of a multicultural university. I am taking the liberty of responding to Dr. Watkins with this paper in order to make a larger point about universities in general and, more specifically, the status of debate and discussion on serious issues at CSUMB, etc.

- Over the next several years, our thoughtful commitment to the values of a university and the values of our Vision Statement will be tested. This is the work of years, not months. And, as we contemplate the work before us, we should hold the words of the 19th-century German poet Heinrich Heine close to our hearts. As Heine stood with a friend before the great cathedral of Amiens in France, his friend wondered aloud, "Heinrich, why can't people build buildings like this anymore?" Heine answered, "In the days of this great cathedral, people had convictions. We moderns have opinions, and it takes more than opinions to build a great cathedral.

What is the similar commitment for a university? Historically, universities have stood as bastions of free speech and debate, as places where provocative thought is not only protected but encouraged. . . .

- As a university community, we are faced with a challenge. How do we develop and practice our commitment to multiculturalism and, at the same time, remain committed to the exchange of divergent ideas and views in an environment of h orange and mutual respect? [E.N. Previous sentence underlined in the original.]

- When I served in the United States Congress, I met a young African American woman who had endured the reality of growing up in a low-income neighborhood in Washington, D.C. She had walked through gangs and drug dealers to get to school every day. She had persevered and was on her way to Howard University following fall. When I asked her what she would change, if she could change anything, so that others might follow her footstep more easily, she answered, "I would give myself more courage. Then I would not be afraid to tell the drug dealers on the corner, 'Get out of my way. I'm going to succeed despite you.'

- Over my years here, I have been approached by student faculty, staff, and administrators who are also afraid. They are afraid to join the campus conversation on multiculturalism. They fear retaliation: for fear of being branded a racist if they think they are not. This thinking is too much for their perception of the dominant theme on campus. Others say they fear retaliation from colleagues, peers or the administration. These fears, regardless of the source or to whom they are directed, run against the very grain of a university and must not be tolerated.

- Diversity of opinion, like diversity of cultures and experiences, gives strength to an intellectual community. This "brainpower" allowing for different perspectives is part of the strength.

- In this context rises the question, how will we build on our commitment to multiculturalism? By welcoming diverse views, by bringing people into the conversation. Not by driving people out or silencing them.

- We have proven that we have passion for our Vision Statement. Now we must be passionate for the soul of the university, for an environment of tolerance, mutual respect, acceptance where people can speak without fear of retaliation. Our strategic plan will be the vehicle through which we convert our vision of the university to its mission.

Editor's Note:

Dr. Smith also provided Sept. 1999 reports reflecting faculty gender and ethnicities, and staff/administrative gender and ethnicity at CSUMB. In summary: Latino/Mexican American are shown as 24 percent of staff and 17 percent administration; 26 percent of students; 32 percent of tenure track; 15 percent tenure-track, 15 percent multi-year; 15 percent "temporary" lecturers, librarians, and coaches. The faculty rep also indicates 20 tenure-track and four multi-year vacancies.
PEOPLE

Castaneda Named to Spanish Borderlands Research Chair

Dr. Antonia I. Castaneda of St. Mary’s University (Texas) was named O’Connor Professor of Spanish Borderlands History for academic years 1999-2001. She is the fourth St. Mary’s professor to hold the endowed research chair.

A Chicana feminist historian and associate professor of history, Castaneda has focused her research, publications, and teachings on gender, sexuality, and women of color in California and the Spanish-Mexican borderlands from the 1770s to the present. During her tenure as O’Connor chair, she plans to complete and publish her manuscript on the social and cultural history of indigenous and mestiza women in colonial Alta California from 1770-1850.

Santa Ana Musicians Perform in Mexico

Santa Ana College (Calif.) music professor David Lopez and his students performed at several venues in Mexico at the invitation of the International Consortium for Education and Economic Development, which held a major conference at the Technological University of Tabasco.

“This exposure gave myself and our students a chance to get away from familiar surroundings and participate in an international exchange,” said Lopez, a saxophonist and director of numerous college instrumental and vocal groups.

Joining Lopez on the trip were bassist Ruben Ramirez and brothers Carlos (piano) and Ruben (drums) Ordaz.

UCLA Celebrates Munro and Lopez Publication

The University of California-Los Angeles (UCLA) Chicano Research Center held a publication party for the first ever Zapotec-English dictionary, co-authored by UCLA’s Pamela Munro and Felipe H. Lopez.

Six years ago, Lopez, an Oaxacan immigrant, approached Munro, a UCLA linguistics professor. “My language has never been written down,” he said. “In a few generations, it might be lost. Can you help me?” She agreed.

Diccionario Xithesh Dil’zsb Sab Sann’ Lur’te is a two-volume, 650-page dictionary of the endangered Zapotec language spoken in the pueblo of San Lucas Quiavini, in the Valley of Oaxaca, Mexico, and by many immigrants in Los Angeles.

Hispanic Leadership Conference in Chicago

President Clinton told Hispanic leaders at the 9th annual conference of the United States Hispanic Leadership Institute (USHLI) that America increasingly will “look like you.” In his keynote address, Clinton summed up the progress and problems of America’s fastest-growing minority.

The theme of the October conference, held in Chicago, was “Taking Responsibility: Making Latinos Count in America’s New Majority.”

Among the many national Hispanic leaders who spoke were Bill Richardson, secretary of the U.S. Department of Energy; Aida Alvarez, administrator of the Small Business Administration; Kenneth Apel, commissioner of the Social Security Administration; Henry Cisneros, president of the division; Ida Castro, chair, Equal Employment Opportunities Commission; and Rep. Luis Gutierrez.

Dr. Juan Andrade, Jr., USHLI president, said: “We are proud to provide a unique forum that unites the leaders of today with the leaders of tomorrow.”

Sanchez Attends Faith and Values Forum

Texas Woman’s University students Perla Sanchez and Tammy Calhoun attended the 9th annual National Student Leadership Forum on Faith and Values, hosted by Sens. Pete Domenici, Daniel Akaka, and Bill Frist, and Reps. Mike Doyle and Steve Largen. Vice President Al Gore was a special invited guest.

Discussions focused on the leadership abilities shown by Jesus of Nazareth, Mahatma Gandhi, Mother Teresa, and others, including the negative example of Adolph Hitler.

“We learned that what drove these leaders to make such great decisions for humanity was their faith,” said Sanchez, who is a social work major, peer advisor for Creating Opportunities for Leadership and Obtaining Racial Support, and member of Intervarsity Christian Fellowship.

Montejano at Corpus Christi

Diana Montejano was a keynote speaker at Texas A&M University-Corpus Christi during Hispanic Heritage Month. A published poet and writer, Montejano spoke about achieving writing goals, and evaluated students’ individual works.

While attending Our Lady of the Lake University through the Project Teacher Excellence Program, Montejano worked as a legislative research aide to Sen. Joe J. Bernal, co-sponsor of Texas’ first bilingual education bill. During this time, Montejano taught at one of the first bilingual education pilot schools.

Presently, Montejano teaches English and creative writing courses to at-risk youth and presents readings in El Paso, San Antonio, and Austin.
Spalding Receives Excellence Award

DePaul University (Ill.) political science professor Rose Spalding received the university’s 1999 Rev. William T. Cortelyou-Martin J. Lowery Award for Excellence.

As the award-winner, Spalding delivered a public lecture, “Development, Revolution, and Democracy: Following the Question from Managua to Mexico.” Spalding, a recognized authority on Central American and Mexican politics, authored *Capitalists and Revolution in Nicaragua: Opposition and Accommodation, 1979-1993*, a book about Nicaragua under the Sandinistas. She earned her doctorate at the University of North Carolina-Chapel Hill.

Two Cross Border for Nursing Education

Raul Ornelas (pictured 1) and Jesus Saucedo-Ramos (2) are both committed to the two-year Eastern New Mexico University-Roswell nursing program.

Ornelas, from Juarez, Mexico, and Saucedo-Ramos, from Torreon, Mexico, are both 43 years old, veterans, and now best friends. They were living with their families when they heard about the two-year associate’s degree program. They left their families and moved to Roswell with the goal of becoming nurse practitioners.

They say that despite the sacrifices, the experience has been great.

Saumell-Muñoz Lectures at Elmhurst


Saumell-Muñoz, a Cuban exile, is an assistant professor of Latin American literature at Sam Houston State University in Huntsville, Texas. He specializes in 19th- and 20th-century Cuban literature.

Ford Lectures on El Pilar Maya Archaeological Site

The Maya of southern Mexico and Central America built one of the world’s great civilizations, leaving a legacy of magnificent forest-shrouded temples and exotic artifacts that continue to mesmerize 20th-century peoples as archaeologists unearth their past and seek to solve the mystery of their collapse.

University of California-Santa Barbara (UCSB) archaeologist Anabel Ford has concentrated for six years on the ruins of El Pilar, a Maya city along the border separating Belize and Guatemala. At El Pilar, Ford has brought together representatives of the indigenous community, scholars, and government officials to create an ecological and archaeological reserve.

Ford recently discussed at UCSB plans for the site’s future.

Vargas Dowdy Named “Latina of Promise”

Elizabeth Vargas Dowdy, chair of the Manatee Community College (Fla.) English, reading, and languages department, was named a 1999 “Latina of Promise” by *Hispanic Magazine*. The award recognizes outstanding academic achievement, a commitment to community service, and leadership potential.

Vargas Dowdy was a first-generation American who grew up in an El Paso barrio. One of the first to teach English for speakers of other languages in the Manatee County school system, Vargas Dowdy founded the Manatee Community College Hispanic American Organization, developed a program for migrant students, was named “Teacher of the Year” by Florida Foreign Language Instructors in Community Colleges, and successfully competed on the national level for a $5,000 AALUW scholarship.

Morales and Corbett Strengthen West Chester Ties to Latin America

West Chester University (Penn.) tie Latin America have been strengthened through the efforts of professors Edmundo Mor and Idzi Corbett.

Morales, a Peruvian native and a two-time Fulbright award recipient, specializes in the culture of the people of the Andes. He was invited to serve on the Andean Countries Review Committee to review applications for the 2000-2001 Fulbrights.

Corbett, also a Fulbright award recipient, helps the Ministry of Education of Republic of Nicaragua in its basic education reform efforts. He recently directed National Standa Project for Basic Education, which focused on Nicaraguan primary and secondary schools.

Long Island Hosts Feuer Exhibit

Photographer Elvat Feuer (picted 1) celebrated the beauty and cultural significance of “casita” gardens located in New York’s Puerto Rican neighborhoods with a color exhibit at Long Island University-Brookl...
Fellowship from the National Conference of Editorial Writers Foundation.

The fellowship is presented annually to a journalism educator committed to preparing minority students for successful careers in journalism.

Chávez is director of the SJMC Office of Student Diversity, a founder of the National Association for Hispanic Journalists, and is chair of the Colorado Press Association’s Diversity Committee. He has a bachelor’s degree from Texas Tech and a master’s from the University of Washington.

**Yale-Oxford Symposium Honors de Campos**

Yale University (Conn.), in cooperation with the Centre for Brazilian Studies at the University of Oxford (England), hosted “On Transcreation: Literary Invention, Translation, and Poetics,” a symposium dedicated to Brazilian poet Haroldo de Campos in his 70th year. De Campos gave a talk, “The Ex-Centric Viewpoint: Tradition, Transcreation, Transculturation.”

A leader in experimental poetry for more than three decades, de Campos this year was awarded the first Octavio Paz prize for poetry as well as the Roger Calixto prize in France for the translation of his prose work Galaxias.

Along with a degree in law, de Campos has a doctorate in literature from the University of Sao Paulo and an honorary doctorate from the University of Montreal.

**Montoya Presents Optics Research at SACNA Conference**

Joseph Montoya, New Mexico State University physics doctoral student, presented his research on nonlinear optics at the national conference of the Society for Advancement of Chicanos and Native Americans in Science, held in Oregon.

Montoya, who has an EPA fellowship, said his work with silver aggregate and laser radiation could eventually be used to combat air pollutants. His research is titled “Laser Induced Silver Fractal Aggregation Growth and Non-Linear Spectral Properties of Silver Aggregates.”

Montoya is a graduate of the University of California-Riverside.

**Ortega Receives Honorary Degree**

Cardinal Jaime Lucas Ortega y Alamino, archbishop of Havana, recently received an honorary degree from the University of San Francisco (Calif.), and delivered a major address on the state of the Roman Catholic Church in Cuba.

The bilingual event also featured the music of Coro Hispano de San Francisco, a leading choral ensemble of the Bay Area’s Spanish-speaking communities.

Ortega became Cuba’s first cardinal in more than 30 years when Pope Paul II elevated him in 1994. The son of a sugar cane cutter, Ortega spent 10 months in a prison camp in 1966 as “an enemy of the Cuban Revolution.”

**Salinas Wins Children’s Book Award**

Nacho, Tío, and Miguel are three pigs pursued by José, the hungry wolf in Bobbi Salinas’ English/Spanish version of The Three Little Pigs. Salinas’ book, The Three Pigs/Los Tres Cerdos, is the 1998 winner of the Tomás Rivera Mexican American Children’s Book Award, sponsored by Southwest Texas State University’s College of Education.

Salinas, from Alameda, Calif., is an author, illustrator, teacher, ethnic clothing designer, community activist, and strong promoter of cultural education.

“I believe that when educating young people, we must provide them with truth and experiences that help them develop their critical minds,” Salinas wrote at the end of The Three Pigs/Los Tres Cerdos.
Rockland Honors Hispanic Students

Rockland Community College (N.Y.) presented Outstanding Hispanic Student awards to six students. Selected for their academic, artistic, athletic, and/or leadership achievements, each received a $100 scholarship.

North Texas Getting Aid for GEAR UP

The University of North Texas will receive $4.2 million during the next five years as part of a federal grant for the Gaining Early Awareness and Readiness for Undergraduate Program with the goal of helping low socioeconomic students realize their full academic potential and attend college.

The initial target is Stockard Middle School, a public school of seventh and eighth graders located in a largely Hispanic, low-income section of southwest Dallas.

"This program will enhance current programs and get students focused on attending college," and help make the transition to college preparation easier, said Oscar Rodriguez, Dallas Independent School District VI superintendent.

Cal State-Fullerton Hosts Dialogue on Race

California State University-Fullerton joined the White House and the U.S. DOE in sponsoring the second annual "Campus Dialogue on Race" town hall.

Panelists taking part in the dialogue are, l. to r., Ashik Popat, president of Associated Students Inc.; Dr. Richard L. Wiseman, professor of speech communication; Dr. Isaac Cardenas, chair and professor of Chicano studies; Rusty Kennedy, event moderator and executive director of the Orange County Human Relations Commission; Dr. Julie Stokes, assistant professor of Afro-ethnic studies; Jessica Medina, president of the campus chapter of Movimiento Estudiantil Chicano de Aztlán (MECHA); and Phu Nguyen, president of the Vietnamese Student Association.

U.S. Department of State Offers Internships

Throughout the year, the U.S. Department of State provides internship opportunities for qualifying U.S. citizens who are students in nearly every academic discipline.

The intern program is offered in spring, summer, and fall with application deadlines of July 1, Nov. 1, and March 1 respectively. Most internships are unpaid. Summer offers the most placement opportunities and attracts the most applicants. Students are encouraged to apply for spring and fall intern periods, when selection prospects are enhanced due to fewer applicants.

For a copy of the intern brochure, fax a request to Lynn Green at: (202) 261-8841. Or write to her at: U.S. Department of State, Recruitment Division, 5th Floor, 2401 E. St. N.W., Washington, D.C. 20522-0518.

Nike Appoints New Executives

Nike, Inc. (Ore.) recently appointed new key executives. Oscar Cardoza became vice president of human resources, USA region. Cardoza has a bachelor's from Beloit College and juris doctorate from McGeorge College of Law.

Joaquin Hidalgo became vice president and global brand director for socc. Hidalgo has bachelor degrees from the University of Dayton.

Mariano Diaz became director of the Nike Foundation. Diaz has a bachelor's degree from the University of California-Santa Barbara and master's from Harvard's Graduate School of Education.

Northern Essex Helps Hispanic Students, Business Owners

To accelerate the entry of area Latinos into career and job-training programs at North Essex Community College (NECC) in Massachusetts, the NECC Foundation awarded $8,888 to fund the college's new Fast Track Access Program. Fast Track was designed to assist Latinos who need remedial work before enrolling in classes. NECC by providing eight weeks of intensive skills development. "We can ensure that the
students will be better prepared to complete their course work and gain marketable skills," said Dr. Jorge Santiago, NECC assistant dean for pre-college programs.

NECC also will get a $400,000 federal grant to create a Lawrence Business Assistance Center to train, educate, and assist Hispanic business owners and entrepreneurs.

**President's Scholars at Cal State-L.A.**

Seven outstanding students entered California State University-Los Angeles as the first beneficiaries of the new President's Scholars program. All motivated high achievers, (l-r) Ivan Albert Reyes, Laurel E. Diskin, Numan Benjamyn Parada, Nathan Craig Charlton, Monica Chew, Ciro Alfonso Ramirez, Jr., and Hunly Chy were selected from local high schools to receive the university's most prestigious scholarship. Each will receive $5,000 per year during four years of full-time enrollment.

Parada plans to major in civil engineering and minor in music. Ramirez, a National Hispanic Scholar finalist and first in his family to attend college, wants to pursue a career in physics.

**Mortgage Finance Program at Miami-Dade**

Miami-Dade Community College (M-DCC) in Florida officially launched a new Mortgage Finance Program in September.

The Fannie Mae Foundation, headquartered in Washington, D.C., granted M-DCC $595,000 as part of its Communities Initiative designed to promote diversity in the mortgage and housing industry through professional education and training.

The program arose out of concern over statistics that show Hispanics and African Americans are less likely than non-minorities to become homeowners.

Research shows that the mortgage approval rate for Hispanics and African Americans increases when a minority lender is involved in the loan process.

Pictured here, are (l to r) Juan Contreras, Alba Lyons, and Arlean Charles Nebeltt, students in M-DCC's first Mortgage Finance Program class.

**Pacific Oaks Colloquium Addresses California's Children**

Three prominent California educators and authors addressed issues on the developmental and cultural needs of California's children in the next century during Pacific Oaks College's (Calif.) fall colloquium.

Guest speakers included Dr. Rodolfo Acuña (pictured at l.), author and CSU-Northridge chair of Chicano Studies; Dr. Leobardo Estrada (r.), professor at the UCLA School of Urban Planning; and Richard Rodriguez, author, essayist, and journalist.

Respondents included Vera Vignes, superintendent of the Pasadena School District; Gloria Gutierrez Delaney, assistant superintendent; and Pacific Oaks faculty member Dr. Rebecca Rojas, among others.

**Erie Holds Hispanic Heritage Night**

Erie Community College (N.Y.) sponsored Hispanic Heritage Night in October.

Wendell Rivera, Latin jazz musician and founder of the Latino Student Association, was awarded the Distinguished Hispanic Alumni Award: The Outstanding Community Service Award went to the Hispanic Women's League for its outstanding support of student scholarships. Pedro Rodriguez (pictured) won the Outstanding Professional Service Award for his dedication to Hispanic students as a city campus counselor and a director of PERKINS III, which offers counseling, mentoring, career assessment, personal enrichment workshops, and linkages to campus and community services.

Cesar Diaz, a Puerto Rican educational filmmaker, presented his documentary *We are from Puerto Rico: Narrations from the Unmelting Pot*.

**Latino Student Advancement Conference at Central Michigan**

Advocates for Latino Student Advancement in Michigan Education (ALISME), a coalition that hopes to put Latino students on the "super highway" to education, held its fourth annual Recruitment and Retention Conference at Central Michigan University (CMU) in October.

The conference targets Latino students who are juniors or seniors in high school or enrolled in two- or four-year colleges.

Juan Zamudio, assistant director in academic advising at CMU, worked with the Office of Minority Student Services to bring ALISMe's conference to CMU.

**St. Francis Hosts Hispanic Festival 1999**

St. Francis College (N.Y.), together with Fleet Bank, celebrated hosted Hispanic Festival 1999 in October. Events focused on Hispanic music, dance, art, culture, history, and film.

Dr. Enildo Garcia (pictured), professor of Spanish, foreign languages, fine arts, and international cultural studies at St. Francis, gave a lecture, "Cultures in Contact: The legacy of the U.S. in Cuba in Education, Business, and Law (1899-1902)."

In the art exhibition "Portraits of Chimborazo," Colombian-born photographer Lida Borm captured the strength and beauty of the inhabitants of isolated Chimborazo, Ecuador.
Paid Internships at U.S. Transportation Department

The U.S. Department of Transportation pledged to spend $510,000 on a Hispanic Association of Colleges and Universities (HACU) program designed to reverse an historic shortage of Hispanics in federal workforce ranks.

The funds will provide paid internships next year at the Department of Transportation to top students at HACU-member colleges and universities through the award-winning HACU National Internship Program, which has introduced more than 2,000 students to federal internships and career opportunities since its inception in 1992.

“This pledge represents an important milestone,” said William Rafael Gil (pictured), HACU National Internship Program executive director. “Hispanics remain the only under-represented minority population in federal workforce ranks.”

Southwest Detroit College Program Empowering Latinas

The Southwest Women’s Educational Empowerment Project, a collaborative venture between Madonna University (Mich.) and The Religious of the Sacred Heart, is offering instruction at St. Vincent’s School in Detroit. The project goal is to provide educational opportunities for women, primarily Latinas, in Southwest Detroit.

Pictured here, Delia Garcia (standing), employee resources, Mexican Industries. addresses (l. to r.) Clancy Jackson, Latino Family Services; Lydia Hryzodub, Latino Family Services; and the Rev. Don Hanchon, pastor of Holy Redeemer and coordinator of the Hispanic Pastoral Plan for the Archdiocese of Detroit.

Human Rights and Press Freedom in Latin America Explored at Michigan State

Journalists, human rights activists, academic experts, and students gathered at Michigan State University (MSU) for a two-day international conference to explore the relationship between human rights and press freedom in 21st-century Latin America.

“As Latin America and the Caribbean enter into the 21st century, the new sets of economic, social, and regional perspectives will impose a rapid transformation of the region,” said Manuel Chavez, assistant director of the MSU Center for Latin American and Caribbean Studies. “Human rights and press freedom play a critical role on the stability of the region and in the progress of the new economic alliance of the Americas.”

Long Beach City Awarded Title V Grant

Long Beach City College (Calif.) was awarded a Title V Grant for the Developing Hispanic-Serving Institutions Program. The college currently serves 26,076 students, of which 26 percent are Hispanic.

The grant will allow the college to expand its capacity to serve Hispanic and low-income students through the development of intervention strategies to increase and support student retention and persistence.

The Places of History: Regionalism Revisited in Latin America

Deris Sommer, ed.

Responding to the pressures of current theoretical trends toward models of cultural globalization, the essays—by the most well-known and respected Latin Americanists—collected here bring a historical focus to literary studies. They suggest that only by exploring the particularities of regional historical cultures can the multiple meanings of American identities be understood.


Latina Performance: Traversing the Stage

by Alicia Arrión

This book considers the emergence of a Latina aesthetics developed in the United States but simultaneously linked with Latin America. As dramaticists, performance artists, protagonists, and/or cultural critics, the women examined herein book attention to their own divided position.


The Decolonial Imaginary: Write Chicanas into History

by Emma Pérez

Emma Pérez discusses the historical methodology that has created Chicanas in history. Borrowing from theorists, philosophers of history, and cultural feminist critics, Pérez argues that the Chicanas and Chicanos narrative has often omitted gender. She examines new tools for uncovering the places of Chicanas who have been relegated to silence.


Puerto Rican Women's History: New Perspectives

Félix V. Matos Rodríguez and Lini Delgado, eds.

The first anthology in either English or Spanish dedicated exclusively to essays about Puerto Rican women and gender history. The editors have assembled 11 essays by top scholars writing on...
examine the work of nine Argentinean artists whose iconoclastic production can be seen as finding a common ground in the critical recourse of parody. Designed by Henk van Assen, former assistant professor of design in the University of Texas' Department of Art and History, the catalog was chosen by the American Institute of Graphic Arts as one of the 50 best designed books published in the United States this year.


The World of Túpac Amaru: Conflict, Community, and Identity in Colonial Peru
by Ward Stavig

One of the most significant indigenous uprisings in the Americas, known by the name of its leader, Túpac Amaru, occurred in colonial Peru. The rebellion was one of the most significant events in the history of the Americas, and it is the subject of this book. Ward Stavig examines the issues, values, and themes, central to the lives of ordinary Andean men and women within the Cuzco province, which were the wellspring of the rebellion.


The Knowledge Factory: Dismantling the Corporate University and Creating True Higher Learning
by Stanley Aronowitz

Leagues to community colleges—lacking. Proposing a specific new curriculum that can be put into practice today, Aronowitz offers a vision of a true higher learning that can put a well-rounded education back at the center of the university's mission.


I, Carmelita Tropicana: Performing between Cultures
by Alina Troyano

As a Cuban, lesbian, and feminist, Alina Troyano (a.k.a. Carmelita Tropicana) draws insight from her experiences not by exoticizing them but by playfully drawing attention to them in order to reveal all there is at stake in the creation of identity. This book offers the first comprehensive collection of her work.


American Encounters: Greater Mexico, the United States, and the Erotics of Culture
by José Limón

The idea of crossing the U.S.-Mexico border has always conjured images of racial hostility and exclusion. Award-winning anthropologist José Limón offers an alternative history of attraction and desire between the United States and Mexico that both embraces the border crossings and envisions hope for the future of power relations.

Review: Latin American Literature and Arts

This journal, now in its 31st year, is a publication of the Americas Society. The major U.S. forum for contemporary Latin American literature in English translation and for articles on the Latin American arts, it first brought the work of writers such as Alejo Carpentier. José Donoso, Gabriel García Márquez, Manuel Puig, and Mario Vargas Llosa to critical attention in this country. Review's editor is Alfred Mac Adam. professor of Spanish American literature at Barnard College-Columbia University. Published twice per year.

$19.95/year (individuals); $29.95/year (U.S. institutions). $35.00/year (foreign). Americas Society: (800) 785-4903.

Six Nuevomexicano Folk Dramas for Advent Season

by Larry Torres

The folk plays included here are performed during the six-week period before and after Christmas known as Advent Season, but can be appreciated at any time. The author's presentation enables the reader to understand them as cultural experiences within a centuries-old tradition of sacred ritual.


Antonio Machado: A Lomos de la Quimera

Spanish poet Antonio Machado shared the misgivings voiced by other members of the Generation of '98 regarding the decadence and complacency of Spain. Compounded of documentary material and dramatizations, this program profiles the life and achievements of a Spanish literary master.

(Spanish, 60 min., color) Item #FFH 9125

Miguel de Unamuno: El Rector

This program combines documentary material and dramatizations to present the story of a multitalented Spanish philosopher, novelist, poet, and playwright against the backdrop of his turbulent times.

(Spanish, 55 min., color) Item #FFH 9122

José Marti: Cuba's Patriot-Poet

A tireless proponent of freedom from Spanish rule, José Marti is known as "The Apostle of Cuban Independence." Combining documentary material with dramatizations, this program celebrates the selfless life of the freedom fighter, which was marked by imprisonment, exiles and, ironically, death in his first appearance on the battlefield.

(Spanish, 65 min., color) Item #FFH 91

Acts of Faith: Jewish Civilization in Spain

This program looks at remnants of what was once the great Jewish civilization in Spain: the artifacts, which were Christianized or destroyed, and the people, many of whom continued to practice elements of the religion and folklore of Judaism and for most of whom the menorah's Jewishness has long since been extinguished.

(50 min., color) Item #FFH 3989

Christians, Jews, and Moslems in Medieval Spain

Spain's history is traced from the first landing of Berbers and Arabs in 711, through the expulsion of both Moors and Jews in 1492. Also outlined: the development of a culture whose people spoke various Spanish dialects; the role of the School of Toledo in preserving, translating, and making known the ancient Gr scientific texts as well as Arabic treatises in Toledo; and the history of Jews in Spain.

(52 min., color) Item #FFH 9158
Cuba: Holding Back the Tide

"What is keeping Castro in power?" This video examines the problems that face the Cuban people—Cuba's economy and the government's initiatives. In addition, the program visits a hospital that offers a painful metaphor for the decay of Castro's country.

(30 min., color) Item #FFH 6124

Many publications featured in this section are available through amazon.com.

CONFERENCES

AAC&U 86th Annual Meeting
January 20-22

The Association of American Colleges & Universities presents "Great Expectations: Of Our Students, Our Stakeholders, Ourselves," its 86th annual meeting in Washington, D.C.

In addition, see Web site at <www.aacu.edu> for information on four regional (San Antonio, Philadelphia, Tacoma, and Charleston) "Network for Academic Renewal" meetings.

Contact: (202) 387-3760, e-mail, <meetings@aacu.muw.org>; Web site: <www.aacu.edu>.

NAFEO 25th National Conference
February 13-17


Contact: (301) 650-2440, Web site: <www.nafeo.org>

NABE 2000/Millennium Conference
February 15-19

The National Association for Bilingual Education's five-day event includes keynote speakers and more than 200 workshops, symposia, papers, and demonstrations focusing on the education of language-minority children and the development of multilingualism and cultural understanding in San Antonio, Texas.


ACE 82nd Annual Meeting
March 18-21


Contact: Web site: <www.acenet.edu>.

AHP Convention 2000
March 29-April 1

The National Association of Hispanic Publications presents "the Hispanic print event of the new millennium." At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tombar, Executive Director/CEO, (202) 662-7250.

AAHE 2000 National Conference
March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning" in Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440, Web site: <www.aahe.org>.

NCA-CIHE 105th Annual Meeting
April 3

The North Central Association of Colleges and Schools (Commission on Institutions of Higher Education) presents "The Quest for Quality: Mission, the Commission, and a New Century." In Chicago, at the Hyatt Regency Chicago.

AACC 80th Annual Convention
April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," and an academic marketplace. At the Hilton Washington in Washington, D.C.

Contact: Web site: <www.aacc.nche.edu>.
Book Review

by Eduardo Mendiesta


Jorge J.E. Gracia is without question one of the best-known Latino/Hispanic philosophers in the United States and abroad. He is a founding member of the American Philosophical Association's (APA) committee on Hispanics, and its first chair. There is something, however, unique to say peculiar, about this recent book by Prof. Gracia. He was trained as a medievalist. His area of expertise are late medieval philosophy, the problem of individuation, a central topic within ontology, or more broadly defined metaphysics. Scholars trained in such fields tend not to be concerned with contemporary manners, social reality, and the vagaries of "identity politics." Yet, Gracia, has taken on a topic that prima facie could be construed as being antithetical to his own philosophical orientation. As he declares in the "preface," he writes not as a leader, or prophet, or even ideologue of a movement. He writes as both a "Hispanic" and an "American" who is concerned with the fate of the nation and her people, and who happens to be a philosopher. And that is what makes this book refreshing and insightful.

Gracia is not peddling some new intellectual fashion. Nor is he compromising his intellectual orientation in order to make it fit some political agenda. Gracia demystifies a lot of sacred cows and is able to question many presuppositions taken for granted in the "movement." Again, not because he is pushing a particular agenda. There is a lot of honesty, clarity, in this book, and that is refreshing.

On one hand, as an intellectual outsider to identity politics, Gracia asks questions that those who have endured prolonged dwelling in the midst of engaged and embattled political activism have forsaken or forgotten to ask. What should we call ourselves, as a people in the United States? Why, what are the criteria, and are they coherent? Why is naming significant to a people, even to a movement? How did we become the people that we have become? What is our relationship to other groups with whom we share very close narratives? And, then, as a philosopher, he asks, what does philosophy say to and about "Hispanics/Latinos? Is there a Latin American philosophy? And if there is such a philosophy, what relationship does it have to "Hispanics" in the U.S.?”

Several of the answers that Gracia offers will be unsatisfactory to many, but this is a laudatory, to the goals of the text. What is significant, instead, is the way in which Gracia has advanced by clearing the ground of presuppositions and biases, to then proceed by developing a set of plausible and intellectually honest responses. For instance, Gracia finds it unsatisfactory and distasteful to call us "Latino," or "Latino." He thinks it makes more sense to call ourselves Hispanics. The text, however, uses the "Hispanic/Latino" to talk about Hispanics in the U.S.

Also, what makes us a people? Neither race, nor religion, nor language, nor nationality alone is the point of reference. For Gracia, we are "Hispanics" due to a history that has traced a series of family characteristics that make us resemble one another and make us want to claim family membership. History, and not some ethereal essence, makes us a people. The history that has painted our family portrait is history that includes mestizaje, syncretism, and linguistic creolization. To deny one aspect of this history is to misrepresent us. To reduce to one characteristic is to deny the complexity of our history. In both cases, homogenization is in the service of hegemony, and as such should be resisted.

The book also discusses questions of Hispanic and Latin American philosophy. By the former, Gracia means specifically the philosophy that emerged in Spain, and the colonies, during the fifteenth, sixteenth, and seventeenth centuries. Unfortunately, for ideological reasons, this has been pushed out of the narrative of the evolution of Western thought. With respect Latin American philosophy, Gracia discerns three meta-positions: the universalist, the historicist, and the critic. The analysis of these three positions is not only informative about philosophy, but also about the kinds of intellectual currents that have shaped Latin American intellectual life in the second half of the twentieth century.

For Gracia, it is clear that there is Latin American philosophy. The pressing issue for him is: why don't we study it? Or, why is it so deliberately ignored and neglected? The U.S. academy? This is the question that is taken up in the final chapter of the book. This last chapter, in fact, is a blistering indictment of the discipline. The numbers of both graduate students and professors in philosophy are deplorable. But the attitude and the will are even worse. Gracia, however, wants things to change. He has shown as much by having given so much of his professional efforts working within the American Philosophical Association (APA) to improve the conditions for Hispanics/Latinos, and changing curricular requirements and expectations. This book will be de rigueur with the disciplines and few those interested in things Hispanic. It is an indispensable resource and point of reference for debates about Hispanics in both the U.S. and throughout Latin America. It will certainly become a required text in classes on Latin American philosophy. Were there to be audacious professors desiring to teach a "Philosophy of the Hispanic Experience," they would find in this book their map and essential primary text.

Eduardo Mendiesta is assistant professor of philosophy and associate director of the Center for the Study of Latinos in the Americas (GELASA) at the University of San Francisco.

If interested in submitting a book review, please e-mail us at edbook@aad.com for Book Reviewers' Guidelines.
BRIDGEWATER STATE COLLEGE

FACULTY POSITIONS AVAILABLE

Bridgewater State College is a comprehensive public college serving approximately 8700 students. Its 270 full-time faculty offer over one hundred baccalaureate and master's level programs. The J. Joseph Mooney Library for Technological Applications provides advanced computing and telecommunications technology to support academic programs. The campus is located in southeastern Massachusetts, in an attractive New England town, easily accessible to Boston, Cape Cod and Providence. For additional information, visit the web site.

Bridgewater State College seeks applicants for the following full-time, tenure-track faculty positions, which include opportunities for teaching and advising undergraduate and graduate students during the nine-month academic year. Opportunity exists for additional teaching in the summer.

All positions require an earned doctorate, unless otherwise noted. Applicants should be strongly committed to excellence in teaching and advising, and to working in a multicultural environment that fosters diversity. Applicants should also have the ability to use technology effectively in teaching and learning, the ability to work collaboratively, evidence of scholarly activity, and a commitment to public higher education.

SCHOOL OF ARTS AND SCIENCES

Assistant Professor, Department of Biological Sciences. Specialty in Genetics. Teach courses in genetics, introductory biology and upper level courses that support the Department's Medical Laboratory Science program. Responsibilities also include supervising undergraduate research, advising students, participating in procurement of equipment, and serving on department and college committees. Requires an earned Ph.D. and a strong commitment to research in an undergraduate setting, as well as to advising undergraduates and supervising original undergraduate research. Knowledge of human genetics and general zoology is desirable. Teaching experience is preferred.

Assistant Professor, Mass Communication, Department of Communication Studies and Theatre Arts. Position 1 - Mass Communications. Duties include teaching introductory and advanced television production, general mass communication and media studies courses: supervising student production crews and internships; acting as liaison with local television stations, communication centers, teaching in departmental curriculum development and advising students. Requires a Ph.D., a strong commitment to excellence in teaching mass communication and media studies, excellent communication skills, and video/production experience preference. Preference will be given to those with demonstrated operational knowledge of state-of-the-art video technology.

Assistant Professor, Mass Communication, Department of Communication Studies and Theatre Arts. Position 2 - Mass Communications. Duties include computer-mediated teaching of mass communication and public relations courses with emphasis on new communication technologies, advising students; participating in departmental curriculum development and working with departmental and college committees. Requires an earned Ph.D., a strong commitment to teaching excellence, excellent communication skills, and experience and professional experience in media and public relations, especially with new communication technologies.

Assistant Professor, Department of Earth Sciences and Geography. Teach introductory physical geography, meteorology, and climatology. Responsibilities also include student advising, supervising undergraduate research and internships and serving on department and college committees. Ph.D. required as well as a strong commitment to undergraduate teaching. In supervising undergraduate research and internships, and advising and mentoring students. Ph.D. in Geography preferred. An ability to teach geotourism and/or allied specialties is desirable.

Assistant Professor, Department of English, Position 1 - Irish Literature. Teach upper-division courses in field of specialty, sophomore courses in general education literature, and freshman writing. Academic advising of students. Teaching in department and college community. Opportunities also exist to teach in the department's graduate program. Requires an earned Ph.D. with emphasis in Irish literature. Secondary interest in one or more of the following: postcolonial literature, cultural studies, women's literature. Since many faculty in the department teach freshman writing, preparation in composition will be an advantage.

Assistant Professor, English, Department of English. Position 2 - Rhetoric and Composition. Teach advanced courses in writing and freshman composition, academic advising, service to the department and college community. Opportunities exist to teach in the department's graduate program. Ph.D. in English. Specialization in rhetoric and composition preferred. Primary focus in Professional/Technical Communication. Secondary focus in one or more of the following: fiction writing, nonfiction writing, writing for periodicals.

Assistant Professor, Department of Foreign Languages. Specialty in English as a Second Language (ESL). Duties include teaching a variety of ESL courses, and a second language as appropriate. Candidate must be committed to broad, campuswide ESL involvement and work with non-native speakers of English through various venues as academic support services. Requires earned Ph.D. in ESL or related field, experience teaching at the college level and ability to teach a world language other than Spanish.

Assistant Professor, Department of History, Position 1 - Ancient Greece and Rome. Specialty in the history of ancient Greece and Rome. Duties include teaching upper-division and graduate courses in ancient history; teaching lower division courses in Western civilization. Serve on graduate student committees, and participate in departmental and college decision-making processes and activities. Requires an earned Ph.D. in history or a related field and teaching experience.

Assistant Professor, Department of History, Position 2 - Latin American History. Specialty in Latin American history. Duties include teaching upper-division and graduate courses in Latin American history, upper-division courses in another area of world history (other than Latin American history), and courses in Women's Studies and upper division courses in World History: advising undergraduates and graduate students; participating in departmental and college decision-making processes and activities. Requires earned Ph.D. in history or a related field and teaching experience.

Assistant Professor (tenure track) or Instructor (one year temporary) in Computer Science, Department of Mathematics and Computer Science. Responsibilities include teaching computer science and mathematics courses, advising undergraduates and supervising graduate students, participating in departmental curriculum development, supervising student research and professional activity. The Assistant Professor position requires an earned Ph.D. in Computer Science (or a closely related field). The Instructor position requires a master's degree in computer science (or a closely related field) and enrollment in an accredited doctoral program in computer science (or a closely related field). All areas of specialization will be considered, although Architecture and Operating Systems are especially favored.

Assistant Professor of Mathematics, Department of Mathematics and Computer Science. Position 1 - Math Education. Teach a range of undergraduate and graduate courses for both majors and non-majors, advise undergraduate and graduate students, participate in curricular development, including the use of new technologies in teaching and learning. Requires an earned doctorate in Mathematics (or a closely related field). Ability to teach courses in discrete mathematics, linear algebra, calculus with technology and other areas that support the major in computer science preferred.

Assistant Professor, Department of Mathematics and Computer Science with a specialty in mathematics education. Position 2 - Math Education. Duties include supervising secondary mathematics student teachers, teaching undergraduate courses such as Strategies for Teaching Mathematics in Middle/High School and working cooperatively in assisting with Curriculum development and technology integration. Requires an earned doctorate in Mathematics or Mathematics Education. Knowledge/competence in NCTM Standards and the Massachusetts Curriculum Frameworks in Mathematics preferred.

Assistant Professor, Department of Music. Specializes in piano (especially collaborative piano) and piano pedagogy. At all levels, sight-reading and ear-training to music majors, and service courses to non-majors. Responsibilities also include collaborating with performance faculty to provide student accompanists, student advising, and participating in the functions of the department and the college. Requires an earned doctorate in music with an emphasis on piano; experience at the college level, in teaching class piano, recital piano, and duo piano; and experience in accompanying soloists and ensembles. Preference experience in accompanying teaching music appreciation, non-Western music or other courses for non-majors, and community outreach.

Assistant Professor, Department of Physics. Duties include teaching a full range of undergraduate physics courses for both majors and non-majors; advising students seeking a diverse range of post-baccalaureate goals, such as graduate school, industry and teaching, and supporting the department in expanding its offerings and continuing to build on the strong teacher education programs of the college. Requires an earned Ph.D. in Physics.

Assistant Professor, Public Administration, Department of Political Science. Primary responsibility will be to teach and work closely with students in the department's growing MPA program. In addition, undergraduate teaching in related areas is expected. Requires an earned Ph.D. in Public Administration, Public Management, Public Finance and Budgeting, or Public Policy. A commitment to teaching excellence, and evidence of scholarly activity. Candidates with some practitioner experience and strong methodological skills preferred.

Assistant Professor, Department of Psychology. Position 1 - Psychology/Clinical. Teach courses in introductory psychology, clinical psychology, and related fields. Responsibilities include instruction, supervision of student internships and research, as well as serving in professional service to the department and the college. Requires an earned Ph.D. or Ed.D., Massachusetts State licensure or licensure eligibility, as a Health Service Provider, and evidence of quality teaching ability and clinical experience. Also required is ability to supervise student internships and research.

Assistant Professor, Department of Psychology. Position 2 - Psychology/Cognitive. Teach courses in introductory psychology, research methods, statistics and quantitative psychology. Responsibilities also include advising, supervising student research, and participating in professional service to the department and the college. Requires an earned Ph.D. or Ed.D., Massachusetts State licensure or licensure eligibility, as a Health Service Provider, and evidence of quality teaching ability and ability to supervise student research.

www.bridgew.edu
Assistant Professor in CSWE-accredited Department of Social Work bachelor level program. Duties include teaching social work theory and practice to 50 or more students; above average students, and research. Applicants should be strongly committed to excellence in teaching, and to working collaboratively, to mentoring students of diverse backgrounds, and to public education.

Assistant/Associate Professor, Criminal Justice/Criminology, Department of Sociology and Anthropology. Duties include teaching undergraduate courses in Criminal Justice, Criminology, or Sociology, with specialties in at least two of the following: deviance and criminal justice; race and ethnicity; gender and criminal justice. Applicants should be strongly committed to excellence in teaching, and to working collaboratively, to mentoring students of diverse backgrounds, and to public education.

Assistant/Associate Professor, Criminal Justice/Forensics, Department of Sociology and Anthropology. Duties include teaching undergraduate courses in Criminal Justice, Criminology, or Sociology, with specialties in at least two of the following: deviance and criminal justice; race and ethnicity; gender and criminal justice. Applicants should be strongly committed to excellence in teaching, and to working collaboratively, to mentoring students of diverse backgrounds, and to public education.

Assistant Professor, School of Education and Allied Studies, Department of Elementary and Early Childhood Education. Teach undergraduate and graduate methods courses in mathematics and science education; assist in undergraduate and graduate program development; supervise student teachers; write and support the development of grants; advise undergraduate and graduate students. Required: earned doctorate in Education with strong background in mathematics and science education; demonstrated teaching experience at the Early Childhood level (PK–3). Preferred: familiarity with NAEGY guidelines and a constructive philosophy; successful college-level teaching experience in both mathematics and science education; in at least one of the following areas: social studies education, educational assessment and technology, or technology education.

Assistant Professor, Elementary Education, Department of Elementary and Early Childhood Education. Teach undergraduate and graduate methods courses in area of literacy; assist in undergraduate and graduate program development; supervise student teachers; write and support the development of grants; advise undergraduate and graduate students. Required: earned doctorate in Education with strong background in reading literacy and successful classroom teaching experience at the Elementary Education level. Preferred: familiarity with ACEC or IRA guidelines and a constructive philosophy; successful college-level teaching experience in reading literacy and/or language development and assessment, reading and comprehension in at least one of the following areas: early childhood curriculum development, assessment, teaching, and test development of teaching, young children with special needs in the regular classroom, student teacher supervision.

Assistant Professor, Elementary Education, Department of Elementary and Early Childhood Education. Teach undergraduate and graduate methods courses in literacy, assist in undergraduate and graduate program development, supervise student teachers, write and support the development of grants; advise undergraduate and graduate students. Required: earned doctorate in Education with strong background in reading literacy and successful classroom teaching experience at the Elementary Education level. Preferred: familiarity with ACEC or IRA guidelines and a constructive philosophy; successful college-level teaching experience in reading literacy and/or language development and assessment, reading and comprehension in at least one of the following areas: early childhood curriculum development, assessment, teaching, and test development of teaching, young children with special needs in the regular classroom, student teacher supervision.

Assistant Professor, Physical Education, Department of Movement Arts, Health Promotion, and Leisure Studies. Teach courses in motor development, motor learning and adapted physical education; teach a variety of physical education classes; supervise interns; manage, staff, and support the development of grants; advise undergraduate and graduate students. Required: earned doctorate in Physical Education, demonstrated teaching and research experience, demonstrated competence in at least one of the following areas: physical education curriculum and instruction, physical education administration, and special education. Preferred: earned doctorate in Physical Education, demonstrated teaching and research experience, demonstrated competence in at least one of the following areas: physical education curriculum and instruction, physical education administration, and special education.

Assistant Professor, Physical Education, Department of Movement Arts, Health Promotion, and Leisure Studies. Teach courses in Exercise Physiology and Fitness ability to teach a variety of fitness classes; advise undergraduate students; supervise interns, and teach a variety of graduate courses. Required: earned doctorate in Physical Education, demonstrated teaching and research experience, demonstrated competence in at least one of the following areas: physical education curriculum and instruction, physical education administration, and special education. Preferred: earned doctorate in Physical Education, demonstrated teaching and research experience, demonstrated competence in at least one of the following areas: physical education curriculum and instruction, physical education administration, and special education.
THE NATIONAL ACADEMIES
Advisory to the Nation on Science, Engineering, and Medicine

NATIONAL RESEARCH COUNCIL
Postdoctoral and Senior Research Awards
opportunities for research in:

Chemistry • Physics • Life & Medical Sciences
Space & Planetary Sciences • Earth & Atmospheric Sciences
Engineering, Mathematics & Applied Sciences

Also teaching/research opportunities at the US Military Academy in
Mathematics, Physics & Mechanical Engineering

• 350 awards for independent research at over 120 laboratories
representing nearly all US Government agencies with research facilities
• 12-month awards renewable for up to 3 years maximum
• Annual stipend for recent PhD or MD graduates $30,000 to $52,000 depending
upon sponsoring laboratory; stipend appropriately higher for senior researchers
• Support for relocation and professional travel; health insurance program offered
• 3 annual award competitions for most participating laboratories

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

Further information and application materials may be obtained from our
Web site at http://national-academies.org/rap or by contacting:
MAIL: Associatehip Programs (TJ2114/RNL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418
FAX: (202) 334-2759
EMAIL: rap@nas.edu

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

Andrew W. Mellon
Postdoctoral Fellowships

Grinnell College invites applications for Mellon Postdoctoral Fellowships for new Ph.D.s in the following fields:

English
Sociology
History
Music—candidates with specialties in the areas of music theory, composition, or electronic music are preferred, but other specialties will be considered.

Political Science—candidates whose fields are international relations, comparative politics, and/or political theory are of particular interest.

Economics—fields are open, but candidates able to teach on nonacademic inequality in the U.S., public economics, economic development, and macroeconomic policy are of particular interest.

Anthropology—substantive specialty is open, but desire candidates with area specialties in Latin America, North America, or Africa

Appointments will be made in four academic departments for a term of two years each, beginning in July or August, 2000. In addition to a salary comparable to that of new Assistant Professors, the fellowship includes benefits and support for research and travel.

These fellowships are designed for promising new scholars to enhance their transition from graduate program to academic careers in the humanities and social sciences. Among the qualifications for the appointments is the Ph.D. in hand (or expected by June 30, 2000). Candidates will generally have received the Ph.D. in 1997 or later. Working with the individual guidance and support of a faculty mentor, fellows will have responsibilities for teaching two courses each year. Candidates must demonstrate their interest in teaching in an undergraduate, liberal arts environment that emphasizes close faculty-student interaction. We also expect fellows to work as scholars and to engage in the intellectual life of the College.

Founded in 1846, Grinnell College enrolls 1300 undergraduate students from every state and the District of Columbia in the United States, as well as over 50 other countries. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich education with emphasis on one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the most liberal arts colleges and universities in the nation. Additional information can be found at the College’s Web site: www.grinnell.edu

Application Process: To be assured of consideration, submit a letter of application with a statement of teaching and scholarly interest, a resume, and a list of three academic references to: Jim Swartz, Vice President for Academic Affairs and Dean of the College, Mellon Postdoctoral Program, Grinnell College, P.O. Box 850, Grinnell, Iowa 50112 by February 1, 2000. Questions may be directed to Jim Swartz at (515)223-3100. Application materials received after that date may be considered until the positions are filled.

Grinnell College

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. As such, we will not discriminate on the basis of race, color, religion, sex, national origin or ethnicity, age, disability, marital status, veteran status, or sexual orientation.

The University of Illinois is an affirmative action/equal opportunity employer.

CHANCELLOR
University of Illinois at Springfield

Nominations and applications are invited for the position of Chancellor of the University of Illinois at Springfield (UIS).

The Chancellor is the chief executive officer of the campus and reports to the president of the University of Illinois. The University seeks a proven leader who will continue the successful development of the campus’s academic programs and public service mission.

Founded in 1969 as Sangamon State University, UIS became the newest and smallest campus of the University of Illinois on July 1, 1995. Emphasis is placed on public affairs instruction and research and service carried out through community partnerships.

The campus offers bachelor's, master's degrees, and a Doctor of Public Administration. UIS currently enrolls students at the second-semester sophomore level and continues their education through junior, senior and graduate levels. State approval was granted this fall for the Capital Scholars Program, which will result in the admission of first-year students in the fall of 2001. Current student enrollment is 4,100 with 188 faculty, 194 professional and 265 support staff.

The Chancellor must have significant diverse senior administrative experience, an earned doctorate, demonstrated leadership ability, as well as understanding and appreciation in the uniqueness of the campus within the University setting. A successful record on inclusiveness, diversity and sensitivity relative to a multicultural campus is required.

The Chancellor Advisory Committee will begin reviewing nominations and applications immediately and will continue to accept applications until a new Chancellor is selected. To assure full consideration, however, candidate materials should be submitted by January 1, 2000.

Dr. Frank Kapecky, Chancellor Advisory Committee
University of Illinois
Office of the President
364 Henry Administration Building, m/c 346
506 S. Wright Street
Urbana, IL 61801

The University of Illinois is an affirmative action/equal opportunity employer.
EXECUTIVE DIRECTOR,
Comprehensive Learning Center (CLC)

Brookdale Community College invites applications for an exciting new growth position! The College is recognized for its vision, excellence in educational practices, effectiveness in meeting diverse and eclectic student needs, utilization of state of the art technology and resources, and its capability to anticipate the current and future needs of the students, citizens & community it serves. The campus is located in an attractive rural area of Monmouth County, NJ, approximately, 60 miles south of New York City & 70 miles north of Philadelphia.

Brookdale is an innovative and comprehensive open admissions two-year college with an enrollment of approximately 11,500 credit and 15,500 non-credit students. Through the CLCs, Brookdale partners with other colleges and universities to offer seamless educational opportunities for associate, baccalaureate, and graduate degree in addition to providing comprehensive student services, business and professional development for corporate partner and community activities. The incumbent will be responsible for the development, operation and oversight of one or more CLCs and will provide leadership in the expansion of partnerships and services with institutions of higher education, corporations, local businesses and state government agencies. Candidates with a strong desire to be involved in educational innovation, with an interest in growth opportunities, and with the drive to succeed are encouraged to apply.

Candidates must be team oriented, entrepreneurial, and possess a strong work ethic. A Master’s Degree and five years experience in academic administration, two of which must include supervision within a college environment, are required. Must have excellent planning and organizational skills. Must also be able to demonstrate effective interpersonal and presentation skills. Additionally, computer literacy and a valid New Jersey driver’s license are necessary. Annual salary will be within a range of $55,438 to $67,204, with career opportunity potential within a dynamic leadership team.

APPLICATION PROCESS: Applicants interested in the above position should submit a letter of application, resume, copies of graduate transcripts and three letters of recommendation to Human Resources via fax at (732) 224-2870, or by mail to the address as noted below. Yo may also apply in person at the Human Resources Office, 6:30AM to 5:30PM, Monday through Friday. Our Job Hotline telephone number is (732) 224-2821. APPLICATION DEADLINE: A materials must be received postmarked no later than December 15, 1999.

BROOKDALE
COMMUNITY COLLEGE
765 NEWMAN SPRINGS ROAD
LINCROFT, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/affirmative action employer and its staffing processes are pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

EMINENT SCHOLAR OF HISTORY
Gadnessville College invites applications and nominations for its Eminent Scholar of History endowed chair, a tenure track position reporting to the chair of the Division of Social Sciences. Primarily responsibilities include involvement in research activities focused on the local and state level, development and implementation of educational programs for the entire community, service as a College liaison to the community and appropriate educational institutions, and services to the College's students through the teaching of four courses per year. See http://www.gc.peachnet.edu for a complete description and application procedures.

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University’s vacancies, please visit our Web site http://usfjobs.usf.edu or call our Job Line for staff positions at (813) 224-9379.

USF is an equal opportunity/affirmative action institution, committed to excellence through diversity and inclusion.
Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 5,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life appreciated by students and families. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour’s drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

WRITING SPECIALIST – Plattsburgh State University seeks qualified candidates for the full-time, twelve-month position of Claude J. Clark Learning Center Writing Specialist. This individual will report to the Director of the Learning Center. Responsibilities: Supervision of the writing classroom and its functions; recruiting, training and supervising writing tutors; teaching one to three credit courses per year that serve as the primary recruitment and training component of the Learning Center’s writing tutors. In addition, the Writing Specialist will be responsible for working with students on a one-on-one basis, writing workshops and providing support services for ESL students.

Qualifications: Master’s degree in English or Writing; minimum of three years experience in a higher education setting; excellent interpersonal skills; willingness to work collaboratively with faculty, staff and students. Teaching experience is highly desirable and demonstrated computer proficiency is requested.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: $30,000 with excellent benefits. Review of applications will begin immediately and continue until position is filled. Send letter of application, current resume, and the names, addresses and telephone number of three references to: Chair, Search Committee, (PJ #2373-5689), C/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2661. Fax # (518) 754-2060.

UIC

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

FACULTY POSITIONS

UNIVERSITY OF ILLINOIS AT CHICAGO

The EECS Department is in the process of a major expansion of its Computer Science research activity, and invites applications for tenure-track positions at all ranks, as well as applications for higher and adjunct positions. Exceptional candidates in all areas of research are encouraged to apply; a Ph.D. in Computer Science or closely related field is required. The department is interested in candidates who are engaged in fundamental research or application-grounded creative work likely to generate maximum impact on society. Interdisciplinary applicants are especially encouraged to apply. Applicants should demonstrate research and teaching potential and accomplishments commensurate with the rank they are seeking.

The University of Illinois at Chicago has undertaken a major shift aimed at establishing itself as one of the nation’s premier state universities. The EECS Department, best known as the birthplace of the CAVE virtual reality environment, hosts active research groups in computer graphics and virtual reality, networks, data mining, artificial intelligence, human-computer interaction, software engineering, computer architecture, database systems, computer vision, and theoretical computer science. The Computer Science faculty (36 members within the departmental faculty of 53) has been awarded over eight million dollars in external research grants for the current academic year.

The EECS Department offers B.S., M.S., and Ph.D. degrees, and has a strong reputation for teaching excellence. It attracts a diverse student body, and is seeking candidates who have an interest in defining and implementing innovative learning programs. The UIC campus is located near downtown Chicago and offers rich opportunities for collaboration with other universities, national research laboratories and high-tech industry. Applicants should send a resume and the name and addresses of at least three references to: Faculty Search Committee, EECS Department (MC 154), University of Illinois at Chicago, 851 South Morgan Street, Chicago, IL 60607-7054. Applications will be reviewed as they are received, but must be received before March 1, 2000 for full consideration. Candidates are also strongly encouraged to submit electronic versions of their applications, for instructions, see the web site http://www.eecs.uic.edu/search

UIC is an Affirmative Action/Equal Opportunity Employer. We are interested in receiving applications from a broad spectrum of people, including women, minorities, and differently-abled individuals.

OKLAHOMA STATE UNIVERSITY

EARLY CHILDHOOD EDUCATION

Assistant/Associate Professor, specialization in Early Childhood Education.

Responsibilities: The successful candidate will teach undergraduate and graduate courses in early childhood education and/or other courses as needed by the department, develop and maintain an active research program that includes seeking extramural support consistent with the department’s mission, needs, and priorities; advise graduate and undergraduate students; engage in outreach consistent with the land grant mission of the University; collaborate with departments and university colleagues as well as professional educators; and participate in academic governance and community service to further the mission of a comprehensive land-grant university.

Qualifications: Candidates should have an earned doctorate in Early Childhood Education, Child Development, Curriculum or related field and evidence of teaching at a state accredited program. Grades 1-3. Preferred qualifications include experience teaching at the university level, a record of scholarly publication, participation in professional activities at the national level, evidence of ability to work cooperatively with schools and university faculty; and interest in Special Education.

Appointment: Starting date August 2000, tenure track.

Salary: Commensurate with qualifications and experience.

Environment: Oklahoma City is a vibrant city of approximately 1,000,000 that is located within 15 miles of both Tulsa and Oklahoma City. Collaborative research and placement relationships have beennegotiated in surrounding rural school districts and similar opportunities exist in the two metropolitan areas.

Application Deadline: January 15, 2000 or until position is filled.

Send letter of application, current curriculum vitae, copies of transcripts, and three letters of reference to: Chair, Early Childhood Education Search Committee, Department of Family, Relations and Child Development, Oklahoma State University, Stillwater, OK 74078-1532. Telephone: (405) 744-5087.

Oklahoma State University is an Affirmative Action/Anti-Discrimination Employer. Candidates from minority groups are encouraged to apply.

TECHNICAL SUPPORT ENGINEER

(Associate Director I)

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York metropolitan area and is one of nine state college universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250. The University’s 45 acre campus has over 900,000 gross square feet of academic, administrative and residential structures.

Under general supervision of the Director of Facilities, the Technical Support Engineer will be responsible for the operation and maintenance of the control boiler plant and steam distribution network, building and mechanical systems and energy management systems. Ensures compliance with applicable state and federal regulations. Recommends mechanical upgrades and manages maintenance projects. Responsible for management of technical drawings and documents and supervision of assigned personnel.

BS Degree in Mechanical Engineering or closely related engineering discipline required. Extensive knowledge of boiler plant operations, HVAC and Energy Management systems. Maintenance experience in facilities maintenance overseeing HVAC and Energy Management systems is desired. Must have demonstrated ability to manage Mechanical Capital Renewal project. Strong computer skills and experience with maintenance management and CAD programs preferred.

Salary range is $53,471 to $95,213.00.

Send resume to: Robert Pliszkowsky, Search Committee Chair

New Jersey City University

Hebrew Hall, Room 105
2039 Kennedy Boulevard
Jersey City, NJ 07305

New Jersey City University is an Affirmative Action, Equal Opportunity Employer. Women, minorities, persons with disabilities and veteran candidates are encouraged to apply.
UNIVERSITY OF FLORIDA

Counselor Education
Faculty Position

Position Vacant: The University of Florida Department of Counselor Education is accepting applications for an Assistant Professor position to begin August 2000. The position is tenure-track, and involves teaching, research, and service in a CACREP-accredited School Counseling program. Salary is open and competitive and dependent upon professional qualifications and experience.

Required: Applicants eligible for consideration for this position must have experience as a school counselor and provide evidence of potential for excellence in teaching, research, publication, and professional service. A demonstrated commitment to diversity is essential. Applicants for this position must have an earned doctorate in Counselor Education or a closely related field. Preference will be given to applicants having academic preparation and/or professional experience in career development or substance abuse prevention. Preference will also be given to graduates of CACREP-accredited doctoral programs. Familiarity with the use of computers and other technology in counseling and teaching is highly desirable. Applicants should submit (1) a current professional vita; (2) three letters of recommendation; (3) documentation that the doctoral degree was or will be awarded by August 2000; (4) a letter of interest that includes a description of professional and personal qualifications and their match to the position-specific requirements and preferences; and (5) a statement of the applicant's philosophy of counselor education. All materials, including references, must be received by January 15, 2000. Incomplete applications will not be considered. Send application materials to: Search Committee Chairperson, Department of Counselor Education, University of Florida, 1215 Norman Hall, P.O. Box 117046, Gainesville, Florida 32611-7046.

The University of Florida is an affirmative action/equal opportunity employer.

Texas A&M University
Vice President for Administration

Texas A&M University invites applications and nominations for the position of Vice President for Administration. As a member of the University’s executive management team, this position provides support and counsel to the President. University-wide issues will be the primary focus. Expertise and experience in the management of support components is essential. The position requires experience in the design and implementation of human resource programs, and a commitment to education.

QUALIFICATIONS: A master’s degree in business or public administration is required. A Ph.D. degree is preferred. Experience in strategic planning and corporate communications is desirable. A Bachelor's degree in business or public administration, plus three years of related experience, is desirable. Experience in the management of support components is essential. The ideal candidate should have demonstrated leadership ability; exceptional skills in oral and written communications; ability to work independently; ability to accomplish objectives through the development and utilization of human resources; ability to design and implement new programs. Knowledge of university operations is preferred.

TO APPLY: Nominations or applications with resumes should be addressed to the Search Advisory Committee for the Vice President for Administration. Applications should be accompanied by a resume and a letter of interest stating qualifications and a list of five references. No contact with references will take place without clearance by the Search Committee. Nominations and applications will be reviewed beginning immediately. Send application materials to: Search Committee Chairperson, Department of Counselor Education, University of Florida, 1215 Norman Hall, P.O. Box 117046, Gainesville, Florida 32611-7046.

Send applications and additional information to the following university:
http://www.tamu.edu/administrative/position

HUMAN RESOURCES
REPRESENTATIVE

Principle provider of Human Resources Services, including staffing, employee relations, compensation, benefits, training, and development, and special projects, for several organizational units at the college. Also serves as Employee Relations specialist within Human Resources department. Bachelor’s degree and five years of progressive experience within Human Resources required.

Send cover letter and resume to: Human Resources, Re: Human Resources Representative, Lesley College, 29 Everett Street, Cambridge MA 02138; Fax to 617-349-8126.

Lesley College is committed to diversity in its workforce.

City Colleges of Chicago
Dean, Student Services

The City Colleges of Chicago is looking for a Dean of Student Services at Daley College. The Dean is responsible for the development of policies and procedures that relate to each unit within the Student Services division unit. Oversees the Office of Admissions, Financial Aid and Student Affairs. Ensures coordination of services between the unit offices. Administers district-wide policies, guidelines, and guidelines. Prepares reports. Ensures completion and submission of the necessary federal and state reports for each area. Oversees the Student Services budget. Prepares recommendations for staffing, supplies, facilities, equipment, conference leaves and travel. Performs other duties as required.

To qualify you need a Master's degree supplemented by three years of relevant administrative experience in student services for a community college or university, or an equivalent combination of education and experience is required. A Doctorate degree with experience in student services at the college level is preferred. Must be able to work well with students and employees at all levels of the organization. Excellent oral and written communication skills with the ability to conduct research and compose thorough reports is also required. Candidates who are bilingual in English/Spanish are highly desirable.

Please send resumes to: Dr. Mark Warden, Interim President, Richard J. Daley College, 7500 S. Pulaski Rd., Chicago, IL 60652. Daley College is an equal opportunity employer committed to diversity.

City Colleges of Chicago
### FACULTY POSITIONS
**Full-Time, Tenure Track**

<table>
<thead>
<tr>
<th>Department</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHEMISTRY (2 OPENINGS)</strong></td>
<td>Master’s Degree in Chemistry.</td>
</tr>
<tr>
<td><strong>CIVIL ENGINEERING/CONSTRUCTION TECHNOLOGY</strong></td>
<td>Master’s Degree in Civil Engineering or in a Construction related technology.</td>
</tr>
<tr>
<td><strong>ECONOMICS</strong></td>
<td>Master’s Degree in Economics.</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td>Master’s Degree in English, composition, or a closely related field.</td>
</tr>
<tr>
<td>** GEOLOGY**</td>
<td>Master’s Degree in Geology.</td>
</tr>
<tr>
<td><strong>MATH (5 OPENINGS)</strong></td>
<td>Master’s Degree in Mathematics or Mathematics Education.</td>
</tr>
<tr>
<td><strong>PHILOSOPHY</strong></td>
<td>Master’s Degree in Philosophy or closely related field.</td>
</tr>
<tr>
<td><strong>PHYSICS</strong></td>
<td>Master’s Degree in Physics.</td>
</tr>
<tr>
<td><strong>PSYCHOLOGY</strong></td>
<td>Master’s Degree in Psychology.</td>
</tr>
<tr>
<td><strong>SOCIOLGY</strong></td>
<td>Master’s Degree in Sociology.</td>
</tr>
<tr>
<td><strong>SPANISH/FRENCH</strong></td>
<td>Master’s Degree in French with minor in Spanish, or a Master’s Degree in Spanish with a minor in French, or equivalent qualifications. Knowledge of French, Spanish and Latin American culture and civilization.</td>
</tr>
</tbody>
</table>

For full consideration, applicants must submit a completed application form, current resume, letter of interest, three (3) letters of recommendation and official transcripts of all degrees by the deadline of February 15, 2000. For application form, contact Human Resources at 847-543-2065; IDD 847-223-5615, or by email to: personnel@clc.cc.il.us

---

**COLLEGE OF LAKE COUNTY**

Attn: Human Resources
19351 W. Washington Street
Gurnee, IL 60031-1199

ECC/AA/M/F/ID/V
Visit our website at: http://www.clc.cc.il.us/
The college seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism

---

**SAPPA LAWRENCE COLLEGE**

**PAINTER**

- One-year, half-time (1-2 day) position
- Position is available, immediate start
- Strong teaching experience required
- Send resume and references to:
  - Professor, Office of Faculty Affairs
  - Sappa Lawrence College
  - 115 North Main Street
  - Sappa, IA 51453

**DRAWING**

- One-year, half-time (1-2 day) position
- Position is available, immediate start
- Strong teaching experience required
- Send resume and references to:
  - Professor, Office of Faculty Affairs
  - Sappa Lawrence College
  - 115 North Main Street
  - Sappa, IA 51453

---

**Purdue University**

**DIRECTOR**

**LIFE SCIENCES AND BIOTECHNOLOGY INSTITUTE**

Purdue University welcomes you to direct its Life Sciences and Biotechnology Institute. The Institute's mission is to enhance life sciences research at Purdue by facilitating coordination and providing focus for interdisciplinary research. Purdue University is committed to enhancing Life Sciences and Biotechnology research and is prepared to invest resources to achieve this end.

**Position Responsibilities**

The director will coordinate and promote life science research activities and graduate education programs within the University; lead development of collaborative life science relationships with governmental and private sector; assist faculty in identifying research opportunities; and organize life sciences-related multidisciplinary research and outreach programs. The position is full-time with a minimum of half-time effort devoted to Institute leadership. Remaining effort can include responsibilities in research, education, or other administrative duties.

**Requirements**

Applicants must have an M.D., M.V., or Ph.D. in a life science-related discipline. He or she is expected to have effectively directed an extramurally funded research program. Administrative and academic experience should be commensurate with an appointment to a senior level faculty position in one of the participating schools.

The director will report to the Vice President for Research and Dean of the Graduate School.

**Applications/Nominations**

A review of applications will commence by January 10, 2000, and continue until the position is filled. Nominations and applications containing a resume and names of three references should be sent to:

- Dr. Harry Morrison, Dean of Science
- 390 Mathematical Sciences Building
- Purdue University
- West Lafayette, IN 47907-1396
- Phone: (765) 494-1730
- Fax: (765) 494-1736
- morrison@science.purdue.edu

Purdue University is an equal opportunity/affirmative action employer.
College of Technology, Engineering and Management

The University of Wisconsin-Stout is seeking a Dean of the College of Technology, Engineering and Management (CTEM). The dean is the chief academic and administrative officer for the College of Technology, Engineering and Management and reports to the Provost (Vice Chancellor for Academic and Student Affairs). The college is organized by departments which include Business, Communications, Education and Training, Industrial Management, and Technology; as well as units including the Stout Technology Transfer Institute, Center for Training and Technical Education, Northwest Wisconsin Manufacturing Outreach Center, Risk Control Center, Packaging Research and Development Center, Economic Development Administration University Center, and Technical Instructor Institute. The dean is eligible to become a tenured faculty appointment within the college.

RESPONSIBILITIES
- Administer the college.
- Facilitate the development and evaluation of curriculum, instruction, advising, research, service, outreach activities.
- Identify, secure and allocate resources for administration of the college budget.
- Provide leadership in developing and implementing programs to attract and retain students.
- Support on-going faculty hiring.
- Serve as a member of the university's leadership teams.
- Nurture an environment that supports excellence in teaching, research, diversity, and encourages professional development, open communication, honesty, and teamwork.
- Participate in shared governance with faculty and staff.

QUALIFICATIONS
- An earned doctorate, with at least one degree in a technology-related discipline.
- Administrative and/or managerial experience which includes management of personnel, budgets, facilities, and equipment.
- Education or experience which relates to several of the disciplines within CTEM.
- Experience in teaching and/or training experience.
- Involvement in scholarship and academic research, or applied research.
- Experience in establishing partnerships between business/industry and educational institutions.
- An educational philosophy which is compatible with CTEM's mission and values.

Contact: http://www.uwstout.edu/ctem/geminfo.html#missions
- Excellent communication and human relations skills.

The University of Wisconsin-Stout is located in Menomonie, Wisconsin, a community of about 14,600 that surrounds the shores of Lake Menomin, 66 miles east of Minneapolis-St. Paul, Minnesota, and 25 miles west of Eau Claire, Wisconsin. The university enrolls 7,600 students who prepare for careers in business, industry, technology, family and consumer sciences, education, and human services, and art and design at the bachelors' and masters' levels. Learn more about UW-Stout by visiting our web site at www.uwstout.edu.

For full consideration, send a letter of application, detailing your qualifications and a resume including a list of references to: Robert Spohrer, Chair, Search Committee, Rentschler Hall, University of Wisconsin-Stout, Menomonie, Wisconsin 54751. Applications close on May 1, 2006.

Plattsburgh State University of New York is a comprehensive, coeducational institution offering 14 undergraduate majors, 23 graduate degrees and 6 certificate programs. Located on the shore of Lake Champlain, the college is the intellectual center of the Lake Champlain-Adirondack region of New York State. The small city of Plattsburgh and neighboring Burlington provide a quality of life unsurpassed for the whole Family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and at Olympic resort village of Lake Placid while the urban, multicultural life is rich in neighboring Montreal, Canada, one hour's drive from car. Plattsburgh is easily accessible to New York City and Boston via air, bus, and interstate 87.

STAFF ACCOUNTANT - The Business Affairs Division of Plattsburgh State University of New York invites applications for two (2) Staff Accountant to be supervised by a fiscal officer.
Responsibilities: Perform professional accounting tasks requiring a knowledge of accounting principles and procedures in the development, examination, and analysis of financial and accounting records, including preparation of reports and statements. Assist with design and revision of existing accounting systems.

Qualifications: Bachelor's degree in Accounting, Finance, Economic, or related business degree; at least two years of responsible experience; knowledge of generally accepted accounting principles, procedures, and techniques; ability to maintain financial accounting records, and auto accounting systems.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: $30,000 minimum; excellent benefits. Review of applications is immediate and continues until positions are filled. Please send or fax an application, resume, and three letters of reference to: Chair, Search Committee, (P) 2373-8096, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2605.

Rensselaer Polytechnic Institute - Troy, New York

Dr. Shirley Ann Jackson, Rensselaer Polytechnic Institute's 18th president, has recently completed the search for the college's next provost. A key note member of the leadership team, the provost plays a critical role in advancing the university's mission and in developing new programs and initiatives.

Salary: The salary will be competitive and commensurate with qualifications and experience. Start date: Tentatively September 1, 2006.

Applications should be submitted by February 1, 2006, to: Provost's Office, 330cod administration building, University of Wisconsin-Stout, Menomonie, Wisconsin 54751. The University of Wisconsin-Stout is an equal opportunity, affirmative action employer.
NATIONAL SCIENCE FOUNDATION
DIVISION OF EARTH SCIENCES

The National Science Foundation's Division of Earth Sciences is seeking qualified candidates for its "Research Associate Professor" positions in the following programs:

- Geology & Paleobiology
- Hydrologic Sciences
- Tectonics
- Paleontology & Geochemistry

These positions are located in Washington, DC, and will be filled on a 1- to 2-year basis. The salary range for the positions is $70,000 to $100,000. Applicants must be able to conduct independent research in the field of Earth Sciences and must be able to communicate results effectively in both written and oral formats. The positions are open to US citizens and nationals of other countries with a Ph.D. in Earth Sciences from a United States institution. Applications are due by January 15, 2023. Additional information is available at the National Science Foundation website.

ASSISTANT DIRECTOR
MBA ADMISSIONS AND STUDENT SERVICES

New York University

NYU's prestigious Leonard N. Stern School of Business seeks a dynamic Assistant Director to join its MBA Admissions & Student Services department. The incumbent will be responsible for managing the admissions process, coordinating recruitment, and providing support to students and faculty. The ideal candidate will have a Bachelor's degree and experience in admissions, customer service, and project management. Please forward your resume, cover letter, and references to: NYU Stern School of Business, Tisch Hall, 40 West 4th Street, Suite 624, New York, NY 10012-1118. An Equal Opportunity Employer.

City Colleges of Chicago
Dean, Westside Technical Institute

The City Colleges of Chicago is seeking a Dean for the Westside Technical Institute (WSTI). The successful candidate will have a Master's degree in education or related field supplemented by five years of management experience. The ideal candidate will have a proven record of academic excellence and a strong commitment to student success. A minimum of five years of management experience in educational institutions is required. The successful candidate will be expected to work collaboratively with other departments and external partners to ensure the success of the WSTI.

LATINO/LATINA POLITICS

The Department of Political Science at the University of California, Irvine, invites applications for a full-time, tenure-track position at the level of Assistant Professor. Applicants are expected to have a strong record of research and teaching in the area of Latino/Latina politics. The ideal candidate will have a Ph.D. in Political Science or a related field and a demonstrated commitment to diversity, equity, and inclusion. Applications are due by January 15, 2023. Please visit the University of California, Irvine, website for more information.
SCHOOL OF SOCIAL WORK

VIRGINIA COMMONWEALTH UNIVERSITY

Nominations and applications are invited for three tenure-track, Assistant Professor positions, to begin August 2000. Must have MSW degree, at least 2 years post-MSW practice experience, earned doctorate in social work or related field at the time of contract.

These positions are for the MSW Off-Campus Program in Arlington, VA, and the on-campus program in Richmond, Virginia. Ability to teach direct practice, research and/or diversity content is BSW, MSW and Ph.D. Program. A background in gerontology is a plus. Applicants are sought who will contribute to the School's mission of social justice and multi-cultural practice. Applications will be reviewed until the positions are filled.

To apply, send letter of application, vita, names, addresses and phone numbers of three references and examples of written/published scholarship to:

Dr. Marcia Harrigan
School of Social Work
Box 842027
Richmond, Virginia 23284-2027
(804) 828-6888

Virginia Commonwealth University is an equal opportunity/affirmative action employer. Women, minorities and persons with disabilities are encouraged to apply.

UNIVERSITY OF FLORIDA

COLLEGE OF EDUCATION

EDUCATIONAL PSYCHOLOGY

PROFESSOR AND CHAIR

The Department of Educational Psychology at the University of Florida invites nominations and applications for a position as Professor and Chair. The department has three graduate programs: Educational Psychology, Evaluation and Measurement, and School Psychology, and offers service courses at the undergraduate and graduate level. The University of Florida is among the nation's most academically diverse public universities, a member of the Association of American Universities, and has a comprehensive land-grant institution. It serves a wide geographic area and culturally diverse population normally distinguished faculty.

The chairperson will be expected to provide leadership in an administrative environment that promotes teaching, research, and service; and represent the interests of the department and the college and university. Applications from faculty members with the ability to provide leadership in the Educational Psychology area are especially encouraged. Essential qualifications include excellence in research, teaching, and service; and the ability to communicate effectively with the internal and external constituencies of the department, and to a degree, national research. Essential qualifications include prior experience in higher education. Applications are encouraged in the Education Psychology area especially.

Send a letter of application addressing these qualifications, a curriculum vitae, and copies of three relevant publications to:

Dr. James McLean, Chair
Educational Psychology Search Committee
G-315 Norman Hall
PO Box 117050
University of Florida
Gainesville, FL 32611-7050

Three letters of recommendation should be sent to the same address. Applications must be postmarked no later than January 14, 2000. The anticipated starting date is July 1, 2000.

The University of Florida is an Equal Opportunity/Affirmative Action Employer.

The University of Texas

Pan American

Chair of the English Department

The University of Texas-Pan American is seeking nominations and applications for Chair of the English Department. This will be a tenured position.

The Chair of the English Department will supervise the faculty, and will have oversight of programs in English, including the English as a Second Language Program, and the Interdisciplinary Studies in English. The Chair will make decisions concerning the English Department's Undergraduate and Graduate Programs, including its courses and programs of study.

Applications should be submitted to:

Dr. Rodolfo Rocha, Dean
College of Arts and Humanities
University of Texas-Pan American
1200 W. University Dr.
Edinburg, Texas 78539
Rocha@panu.edu
http://www.panu.edu/dept/english/
FACULTY OPENINGS

Full-Time, Tenure-Track

Serving more than 34,000 students, College of DuPage is America's largest single-campus community college. Based in west suburban Glen Ellyn and featuring 90 neighborhood learning sites, C.O.D.'s "life-long learning" curriculum comprises 88 diverse areas of study. If you are both dedicated and qualified, you are invited to become part of our success story.

The following full-time, tenure-track vacancies are anticipated for the 2000-2001 academic year:

- ACCOUNTING
- ART
- BIOLOGY
- BUSINESS/MANAGEMENT/ MARKETING/ BUSINESS LAW
- COMPUTER INFORMATION SYSTEMS*
- COUNSELOR
- ELECTRO-MECHANICAL TECHNOLOGY
- ENGLISH
- FASHION DESIGN
- GRAPHIC ARTS
- HUMAN SERVICES
- MATHEMATICS
- NURSING
- OFFICE TECHNOLOGY
- PHILOSOPHY/RELIGIOUS STUDIES
- SOCIOLOGY
- SPEECH-LANGUAGE PATHOLOGY

QUALIFICATIONS: A Master's Degree in the field or a related field is generally required with previous teaching experience. A Bachelor's Degree in the subject area with teaching and recent related work experience.

Start date: September, 2000. Starting salaries normally range from $31,600 to $46,300 but are dependent on education and experience. These are academic year assignments with additional opportunities to earn significant additional income through overloads and summer remuneration. Teaching at College of DuPage is enhanced and enlivened through institutional support of faculty creatively engaging in instructional development, research to improve student learning and remaining current in their field of specialty. College of DuPage also offers a generous benefits plan.

Screening for these positions begins January 7, 2000. However, to maximize your opportunity to be chosen for a position, please return your application packet as quickly as possible. Call, write or e-mail for an application packet.

Office of Human Resources
COLLEGE OF DUPAGE
Attn: Faculty Recruiting
425 22nd Street
Glen Ellyn, IL 60137
630-942-2800, Ext. 6330
chumres@cdctn.cod.edu

equal opport. employer

The University of Chicago
The School of Social Service Administration

Faculty Position Announcement

The School of Social Service Administration of the University of Chicago invites nominations and applications for tenure-track faculty positions at all ranks in two major areas: clinical practice and mental health. Within clinical practice we are looking in all areas of practice. Within mental health we seek scholars whose research focus ranges from clinical treatment, through management and administration, to service delivery and policy. Applicants must possess a doctorate, preferably in social work, or in social welfare, public policy, or a social science discipline. For positions in the area of direct practice, a Master's degree in Social Work is also strongly recommended. Rank and salary are commensurate with experience. Minority candidates are encouraged to apply. Send applications and nominations with curriculum vitae, letter outlining research and teaching interests, a sample of current writings, and the names of three references to: William Pollak, Ph.D., Deputy Dean for Faculty, The School of Social Service Administration, The University of Chicago, 969 East 60th Street, Chicago, Illinois 60637. (An Affirmative Action/Equal Opportunity Employer)

For more information about our school, please visit our home-page at:
http://www.sssa.uchicago.edu

ASSOCIATE DIRECTOR OF RESEARCH AND SPONSORED PROGRAMS

Under the direction of the Associate Dean of the Nathan Weiss School of Graduate Studies, the Associate Director is responsible for the development of sponsored programs and grants in the sciences, social sciences, allied health areas, and related fields, as well as general sponsored program support for all academic units of the University.

Responsibilities: S/he/they researches, identifies, and locates grant, and research opportunities for faculty and staff. Closely advises on the design, development, writing, and submission of research and grant proposals. Instructs/instructs authors on regulations and policies on grant clearance, endorsement, collaborative arrangements, budgeting, analysis, and expenditures on grant and contract programs. Works closely with Associate Dean on the review of all proposals.

Dissipates information on grant opportunities by targeting individuals and departments. Assists Associate Dean as liaison with sponsoring agencies and the University.

Qualifications: Minimum requirements for interested applicants include a Bachelor's Degree, Master's Degree, a plus (Doctoral Degree preferred). The successful candidate will have at least three years of experience in grants, and sponsored programs in sciences, social sciences, allied health areas, and related fields. Computer, web site, and grant writing skills required. Candidates must be accustomed to working under pressure, and be familiar with the policies and application procedures of the National Science Foundation—including the FASTLANE process—NIH, HHS, and related federal agencies.

Application, Salary and Benefits Information for all positions: Candidacy review begins immediately and continues until appointment is made. Send letter of interest, current resume, names, addresses, and telephone numbers, of three references. Official transcripts and three current letters of recommendation are required prior to the appointment. Apply to: Dr. Mark Lender, Associate Dean, Nathan Weiss School of Graduate Studies, Kean University, 1000 Morris Avenue, Union, NJ 07083

Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits package included

kean University is an EEO/AA Institution

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community serving a diverse student population of 12,000.
Wayne State University invites nominations and applications for Vice President for Student Development and Campus Life.

Wayne State University is a Carnegie Research University I, with an urban teaching and service mission. Wayne State is the nation's twenty-first largest university by enrollment; 31,000 students study in 15 schools and colleges offering more than 350 degree programs. Forty-one percent of Wayne students are enrolled in graduate and professional programs, which makes WSU's graduate school the seventh largest in the country. Located in Detroit's Cultural Center, the university mainly serves students from the metropolitan area, but also enrolls students from most states and over 50 foreign nations.

A new position created in 1998, the vice president for student development and campus life is the university's senior officer responsible for a comprehensive program of services that complements and supports the academic mission of the university and enhances student development and the quality of campus life. Reporting to the president, he/she is responsible for the formulation, management, oversight, and delivery of services and programs designed to enhance the educational and social experience of students.

The vice president for student development and campus life will work with the university community to assess and improve student services, foster faculty and student collaboration, and enhance the sense of campus community. Drawing on the strengths of a distinguished faculty, a rich array of undergraduate and graduate programs, and a deep commitment to the values of diversity, the vice president will have an opportunity to play a decisive role in the development of a learner-centered, urban university. The university is in the initial stages of the creation of an academic success center to coordinate and focus its advising, counseling, and retention programs.


Qualifications include a commitment to the mission and purpose of an urban university; familiarity with the goals and purposes of higher education; relevant and practical experience in the area of student development and campus life; extensive experience in the delivery and oversight of student services programs; strong planning and problem-solving abilities; considerable knowledge of student life and legal issues in higher education; sound organizational skills and ability to coordinate programs and activities; excellent communication and interpersonal skills; ability to plan, organize, and effectively present ideas and concepts to groups; an ability to work collaboratively with others; the capacity to take on additional responsibilities with a minimum of five to seven years of progressively responsible management experience in higher education administration.

Review of candidates will begin by November 30, 1999, and will continue until a suitable candidate has been identified.

Letters of nomination and applications should be submitted in confidence to Meredith E. Gibbs, Chair, Vice President Search Committee, Wayne State University, 656 W. Kirby, 4105 Faculty/Administration Building, Detroit, Michigan 48202. The University is being assisted in the search by Katherine T. Slaughter, Compass Group Ltd., 401 South Old Woodward, Suite 400, Birmingham, Michigan 48009; phone (248) 540-9111; e-mail ktslaughter@compassgroup.com.

Wayne State University is an equal opportunity/affirmative action employer.
UNIVERSITY OF WISCONSIN - RIVER FALLS
CHANCELLOR

The University of Wisconsin System (UW-S) invites applications and nominations for the position of Chancellor of the University of Wisconsin-River Falls. Founded in 1874, UW-River Falls is located 30 miles east of Minneapolis/St. Paul and is one of 11 comprehensive universities in a public higher education system. The Chancellor reports to the President of the UW System and provides institutional leadership within Wisconsin’s tradition of shared governance with faculty, academic staff and students.

UW-River Falls’ primary mission is undergraduate education with a commitment to teaching excellence. The student-to-faculty ratio is 19:1 and in fall 1999, UW-River Falls enrolled 5,134 undergraduate and 1,278 graduate students. The operating budget is $38 million, and the Foundation’s endowment exceeds $9 million. University resources are consistently invested in faculty development, instructional technology, and classroom and laboratory renovation following priorities set in its strategic plan.

UW-River Falls seeks a chancellor with the capacity to lead an energetic institution within a large and dynamic public higher education system. Characteristics of the ideal candidate include a commitment to the University’s mission; a record of academic accomplishment, teaching experience and administrative experience, commitment to enhancing the quality of student life; and the ability to build strong relationships with System Administration, the Regents, legislators, donors, and community leaders.

Evaluation of applications will begin on December 17, 1999. The position is available in May, 2000, and applications will be accepted until the position is filled. The search committee will conduct a national search and not be limited to current UW System faculty members. Applications and nominations should be sent to:

Dr. Thomas L. Parle, Chair
Search Committee
University of Wisconsin-River Falls
131 North Hall, 410 South Third Street
River Falls, WI 54022

Phone: (715) 425-3395; Fax: (715) 425-3939
E-mail: chancellorsearch@uwrf.edu

Applications and nominations should address:

1. why the candidate is interested in the position
2. qualifications and experiences
3. leadership and management philosophy
4. goals to improve UW-River Falls
5. research interests

The search committee will begin reviewing applications in early January. For further information, contact:

Dr. James A. Colby
Dean of Faculty
University of Wisconsin-River Falls
131 North Hall, 410 South Third Street
River Falls, WI 54022

Phone: (715) 425-3395; Fax: (715) 425-3939
E-mail: chancellorsearch@uwrf.edu

The University of Wisconsin is an Affirmative Action/EQUAL OPPORTUNITY employer and a smoke-free environment. It is the policy to provide reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment.

انتقل إلى صفحة PIEDMONT VIRGINIA COMMUNITY COLLEGE

INSTRUCTIONAL DESIGNER

PIEDMONT VIRGINIA COMMUNITY COLLEGE

Instructional Designer

Piedmont Virginia Community College, a two-year institution located in central Virginia, invites applications for the position of Instructional Designer. This position provides leadership, guidance and training to faculty in the development and design of teaching materials using current and emerging technologies. A bachelor’s degree and appropriate work experience are required. Candidates with a master’s in instructional technology or a closely related field may substitute advanced education for work experience. A detailed position description is available at www.pvcc.covax.v.a.d or call 804/661-5245 for a faxed or emailed copy of the description.

Applications must include a State of Virginia Application (www.pvcc.covax.v.a.d) resume and the names, addresses and telephone numbers of three professional references. Forward applications to:

Human Resources
PVCC
501 College Drive
Charlottesville, VA 22902-7589

Applications must be received by 5:00 p.m., Monday, December 13th.
Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. Located in the Tampa Bay Area on Florida's west coast, HCC assists individuals in developing academic excellence by providing university parallel, technical and continuing education programs complemented by comprehensive student support services. The College supports community growth and development through participation in programs dedicated to environmental conservation, promotion of fine arts, development of productive and contributing citizenry, joint economic development initiatives with business and industry partners in cooperative arrangements with other educational and health care institutions. For more information about the College at Tampa Bay and information on employment opportunities, access the HCC Web Site at www.hcc.cc.fl.us or call the HC JOBLINE at (813) 253-7185.

FALL FACULTY 2000 RECRUITING

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Education</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>English</td>
<td>Mathematics-College Prep</td>
</tr>
<tr>
<td>Business and Marketing</td>
<td>ESL</td>
<td>Nursing</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Graphic Arts and Design</td>
<td>Reading</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Humanities</td>
<td>Speech</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Industrial Organization/Psychology</td>
<td>Sonography</td>
</tr>
<tr>
<td>Dance</td>
<td></td>
<td>Theatre</td>
</tr>
</tbody>
</table>

HCC seeks candidates with a strong commitment to teaching, the use of technology and innovation. HCC offers competitive pay and benefits in a multicultural environment dedicated to serving our students and our community. Applicants must have a minimum of 18 graduate hours in the discipline taught with the exception of Sonography candidates. Qualifications for Sonography are available on the website. Recruitment is contingent upon funding and Board of Trustees approval. Responses to this advertisement must be postmarked or received by January 31, 2000.

Wage ranges for Fall 2000 for full-time faculty positions are:

- Master's degree with a minimum of 18 graduate semester hours in discipline: $33,300-$56,576
- Master's degree plus 30 graduate semester hours in discipline: $35,500-$60,315
- Earned Doctorate in discipline advertised: $37,700-$64,052

To apply, send a letter of interest, detailed resume, photocopy of educational transcripts and three professional references to:

HILLSBOROUGH COMMUNITY COLLEGE
EMPLOYMENT OFFICE
P. O. Box 31127
Tampa, Florida 33613-3127
(813) 253-7030

HCC is an equal access/equal opportunity institution committed to affirmative action and advocates a drug-free environment. HCC seeks qualified and diverse candidates including members of protected class groups. Dial (813) 253-755 to access the TDD for hearing/speech impaired.

EOE/ADA/AA
DEAN
Radcliffe Institute for Advanced Study
Harvard University

Harvard University is seeking a Dean to lead its newly created Radcliffe Institute for Advanced Study.

The Radcliffe Institute is an integral part of Harvard University, with a distinct identity of its own. Building upon programs and facilities already established at Radcliffe, the Institute will be committed to advanced scholarship at the highest level, across a wide range of disciplines and fields, including the full span of the arts and sciences, the major professions, and the creative arts. A very important focal point, within the Institute, will be significant work in the broad field of women, gender, and society.

The Dean will report directly to the President of Harvard and will be equivalent in standing to the other senior Deans of the University. As such, the Dean will be a member of the Academic Council, as well as the President's academic advisory group, which meets regularly with the President and Provost to plan major academic initiatives for Harvard as a whole.

The primary duties of the Dean will be to lead the Radcliffe Institute and to guide the Institute's future programmatic development. These tasks will include initial determinations concerning the ways in which existing programs and activities should evolve, and new activities should be shaped — including collaborative arrangements with Harvard's already established Facilities, Schools, and other units. From its inception, the Radcliffe Institute will be well endowed, with approximately $300 million already committed, and an expectation of continued fund-raising.

Requirements for the Deanship include scholarly achievement and high academic standing — in any discipline or field of study — equivalent to those expected of a tenured professor at Harvard. Broad intellectual and scholarly interests across a range of academic fields are essential, in addition to a strong commitment to carry forward the Institute's significant work related to women, gender, and society. Finally, some demonstrated ability in academic administration and leadership is an important requirement, as is the ability to work well with colleagues, at all levels, in a major university setting.

Letters of nomination or application should include a brief description of the applicant and his or her qualifications for the position of Dean, together with curriculum vitae or resume. Please direct letters of nomination or application to: Neil L. Rudenius, President, Harvard University, c/o Clayson Spencer, Massachusetts Hall, Cambridge, MA 02138.

At Harvard University, diversity is an essential source of vitality and strength.
ASSISTANT PROFESSOR, PHYSICS
TENURE-TRACK POSITION

The Physics Department of Union College invites applications for a tenure-track position beginning September 1, 2000.

Qualifications: recent Ph.D., demonstrated interest in both teaching and research, and an interest in mentoring physics majors in individual research or independent-study projects. Preference will be given to a theoretician, located in the Capital District of New York State, an area heavily engaged in academic and industrial R&D. Union is a small liberal arts college with a strong Undergraduate program in the sciences and an engineering division. The Physics Department has a strong reputation in research and in teaching. The candidate will be expected to teach a range of courses from introductory to advanced levels, to work closely with students on research projects, to develop and maintain a small research group, and to participate in the College's general education program. A commitment to student engagement is required.

Special facilities include: a newly installed observatory with a 20" telescope; a Center for Advanced Spectroscopy Studies with picosecond and nanosecond lasers, a 2MV Pelletron accelerator, and a dynamic light scattering lab. Our largest teaching responsibility is in calculations-based introductory courses, which are taught in studio-style classes of 12-18 students. There is a special emphasis on active learning and student engagement. All members of the department participate in these introductory courses, including their laboratory components. Upper level courses are typically small and are designed to prepare students for graduate work in physics and astronomy and for technical careers. The department is also heavily engaged in a college-wide general education program.

Salary competitive, commensurate with experience, and includes an exceptional benefits package consisting of medical, dental, and vision insurance, life insurance, disability coverage, a generous retirement plan, and tuition remission. Check our website at www.union.edu. Interested candidates should submit a letter of application including: CV, statement of teaching interests and experience, a research plan including description of startup needs, and three letters of reference by February 1, 2000.

Professor S. Malek
Search Committee, Physics Department
Union College
507 Union Street
Schenectady, NY 12308

Union College is committed to a program of affirmative action and equal employment opportunity. Women and minorities are strongly encouraged to apply.

---

ASSOCIATE/ASSISTANT PROFESSOR, MATH EDUCATION
TENURE-TRACK POSITION

The Department of Curriculum and Instruction is searching for a faculty member in Mathematics Education program whose responsibilities will include teaching a mix of content and methods courses for preservice elementary and middle school teachers and for those courses in the graduate program, supervising field experiences and student teaching, providing ongoing support and guidance, and collaborating with public schools. Candidates must have a commitment to teaching excellence and continued scholarly activity. Opportunities available to participate in ongoing research, initiate new research projects, and apply for external funding. Minimum qualifications include: earned doctorate in Mathematics Education with a strong graduate mathematics component; documented evidence of accomplishment in teaching, research, and service; at least three years of experience teaching mathematics at the middle grades or high school level; experience in educational technology and multicultural education is highly desirable.

Applications for all positions will close on January 15, 2000. Complete packages include a letter of application and curriculum vitae, three letters of recommendation, and an interview. Applications and detailed position descriptions are available from the Department of Curriculum and Instruction, 2 Milton Carothers Hall, College of Education, Florida State University, Tallahassee, FL 32306-4496. For further information, contact Dr. Elizabeth Jakubowski, Chair, Mathematics Education Search Committee, Department of Curriculum and Instruction, 2 Milton Carothers Hall, College of Education, Florida State University, Tallahassee, FL 32306-4496. Fax: (850) 644-1800. Email: ejakubowski@ece.fsu.edu.
FACULTY POSITIONS ACADEMIC YEAR 2000-2001

The University is pleased to solicit applications and nominations for faculty positions for the academic year 2000-2001. Unless otherwise indicated, faculty appointments are tenure-track at the rank of Assistant Professor and require an earned doctorate or appropriate terminal degree in the field (ABD's considered for appointment at the rank of instructor, pending completion of degree requirements). Candidates should send letters of application, current curriculum vitae, and dossier to the Chair of the respective Department, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470. Documentation of a high level of teaching effectiveness and commitment to scholarship and/or creative expression is highly desirable. Applications for any position will be considered on a rolling basis until the position is filled. The academic year commences September 1, 2000.

College of the Arts and Communication

Otella Garcia, Dean

Department of Art
Professor Charles Magistro, Chair

Assistant Professor, Specialization in Computer Art and Animation. Extensive experience in 3-D computer animation programs (Alias/Maya), systems administration, UNIX/Windows/NT platform preferred. Terminal degree and a record of professional achievement and successful college-level teaching required.

Assistant or Associate Professor, Specialization in History of Art, 19th and 20th Century, with additional expertise in history of photography or modern architecture and/or design. Ph.D. in Art History and a record of research and publication and successful college-level teaching experience required.

Assistant Professor, Specialization in Graphic Design/Typography. Visual communication designer with strong graphic design, typography, and advertising skills, professional graphic design experience, and successful college-level graphic design experience preferred. MFA in Graphic Design and knowledge of Macintosh computer platform required.

Department of Communication
Professor Tina Lesher, Chair

Assistant Professor, Specialization in Film Studies and Production. A current record of professional creative work in film production, college-level teaching experience, and ability to teach foundation and advanced course in film studies (including film history and screenwriting) required. Terminal degree preferred, although evidence of equivalent level of professional accomplishment will be considered.

Assistant Professor, Specialization in Theater. Ph.D. or Theater required with ability to teach acting and directing as well as performance courses in communications area (public speaking, oral interpretation, radio/TV, or voice/speech).

Assistant Professor, Specialization in Television Production. Familiarity with contemporary television production studio techniques, ENG/EFP techniques, and nonlinear video editing systems required. Evidence of media production skills preferred. Terminal degree preferred, although evidence of equivalent level of professional accomplishment will be considered.

Assistant Professor, Specialization in Interpersonal Communication. Evidence of ability to teach courses in research methods, public speaking, and foundations of language required. Evidence of ability to teach course-level writing and research courses and topics in contemporary media/society and telecommunications issues preferred.

College of Business

Frank Grippo, Dean

Department of Accounting and Law
Professor Reginald Grier, Chair

Assistant Professor, Specialization in Accounting. Candidates should have an earned doctorate and CPA, a strong commitment to scholarly research and be able to teach a broad range of accounting subjects, excluding taxation. A working knowledge of computer technology is required. International exposure a plus.

Department of Economics, Finance and Global Business
Professor C.K. Leung, Chair

Assistant Professor, Specialization in Economics. Candidates should have an earned doctorate, a strong commitment to scholarly research and be able to teach a broad range of economics subjects. A working knowledge of computer technology and a strong international orientation are required.

Assistant Professor, Specialization in Finance. Candidates should have an earned doctorate, a strong commitment to scholarly research and be able to teach a broad range of finance subjects. A working knowledge of computer technology and a strong international orientation are required.

Department of Marketing and Management
Professor Prabhaker Nayak, Chair

Assistant Professor, Specialization in Management. Candidates should have an earned doctorate, a strong commitment to scholarly research and be able to teach a broad range of management subjects. A working knowledge of computer technology and a strong international orientation are required.

College of Education

Leslie Agard-Jones, Dean

Assessment and Educational Leadership
Professor Maureen Gillette, Assistant Dean

Assistant Professor, Specialization in Assessment, Experience with qualitative and quantitative assessment models and design/analysis of assessment instruments for programmatic and individual student assessment and ability to teach graduate and undergraduate courses in assessment methods recommended. Ability to provide leadership on university-wide assessment matters preferred. Doctorate or ABD with completion date by August 2002 required.

Assistant or Associate Professor, Specialization in Educational Leadership. Proven public school teaching and leadership experience (urban preferred), appropriate state certification, evidence of scholarship and exemplary interpersonal skills in working with students, faculty, and school communities required. Doctorate in educational leadership or related field and demonstrated experience in the use of information technology required.
Department of Curriculum and Instruction
Professor Mildred Dougherty, Chair

Assistant Professor, Specialization in Science Education. Background in science education with expertise in teaching elementary and middle school science methods, classroom experience and college-level teaching experience required. Evidence of ability to promote interdisciplinary understanding of science and its relationship to contemporary events preferred. Doctorate or ABD with completion date by August 2002 required.

Department of Special Education
Professor Susan Kupeke, Chair

Assistant Professor, Three Positions: (1) Specialization in Teaching the Behaviorally Disordered; interest in adaptive technology preferred; (2) Specialization in Learning Disabilities and Instructional Management; and (3) Specialization in Diverse Educational Issues (experience in collaborative and inclusive settings required). To teach graduate and undergraduate classes and supervise field experiences. Classroom experience in teaching exceptional children, college-level teaching experience, and evidence of scholarship required for all positions. Doctorate or ABD with completion date by August 2002 required.

Assistant Professor, Specialization in English. Experience teaching in Urban/Multicultural settings preferred. To teach graduate and undergraduate classes and supervise field experiences. Experience in working with Child Study teams, eligibility of NJ Teacher of the Handicapped Certification, and demonstrated interest in the use of instructional technology required. Classroom experience in teaching exceptional children, college-level teaching experience, and evidence of scholarship required. Doctorate or ABD with completion date by August 2002 required.

College of Humanities and Social Sciences
Isabel Tirado, Dean

Department of African, African American, and Caribbean Studies
Professor Ronald Parris, Chair

Assistant Professor, Specialization in Expressive Culture. Background in academic/theoretical and performance components of African-American, and Carribbean musical traditions (including sacred music and jazz) and demonstrated teaching, research, and performance experience in those areas required. Doctorate required.

Department of English
Professor Catarina Edinger, Chair

Assistant Professor, Specialization in Children's and Young Adult Literature. Secondary specialization in creative and/or professional writing preferred. Publications, college-level teaching experience and Ph.D. required.

Department of Languages and Cultures
Professor William Rosa, Chair

Assistant Professor, French and Francophone Studies. Specialization in one of the following preferred: Francophone studies, cinema studies, cultural studies, or applied linguistics. Ph.D., demonstrable potential for future scholarship, and experience with new technologies in foreign language teaching required.

Department of Philosophy
Professor Daniel Kolak, Chair

Assistant Professor, Specialization in Cognitive Science, and/or artificial intelligence. Expertise in computer-related technologies preferred. Ability to assist in running departmental cognitive science laboratory required. P. commitment to undergraduate teaching, and evidence of interest and on-going philosophical thinking and research is required.

Department of Sociology
Professor Vincent Parrillo, Chair

Assistant Professor, Specialization in Methodology. Preparedness to teach courses in quantitative and qualitative sociological methods, statistics, introductory sociology required. Ph.D. or ABD, teaching experience demonstrated commitment to teaching, research and scholarship required.

Department of Women's Studies
Professor Arlene Scala, Chair

Assistant Professor. Specialization in Global Feminism. Demonstrated ability to make global connections in curricula and pedagogy and to teach introductory core courses required. Ph.D. in Women's Studies or related field, teaching experience in Women's Studies, and commitment to developing courses programs in Women's Studies required.

College of Science and Health
Eswar Phedia, Dean

Department of Biology
Professor Jane Voo, Chair

Assistant Professor, Two Positions: (1) Specialization in Genetics; Specialization in Vertebrate Zoology. Ph.D., demonstrated potential for research and evidence of successful teaching required. Post-doctoral experience preferred.

Department of Community Health
Professor Michele Grodner, Chair

Assistant Professor, Specialization in Nutrition. Doctorate or ABD in Nutritional Health-related field with at least one graduate degree in nutrition, clinical and community experience, evidence of commitment to teaching, and well-developed research agenda required.

Department of Computer Science
Professor Erih-Wen Hu, Chair

Assistant or Associate Professor, Specialization in Software Engineering, Programming Languages, or Computer Networks. Ph.D. or ABD in Computer Science or related field, and evidence of commitment to teaching, and well-developed research agenda required.

Department of Mathematics
Professor Mahendra Jani, Chair

Assistant Professor, Specialization in Applied Mathematics. Ph.D. and evidence of commitment to teaching, and well-developed research agenda required.

William Paterson University is an Affirmative Action/Equal Opportunity Employer: the University values diversity among faculty, staff and students. Minority and women candidates are encouraged to apply. Information about the University can be obtained electronically through access to its website at http://www.wpunj.edu

William Paterson UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity
AMERICAN UNIVERSITY
DEAN
COLLEGE OF ARTS & SCIENCES

American University invites applications and nominations for the position of Dean of the College of Arts & Sciences. The Dean is the chief academic and administrative officer of the College and reports to the Provost. American University enrolls a diverse student body of over 10,000 students in a wide range of undergraduate, graduate and professional degree programs through its six major divisions, of which the College of Arts & Sciences is the largest.

The university seeks an innovative academic leader who will: bring an excellent record as a scholar, teacher and administrator; provide strong leadership in teaching and scholarship and creative vision in developing new programs and opportunities for the College; work effectively and collegially with diverse constituencies; possess an understanding of and commitment to experiential education, interdisciplinary inquiry, and new information technologies; inspire a cohesive team of individuals and energize academic units; effectively oversee budgets and fundraising; communicate effectively to others the diversity and richness of the College's academic offerings.

Projected starting date of the appointment is summer 2000. Nominations and expressions of interest will be treated in confidence and should be sent to:

Dr. Richard Breitstein
Chair Dean’s Search Committee
Eagle Station
Box 159
American University
4400 Massachusetts Avenue
N.W., Washington, D.C. 20016

Applications should consist of a curriculum vitae and cover letter addressing the above qualifications. Dr. Tom van der Vorst of Academic Search Corporation is assisting with the search. The search may be reached at 202-263-7473 or pvd@academic-search.org. Please visit the AU web site at www.american.edu for more information.

American University is an equal opportunity employer that actively seeks and encourages applications from women and members of underrepresented populations.

FRAMINGHAM STATE COLLEGE
DEPARTMENT OF MODERN LANGUAGES - SPANISH

Teaure-track, Assistant Professor of Spanish, beginning September 1, 2000.
Ph.D. required. Ability to teach a range of Spanish courses for undergraduate majors and non-majors including elementary level courses. Candidates must have native or near native fluency in Spanish and a strong preparation in Latin American cultures. Knowledge of Portuguese is desirable.

To apply: Send letter of interest, recent evidence of good teaching, curriculum vitae, and three (3) letters of recommendation no later than Dec. 15, 1999, to:
Dr. Marguerite Mahler,
Chair, Spanish Search Committee
Department of Modern Languages
Framingham State College
Framingham, MA 01701

Framingham State College is an equal opportunity/affirmative action employer. Persons of color, women, and persons with disabilities are strongly urged to apply.

DIRECTOR OF SOCIAL EQUITY
The State System of Higher Education seeks to fill the position of Director of Social Equity. The State System is guided by a 20-member Board of Governors and is comprised of the Office of the Chancellor and fourteen universities throughout the Commonwealth of Pennsylvania. The incumbent reports to the Chancellor directly or through the Executive Deputy and serves as a member of the Chancellor's senior staff.

The director's primary responsibility is to provide effective leadership and promote action that will enhance educational and employment opportunities for all qualified individuals, more especially racial/ethnic minorities, women, the economically disadvantaged, persons with disabilities and returning military veterans. The variety of duties inherent in this responsibility include: the design, implementation, and monitoring of an ongoing System-wide equity plan, serving as Office of the Chancellor liaison to the presidents of the constituent universities in matters related to social equity issues and providing leadership to campus social equity directors in addressing equity concerns and advancing the equity plan. In addition, the director sponsors and assists in the coordination of the ongoing implementation of the Partnership Program that serves educationally at-risk low-income high school students. The director also serves as the affirmative action officer for the Office of the Chancellor and as the System coordinator for the Americans with Disabilities Act. The position requires some travel.

A minimum of five years management experience in equity-affirmative action programs and/or human resources or human relations, preferably in an educational setting, and a graduate degree are required. Candidates must be knowledgeable about all Equal Employment Opportunity laws and regulations and committed to the values inherent in promoting public higher education. A demonstrated commitment to diversity and the value of a pluralistic society is essential. Past experience with programs designed to prepare educationally at-risk low-income high school students for college is preferred. Superior communications skills, both written and oral, are critical, as is the ability to efficiently accommodate multiple demands and to quickly adjust to changing needs and priorities. Candidate should be proficient with modern office technology. finalists must successfully complete an interview.

Full consideration will be given to applications received by December 30, 1999. Interested candidates must submit a letter of application, resume, and the names, addresses, and phone numbers of at least three professional references to:

Vice Chancellor for Employee and Labor Relations
State System of Higher Education
Dixon University Center
2366 North Second Street
Harrisburg, PA 17110

Applications are not acceptable.

Kean University is an EEO/AA Institution.

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural, diverse community among a diverse student population of 20,000.

RESIDENCE HALL DIRECTOR
Office of Residence Life and Housing
Division of Student Affairs
12-month Position

Responsibilities: Coordinating operations of a residence hall that houses a diverse population of 200-250 students; coordinating developmental opportunities for student residents through programming, advising, and discipline; implementing appropriate University policies and procedures; and supervising a staff of Resident Assistants, Community Assistants, and Student Security. Collaborative work required in all facets of a Residence Life and Housing Program. This position requires on-campus residency.

Qualifications: Bachelor's degree and one year of residence life work experience are required. Master's degree in student personnel or related area preferred.

Application, Salary and Benefits Information: Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits package included. Candidacy review begins immediately and continues until a satisfactory candidate is found. Send a letter of interest, current resume, names, addresses and tele phone numbers of three references who can comment on candidate's professional qualifications. Three letters of recommendation and Official transcripts required prior to appointment. Apply to: Kacee Boone, Acting Director, Residence Life and Housing, Kean University, 300 Morris Avenue, P.O. Box 431, Union, NJ 07083.
THE LOS ANGELES COMMUNITY COLLEGE DISTRICT invites applications and nominations for the following position:

- DEAN OF ACADEMIC AFFAIRS
LOS ANGELES SOUTHWEST COLLEGE

Filing Deadline: December 02, 1999. File immediately interested individuals who possess the required training and experience are invited to submit applications.

Requirements: Applicants must have earned master's degree or an advanced degree of at least equivalent standard from a recognized college or university. Also required are two years of successful full-time experience as an administrator or faculty member in accredited institutions of higher education, and two years of successful full-time experience in administrative or management positions in business, industry, education, or government.

Compensation: The current salary range is $63,908 to $79,163 annually. New employees to the District will be allocated within the salary range according to previous salary. Student employees include 15-30 paid holidays annually, 15-30 paid vacation annually depending on length of District service, district-paid medical/dental plans and a $40,000 group life insurance policy.

Filing An Application: Candidates in the District continuos pool for Dean of Academic Affairs will be reviewed by the college selection committee after the deadline. You must indicate interest in instructional positions. For those not in the pool, applications may be obtained by calling (213) 891-2111. A descriptive flyer for this position is available. Send application to Academic Selection Unit, LACCD, 770 W Whipple Blvd., Los Angeles, CA 90017, on or before December 02, 1999.

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER. WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

WESTERN NEBRASKA COMMUNITY COLLEGE

Diversity Programs and Services Direc
Western Nebraska Community College is currently accepting applications for the following position: Diversity Programs and Services Director. Responsibilities: Assist in planning, directing, managing, overseeing and evaluating the Diversity Programs at WNCC. Diversity programs include but are not limited to multi-ethnic students, students with special needs, and training and education for faculty and staff. Will include coordination of assignments with other campus departments and outside agencies. Duties include teaching transportation and training of faculty and staff in cultural diversity and related activities. Salary: $40,000 per year. Application Deadline: 7, 2000. Application Procedure: Send letter of application, current credentials and/or academic transcripts and three letters of recommendation to Human Resources Director, Western Nebraska Community College, 1601 East 27th Street, Scottsbluff, NE 69361-1899.

EEO/Affirmative Action Employer.

Lake-Sumter Community College

We are dynamic and fast growing institution now with three campuses and an excellent academic record, now accepting applications for fall of 2000.

MATHEMATICS INSTRUCTOR
SPANISH INSTRUCTOR

Instructors will teach a minimum of 15 credit hours per fall and spring terms and 6 hours during a summer term. Must have active involvement with our Learning Center. Both positions could include multi-campus teaching.

Educational Requirements: Master's Degree in relevant field.

Qualifications For Appointment:

Mathematics: Ability to teach a broad array of classes from college preparatory mathematics through the calculus sequence.

Spanish: Ability to teach a broad array of classes from beginning Spanish through advanced Spanish.

Previous college level teaching and distance learning experience highly desired.

Deadline: February 14, 2000

Lake-Sumter Community College
9001 US Hwy. 441
Leesburg, FL 34788
(352) 365-3557 FAX (352) 365-3501
Web Site: http://lsc.cc.fl.us

EEO/AA/Title IX

Columbia University
Center for New Media Teaching and Learning

The Columbia Center for New Media Teaching and Learning supports faculty of the University in developing innovative media resources and pedagogical approaches. The Center currently seeks candidates with strong technical skills and educational experience to fill the following positions:

- Director of Project Development
- Associate Director (Outreach Service and Support)
- Distance Learning Specialist
- Webmaster
- Programmer
- Educational Technologist (Specialization in the Sciences)

Access our Web site at columbia.edu/jobs for additional information and complete job descriptions for each of the above positions. Please send resume and cover letter to: Columbia Center for New Media Teaching and Learning, Columbia University, Mail Code #1150, 535 West 114th Street, New York, NY 10027.

We take affirmative action toward equal employment opportunities.

EEO/AA/Title IX
The Associate Vice President provides leadership in the graduate research and international education missions of the University. Illinois State has approximately $12M in grants and contracts processed through its University Research Office, with a significant number of these grants supporting the study and practice of education at all levels. Currently, Illinois State offers graduate programs in each college including eight doctoral, 32 master's, and one bachelor's programs. Approximately 14 percent of the students enrolled in the University are graduate students.

The Associate Vice President has administrative responsibility for planning and policy direction of the University Research Office, the Graduate School, and International Studies. Specifically, the Associate Vice President will be responsible for leading and expanding the quality of graduate academic and international programs, creating a climate for obtaining external funding, and refining and developing policies and procedures related to these areas. The Associate Vice President administers a combined budget of $3.5 million, reports directly to the Provost, works in close consultation with the College Deans, and oversees a staff of 35 through four units.

Counselor/Academic Advisor

The Student Development Division of Harper College seeks to fill the position of a full-time tenure track counseling faculty position.

Responsibilities include: academic advising, counseling, teaching and diversity education and programming. Experience and expertise with college counseling, high risk, multicultural and commuter populations is preferred.

This 10 month position requires a master's degree in College Student Personnel, Counseling or related field. This position is available in January 2000. Screening of applicants will continue until the position is filled. Applicants should send a letter of application, a current resume, and at least three references to:

William Rainey
Harper College
Attn: Employment Specialist-UAA
1200 W. Algonquin Rd.
Palatine, IL 60067

Harper College is a Community College in the northwest suburbs of Chicago with an enrollment of over 26,000 students. Visit our website at http://www.harper.cc.il.us

Career Coordinator

Temple University is seeking an individual to develop full-time, permanent employment positions for designated college(s) and/or college(s) of students and alumni of appropriate employers. Will advise students and alumni of the colleges on employment opportunities; promote on-campus recruiting programs; coordinate special educational and placement programs; and work with the college faculty and administrators to establish objectives for placement efforts.

Bachelor's degree, preferably in higher education, with a minimum of 4 years experience required. Must possess counseling and/or advising, verbal, written, organization, and PC skills.

We offer a competitive salary and comprehensive benefits package, including 100% tuition remission. Qualified candidates should send a resume, including salary requirements, to: Marion Parker, Employment Rep., Fisc 319-9, Temple University, 1601 N. Broad St., 203 U.S. Phila., PA 19122. FAX: (215) 204-5921.

EOE: M/F/D/V.

Massachusetts College of Liberal Arts

Vice President for Academic Affairs

Massachusetts College of Liberal Arts seeks a talented and energetic individual who would welcome an opportunity to provide academic leadership and vision for an evolving public liberal arts college. Located in the beautiful and historic Berkshire region of Massachusetts, the mission of MCLA is to provide a high quality public alternative to the many fine private liberal arts colleges in New England. Formerly North Adams State College, Massachusetts College adopted its new mission in 1993, received its new name in 1997 and has already achieved distinction as one of the top four public liberal arts colleges in the northeast. With 76% of its recent graduates earning degrees in the arts and sciences, the College continues to provide an educational curriculum that prepares students for further study and for a wide variety of careers.

The Vice President for Academic Affairs reports to the President of the College and is responsible for the development of the College's academic programs, policies, and procedures. The position requires a strong commitment to the development of programs and services that support the College's mission.

The College is seeking a candidate who is committed to excellence in teaching and scholarship, and who has demonstrated a strong commitment to undergraduate education. The candidate should have a broad range of disciplines, experience with institutional administration of academic programs, research, grants management, and international education.

Compensation is commensurate with experience. The preferred start date is July 1, 2000. To assure full consideration, a letter outlining your interest in the position, a curriculum vitae, names, addresses, and telephone numbers of five references should be submitted by January 31, 2000 to: Associate Vice President for Graduate Studies, Research, and International Education Search, Campus Box 4000, Office of the Provost, Normal, IL 61790-4000. Finalists for the position should be prepared to provide three letters of reference on request.

Massachusetts College of Liberal Arts is an Affirmative Action/Equal Opportunity Employer. Persons with a diversity of backgrounds and experiences are encouraged to apply.
THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations
for the following position.

• VICE PRESIDENT OF STUDENT SERVICES,
LOS ANGELES SOUTHWEST COLLEGE

LAST DATE TO FILE: DECEMBER 32, 1999. WOMEN MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

The Los Angeles Community College District is seeking a Vice President of Student Services to serve at Los Angeles Southwest College. Interested individuals who possess the required training and experience are invited to submit applications. Reporting to the College President, the Vice President of Student Services provides administrative leadership and operational supervision for a comprehensive student services program.

REQUIREMENTS: Applicants must have an earned master's degree or an advanced degree of at least equivalent standing from a recognized college or university. Also required are three years of successful full-time experience as an administrator or faculty member in accredited institutions of higher learning, and two years of successful full-time experience in administrative or management positions in business, industry, education, or government. Administrative experience in an accredited institution of higher learning may count for both requirements.

COMPENSATION: The current salary range is $57,089 to $87,988 annually. New employees to the District will be allocated within the salary range according to previous scale. Employee benefits include 15 paid holidays annually, 30 days paid vacation annually, district-paid medical/hospital, dental and vision care plans and a $40,000 group life insurance policy.

FILING AN APPLICATION: Candidates in the District pool will be notified by letter and will be reviewed if they respond. For those not in the pool a resume with letter of intent and three letters of recommendation must be received no later than 4:30 p.m. on Wednesday, December 32, 1999. Selected candidates will be interviewed and selected for the position, subject to the approval of the Board of Trustees. Applications and associated documentation (three letters of recommendation) must be received no later than 4:30 p.m. on Wednesday, December 32, 1999. All candidates will be interviewed and selected for the position, subject to the approval of the Board of Trustees.

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.
MILLS
PROVOST AND DEAN OF THE FACULTY
Mills College - Oakland, California

Mills College, the oldest women's college established west of the Rockies and located in Oakland, California, invites applications and nominations in its search for a Provost and Dean of the Faculty.

Founded in 1852, Mills College is an independent, liberal arts college offering 34 undergraduate majors and 22 graduate programs. With approximately 750 undergraduate women and 400 graduate women and men students, the faculty numbers 167 members, 79 full-time and 88 part-time. Mills College is a community of people committed to women-centered education, a dynamic environment in which students work, learn, and explore together.

The Provost and Dean of the Faculty is the ranking educational officer of the College, reporting directly to the President. In this role, the Provost and Dean of the Faculty shapes in the College-wide leadership and in institutional policy formulation, planning, and administration.

The College seeks a Provost and Dean of the Faculty with strong leadership skills, integrity, creativity, and energy who will: advance the mission of the College as a women-centered liberal arts institution in a global, multicultural society; cultivate collaborative environment among the faculty members, faculty committees and administrative departments; and provide leadership and advocacy for the academic programs and curricular innovation; overseeing academic departments, in conjunction with the Academic Deans and Department Heads; and supervising the work of the Director of Library and Academic Computing Services, the College Chaplain, the Director of the Art Museum, and Director of Technical Services.

Qualifications Required:
- ALA-accredited MLS degree, or ALA-recognized foreign equivalent
- Significant experience in cataloging operations, including original cataloging, database management, and digital resources cataloging
- Experience with AACR2, LC classification, MAAR format, and automated library systems
- Effective organizational communication and interpersonal skills, and demonstrated superior, experience
- Strong service orientation and commitment to professional growth
- College, team-focused management philosophy and orientation

Desired:
- Familiarity with evolving Metadata standards, Dublin Core, TEL, etc.
- Familiarity with mark-up languages (HTML, SGML, XML, etc.)
- Familiarity with UNIX, Access, Perl, and Z39.50

Appointments/Benefits: 12-month administrative faculty appointment. Salary competitive and commensurate with experience. Excellent benefits, health plan options and paid life insurance. Several retirement plans, including TIAA-CREF. 22 vacation days and 11 paid holidays. Tuition waiver to self.

The University: George Mason University is a doctoral-level, state-supported institution in Northern Virginia with campuses at Arlington, Fairfax, and Prince William counties, with an enrollment of more than 24,000 students and 3,100 faculty. The University Libraries is an active participant in VIVO the Virtual Library of Virginia, Project the Virginia Research Library Consortium, The Association of Southeastern Research Libraries, and is an associate member of the Center for Research Libraries. More information about the Libraries is available at http://www.gmu.edu

Applications: Send letter of application, resume, and three current references to:
Chair, Bibliographic Services Search Committee
Library Administration, MSN 213
George Mason University
Fairfax, VA 22030-4444


We are an Equal Opportunity Employer.
Prairie State College

PRESIDENT

The Board of Trustees of Prairie State College invites nominations and applications for the position of President of Prairie State College. The President will take office no later than July 1, 2000.

Prairie State College is a comprehensive community college, located in Chicago Heights, Illinois, 25 miles south of Chicago. The College, recognized for its outstanding faculty, staff, programs, and state-of-the-art facilities, serves approximately 4,880 students (1,612 FTET) and approximately the same number of students in non-credit offerings. The College District consists of 20 communities which reflect a great economic, social, and ethnic diversity. The College’s budget is $29.4 million, with 16.6% of that in operating funds. There are approximately 83 full-time faculty, 225 adjuncts, 28 administrators, and 28 support staff.

The Board of Trustees seeks a strong and dynamic leader who can build upon an outstanding record of previous success and accomplishment and take the College to yet another level of excellence into the new millennium. The President shall be a visionary who possesses outstanding interpersonal skills. The Board is especially interested in finding a person who can represent the College with intelligence and enthusiasm in the efforts to maintain old friends, gain new ones, while seeking new students continued community support, and additional resources.

Nominations and applications will be received in confidence and should be sent to:

The Bickert Group, Ltd.
1340 Wilmot Road
Deerfield, Illinois 60015-2070

Dr. James O. Hardin and Dr. James H. Burd, of The Bickert Group, Ltd., are conducting the search. Inquiries may be directed to either consultants at (708) 361-4997 or fax (708) 948-9659. Credentials will begin to be reviewed in late January and continue until an appointment is made.

Prairie State College is an equal opportunity/affirmative action employer.

San Jose State University

Dean of the College of Humanities & the Arts

San Jose State University invites applications and nominations for Dean of the College of Humanities & the Arts. The successful candidate will provide the University with strong and imaginative leadership to continuously improve instruction, productivity, scholarship, and community building. The Dean is responsible for academic planning and development, for external fund-raising, and for the recruitment, retention, and evaluation of faculty and staff who are responsive to the diverse interests reflected in the student body at San Jose State University and the State of California.

The College of Humanities & the Arts is one of eight colleges at San Jose State University and employs 387 faculty, 40 staff positions, and enrolls approximately 4,100 full-time equivalent students.

The full printed text of the position announcement is available by writing to the Office of the Provost, San Jose State University, One Washington Square, San Jose, CA 95192-0820, or by calling (408) 924-2448. Candidates should send a letter of application, a current vita, a list of five references, and a statement of the area of teaching and research. Applications must be received by January 14. Applications will be reviewed on a continuing basis until the position is filled. Applications will be accepted until the position is filled. The appointment will begin July 1, 2000. The screening process will begin January 14. 2000 and applications must be received by that date in order to receive full consideration. Applications will be accepted until the position is filled. The position available July 1, 2000, with the exact date of appointment negotiable.

San Jose State University does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, marital status, pregnancy, age, disability, veteran or Vietnam veteran status. San Jose State University is committed to creating a community in which a diverse population can learn and work in an atmosphere of tolerance, civility and respect for each individual.
Aurora University, an innovative institution dedicated to "the liberally educated professional," seeks nominations for and expressions of interest in the position of President.

Founded in 1893, Aurora has evolved from an independent liberal arts college to a multi-dimensional university. The main campus is located in the economically booming "Silicon Prairie" high-tech corridor 40 miles west of Chicago. The institution maintains additional campuses in downtown Chicago and on Lake Geneva in Williams Bay, Wisconsin. These multiple locations and the breadth of the academic program - consisting of the University College of Arts and Sciences, the George Williams College of Aurora University (which includes the Schools of Social Work, Education and Recreation Administration/Physical Education), the John and Judy Dunham School of Business and Professional Studies, the School of Nursing, and New College: A Center for Lifelong and Professional Education - allow Aurora to serve over 4,000 degree-seeking students and another 10,000 students in non-degree programs. The University's annual budget exceeds $25 million. The institution is governed by an independent, 30-35 member Board of Trustees and has for the last several years undertaken a transition to a governance system that gives faculty and staff a unified voice on issues of policy and procedure.

Aurora is not the average university. It does not award tenure; the faculty work on renewable contracts. While its foundation is rooted in the liberal arts, the preponderance of Aurora's growth over recent years has come as the result of targeted and ambitious graduate and professional programs that address real workplace needs in Aurora's community and its environs. The University serves aspiring students, often people who are fighting long odds to attain their goals. The institution seeks a Chief Executive with the energy, creativity, leadership, intelligence, management skills, and vision of higher education to build on this record of service, innovation, and entrepreneurship. Appointment is anticipated during the summer of 2000.

Aurora University is being assisted by Educational Management Network/A Division of Witt/Kieffer, an executive search firm serving higher education and the not-for-profit community. Nominations, expressions of interest and inquiries should be forwarded to:

Aurora University Presidential Search

98 Old South Road
Nantucket, MA 02554

Inquiries and requests for a copy of the Position Specification should be directed to consultants Dennis M. Barden at 630/990-1370 or Nancy A. Martin at 508-228-6700, or via the search's e-mail address, aurora@emnccm.com. Aurora University has an Internet Web site at http://www.aurora.edu.

**HARVARD LAW SCHOOL LIBRARY**

The Harvard Law School Library has a collection of more than 1.5 million volumes, and more than 14,000 active serial subscriptions. Materials are in all languages and all formats. The 100-member staff includes 45 professional librarians. The Cataloging Services Department consists of a staff of 14 in three units, the Monograph Catalogers, Serials Catalogers, and Copy Cataloging and Database Maintenance staff. The Library is a member of the Research Libraries Group, the New England Law Library Consortium, and is a tape-leading member of OCLC.

**Romance Languages Cataloger**

Under the supervision of the Cataloging Services Librarian, the Cataloger for Romance Languages is responsible for cataloging monographs in Spanish, French, Italian, and Portuguese. This position requires MLS from an ALA accredited school; excellent knowledge of Spanish and French; working knowledge of other Romance languages; a minimum of 3 years cataloging experience, preferably in an academic or law library; and familiarity with RLIN or OCLC and automated cataloging procedures.

Position requires ability to work as part of a team in a fast-paced environment.

Send resume, cover letter, and names of three references to: Harry Martin III, Librarian, Harvard Law School, 1260 Boylston Street, Cambridge, MA 02138.

www.law.harvard.edu

Harvard University upholds a commitment to affirmative action and equal opportunity employment.

**PRESENTING THE JOURNEY OVER THE WORLD WIDE WEB TO HIGHER EDUCATION**

**"CollegeNET"**

FREE $1 BILLION SCHOLARSHIP SEARCH - FREE, EASY TO USE COLLEGE SEARCH ENGINE

WITH ONLINE APPLICATIONS TO THE WORLD'S LEADING COLLEGES AND UNIVERSITIES

INCLUDING THE WORLD'S FIRST 3-D VRML CAMPUS TOUR

http://www.collegenet.com

Now playing on a screen near you!

To place your admissions application on the Web in front of millions of qualified applicants, contact Pat Carmody at 503-973-5222 or patrick@collegenet.com
COLUMBIA UNIVERSITY

Vice President for Student Services

Columbia University in the City of New York seeks applications and nominations for the position of Vice President for Student Services. Reporting to the Executive Vice President for Administration, the Vice President leads a division that provides a wide range of services to Columbia students and to the University community as a whole. The division of Student Services was founded by the University administration four years ago and charged to improve the quality and convenience of nonacademic support services, to ensure that students at Columbia have an excellent experience in all dimensions of university life.

The departments reporting to the Vice President are: Registrar and Student Information Systems, Student Financial Services, University Residence Halls, Business Services (including Dining and Bookstores), Health and Related Services, and Learner Hall—the new student center. Student Services has annual revenues of approximately $50 million and a total staff of 450 employees who provide services to 23,000 students on both the Morningside Heights and Health Sciences campuses.

Student Services has grown since its inception into a strong, cohesive division with strong staff at all levels. The team has been widely recognized for significant success in improving the quality of basic services, and making major innovations to improve the ease and comfort of a student’s daily life outside the classroom. Columbia seeks a seasoned, responsive executive to maintain the momentum and continue to build a strong service culture throughout the division.

The Vice President will work closely as a partner with his/her colleagues in student affairs at all fifteen schools of the University to support and complement such activities as academic advising, student activities, and residential life programming; the goal of seamless coordination of all student support services is integral to the creation and cultivation of community at Columbia.

Qualifications: The successful candidate for this role will be an experienced executive with a proven capacity to lead simultaneously a program of operations improvement and culture change. S/he will possess excellent business sense, strong financial skills, and experience managing a comparable budget with revenue targets. A successful track record as a senior officer in a highly complex, decentralized organization, responding to and collaborating with many constituencies, is required. Experience working closely with and providing excellent services to students is desirable. Experience working in an urban setting with a unionized workforce is preferred. 8 to 10 years of experience or the equivalent combination of education and/or experience required. Bachelor’s degree required: MBA or other advanced degree preferred. MINORITIES ESPECIALLY ENCOURAGED TO APPLY.

Inquiries, applications, and nominations should be directed to Lisa Savereid or Rohini Sabikhi, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, MA 02116-3805. Fax: 617-262-6509. E-mail: lsavereid@imsearch.com or rsabikhi@imsearch.com.

Columbia University takes affirmative action toward equal employment opportunity.

METROPOLITAN STATE UNIVERSITY

EXPERIENTIAL LEARNING AND INDIVIDUALIZED DEGREE PLANNING FACULTY
Metropolitan State University Mpls/St. Paul, MN, invites applications for a full-time, probationary, tenure-track faculty position in the Educational Philosophy and Planning Department in the University’s First College (QUALIFICATIONS: Doctorate in adult education, interdisciplinary studies, or related fields; at least three years of teaching in higher education settings; demonstrated commitment to linking theoretical and practical learning and to student-centered learning). Review of applications begins 1/15/00. For complete position description and application process, call (612) 772-4333, TDD users (612) 772-7346 or email laura.mirlatt@metrostate.edu. AA/EEE

Associate Director of Athletic for Fund-raising & Special Event

See our ad in the Chronicle of Higher Education, November 26, 1999 or our web page at www.montclair.edu for complete job description. Screening of applications begins immediately, and a January 2000 standard date is expected. MONTCLAIR STATE
OLD DOMINION UNIVERSITY
Darden College of Education

Assistant Professor of Higher Education Administration
Responsibilities: The successful candidate is expected to teach courses in the Educational Leadership and Services program with particular emphasis in Higher Education Administration. This individual will assist in administering the program, advertising and recruiting students for the program, and updating the curriculum of the program as needed. Participation in scholarship and service activities is also expected.
Qualifications: Applicants must hold an earned doctorate in higher education. Prior administrative and teaching experience in the higher education setting is highly desirable. Candidates must demonstrate an ability to engage in scholarly research and publication and participate in professional organizations and activities. Applicants should be capable of addressing issues of instructional technology and diversity.
Search Committee Chair: Dr. Edward Neukrug. E-mail eneukrug@odu.edu

Assistant/Associate Professor of Reading Education
Responsibilities: The successful candidate will teach undergraduate and graduate reading education courses at elementary and secondary levels. The candidate also will be expected to conduct research in reading and reading-related areas; to provide community service to primarily urban school systems; and to actively participate in grant-writing activity. This person may be asked to become involved in interdisciplinary programs, Professional Development Schools, and distance learning as an instructional delivery medium.
Qualifications: Applicants must hold an earned doctorate in Reading and/or Literacy Education with experience as a reading teacher in K-12 settings. The successful candidate must demonstrate a strong commitment to scholarly research and publications, participate in professional organizations and activities, and grant proposal writing, provide evidence of potential excellence in teaching, and be willing to integrate instructional technology into the curriculum. In addition, the candidate should have a background in language arts and language acquisition, including expertise in the teaching of phonics and phonemic awareness. Candidates should also be strong in assessment and the diagnostic teaching of reading.
Search Committee Chair: Dr. Raymond Morgan. E-mail rmorgan@odu.edu

Assistant/Associate Professor of Educational Research
Responsibilities: The successful candidate will be expected to teach master’s and doctoral level educational research courses in the Department of Educational Curriculum and Instruction, including courses in classroom action research in teacher education programs. In addition, the successful candidate will work with master’s and doctoral students in preparation and completion of master’s research and doctoral dissertations. The faculty member is expected to participate actively in current College initiatives to expand technology-based statistical software packages and to work with faculty in research and other scholarly pursuits. Additional responsibilities include grant development, research and publication, and service to the university, college, and community.
Qualifications: The candidate must have an earned doctorate in Educational Research; preference will be given to applicants whose background includes quantitative and qualitative research design, and classroom-based research. Desired areas of expertise include statistical and qualitative software applications. Applicants who have a record of scholarship, including writing for publication and attracting external funding, will be given priority.
Search Committee Chair: Dr. F. Murray Rudisill. E-mail crudisill@odu.edu

Assistant Professor of Educational Leadership
Responsibilities: The successful candidate will be expected to teach undergraduate and graduate courses in quantitative and qualitative research methods. The individual will work with master’s and doctoral students in preparation and completion of master’s research and doctoral dissertations, participate actively in current College initiatives to expand technology-based statistical software packages, and work with faculty in research and other scholarly pursuits. Additional responsibilities include grant development, research and publication, and service to the college, university, and community.
Qualifications: The candidate must have an earned doctorate in Educational Research that includes quantitative and qualitative research design. Knowledge of classroom-based research and facilitation with research in community and educational leadership is helpful. Background and experience in statistical and qualitative software applications is necessary. Applicants should be capable of addressing issues of instructional technology and diversity.
Search Committee Chair: Dr. Edward Neukrug. E-mail eneukrug@odu.edu

Assistant Professor in Special Education
Responsibilities: The successful candidate will teach undergraduate and graduate courses in special education, advise students, conduct research and other scholarly activities, provide community service, and assist with the coordination of the special education program and the department. Candidates will be expected to teach on/off campus and in field-based or distance learning programs.
Qualifications: Applicant must hold an earned doctorate in Special Education with emphasis on mild to moderate disabilities (e.g., emotional/behavioral disorders, learning disabilities, and mental retardation). Certification in one or more areas of special education in teaching experience in K-12 settings with diverse cultural and ethnic groups and in settings serving students with and without disabilities. A successful candidate must demonstrate a strong commitment to scholarly research and publications, participation in professional organizations and activities, grant proposal writing and provide evidence of potential excellence in teaching and willingness to integrate instructional technology into the curriculum.
Search Committee Chair: Dr. Cheryl Baker. E-mail cbaker@odu.edu

Assistant Professor in Sports Management
Responsibilities: Teach selected courses in the sports management curriculum (e.g., introduction to sports management, management and leadership in sport, undergraduate sport facility and event management, personnel management in sport, research methods in sport, and/or sports psychology). Candidate must have a strong background in sport management theory and its application to sport settings including organizational behavior, communications, human resources, leadership theory, and sports governance. The successful candidate will be expected to develop and carry out an active research and publication agenda in sports management, display exemplary classroom teaching abilities, demonstrate the ability to write, develop, and implement sports related grants, and provide an exceptional level of university and community service.
Qualifications: Applicant must possess the minimum of a doctorate in sports management and a master’s degree in sports management or business and/or sports psychology. Strong ABED applicants will be considered. Prior work experience in sport event and facility management is desirable. A background in organized athletics and coaching is preferred. The candidate must possess excellent verbal and written communication skills and the potential to be an effective college teacher. There should also be evidence of involvement with professional organizations and an existing or potentially strong commitment to the pursuit of external funding and opportunities to promote program prominence within the discipline. Integrating instructional technology into the classroom is also highly desirable. This position may include teaching selected courses at a satellite campus.
Search Committee Chair: Dr. Robert Case. E-mail: rcase@odu.edu

Assistant Professor in Recreation and Leisure Studies
Responsibilities: Duties include teaching content and skill areas within recreation and leisure studies such as, but not limited to, computer applications, research methods, and tourism. The applicant should expect to assist in academic program development and engage in productive research and scholarly pursuits. Emphasis is also given to enhancing internship site database placements and providing academic advising to student majors. Procurement of external funding in recreation management and service to the department, college, university, and professional associations are also reasonable expectations. A firm commitment to pursuing and sustaining an exceptional research agenda and cultivating collaboration among colleagues is a priority.
Qualifications: Applicant must possess a doctorate preferably in recreation, parks or tourism management and have prior teaching experience at the university level. Candidate must have expertise and experience in computer programs, research methods and or tourism management. In addition, candidate must have effective communication skills for both classroom teaching and professional networking. Candidate must possess a commitment to pursue scholarly, external funding and program leadership within the discipline.
Search Committee Chair: Dr. Jodd Colston. E-mail: jcolston@odu.edu

Application/Nomination Procedure: Applicants should submit a letter of interest specifying position applied for, a curriculum vitae and the names, addresses and telephone numbers of at least two references to the appropriate Search Committee Chair at the Office of the Dean, Darden College of Education, Old Dominion University, Norfolk, Virginia 23529-0156. Nominations of candidates will be accepted until January 31, 2000, and the positions will be filled until the positions are filled.

Old Dominion University is an equal opportunity, affirmative action institution.
PHYSICAL THERAPIST

The A. Harry Moore School is a specialized academic and therapeutic school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with the additional work satisfaction of being connected to a large, urban state university, tuition reimbursement, competitive salaries and benefits, school hours and holidays, plus a dynamic team of special educators. The A. Harry Moore School is located in Jersey City, New Jersey directly across from the New Jersey City University. The school is convenient by train, bus or auto from the local metropolitan area.

Duties: Provide therapy to developmentally disabled population, ages 3-21, in a 10-month school setting. Function as a member of a team-oriented, multidisciplinary staff and attend clinic in orthopedics and neurology. Work closely with classroom teachers.

Required: New Jersey Certification in Physical Therapy, Experience in N.D.T. techniques and wheelchair adaptations

Starting date: December 29, 1998

Application: Submit a letter of application, resume, official transcripts, certification, work experience, and names, addresses and telephone numbers of at least 3 professional references to:

Mr. Dennis Paparello, Principal
A. Harry Moore School
2078 Kennedy Blvd., Jersey City, NJ 07305, Ph: 201-260-3138

Review of applications will begin on December 6, 1998 and continue until position is filled.

DEAN, COLLEGE OF BUSINESS

San Jose State University seeks an innovative, dynamic, and inspiring leader to serve as the Dean of the College of Business. Nominations and applications are invited.

The College of Business is the largest business school in the Silicon Valley region with a diverse student body of approximately 4,500, and a productive and collegial faculty of 120 members. Our mission is to develop an institution that is world-class, providing innovative business education and research for the Silicon Valley region. Our core values respect individual efforts and contributions, inclusiveness and collaboration, lifelong learning, professional development, responsiveness to community, risk-taking and innovation, and environments supportive of learning.

San Jose State enrolls approximately 27,000 undergraduate and graduate students. San Jose, the nation's 11th largest city and a vibrant multicultural community, is in the heart of Silicon Valley. Our location, reflecting an internationally-renowned quality of entrepreneurship, technology, and innovation, provides us with unique opportunities and challenges.

The SJSU College of Business, fully accredited by the AACSB, is strategically positioned with a newly-renovated, state-of-the-art classroom building, public support and dynamic growth in major gifts and endowments. Our institutional commitment, coupled with the strong support of College alumni and friends, promises significant opportunities.

In this regard we are looking for: A proven leader with the vision, passion and integrity and global outlook necessary to leverage our resources to reach our fullest potential; a builder of ties to the varied stakeholders across the College, the University, and the Silicon Valley region; to achieve excellence in the College's teaching, research, and service mission; a leader successful in attracting significant external resources; an effective communicator and consensus builder who can operate in an environment of shared governance; a professional who is skilled in strategic planning, implementation, and administration; and, a developer of human capital who will be effective with recruitment, selection, and professional development of faculty and staff.

The Dean is expected to have an outstanding record of achievement in higher education, research, business, or public service. Candidates should possess a graduate degree, preferably a doctorate.

Applications: A complete application package should contain a statement addressing the candidate's qualifications and vision, a curriculum vitae, and a list of five references. The candidate screening process will begin on January 31, 2000. Applications must be received by that date in order to ensure receiving full consideration. However, applications will be accepted until the position is filled.

Applications can be submitted in hard copy or electronically to:

Attention: Howard Combs, Chair
College of Business Decanal Search Committee
Office of the Provost
San Jose State University
One Washington Square
San Jose, CA 95192-0020

Email: provost@sjso.edu
FAX: (408) 924-2410
PHONE: (408) 924-2400

The College of Business Web site is www.sjsu.edu

San Jose State University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, or Vietnam era veteran's status. This policy applies to all SJSU student, faculty and staff programs and activities.

Questions regarding this policy should be directed to the Director of Equal Opportunity, One Washington Square, San Jose, CA 95192-0003, (408) 924-1115. SJSU is an Equal Opportunity/Affirmative Action Employer. Reasonable accommodations are made for applicants with disabilities.
STATE UNIVERSITY OF NEW YORK
COLLEGE AT ONEONTA

The College at Oneonta invites applications for twenty-eight tenure-track positions at the rank of Assistant Professor. The initial appointment for these positions is two years. SUNY Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and master's levels. Increasing emphasis is placed upon technology and community service across all disciplines and the campus has announced a Universal Computer Access Program (UnCAS) for its students. The College, with 5500 students and 240 full-time faculty, is located in the scenic Catskills, three and one-half hours from New York City. See the Oneonta home page for additional information (http://www.oneonta.edu).

The expectations of all positions include teaching 12 hours per semester, unless otherwise noted; research; advisement; and college service. All positions begin with the Fall 2000 semester, unless otherwise noted and continue until positions are filled. Send application letter, resume, names, addresses and telephone numbers of three professional references, official transcripts, and additional material as specified below to: Chair Search Committee (name listed in each department), Box H, SUNY Oneonta, Oneonta, NY 13820-4015.

ANTHROPOLOGY

Two positions. The Anthropology Department maintains a strong undergraduate and graduate program that provides general education courses and two anthropology major tracks: (1) Archaeology. PhD required, North American specialization preferred. Must be able to teach introductory archaeology, develop and teach suitable upper-division electives, and develop and teach a local summer field school in archaeology. (2) Applied Cultural Anthropology. PhD required. Preferred expertise in one or more of the following: medical anthropology, educational anthropology, the anthropology of business organizations, rural development. Geographic specialization open. Must be able to teach introductory courses in cultural anthropology, teach an upper-division course in applied anthropology, and develop and teach other suitable upper-division courses, and supervise student internships for our applied anthropology major.

Applications
Include letter outlining teaching and research interests and goals to: Dr. John Reithel, Department of Anthropology, (www.oneonta.edu/anthro).

BILOGY

The Biology Department maintains a strong undergraduate biology program with multiple tracks and participates in the environmental biology area of an interdisciplinary undergraduate environmental sciences program. Teaching responsibilities include general ecology, environmental science and issues, and general biology. Other courses might include: conservation biology, environmental capstone seminar, plant ecology, wetlands ecology, or wildlife conservation. Opportunities for research and teaching also exist at the Biological Field Station located in Cooperstown, NY. Required qualifications: PhD in biological sciences with emphasis in ecology or a related field. Evidence of ability to teach and develop departmental courses at all levels, ability to integrate computer-based technology into the curriculum preferred.

Applications
Include current vita, statement of teaching and research interest, and three letters of recommendation to: Dr. William J. Pietrafesa. Chair, Search Committee, Department of Biology.

COOPERSTOWN GRADUATE PROGRAM

The Cooperstown Graduate Program, a nationally recognized program for the training of museum professionals, seeks a versatile scholar with a proven ability to teach through the observation and analysis of artifacts. The Program is co-sponsored by the SUNY College at Oneonta and the New York State Historical Association. Applicants must be able to demonstrate commitment to museum work. Responsibilities: teaching or coordinating courses in American material culture, popular culture, decorative arts, American architecture and museum practice. Participation in Program admissions, field trips, seminars, student advisement, planning, student recruitment and other activities is also required. The successful candidate will be actively involved in the life of the College at Oneonta and the museums in Cooperstown and will work closely with a teaching team including university faculty and museum staff. Required qualifications: Master's degree in American studies, art history, or American History with emphasis on material culture. PhD strongly preferred.

Applications
Include current curriculum vitae, statement of teaching and research interests and goals, writing sample to: Ms. Gretchen Serbin, Chair, Search Committee, Cooperstown Graduate Program, Box H, YO Box 809, Cooperstown, NY 13326.

ECONOMICS AND BUSINESS

Three positions. The Division of Economics and Business strives to provide undergraduate students with the opportunity to focus on career preparation, as well as to develop their intellectual capacity and knowledge of the liberal arts. In Graduate level education, the Division offers graduate business education to business graduates seeking permanent teaching certification. 1) Accounting: Duties: Teach undergraduate and graduate courses, research leading to publications in refereed journals. Required qualifications: Earned doctorate in accounting (ABD considered). Preferred qualifications: ability to teach accounting information systems; teaching experience; a record of published research in the area; license as a Certified Public Accountant. 2) Management Information Systems: Duties: Teach undergraduate and graduate courses in management information systems and computer applications in support of the Division's programs. Required qualifications: Earned doctorate (ABD considered) in management information systems or related field. Preferred qualifications: secondary field in accounting, marketing, finance, insurance, or economics; teaching experience, a record of published research, willingness to participate in possible cooperative program in Russia. 3) Finance: Duties: Teach undergraduate courses in finance, money and banking, and principles of economics. Teach graduate courses in financial institutions and markets. Required qualifications: Earned doctorate (ABD considered) in finance or economics with the other as secondary field, teaching experience. Preferred qualifications: a record of published research, willingness to participate in possible cooperative program in Russia.

Applications
Include three letters of recommendation to: Dr. Wade L. Thomas, Chair, Search Committee, Economics and Business Division.

EDUCATIONAL PSYCHOLOGY AND COUNSELING

Two positions. 1) Educational Psychology. 2) Special Education. Required qualifications for both positions: Earned doctorate in Educational Psychology or Special Education; three years teaching experience in K-12 schools or equivalent history of school-based research. Preferred qualifications include preparation to teach introductory level undergraduate or graduate level courses in learning and motivation, child development, and either assessment or special education knowledge and/or experience with NCATE certified programs helpful.

Applications
Submit to: Dr. Joan Marshall, Chair, Search Committee, 337 Fitzell Hall.

ELEMENTARY EDUCATION

Four Positions: 1) Elementary Mathematics Education. Required qualifications: dynamic team member to teach undergraduate and possibly graduate courses in Elementary Mathematics Methods. Appropriate doctorate (e.g., Mathematics Education, Mathematics Discipline, Curriculum and Instruction with Mathematics emphasis, etc.) Required qualifications: dynamic team member to teach undergraduate and graduate courses in Reading and Literacy, appropriate doctorate (e.g., Reading, Literacy, Curriculum and Instruction with Reading emphasis, etc.) Preferred background in assessment-diagnostic skills, children's literature, special education, multicultural education. 3) Elementary Science Education. Required qualifications: dynamic team member to teach undergraduate and possibly graduate courses in Elementary Science Methods, appropriate doctorate (e.g., Science Education, Science discipline, Curriculum and Instruction with Science emphasis, etc.), science education experience preferred. 4) Elementary Education in the SUNY Oneonta and Mohawk Valley Community College (MVCC) joint program. Duties: teach courses in child development, educational psychology, education, or elementary methods. Required qualifications: earned doctorate in education. Required qualifications for all four positions include: teaching certificate, and three years teaching experience in K-12 schools. Preferred qualifications for all four positions include experience with NCATE, integration of technology into the curriculum, and teaching experience in special education.
Applications
Submit to Dr. Constance Feldt, Chair, Department of Elementary Education and Reading.

FOREIGN LANGUAGES
Two positions: 1) Spanish. Areas of specialization: 19th or 20th century peninsular literature, or Spanish linguistics. Qualifications: PhD highly desirable, ABD acceptable if degree is conferred by August 2000; native or near-native fluency in both English and Spanish; demonstrated teaching abilities; and experience with computer-equipped language laboratories. Duties include: teaching Spanish language courses at all levels and operation of the language laboratory. 2) French. Areas of specialization: 20th century literature and francophone literature. Duties include: teaching French language and literature courses at all levels. Required qualifications: PhD; native or near-native fluency in both English and French; demonstrated teaching abilities; and experience with computer-equipped language laboratories. Ability to teach in another area desirable (Spanish, Italian, German, Portuguese).

Applications
Include three letters of recommendation to: Dr. David L. Anderson, Department of Foreign Languages, 300 Scheffer Hall.

HISTORY
Two positions: (1) American History. Primary teaching responsibilities in United States history. Will include courses within the successful candidates' specialization as well as introductory survey courses. Other teaching responsibilities include the early national period, Jeffersonian-Jacksonian America, and the Rise of the Antebellum South. Required qualifications: PhD at time of appointment. (2) American/Asian History. Primary teaching responsibilities in United States history and a secondary teaching field in Asian history as well as courses within the successful candidates' specialization, introductory survey courses, as well as courses in South and East Asian history. Required qualifications: PhD at time of appointment; a candidate conversant in U.S. diplomatic history from the mid-nineteenth through twentieth centuries preferred.

Applications
Include statement of teaching philosophy, sample course syllabus if available, and three letters of recommendation to: Dr. William Stroumsa, Chair, U.S. History Search Committee, History Department.

HUMAN ECOLOGY

Applications
Submit to: Dr. Loraine Tyler, Chair, Human Ecology Department. For further information, contact Dr. Tyler at 607-436-2705, e-mail: tylerl@oneonta.edu.

MASS COMMUNICATIONS
Duties: Teach introduction to telecommunications, audio production, video production (studio and remote), and broadcast journalism. Professional experience and ability to teach public relations or advertising highly desirable. Required qualifications: PhD or equivalent at time of appointment, an excellent record of undergraduate teaching, and evidence of strong commitment to academic collaboration.

Applications
Include three letters of recommendation to: Dr. Ali Zohoort, Chair, Department of Communication Arts.

MATHEMATICAL SCIENCES
Three positions. The Mathematical Sciences Department offers major and minor teaching excellence; and ability to teach diverse courses in an undergraduate Computer Science major program are preferred. 2) Statistics/Mathematics. Required qualifications: PhD or ABD in Statistics or Mathematics. Strong probability theory, operations research, and/or statistical inference; demonstrated collegiate teaching excellence; ability to teach diverse courses in undergraduate Statistics and Mathematics major programs are preferred. (3) Mathematics. Required qualifications: PhD or ABD in Mathematics. Strength in geometry, diophantine equations, and/or differential equations; demonstrated collegiate teaching excellence; and ability to teach diverse courses in an undergraduate Mathematics major program are preferred.

Applications
Include curriculum vitae, graduate transcripts, and arrange to have three letters of reference sent to: Dr. Leo J. Alex, Search Committee Chair, Mathematics Department. Please indicate Box #1, #2, or #3 for appropriate position.

MUSIC
Two positions in Music Industry: Duties: Teach courses relating to the record industry or computer-assisted theory, and some area of studio performance; ensemble. Participate actively in departmental, recruitment, and outreach. Required qualifications: Juris Doctorate or Master's degree. Doctorate preferred. Successful experience and expertise in at least three of the following areas: Business Affairs, recording operations, middle or senior level recording company management, and marketing, A&R creative, publishing, promotion, song-writing, recording technology, computer-assisted theory instruction. A complementary performance in keyboard, voice, or wind instrument.

Applications
Include performance tape or CD to: Robert Eustow, Chair, Department of Music.

PHYSICAL GEOGRAPHY/ENVIRONMENTAL GEOGRAPHY
The Geography Department maintains a strong undergraduate geography program and handles the environmental planning area of an inter-disciplinary environmental sciences program. Teaching responsibilities include courses in physical geography, regional climate, and environmental planning. We seek candidates with experience in introductory geography and environmental issues. Opportunity will exist to develop new courses or redesign existing courses. Candidates must have commitments to undergraduate teaching. Required qualifications: PhD; good oral and communication skills; ability to actively pursue outside grants and develop a solid research record. Successful candidate expected to support established and growing undergraduate programs in geospacial environmental sciences.

Applications
Submit to: Paul N. Baumann, Chair, Search Committee, Department of Geography, Voice 607-436-3459, Fax 607-436-2656.

POLITICAL SCIENCE
The Political Science Department offers both an undergraduate major and a Political Science, baccalaureate program. The position requires a strong background in American Political Institutions and Processes. The successful candidate will be required to teach the introductory survey of U.S. Government and many of the following courses: Congress, Presidency, Public Policy, Interest Groups, Political Parties, State and National Government, and Urban/Metropolitan government. Duties include teaching responsibilities in U.S. Government and two or three upper-division courses. Required qualifications: PhD in Political Science at the time of appointment. Experience in government and in public service is desirable. Teaching responsibilities include courses in government. Applications should be addressed to: Dr. Carl E. McSheeha, Chair, Political Science Search Committee.

Applications
Include statement of teaching and research interests and three professional reference letters to: Dr. Carl E. McSheeha, Chair, Political Science Search Committee.

SOCIOLGY
Primary focus: Crime and deviance, criminology or criminal justice. Seeons of interest: social problems. Duties: teach and develop courses in subje Required qualifications: PhD in Sociology. Required qualifications: proficiency in SPSS, computer-based academic applications; interest in technological instruction, distance learning, newsted information; publication record, experience.
Vice Chancellor for Research

Applications and nominations are invited for the position of Vice Chancellor for Research effective July 1, 2000.

The Vice Chancellor for Research will provide coordinated and full-time executive leadership for research at UCLA. The position will report to the Chancellor through the Executive Vice Chancellor and is expected to have responsibility for the following major areas:

- Campuswide research policy, planning, initiatives and coordination
- University-industry relations and technology transfer
- Research growth and investment strategies
- The welfare of human and animal research subjects
- Scientific integrity and the management of conflict of interest
- Reviews of organized research units and advice to Deans on their management

In pursuing these responsibilities, the Vice Chancellor for Research will work collaboratively with UCLA's provost, deans, department chairs, faculty and Academic Senate, building on campus strengths, finding synergies, and supporting collaboration for the greater benefit of UCLA and individual academic units. The incumbent will work closely with the Vice Chancellor for Graduate Studies and Dean of the Graduate Division in coordinating areas of mutual relevance. Also, the incumbent will work closely with the Associate Vice Chancellor for Information Technology in developing plans and policies related to research computing. The Vice Chancellor for Research will be a member of the Chancellor's Executive Committee, and will have a close working relationship to Sponsored Research and Extramural Fund Management.

The Vice Chancellor for Research will be responsible for representing the university to external agencies, serving as a legislative liaison, and promoting international and cooperative research arrangements with governments, other universities and private industry. The Vice Chancellor for Research must be cognizant of all State and Federal regulations and compliance requirements on animal, human, and biological safety, conflict of interest, scientific ethics, and patent and other intellectual property matters.

Candidates should have demonstrated leadership and experience in academic administration in a research university setting; a good understanding of federal and corporate funding opportunities; a distinguished personal record of funded research; demonstrated experience in the development of collaborative research ventures and sensitivity to the research needs of all disciplines represented at major research universities.

Candidates must have the academic credentials to qualify for a tenured appointment at UCLA. Salary will be commensurate with background and experience.

For additional information, please go to:
http://www.apo.ucla.edu/apoe/vc-research/

To be assured full consideration, nominations and applications should be sent by December 31, 2000 to:

VC Research Search Committee
c/o Ms. Rene Dennis
Office of the Chancellor
University of California
3169 Murphy Hall
Los Angeles, CA 90095-1407
Faxsmile: (310) 206-9643
E-mail: rdennis@ccnet.ucla.edu

Please review the Position Description as well.

California State University, Bakersfield
Announcement of Openings

California State University, Bakersfield is one of 23 campuses of the California State University system. Located two hours north of Los Angeles, Bakersfield is a city of over 250,000 people within a diverse population of more than 70,000 in the southern San Joaquin Valley. CSUB serves over 10,000 students with a faculty of over 500 in thirteen schools Arts and Sciences, Business and Public Administration, and Education.

Tenure-Track Faculty Positions, 2000/2001

School of Arts & Sciences

Anthropology Department:
Assistant Professor
Cultural

Biology Department:
Assistant Professor
Plant Ecology

Biological Sciences Department:
Assistant Professor
Assistant Professor and Dean of Environmental Ecology

Communications Department:
Assistant Professor
Specialist

Computer Science Department:
Assistant Professor
All Areas Accepted

Criminal Justice Department:
Assistant Professor

Economics Department:
Economics

English Department:
Assistant Professor

English Composition

Mathematics Department:
Assistant Professor

Mathematics Education

Nursing Department:
Assistant Professor

Medical Surgical

Philosophy Department:
Assistant Professor

American Studies

Social Work Department:
Assistant Professor

General

School of Business and Public Administration

Management Department:
Assistant Professor

Public Policy and Administration:

Assistant Professor

School of Education

Advanced Education department:
Assistant Professor

Bilingual/Multicultural Education

Assistant Professor

Curriculum and Instruction

Assistant Professor

Elementary Mathematics

Assistant Professor

Early Childhood Education

Assistant Professor

Secondary Education

Director of Educational Development

Tel: (661) 656-2221
Fax: (661) 656-2222
E-mail: vdennis@ccnet.ucla.edu

In addition, CSUB encourages qualified persons to part-time and full-time temporary faculty appointments in various areas. Applicants should be submitted to the appropriate department.

A diversity statement is strongly encouraged at the time of application for all tenure-track positions. The University operates under a 10-month contract.

Applications will be received until the position is filled. The University is an equal opportunity, affirmative action employer.

California State University, Bakersfield
Chair, Department of
Bakersfield, CA 93311-1099
Internet Address: http://www.csusb.edu/
DEAN OF COMMONWEALTH COLLEGE

The University of Massachusetts Amherst invites applications and nominations for the position of Dean of Commonwealth College, the newly established Honors College of the Massachusetts Public Higher Education System. The College is located at the University’s flagship campus at Amherst. The goal of the College is to be an undergraduate honors college of national distinction in the public sector. The purpose of the College is to increase the number of outstanding Massachusetts high school graduates at the University, to provide an innovative interdisciplinary honors curriculum, and to spearhead the development of honors courses and programs throughout the Massachusetts higher education system.

The Dean of Commonwealth College must be a creative leader who can work with Commonwealth College students and staff and University faculty and administrators to build a program of academic excellence. The dean oversees all aspects of college life on campus: the recruitment and advising of honors students, the development of the academic curriculum, including skill-based learning programs, the Office of National Scholarship Advisement, and the expansion of undergraduate research and internship opportunities. The dean must have a balance of teaching, administration, and faculty development experience. The dean is expected to have a strong research program, as well as be able to secure external funding for research and programs.

Qualifications include: a Ph.D. or equivalent degree, a national academic reputation, a distinguished teaching, research, and publication record, and a demonstrated commitment to undergraduate education and experience in developing and implementing programs for student learning. The ideal candidate will have a track record of successful experience in academic administration, and a strong commitment to diversity and inclusion. The dean must have a deep understanding of the Commonwealth System and be committed to its mission.

The preferred starting date for this position is July 1, 2022. Salary is competitive. Applications should include a letter of interest that describes the candidate’s qualifications and vision for an honors college curriculum, a statement of personal and professional values, and a detailed plan for implementing a vision for student success. Applications and nominations should be sent to Professor Mary C. Wilson, Chair, Commonwealth College Search Committee, University of Massachusetts Amherst, MA 01003. The committee will begin reviewing applications January 1, 2022.

East Stroudsburg University
Pennsylvania

ASSISTANT PROFESSOR
Department of Mathematics

East Stroudsburg University is seeking Assistant Professor for a continuing post in Mathematics, with a Ph.D. in Math or a strong background in educational theory. The position requires a commitment to undergraduate education and experience in developing and implementing programs for student learning. The ideal candidate will have a strong commitment to diversity and inclusion and a proven track record of success in achieving these goals.

Applications should include a detailed statement of vision for the position and a list of three current letters of recommendation. Please send applications to Professor Edwina S. Dwyer, Search Committee Chair, Mathematics, East Stroudsburg University, East Stroudsburg, PA 18301-1998.
FULL TIME FACULTY POSITIONS
INSTRUCTOR OR ASSISTANT PROFESSOR

COMPUTER INFORMATION SYSTEMS
(2)-Search Reopened
Teach range of computer courses including object-oriented programming, telecommunications & systems development using CASE tools. Background in multimedia and prior teaching experience desirable. Ph.D. or Maste’s degree in Computer Science plus thirty (30) graduate credits in Computer Science required for Assistant Professor; Master’s degree in Computer Science or related area required for Instructor. Evening/Saturday teaching may be required. Vac #187-2. Deadline 12/23/99

HEALTH INFORMATION TECHNOLOGY-
Search Reopened
Teach full range of Health Information Technology courses. Master’s degree + ART or RRA certification + eight (8) yrs teaching or managerial exp in the field req’d for Asst. Professor rank. Master’s degree required for Instructor. Knowledge & exp with computer software design and applications in health information management req’d. Vac #186-2. Deadline 12/23/99

NURSING (2)-Search Reopened
Classroom and clinical teaching of Medical-Surgical Nursing. Master’s degree in Nursing/clinical specialization, fifteen (15) related credits beyond Master’s degree, and five (5) years appropriate teaching experience and/or professional experience and New York State RN License required for Assistant Professor; Master’s degree in Nursing/clinical specialization, New York State RN License and teaching experience or professional experience for Instructor. Experience with instruction and clinical technology a plus. Evening/Saturday teaching may be required. Vac #177-2. Deadline 12/23/99

EARLY CHILDHOOD EDUCATION/CHILD CARE
To teach a range of courses in Early Childhood Education/Child Care. Minimum of three years experience teaching children between 3 months and 8 years of age and 2-3 years of college teaching required. Experience with non-traditional students preferred. Strong background in curriculum development and brain research for infants/toddlers (0-3 years) as well as curriculum development for preschoolers (3-8 years). In addition, a good background in special education is helpful. Master’s degree for Instructor; Doctorate for Assistant Professor. Vac #183. Deadline 12/31/99

ELECTRONIC RESOURCES LIBRARIAN
Coordinate the Library’s electronic resources, including library’s website, e-subscriptions, CUNY+ and Internet stations. Assist in development of virtual library. Liaisons with campus information technology departments and CUNY Computer Center. Participate in teaching the use of electronic resources and reference. Knowledge of web design, network servers and supervisory skills highly desirable. MLS required for Instructor and 2nd Master’s for Assistant Professor rank. Minimum 2 years library experience. Evening or Saturday schedule may be required. Vac #184. Deadline 1/3/00

LATIN-AMERICAN STUDIES
Teach courses in Latin American Studies. Master’s degree in the field of Latin American Studies and teaching experience for the position of Instructor will be considered. Ph.D. in Latin American Studies and teaching experience required for the position of Assistant Professor. English in育儿 and Spanish, or a second language preferred. Computer literacy a plus. Evening or Saturday schedule may be required. Vac #185. Deadline 12/31/99

AFRICAN-AMERICAN STUDIES
Teach courses in African-American Studies, Political Science and History. Master’s degree in Political Science or History in African-American Studies and teaching experience required for the position of Instructor. Ph.D. in Political Science or History in African-American Studies and teaching experience required for the position of Assistant Professor. Knowledge of French and Spanish or a second language preferred. Computer literacy a plus. Evening or Saturday schedule may be required. Vac #186. Deadline 12/31/99

COLLEGE LABORATORY TECHNICIAN (2)-
Search Reopened
Computer Information Systems
Maintain and supervise multiple networked (NT, Novell) student PC labs; supervise and train college assistants and work study students; assist faculty, staff and students as needed. A.A.S. degree in Information Technology and 2 years related experience required. Bachelor’s degree in computer science or related field preferred. Evening and weekend hours may be required. Vac #183-2. Deadline 11/26/99

ADJUNCT NURSING FACULTY
Teaching and supervision of students in the clinical area. Clinical specialization in Fundamentals, Medical-Surgical, Obstetrics, Pediatrics, Psychiatry. Master’s degree in Nursing/clinical specialization and recent appropriate clinical teaching and/or clinical experience, and New York State RN License required. Vac #181. Deadline 12/31/99

SALARY:
Instructor: $29,997/A - $49,284/A
Assistant Professor: $32,703/A - $57,049/A
College Lab Technician: $25,348/A - $39,829/A
Adjunct Lecturer: $9,144/A

DEAN
School of Education
Dominican College

Dominican College of San Rafael (located in the San Francisco Bay area) seeks Dean for its School of Education. Responsibilities include providing academic and administrative leadership, supervision and development of faculty, curriculum design, program evaluation, fundraising, budget and enrollment management. Requires excellent administrative and interpersonal skills, the ability to lead in an environment of change and innovation.

Submit letter of application and resume to SOE Dean Search, Human Resources Office, Dominican College of San Rafael, 50 Acacia Ave., San Rafael, CA 94901-2298. Interested parties may also apply by submitting cover letters to hr@dominican.edu or by faxing at (415) 257-7395. For full job description, visit www.dominican.edu and look under General Information.

We are strongly committed to building a diverse community and therefore welcome applications from people of color.

DOMINICAN COLLEGE
S F R A N R A F E L

BIOLOGY POSITIONS

The College of Science and Technology at Texas A&M University-Corpus Christi invites applications for two tenure-track biology positions.

1. **BIOLoGIST**: Successful applicant will primarily teach or coordinate large (>200) freshman interdisciplinary biology courses with laboratories. Applicants should have broad training in biology, demonstrate excellence in teaching, and experience in teaching and coordinating large lecture and laboratory classes.

2. **PLANT BIOLoGIST**: Preference will be given to applications for expertise in one or more of the following areas: genomics, cell biology, molecular biology or physiology.

Applications will be considered until a suitable candidate is found. For Ph.D. in Biology or a closely related discipline is required at time of appointment. Preference will be given to candidates with demonstrated competency in web-based learning, innovative teaching styles and the potential to conduct funded graduate research at undergraduate level.

To apply, send a letter of application indicating the preferred position and describing your teaching and research interests, curriculum vitae, copies of transcripts, and three letters of references to: Dr. Diane Martinez, Dean, College of Science and Technology, 6300 Ocean Drive, Corpus Christi, Texas 78412. The position will remain open until filled, however, in order to ensure full consideration, completed applications must be received by .
Gateway Technical College

Gateway Technical College is seeking applicants who can integrate their proven expertise with our tradition of excellence in a two-year college.

**Vice President Student Life** has primary responsibility for overall administration of a program of student life of the college on all campuses and educational centers located within the district. Will coordinate all areas of student services including enrollment management, advisement, registration, counseling, student records, testing, and recruitment and retention.

**Qualifications:** Bachelor’s degree in educational administration, counseling, or related field. Five years progressively more responsible administrative experience in an educational setting and ability to meet Wisconsin Technical College System certification requirements as Instructional-Related Administrator.

**The Vice President/Provost Kenosha Campus** has primary responsibility for the daily management of the academic affairs of the Kenosha campus, and will direct and coordinate matters pertaining to: faculty, curriculum, instruction, instructional materials, facility utilization, facility needs, outreach activities, community relations, economic development and evaluation of programs and staff.

**Qualifications:** Master’s degree in educational administration or related field with 2 years classroom teaching experience, two years experience in a field other than education, and ability to meet Wisconsin Technical College System certification requirements as Instructional Administrator. Five years progressively more responsible administrative experience in an educational setting.

**Vice President Information Systems** has primary responsibility for the development, implementation, and overall management of all district information systems. Will provide leadership and support for academic administrative information technology activities including distance learning systems, data communications systems, and network support, and telephone systems.

**Qualifications:** Master’s degree in business administration, computer science, information processing, or related field and 5-7 years progressively more responsible experience in the administration of IS operations and supervision.

The requirements listed are a brief summary and are not intended to provide total requisites. Interested candidates can contact:

**Gateway Technical College**

6200 58 Ave
Kenosha WI 53144

(262) 664-2689 or
E-mail jissart@gateway.tec.wi.us

Applications accepted for all positions through December 22, 1999.

---

**FAIRLEIGH DICKINSON UNIVERSITY**

Teaneck-Hackensack and Florham-Madison Campuses

**Anticipated Faculty Openings 2000-2001**

Funding budgetary approval, FDU is seeking to fill faculty openings for the 2000-2001 academic year within the below campuses in the following areas:

**University College (Teaneck-Hackensack)**

- Graphic Design/Computer Graphics
- Computer Science (2)
- Education World Languages/ESL
- Electrical Engineering
- Engineering Technology-Construction
- Health: Social History/Popular Culture
- Mathematics
- Nursing: Associate Director MSN Programs
- Nursing: Adult Health Practitioner
- Nursing: Robert C. Fromm Endowed Chair
- School Psychology
- Director of Center for Psychological Services
- Becton College of Arts and Sciences (Florham-Madison)

**Silverman College of Business Administration (Teaneck-Hackensack)**

- Entrepreneurship
- Management Information Systems
- Management Marketing (Focus in Pharmaceutical/Chemical Industry)

**Florham-Madison Campus**

- Economics and Finance
- Management Information Systems

**Becket College of Arts and Sciences (Florham-Madison)**

- Sociology
- English (Rhetoric)
- Philosophy: Experiential
- Computer Science (2)
- Computer Graphics
- Video Production
- Political Science
- Spanish: Education

**Review of applications will begin January 15, 2000, and continue until positions are filled.**

FDU is an equal opportunity employer committed to a diversified workforce. Women and minority candidates are urged to apply.

---

**UNIVERSITY OF MINNESOTA**

**ROCHESTER, MINNESOTA**

**Provost**

The University of Minnesota invites applications and nominations for the position of Provost of the University of Minnesota Rochester (UMR). UMR is housed within Minnesota's higher education collaborative, the University Center Rochester (UCR) - an evolving higher education complex that includes Rochester Community and Technical College (Rochester, Minnesota), and University of Minnesota Rochester.

The Provost is responsible for the development, implementation, and administration of academic programs, services offered by the University of Minnesota Rochester. Candidates will be expected to provide vis-à-vis leadership and foster a culture of collaboration, innovation, and service. The candidate works in partnership with the University of Minnesota College Deans and the academic leadership of other state institutions of higher education to enable the delivery of coordinated upper division, post-baccalaureate, graduate and continuing education programs through UCR. The Provost will also provide leadership to position the University Rochester's program as a major educational resource in Southeast Minnesota.

**Qualifications include:** Earned doctorate or terminal degree. Experience in academic administrative management, and senior administrative leadership. Experience in the integration of innovative technology, higher education and supervision. The anticipated starting date is on or prior to July 1, 2000. Salary and tenure are based upon qualifications and experience.

**Review of applications begins January 1, 2000 and will continue until position is filled. To apply:** Submit a curriculum vitae, description of commitment to diversity, 3 letters of recommendation, and a list of recent publications. All applications should be submitted to:

Chair of the Search Committee

Office of the Provost

University of Minnesota Rochester

244 Morrill Hall
100 Church Street S.E.
Plattsburgh State University of New York invites applications for Fall 2000 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduates and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT, provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Mountains. The city offers excellent transportation, with the university only 40 miles from the busy international gateway of Montreal, Canada, one hour’s drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and interstate 87.

Successful candidates must be committed to excellence in teaching in an emerging state university, offering programs in the arts and letters, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women’s Studies, Latin American Studies and Canadian Studies, all of which are special focus for the College; a desire to integrate information technologies; and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research in teaching effectiveness. The college supports faculty scholarship through the NYS/UPF Bannberg agreement; faculty and women faculty may apply for one-year Affirmative Action leaves to pursue scholarly projects. Other faculty development opportunities include the State U/Union travel grants and College Funded-In-House Mini-Grants to provide seed funding for research activities. Reday Teaching Enhancement Awards, Presidential Research Awards, and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until the position is filled.

Application Procedure: Please send or fax cover letter, resume, curricular vitae, transcripts, three letters of recommendation to Chair, Human Resources, Plattsburgh State University of New York, 101 Broadway, Plattsburgh, NY 12901/0261. Fax: (518) 564-5060.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

COMMUNICATION

Multimedia (PJ# 2371-808) ASSISTANT PROFESSOR - Qualifications: Ph.D. is preferred for this position, but ABDs will be considered at lecturer rank. Master’s degree holders with substantial industry experience will also be considered at assistant professor rank. Successful teaching and/or industry experience is required. A record of scholarly achievements is preferred. Responsibilities: Teach Audio Production, Multimedia Design/Presentation (including Web Page Design and Maintenance) and Foundations of Broadcasting. Ability to teach Broadcast Journalism will add to the candidate’s qualifications. Additional application materials: evidence of teaching effectiveness, sample scholarship works, recent letters of recommendation (forwarded directly from references or placement service).

Public Relations (PJ# 2370-808) ASSISTANT PROFESSOR - Qualifications: Ph.D. is preferred for this position, but ABDs will be considered at lecturer rank. Master’s degree holders with substantial industry experience will also be considered at assistant professor rank. Successful teaching and/or industry experience is required. A record of scholarly achievements is preferred. Responsibilities: Teach basic and advanced courses in Public Relations and Electronic Media Advertising. Ability to teach Broadcast Journalism will add to the candidate’s qualifications. Additional application materials: evidence of teaching effectiveness, sample scholarship works, recent letters of recommendation (forwarded directly from references or placement service).

EDUCATION

Elementary Education-Curriculum and Instruction (PJ# 2365-808) ASSISTANT PROFESSOR - Qualifications: Doctorate in Curriculum and Instruction or related field; ability to contribute to other components of the Elementary Education Program, e.g. psychological foundations of teaching, reading, social studies education, urban studies and research methods; experience with teaching at the elementary level strongly preferred. Responsibilities: Teach a core undergraduate elementary education course; serve on interdisciplinary graduate committees; provide leadership in developing and implementing new methods of instruction; and contribute to the growth of the program.

Elementary Education-Educational Psychology (PJ# 2364-808) ASSISTANT PROFESSOR - Qualifications: Doctorate in appropriate discipline or related field; ability to contribute to other components of the Elementary Education program; e.g. curriculum and instruction, technology, reading, social studies education, urban studies, and research methods; experience with teaching at the elementary level strongly preferred. Responsibilities: include an undergraduate course in child development and learning theory as it relates to elementary education (with a field component).

Special Education (PJ# 2362-808) ASSISTANT PROFESSOR - One position for non-categorical B.S. and M.S. teacher preparation programs in Special Education. Qualifications: Doctorate in Special Education or closely related field by September, 2000, and recent public-school teaching experience with school-age learners with disabilities required. Responsibilities: Curricular and instructional practices in special education, introduction to the profession of special education and exceptional children, and supervision of field experience.

NURSING

School Psychology (PJ# 2364-808) ASSISTANT PROFESSOR - Two Positions. Qualifications: Master’s degree in medical-surgical nursing is required, along with recent experience in medical-surgical nursing, teaching or practice. Candidates must also be eligible for RN licensure in New York State. Responsibilities: Educate nurses to provide care for multicultural clients in community-based and high-tech acute care settings. Assist in offering distance learning in the Telecourse Program for RN/BS students who live in rural areas of Northeast New York.

PSYCHOLOGY

Elementary Education-Curriculum and Instruction (PJ# 2365-808) ASSISTANT PROFESSOR - Qualifications: Doctorate in Curriculum and Instruction or related field; ability to contribute to other components of the Elementary Education Program, e.g. psychological foundations of teaching, reading, social studies education, urban studies and research methods; experience with teaching at the elementary level strongly preferred. Responsibilities: Teach a core undergraduate elementary education course; serve on interdisciplinary graduate committees; provide leadership in developing and implementing new methods of instruction; and contribute to the growth of the program.

Elementary Education-Educational Psychology (PJ# 2364-808) ASSISTANT PROFESSOR - Qualifications: Doctorate in appropriate discipline or related field; ability to contribute to other components of the Elementary Education program; e.g. curriculum and instruction, technology, reading, social studies education, urban studies, and research methods; experience with teaching at the elementary level strongly preferred. Responsibilities: include an undergraduate course in child development and learning theory as it relates to elementary education (with a field component).

Special Education (PJ# 2362-808) ASSISTANT PROFESSOR - One position for non-categorical B.S. and M.S. teacher preparation programs in Special Education. Qualifications: Doctorate in Special Education or closely related field by September, 2000, and recent public-school teaching experience with school-age learners with disabilities required. Responsibilities: Curricular and instructional practices in special education, introduction to the profession of special education and exceptional children, and supervision of field experience.

NURSING

School Psychology (PJ# 2364-808) ASSISTANT PROFESSOR - Two Positions. Qualifications: Master’s degree in medical-surgical nursing is required, along with recent experience in medical-surgical nursing, teaching or practice. Candidates must also be eligible for RN licensure in New York State. Responsibilities: Educate nurses to provide care for multicultural clients in community-based and high-tech acute care settings. Assist in offering distance learning in the Telecourse Program for RN/BS students who live in rural areas of Northeast New York.

PSYCHOLOGY

Elementary Education-Curriculum and Instruction (PJ# 2365-808) ASSISTANT PROFESSOR - Qualifications: Doctorate in Curriculum and Instruction or related field; ability to contribute to other components of the Elementary Education Program, e.g. psychological foundations of teaching, reading, social studies education, urban studies and research methods; experience with teaching at the elementary level strongly preferred. Responsibilities: Teach a core undergraduate elementary education course; serve on interdisciplinary graduate committees; provide leadership in developing and implementing new methods of instruction; and contribute to the growth of the program.
FACULTY POSITIONS

Nazareth College of Rochester is a comprehensive institution offering a wide range of baccalaureate and master's degree programs. The college is a strong, independent, coeducational institution with 1,900 undergraduate and 1,000 graduate students. The college is located minutes from downtown Rochester, New York, the third largest city in the state. Rochester is noted for its internationally recognized industries and museums, and for its cultural diversity. In keeping with its mission and ideals as a liberal arts institution, Nazareth College of Rochester seeks individuals with an understanding of the benefits and importance of ethnic and cultural diversity on campus and a demonstrated commitment to the promotion of such diversity.

Nazareth College of Rochester anticipates the following tenure-track positions for Fall 2000:

- **Art History:** To teach general survey courses and most western area courses such as Greek and Roman Art, Renaissance, Baroque, and American Art interests in non-western multicultural curricula desired.

- **Business/Management:** To teach both undergraduate and graduate levels. Preference given to a candidate with experience in a specific area such as human resources, organizational behavior, or business policy and the ability to infuse information technology into the curriculum.

- **Education:** Doctorate required; preference given to candidates with experience in high school teaching. Teaching experience at the graduate or professional level preferred. Knowledge of testing and evaluation required. Prior experience in developing and teaching specialized courses in education preferred.

- **Environmental Education:** Preference given to candidates with experience in environmental education. Knowledge of testing and evaluation required. Prior experience in developing and teaching specialized courses in education preferred.

- **History/Political Science:** To teach American History survey courses and upper division courses in 19th and 20th century America. Specialization in one of the following areas preferred: American politics/government; African-American history; or American Catholic history.

- **Music Education:** Preference given to candidates with experience in music education. Knowledge of testing and evaluation required. Prior experience in developing and teaching specialized courses in education preferred.

- **Philosophy:** Preference given to candidates with experience in philosophy. Knowledge of testing and evaluation required. Prior experience in developing and teaching specialized courses in education preferred.

- **Physical Therapy:** To teach undergraduate and graduate courses in physical therapy. Knowledge of testing and evaluation required. Prior experience in developing and teaching specialized courses in education preferred.

- **Psychology:** To teach courses in the major program and in areas of interest. Knowledge of testing and evaluation required. Prior experience in developing and teaching specialized courses in education preferred.

- **Sociology:** To teach courses in the major program and in areas of interest. Knowledge of testing and evaluation required. Prior experience in developing and teaching specialized courses in education preferred.

Appointments for the above positions will be at the Assistant Professor rank, and, unless otherwise noted, a doctoral degree is required or near completion. Salaries are competitive.

In addition, we seek to fill the following two positions:

- **William H. Shannon Chair in Catholic Studies:** Appointment as a visiting professor for one semester in Fall 2000 or Spring 2001. Recognized scholarship and teaching expertise in an area of the Catholic intellectual tradition such as theology, biblical studies, spirituality, ethics, philosophy, history, literature, art, music, or women's studies. Responsibilities include teaching one course and one seminar for undergraduates and delivering a lecture open to the general public.

- **Visiting Minority Scholar:** To teach a specific, limited period of time. Either one semester or one academic year (fall/spring). Knowledge of testing and evaluation required. Prior experience in developing and teaching specialized courses in education preferred. Candidates for this position should have a Ph.D. in one of the college's interdisciplinary programs.

Applications will be considered until positions are filled. For more information, please visit our website at www.ncro.edu.
COMMUNICATIONS AND PERFORMING ARTS

COMMUNICATIONS AND PERFORMING ARTS: position available in area of Broadcasting, Radio and Television. Responsibilities include coordination of programming, public relations, and administrative duties. Qualifications: Bachelor's degree or equivalent experience. Salary: $35,000 to $40,000. Please send resume to: College of Media Arts, University of Georgia, Athens, GA 30602.

THE UNIVERSITY OF NEW YORK COLLEGE OF ARTS AND SCIENCES

State University of New York, College of Arts and Sciences

Graduate assistantships for 2003-2004. The Department of Classical Languages offers Ph.D. and M.A. degrees in Classics, as well as an M.S. in Classics and Ancient Language. Applications are invited for positions in the areas of Latin, Greek, and/or Ancient History. Deadline: January 15, 2004. For further information, contact Dr. David L. Anderson, Box 2091, State University of New York, Oneonta, NY 13820.

STATE UNIVERSITY OF NEW YORK COLLEGE AT ONEONTA

SPANISH

The State University of New York at Oneonta invites applications for a Lecturer in Spanish. The position requires a one-year appointment renewable beginning August 2003. The successful candidate will have a Master's degree in Spanish and the ability to teach a variety of courses in the Spanish language and culture. Deadline for applications: December 15, 2003.

The University of Georgia

The Department of Social Foundations of Education is seeking a tenure-track Assistant Professor to teach courses in educational research methods and to conduct research. Applicants should have a Ph.D. in Educational Research or a related field. Experience in teaching and research is preferred. Salary commensurate with qualifications and experience. Application deadline: December 15, 2003.

University of Georgia

Graduate assistantships for 2003-2004. The Department of Social Foundations of Education, University of Georgia, College of Education offers a Ph.D. program in educational foundations and policy studies. The program is designed to prepare educational leaders, scholars, teachers and policy analysts. Applications are due by January 15, 2004. Please send inquiries to: Dr. Larry Butchart, Graduate Coordinator, State University of New York, Oneonta, NY 13820.
ANNUAL ANNOUNCEMENT OF FALL 2000 VACANCY AT THE FASTEST GROWING COLLEGE IN THE

South Texas Community College is looking for ADDITIONAL full-time members who have the right combination of professional experience, skills and equipment to meet the challenges of the fastest growing college in Texas beginning Fall 2000. We want to talk to you if you are dedicated to student learning, willing to work hard and wish to commit to the mission and values of our College.

STCC is located in McAllen, Texas. This metropolitan area is located just north of the U.S./Mexico border and approximately 65 miles from beautiful Padre Island. Visitors come to the area to enjoy the sub-tropical climate, round golf and tennis, fresh and salt water fishing and seasonal hunting.

STCC is accepting applications from qualified candidates in the following areas:

- Art
- Associate Degree Nursing
- Automotive Technology
- GMASEP Program
- Biology
- Business Computer Systems
- Child Care & Development
- Computer Aided Drafting & Design
- Computer Science
- Criminal Justice (Spring 2000 Start)
- Developmental English
- Developmental Math
- Developmental Reading
- Electronic & Computer Maintenance
- English
- Government
- Health & Human Services/Social Work
- Health Information Technology
- Mathematics
- Physical Education
- Precision Manufacturing Technology
- Sociology
- Spanish/French
- Speech/Drama

MINIMUM REQUIREMENTS: All faculty positions require a Master's degree in a teaching field, except positions followed by an asterisk (*) require a bachelor's degree. These positions are subject to certification by the Texas Education Agency.

NOTE: STCC is accredited by the Commission on Colleges of the Association of Colleges and Schools. Credentials of all faculty must be verified by SACS.

TO BE CONSIDERED, please send letter of application, STCC resume, copies of transcripts and official transcripts required prior to review and five current references with addresses and phone numbers to:

STCC Office of Human Resources
PO Box 9701
McAllen, TX 78502 (956) 928-5082

Individuals must submit a separate application for each teaching position.

No person shall be excluded from participation in, denied the benefits of, or subject to discrimination under any program or activity sponsored by South Texas Community College on the basis of race, color, national origin, sex, age, veteran status, or disability.
EMORY
DEAN OF THE GRADUATE SCHOOL
Emory University - Atlanta, Georgia

Emory University seeks a dynamic academic leader to serve as Dean of the Graduate School of Arts and Sciences. The Dean is responsible for overseeing 28 graduate programs with 642 faculty members and 1400 enrolled students and for developing new programs across the Arts and Sciences and the Professional Schools. The Dean represents the voice of the faculty to the University administration and to the Board of Trustees. The Dean reports directly to the Provost and serves on the Council of Deans. The Dean manages a budget of approximately $28 million dollars.

Emory University, a private university established in 1836, has a student body of more than 11,000 and 2,400 full-time faculty members. The University encompasses nine divisions, a number of centers for advanced study, and a host of prestigious affiliated institutes. Emory is actively committed to enhancing its academic stature and is in an excellent position to achieve ambitious goals.

The ideal candidate will be an accomplished scholar with a record of demonstrated achievement in creating distinguished and distinctive academic programs in collaboration with colleagues both within disciplines and across disciplinary lines. Experience in budgetary management is desirable.

Nominations, candidacies, and requests for further information should be directed to the Chairperson of the Search Committee:

Dr. Rebecca S. Chopp
Provost and Executive Vice President for Academic Affairs, Emory University
c/o Paula Carabelli and Dennis M. Barden
Educational Management Network/a division of Witt/Kieffer
1920 Main Street, Suite 310, Irvine, CA 92614

Applications should include a letter of interest; a current curriculum vitae; and the names, positions and phone numbers of five references who will be contacted only with candidate's approval. Questions regarding this search may be directed to the consultants supporting Emory, Paula Carabelli at (404) 851-5070 or Dennis M. Barden at (630) 990-1370, or directly to Provost Rebecca Chopp, Suite 404, Administration Building, Emory University, Atlanta, GA 30320. Screening will begin immediately and will continue until an appointment is made. All communications will be treated confidentially. EEO/AA Employer.

Indiana University
DE 'N
School of Public and Environmental Affairs

The School of Public and Environmental Affairs (SPEA) at Indiana University is seeking applications and nominations for an outstanding individual to assume the position of Dean on or after July 1, 2020. Applications or nominations received on or before January 15, 2020 shall be preferred.

SPEA is an interdisciplinary, university-wide division of Indiana University, organized as a professional school committed to excellence in teaching, research, and service, addressing critical issues of public and environmental policy and management and environmental science. With over 100 faculty (tenured or tenure-track) systemwide, SPEA is the largest school in the nation offering programs in public affairs and environmental science. Several of the school's graduate programs consistently rank among the best in the country.

The Dean is responsible for the leadership of the statewide school which has faculty and students on seven campuses. An overall mission guides the operation and curriculum of the school at all locations. The school has an interdisciplinary faculty and covers the following seven fields: Policy and Administration, Environmental Sciences and Policy; Policy Analysis, Urban, Regional Analysis and Planning; Public Finance and Policy Analysis, Healthcare Management, and Criminal Justice. Law and Public Safety. The school offers Associate, Bachelor's, Master's, and Doctoral degrees.

Candidates should have proven administrative experience and possess the qualifications and achievements consistent with a tenured appointment at the full professor level. They should also have an understanding of the curricular and professional issues relevant to a school of public and environmental affairs, including the ability to provide leadership in a school that emphasizes interdisciplinary collaboration in various areas of public and environmental affairs and science. The Dean is the primary external representative of SPEA and should have the skills and commitment needed for success in these roles, including fundraising and developing positive relationships with important constituents.

Applications and nominations should be submitted to:

Dean Alfred C. Aman, Jr.
Chair, Search and Screen Committee
c/o School of Public and Environmental Affairs
Indiana University
1315 East 10th Street, Rm 310
Bloomington, IN 47405
aaman@indiana.edu
http://www.indiana.edu/~speaweb/

Indiana University is an Equal Opportunity/Affirmative Action Employer and strongly committed to diversity in the hiring of faculty, scholars, and staff. The University actively encourages applications or nominations of women and persons of color, as well as individuals with disabilities, and members of other understudied groups.
ASSISTANT VICE PRESIDENT FOR CURRICULUM AND ASSESSMENT

Central Michigan University is a comprehensive state university with over 800 faculty serving an on-campus enrollment of approximately 18,000 students. The university's eight colleges offer more than 20 undergraduate and graduate degrees and 150 major areas of study. The main campus is situated on an 854-acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the lower peninsula of Michigan. The institution is nationally recognized for offering one of the most extensive extended learning programs in North America. The off-campus programs serve an additional 8,500 students at 70 sites and utilize 1,200 adjunct faculty.

Position Description/Responsibilities: The Assistant Vice President for Curriculum and Assessment reports to the Vice Provost for Academic Affairs and has university-wide responsibilities for facilitating the university's commitment to learning centered education. In addition to leading university efforts to embrace this philosophical position, the assistant vice president (AVP) is responsible for coordinating and facilitating the university's curriculum development agenda, including the review and development of academic programs and, in particular, the university's commitment to student outcomes assessment. The AVP will be thoroughly familiar with curriculum development, committed to the assessment of student learning, and provide leadership to academic departments, colleges, and the university in related matters. Assisted by one full-time professional reporting to the position and support from other staff in academic affairs, the AVP is expected to provide active leadership and direct assistance to academic departments, college and university curriculum bodies for purposes of focused university curriculum and instructional resources on student learning.

Qualifications: The position's responsibilities require a demonstrated leader in curriculum, teaching, and assessment with a record of outstanding teaching, significant academic program and curriculum development, and effective leadership in student outcomes assessment. Additional requirements include excellent communication skills, written and oral; small group facilitation skills; and possession of the terminal degree, earned tenure and associate professor rank or higher. It is strongly desired that the AVP have a record of publication and/or consulting and professional presentations in the areas of curriculum, teaching, and assessment.

Preference will be given to candidates with the following qualifications who have been successful academic leaders at the department level or above and who demonstrate high levels of job satisfaction, attention to detail and follow-through. Additional preferences of importance to the university include allegiance to the primacy of faculty in curricular matters, a clear commitment to diversity, familiarity with academic computing, strong interests in faculty development, and pedagogical studies and keen appreciation for the value of academic planning and program review. Interest in interdisciplinary curriculum and an equal regard for both professional and academic curricula are highly desired.

Salary/Benefits/Starting Date: The position is a full-time, twelve-month administrative position at the senior officer level of the university. Salary/benefits will be competitive; position is scheduled to begin July 1, 2000 or earlier, depending upon availability.

Procedures for Applications/Nominations: Applicants and nominees should forward current curriculum vitae, including copies of degree transcripts (unofficial copies accepted) and a letter of interest responding to stated qualifications, along with the names, addresses, and phone numbers of five professional references who can speak directly to the applicant's qualifications for the position to Office of the Provost, AVP Search, Warriner Hall 312, Central Michigan University, Mt. Pleasant, Michigan, 48859, Tel (517) 774-3932, FAX (517) 427-2472. Review of applications is scheduled to begin on or about January 4, 2000, and will continue until the position is filled. Central Michigan University, an AA/EEO institution, is strongly and actively committed to increasing diversity in its community. URL's include: http://www.cmich.edu, http://www.cmich.edu/AACO.html.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

DIRECTOR OF BUSINESS SERVICES

ANNUAL SALARY: $79,996 to $99,101. Responsible for administering a diverse group of district-wide business activities which include contracts, purchasing, risk management, employee benefits, and general office support services. REQUIRED: B.A. degree plus five years of business management experience, including two years recently in an administrative or supervisory position over business operations. Public agency experience and an advanced degree in business or public administration are desirable. Call for application: Los Angeles Community College District: (213) 691-2465. POSITION CLOSES: 1/27/00. AA/AT.

SUN JOSE/EVERGREEN CCD

Is currently accepting applications (open until filled), for the following 1-year positions:

Evergreen Valley College
- Biology
- Chemistry
- Coordinator, Disabled
- Counseling, Voc. Ed.
- Developmental Education Program & Services
- ESL
- Math
- Physics

Sun Jose City College
- CIS
- Communications
- English
- Foreign Language
- History
- French
- Social Science

CLAREMONT McKENNA COLLEGE

DEAN OF THE FACULTY

Claremont McKenna College seeks nominations and expressions of interest for the position of Dean of the Faculty, who will be working closely with President Pamela Cann.

Consistently ranked as one of the nation's best colleges, Claremont McKenna College is a highly selective independent liberal arts college preparing students for leadership in business, government, and the professions. Located 35 miles east of downtown Los Angeles, Claremont McKenna College enrolls nearly 1,000 students and offers majors in more than 20 fields, in humanities, sciences and social sciences. The College has more than 135 total faculty and an endowment of approximately $350 million.

CMC is a member of the Claremont Colleges, a consortium of five of the nation's finest small colleges and two graduate institutions. The five undergraduate colleges include CMC, Harvey Mudd College, Pitzer College, Pomona College, and Scripps College.

Successful candidates should have a distinguished record in their scholarship, teaching and service, strong administrative skills, and a commitment to the College's mission and its continued excellence.

Review of candidates will begin in mid-January 2000 and will continue until the time of selection. Candidates should submit a letter of interest and a current curriculum vitae, including five names of references with title and contact information to:

Dr. Asuman Aksoy
Chair, Dean of the Faculty Search Committee
C/O the President's Office
Claremont McKenna College
500 East Ninth Street
Claremont, CA 91711

We are being assisted in this search by Shelly Weiss, Storbeck and Susan VanGilder of A.T. Kearney, 333 John Carlyle Street, Alexandria, VA 22314, phone: 703/730-4627, facsimile: 703/518-1782, email susan.vangilder@atkearney.com.

Claremont McKenna College is an Equal Opportunity Employer.
VICE PRESIDENT FOR
HUMAN RESOURCES

The University of Utah seeks an experienced and dynamic leader to provide effective human resources services in a newly created vice presidential position. This individual will have the opportunity to shape human resources programs, directions and organization for Carnegie I research university. Reporting to the president, the vice president for human resources will lead the University of Utah in developing policies and programs to attract and retain an excellent workforce for the entire campus, including the health sciences and the hospital. The vice president will also oversee human resource planning and also administer all employee training, employment and compensation, benefits administration, dispute resolution, employee relations and training, equal opportunity/affirmative action and academic human resources. The vice president for human resources will work closely with the president, vice presidents, senior academic and administrative leaders, faculty, staff, and students.

Qualifications:
• Extensive experience in and broad working knowledge of human resources management, policies, and procedures in complex academic institution.
• Ability to create and lead a forward-thinking, customer-oriented human resources organization.
• Experience with and commitment to equal opportunity and diversity through a commitment to equal opportunity, affirmative action, and diversity initiatives.
• Experience in fostering an organizational culture that supports and enhances the University's mission, research, and service initiatives.
• Excellent management, interpersonal, and communication skills, including a strong ability to lead and manage conflict.
• Knowledge of successful strategies to recruit and retain a technologically aware workforce.
• Ability to manage complex, high volume and high complexity human resource information systems.
• Preference will be given to applicants with advanced degrees in fields related to human resource management and human resource management and human resource development.

The University of Utah is an equal opportunity, affirmative action employer and encourages applications from women, men and minorities. University employees are required to follow all University policies and guidelines.

The University of Utah is committed to equality of opportunity in employment and candidature for all qualified persons and does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, sexual orientation, gender identity, disability, or veteran status in employment, educational programs and activities, and admission to University programs. Individuals with disabilities are encouraged to request reasonable accommodation. Application materials become the property of the University of Utah.

For further information please visit the CIP Web Page at www.ahr.utah.edu/jobs/vphr/
Carthage

TENURE-TRACK FACULTY APPOINTMENTS

Carthage invites nominations and applications for new tenure-track members of the faculty. The College makes appointments with the hope that the successful candidates will be part of the campus community for many years into the future.

Candidates must hold the Ph.D or appropriate terminal degree. In addition to normal scholarly credentials, candidates must demonstrate enthusiasm for teaching in a small college atmosphere. Carthage faculty members share a commitment to a liberal arts curriculum. They are expected to teach five courses regularly, including either the Heritage seminar on the humanities, first-year and social science, or the Discovery seminars in the natural sciences.

Salaries and benefits are highly competitive. The College immediately integrates new members into faculty decision-making.

Located on the shore of Lake Michigan midway between Milwaukee and Chicago, Carthage offers a quick urban access from the relaxed environment of a small city. Predominantly Midwestern, students come from approximately half the states in the Union, and from a variety of foreign countries. Founded in 1847, Carthage is affiliated with the Evangelical Lutheran Church in America.

Nominations and applications, including a current curriculum vitae, statement of teaching philosophy, and a letter of recommendation should be sent by the deadline indicated. Address replies to the appropriate chairperson at Carthage College, 2001 Alfred Park Drive, Kenosha, Wisconsin 53140-1994.

Women and minorities are encouraged to apply.

ASIAN HISTORY: Assistant Professor. The successful candidate will be a specialist in Asian History committed to teaching undergraduate introductory and upper division courses in the history of Japan and China. Preference will be given to candidates with additional specialization in East Asian religions. Teaching responsibilities will include courses for the Asian Studies minor and teaching in the Heritage seminar that focuses on Asian cultures. Respond by January 1, 2000, to Professor Rom Macias, Chair, Division of the Humanities.

COMPUTER SCIENCE: Assistant/Associate Professor. The successful candidate will help mold the newly introduced computer science major. The College seeks applicants with expertise in networking and computer architecture. Recent campus initiatives include renovation of science/math/computer facilities, completion of fiber-optic cabling to all faculty offices, and establishment of a summer student research program. Respond by January 1, 2000, to Professor Charlotte Chell, Chair, Division of the Natural Sciences.

GRAPHIC DESIGN: Assistant/Associate Professor. The successful candidate will demonstrate expertise in Macintosh graphic design software (Adobe Illustrator, Photoshop, PageMaker, and QuarkXPress) and have the ability to run and maintain an established Macintosh studio. Multimedia or animation experience is also desirable. Teaching responsibilities include teaching design courses at all levels. Please submit slides of recent work in a labeled, clear flat slide sheet or electronic portfolio. Respond by January 1, 2000, to Professor Richard Spiera, Chair, Division of the Fine Arts.

MICROBIOLOGY: Assistant Professor. The successful candidate will demonstrate a commitment to undergraduate education in the biological sciences and have two or more undergraduate courses in research. Teaching responsibilities will include introductory biology, microbiology, immunology, and virology. A background in epidemiology and virology is desirable. Include a personal statement detailing current research interests. Respond by January 1, 2000, to Professor Charlotte Chell, Chair, Division of the Natural Sciences.

SECONDARY EDUCATION: Assistant/Associate Professor. The successful candidate should have a minimum of three years of teaching experience at the middle/secondary level. Willingness to work collaboratively with colleagues across disciplines is desired as is interest in coordinating secondary education and content areas. Teaching responsibilities will include teaching secondary education methods courses, including reading in the content areas and language arts, and supervising student teachers. Opportunities are available to teach graduate courses and to work as a graduate student advisor. Networking with area middle and secondary schools is encouraged. Respond by January 1, 2000, to Professor Judith Schuumberg, Chair, Division of Education.

SPECIAL EDUCATION: Assistant/Associate Professor. The successful candidate should have a minimum of three years of teaching experience at the elementary/middle school level. Experience in a variety of settings such as inclusive classrooms and regular education programs is desired. The candidate should have an interest in building programs and a willingness to collaborate with colleagues across disciplines. Responsibilities will include teaching special education and regular elementary education courses and supervising student teachers. Opportunities are available to teach graduate courses and to work as a graduate student advisor. Networking with area elementary and middle schools is encouraged. Respond by January 1, 2000, to Professor Judith Schuumberg, Chair, Division of Education.

SOCIOLOGY: Assistant/Associate Professor. The successful candidate will demonstrate expertise in criminology with a strong teaching focus, demonstrated by a record of teaching and student evaluations. Respond by January 1, 2000, to Professor Judith Schuumberg, Chair, Division of Education.

DIVISION OF OCEAN SCIENCES

NATIONAL SCIENCE FOUNDATION

Arlington, VA 22230

NSF's Directorate for Geosciences seeks a new Chief, Ocean Sciences Research. In position in its Division of Ocean Sciences, incumbent will provide leadership and direction to program activities supporting research and education in oceanography, physical oceanography, marine geology and geophysic and ocean technology.

Appointment to this Senior Executive Service position may be on a career basis, or on a 2-5 year term basis with a current salary range of $110,200-130,184 for a new SES appointment. Alternative arrangements may be available for qualified applicants.

Applicants are encouraged to apply by January 28, 2000. For complete details, please see the following URL: www.ostp.gov/Depts/whs/whs-flyer.htm.

NO FEE, no prior employment experience is required.

NSF is an equal opportunity employer committed to employing a highly qualified staff reflecting the diversity of our nation.

THE COLLEGE OF

WOOSTER

1189 Beall Avenue

Wooster, Ohio 44691-2363

Tenure-Track Appointment

beginning Fall, 2000

Art
Chinese
Psychology

The positions are being posted jointly with the Five Colleges of Ohio Consorti. For complete descriptions, go www.w.c.wooster.edu.

Willow down and select the Quick Employment Opportunity or call or e-mail Lindy Farm.
UCSD
Governmental & Community Relations
Manager, Governmental Relations, Health Sciences

Responsible for the development and implementation of strategies and coordination of governmental relations programs to monitor, respond to, and shape county, state and federal health science policies that effect UCSD. Effectively represent the interests of the School of Medicine and UCSD Medical Center at the federal, state, and local levels.

For details, please see our web site at: www.hr.ucsd.edu
Salary commensurate with experience. Apply by 12/15/99 referencing Job # 118265-X to: resume@ucsd.edu or mail to: UCSD Human Resources, La Jolla, CA 92037-0967. AA/EOE.

University of California
San Diego

Well known for its reputation for excellence and as the largest Catholic university in the United States, DePaul University has been educating Chicago for over 100 years. At DePaul, you'll work in a collaborative environment that lives its values, supports diversity and encourages professional development.

Faculty Positions in Computer Science, Information Systems, and Telecommunications

Computer Science faculty are actively pursuing research in artificial intelligence, biomedical signal and image processing, computational complexity, computer vision, intelligent agents, distributed computing, databases, human computer interaction, foundations of programming languages, graphics, parallel and distributed algorithms, quantum computing, software engineering and software reliability. Information Systems faculty are actively pursuing research in electronic commerce, technology supported learning, group support systems, collaborative systems design, and IT strategy.

Telecommunications faculty are actively pursuing research in performance analysis of data networks, techniques for providing differentiated quality of service to Internet applications, formal methods in protocol development, simulation tools for network education, and distributed multimedia systems.

DePaul University offers competitive salaries, best-in-class benefits including: life, medical (Blue Cross Blue Shield), dental, retirement plan, generous vacation plan, and tuition assistance for yourself and dependents. Candidates should have a Ph.D. in a relevant field by the date of appointment.

To apply, complete the application form at http://www.cs.depaul.edu/facultyapp.html and send a curriculum vita, a research statement, a teaching statement and at least three letters of reference to: Donna Max, Executive Assistant to the Dean, School of Computer Science, Telecommunications and Information Systems, DePaul University, 243 South Wabash Avenue, Chicago, IL 60604-3391. E-mail: faculty_searches.depaul.edu. More information about CTI may be found at http://www.cs.depaul.edu DePaul University is committed to diversity and equality in education and employment.

DePaul University

SUMMER 2000
Universidad Complutense
MADRID - SPAIN

Scholarship Program for Teachers, Counselors & School Administrators
Three or six weeks of intensive Spanish language study from July 6th to July 27th. Cost (with scholarship) $1,995 or July 6th to August 17th. Cost (with scholarship) $2,495

Includes: round trip airfare New York/Madrid/New York, three meals a day, room accommodations and instruction at Colegio Mayor Santa Maria de Europa de Universidad Complutense.

For information, write or fax your request to: Center for International Studies; 42-32 De Bruin Drive; P.O. Box 451; Fair Lawn, NJ 07410-0451
Tel.: (201) 845-9744

COLUMBIA UNIVERSITY
Director of Minority Affairs and Special Programs

The Graduate School of Arts and Sciences of Columbia University is seeking a Director of Minority Affairs and Special Programs who will be responsible for recruiting M.A. and Ph.D. applicants from members of minority groups, for networking with institutions that produce minority B.A.'s (particularly in the New York metropolitan area), for monitoring these applications, and for utilizing University resources designated for minorities. The goal of the Director will be to increase the School's recruiting of M.A.'s and Ph.D.'s held by members of historically underrepresented populations. In addition, the incumbent will administer minority fellowship programs within the Graduate School, including the Summer Minority Research Program and the Dean's Summer Minority Fellowship Program. This involves writing grant proposals and researching resources available to minority students. Instructing the Director of Development in locating and soliciting donors for the programs, preparing brochures and announcements, collaborating with faculty, and program logistics. The Director of Minority Affairs and Special Programs serves as a contact and advocate for all minority students entitled to GSAS.

Qualifications: Bachelor's degree or equivalent experience required. Graduate degree preferred. Minimum of four years related experience required. Experience in academic administration in a graduate school setting preferred. Background in, and demonstrated sensitivity to, particular problems facing minority graduate students. Experience in demographic analysis and statistical presentation desired.

Send applications, including a curriculum vitae, to Edna G. Macagno, Dean, Graduate School of Arts and Sciences, Columbia University, 109 Low Memorial Library, Mail Code 4306, 535 West 116th Street, New York, NY 10027.
# Advertising Index

<table>
<thead>
<tr>
<th>State</th>
<th>Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CALIFORNIA</strong></td>
<td>California State University, Bakersfield 72, Claremont Graduate University 80, Claremont McKenna College 82, Contra Costa Community College District 84, Dominican College of San Rafael 72, Los Angeles Community College District 82, Los Angeles Southwest College 81, Mills College 84, Orange Coast College 84, San Francisco State University 82, San Jose/Evergreen Community College District 82, San Jose State University 85, University of California, Berkeley 88, University of California, Riverside 89, University of California, San Diego 86, <strong>NEBRASKA</strong></td>
</tr>
</tbody>
</table>
ENGAGEMENT OF LATINO STUDENTS

The 15th annual Status Report on Minorities in Higher Education by Carney and Wilson (1997) offered interesting information on Hispanic enrollment. The number more than doubled between 1984 and 1995. And much of the growth took place at two-year colleges. One possible inference is that four-year institutions need to design programs, curricula, and strategies that attract and retain Latino students. A projected increase in potential Latino students suggests a need to establish model curricula and programs that embrace the historical experiences of these students. Additionally, universities should examine factors that engage students at the institution and help them move steadily toward graduation.

There is no question that campuses embracing a multicultural perspective examine variables associated with minority student academic satisfaction, performance, and desires to become involved in groups and extracurricular activities that nurture a sense of belonging. These variables include multicultural curricula and programs, minority faculty and staff hires, scholarships, grants, and more. But in some cases, institutions set admission policies and procedures that deter minority students.

For some Hispanic students, the most serious problems are not those they confront getting into college, but those they face once they get there. These range from lack of Spanish language use in school to the tensions inherent in finding their way in large, impersonal, fast-paced institutions.

Research has brought a better understanding of student behaviors in this context, but many in academia agree that developmental theories of Hispanic students have not been sufficiently examined. Theorists have evolved from studies of majority students. Research about Latino students that focuses on their cultural backgrounds could be useful too for the development of projects, extracurricular activities, and specific curricula.

One theme surfacing in the literature is the cultural dissonance between schools and Latino students. The lack of synchronization between academic programs, college life, and students has a direct impact on their performance and academic achievement. Colleagues across the U.S. grapple with low retention rates for Latino Relevant programs should be developed now. It is not prudent to wait for a large influx of Latino students before developing such programs.

Richard P. Durán (1983) focused his research on transition experiences of Latino college students and denoted dispassionately why so many Hispanics never go to college or, when they do go to college, why they invariably encounter difficulty. Durán points out that Hispanic high school seniors acknowledged that their part-time and at times nearly full-time job obligations took too much time away from studies. The greatest discrepancy between Hispanic and non-Hispanic seniors in Durán’s research is the compatibility of students’ home life and school life. One-third of Hispanic seniors—att an academic level higher than that of non-Hispanic Whites—worry about financial problems, family obligations, a lack of a good place to study at home, and parental disinterest in their education. Durán further notes that high school guidance counselors often fail to explain college application and financial aid processes to students and families, resulting in many otherwise qualified Hispanic students failing to apply to college.

Most research studies on racial identity of minority students have been designed with African Americans as the central focus. Moreover, academic satisfaction and student involvement are quite complex. The university might have good intentions, but if its climate is perceived as hostile, retention can be affected. The identification of variables in the social, academic, and institutional support systems available to assist Hispanic students is critical to achievement and retention.

It is time for educators to engage in a dialogue with Latino constituents to accommodate a new student majoring for partnerships with families extremely important to ensure that those students, their parents, and their siblings view the institution as an extension of their home. Replicating the Hispanic culture can take place through mentoring programs and by linking up community-based organizations and governmental agencies, such as the providing vocational training to parents through the Job Training Partnership Act.

To effect a smooth transition from home to school, universities must insist that all activities from orientation to graduation include and reflect community and the student body.

Finally, the mission and vision of the university should be examined to ensure that admission policies, programs, and curricula place the university as a viable alternative to two-year colleges for Hispanic students. The experiences of Latino students inside and outside the classroom can significantly influence their academic satisfaction, collegiate involvement, and desire to maintain their culture through use of the Spanish language while embracing elements of the dominant culture. Acceptance by peers, faculty, and staff, and inclusiveness of both the curricular and extracurricular programs are factors that influence Latino students directly impact their academic satisfaction and collegiate involvement.
Scoring ON the field and OFF
FACULTY POSITIONS (10 Months)

All open faculty positions are full-time tenure track assignments, effective September 1, 2000. Rank is Assistant Professor unless otherwise specified. General responsibilities include ongoing research and publication, involvement in professional organizations, participation in curriculum development, committee service, student advisement and interest or experience in using instructional computer technologies to improve the teaching/learning process.

SCHOOL OF BUSINESS, GOVERNMENT AND TECHNOLOGY

Department of Accounting. Teach graduate and undergraduate courses in Accounting, Auditing, and Taxes. Preference will be given to individuals who have completed or are in the process of completing a Doctorate in Accounting or Management (with a concentration in Accounting), and who have relevant graduate teaching experience.
Chair: Prof. Gary Schader.

Department of Economics and Finance. Teach introductory courses and advanced classes in Finance, i.e., International Finance, Investments, etc. Doctorate in Finance, Economics or Finance is preferred. ABD considered. College level teaching experience desirable. Chair: Dr. William Kemp.

Department of Public Administration/Health Services Administration. Candidate must have either a completed Doctorate or ABD status in Health Administration. Public Health, and/or a related field in Health Care Management. Experience in Health Care Finance, Health Care Economics, or Health Care Information Systems preferred. Teaching experience, particularly at the graduate level, is desirable. Chair: Dr. Dawood Faraz.

Department of Technology/Graphic Design. Teach courses in printing technology including lithography, desktop publishing, digital photography, screen-printing, color separation and business-related graphics. Advanced computer graphics experience necessary. Doctorate or other terminal degree required. Experience in industrial experience desirable. Coordinator: Dr. Donald Lokute.

SCHOOL OF EDUCATION

Department of Communication Sciences and Educational Services/Reading Specialist. Teach developmental and corrective reading with college freshman and college work relative to teacher training. Preference will be given to individuals who have completed or are in the process of completing a Doctorate in Education. Experience in developmental reading with college students is essential. Experience in teaching strategies is desirable. Chair: Albert J. Mazurek.

Department of Early Childhood and Family Studies/Early Childhood Development Specialist. Teach graduate and undergraduate courses in the development and Early Childhood field. Experience in curriculum design and implementation in preschool settings is desirable. Chair: Dr. Cynthia Gannett.

Department of Physical Education, Recreation and Health/Physical Education Teacher. Candidate must have either a completed Doctorate or ABD status in Physical Education and/or related field. Experience teaching graduate and undergraduate courses is desirable. Chair: Dr. Richard S. Bakker.

Department of Physical Education, Recreation and Health. Teach Physical Activity, Consumer Nutrition, and Exercise Science courses. Critical issues and values in sport and physical education are emphasized. ABD preferred. Chair: Dr. Richard S. Bakker.

Department of Special Education and Individualized Services. Teach courses in special education and related fields. Experience teaching undergraduate and graduate students is desirable. Chair: Dr. Elaine Fisher.

SCHOOL OF LIBERAL ARTS

Department of Design/Interior Design. Teach CAD and studio courses in Interior Design in FIDER accredited program. Experience in the design community preferable. Chair: Prof. Mark Holloway.

Department of English/English as a Second Language. Teach courses in English as a Second Language and related subjects. Experience in teaching English as a Second Language is preferred. Chair: Dr. Robert Criscione.

Department of Music/Studio. Conduct and build the instrumental program, including teaching, working with area high school music educators, and teaching of courses depending on areas of specialization. Public school teaching experience and instrumental performance experience desirable. Chair: Dr. Mark Tonsor.

Department of Music/Music Education. Teach theory, music education, and electronic music. Experience teaching secondary music education is desirable. Chair: Dr. Mark Tonsor.

Department of Psychology/School Psychology. Teach undergraduate and graduate courses in psychology. Experience teaching psychology courses is desirable. Chair: Dr. Martin Harris.

Department of Psychology/Marriage and Family Therapy. Teach undergraduate and graduate courses in psychology. Experience teaching psychology courses is desirable. Chair: Dr. Martin Harris.

Department of Sociology and Anthropology. Teach courses in statistics and research methods. Experience in specialized areas of sociological research is desirable. Chair: Dr. John Danner.

SCHOOL OF NATURAL SCIENCES, NURSING AND MATHEMATICS

Department of Biological Sciences/Biotechnology Master's Program. Teach graduate courses in Molecular Biology. Experience teaching and research is encouraged and modest facilities and support are available. Chair: Mr. David Mancarella.

Department of Chemistry/Physics. Teach introductory and advanced courses in Analytical, Physical Chemistry or Inorganic Chemistry in a department housed in an American Chemical Society accredited program. Chair: Dr. Donald Criscione.

Department of Mathematics and Computer Science. Teach curriculum development in the undergraduate Computer Science major programs, Information Systems, Database Management systems, and Computer Networks. Experience teaching and research is encouraged. Chair: Dr. Carson Krantz.

Department of Mathematics/Computer Science. Teach introductory and advanced undergraduate and graduate mathematics and statistics. Experience teaching and research is encouraged. Chair: Dr. Carson Krantz.

Department of Occupational Therapy. Teach courses in the area of pediatric and geriatric Occupational Therapy. Experience teaching and research is encouraged. Chair: Dr. Paula Kramer.

APPLICATION, SALARY BENEFITS INFORMATION ON ALL POSITIONS:

Candidates with experience in teaching and research are encouraged to apply. Salary and benefits vary depending on qualifications and experience. Please submit a letter of interest, a current resume or CV, and three references to the Office of Human Resources, Keen University, 1 University Drive, Union, NJ, 07083. Applications must be received by January 30, 2000. Send letter of interest, up-to-date resume, names, addresses, telephone numbers of three references. Official transcripts required.
CONTENTS

FEATURES

The Trio from Rio

USF’s Latino football coaches dream of drawing more Hispanics into the game. 6

Sport in Society: 10th Annual Racial and Gender Report Card

There’s good news and bad in this latest survey by Northeastern’s sports center 9

Omar Minaya Climbs Front Office Ladder

Many Hispanics succeed on the playing field, but not off it. Here’s an exception. 12

Matadors’ Coach Jerro Wins 21 Games Her First Season

Tapped by Cal State-Northridge in the 11th hour, Jerro proved to be an inspiring choice 14

Playing for Keeps

Profiles of three Hispanic UCLA Bruins 19

“Stark Inequities” Persist in Some New England Schools

NABHE report calls the lack of progress in hiring Hispanic faculty “disturbing” 21

Teaching Strategies That Promote Equal Opportunity: Part Two

Constructive controversy, the jigsaw technique, and focus groups 26

Gap Remains in Minority SAT Scores

But the College Board is launching a remedial program that puts parents in the picture. 28

Anytime...Anyplace: Distance Education

Inter American University of Puerto Rico to a good start with great response to its marketing of its online classes 31

DEPARTMENT

OUTLOOK ON WASHINGTON:

A CAPITOL VIEW

Demographic Realities 5

Honor Roll: The University of Oldhausen

Rapidly becoming a pacesetter, this venue is currently home to 17 National Hispanic Scholars 16

People, Places, Publications, Conferences

3

Book Review: Chicano Politics and Sociology in the Late Twentieth Century

4

1 PUNTO FINAL!

Ethnic Participation in Academia: A Call for Stronger Leadership 5
Upcoming Issues

Our 10th year covering Minority Issues

Financing a College Education
January 28th issue
Ad Deadline January 11th

Women in Higher Education
February 25th issue
Ad Deadline February 8th

Call for advertising info:
201.587.8890
ext. 102 or 106
Fax: 201.587.9105
Visit our Web site!
www.HispanicOutlook.com
Demographic Realities

by Gustavo A. Mellander

It is not surprising to any Hispanic educator, but certainly a foreign world to those who have yet to peer into tomorrow's reality, is the fact that there are going to be vast changes in the composition, number, and gender makeup of those seeking a college education in the years ahead.

The highly respected Western Interstate Commission for Higher Education has published an excellent study entitled The Road to College: Educational Progress by Race and Ethnicity. The title accurately reflects the content but not the laborious research that was clearly necessary to compile this study.

Findings

When the study was released in Washington, D.C., its principal author, Robin Eter Zuliga, stated, "For the first time, officials can pinpoint the patterns of the increasingly multicultural student body and then make plans to better educate underserved—but increasingly significant—racial and ethnic groups."

The study, conveniently broken down among the states, projects the ethnic and racial composition of elementary and secondary school students as well as college students.

Futureists will not be surprised by the study's findings, which show that clearly one-third of all school children, including the college-age population, will be non-white or Hispanic by the beginning of the new century. Conversely, a decline is projected among the White non-Hispanic school-age population. All constituencies should be aware of these demographic changes, which will obviously pose significant challenges not only for higher education but for all Americans.

The study is unique because it examines the grade-by-grade progress of school-age children by racial and ethnic identification in every state. It also projects numbers of public high school graduates for such groups as African Americans, Native Americans, Asians, Pacific Islanders, Hispanics, and White non-Hispanics. Replete with charts, data, and useful statistics, its detailed state-by-state work sheets and projection tables are easy to read.

Key Highlights

Looking at 13 western states, Hispanics are the fastest growing racial/ethnic group, with graduates up almost 60 percent.

Population growth in the west is expected to push the number of high school graduates in that thirteen-state region ahead of the northeast region, making the west second only to the south in its number of high school graduates.

Non-Whites and Hispanics make up a majority of public high school graduates in California, Hawaii, Mississippi, New Mexico, and the District of Columbia. Some 40 percent of New Mexico's graduates are Latinos, and 12 percent are other non-Whites.

College Bound?

These are not fuzzy predictions. These youngsters are already in our schools. How well we serve them will impact the very fabric of America in the 21st century.

When most of us went to school, we were lucky if an interested teacher took us aside and spoke to us about our career options. In far too many cases, that advice and attention was usually granted only to superior and attractive students, the upper-middle-class. For the group that could be argued needed career guidance much less than the rest of us.

If you were Hispanic, in many cases, what few suggestions you received invariably pushed you towards a low-level vocational field. A Hispanic classmate, who ultimately became a college president, was encouraged to major in vocational education and seek a job in the trades.

More than ever before, pragmatic student-specific career guidance is a legitimate need for all students. Bright ones, privileged ones, and then the rest of us. To paraphrase Abraham Lincoln—God must like common people—that's why He made so many of us.

The need to help students explore their many options emerged as part and parcel of the community college fabric. It was part of their founding philosophy. Further, the "open door" community college philosophy and their targeting of first-generation college students created an optimistic "can do" attitude among staff and students.

Community college counselors' role as student advocates and promoters of student retention has a long, successful tradition and continues to grow.

Problems

But there is a downside. California State University (Hispanics in Higher Education CAS' Imperative) states that 8 cent of the California Hispanic students who enter college enter community colleges. Unfortunately an unacceptably high number of these students drop out, and fewer transfer to baccalaureate institutions. That high attrition rate rarely highlighted the minority college publically.

Four-year colleges have become more interested in their students succeed. Many motivated by altruistic reasons, others, said to note, "teach light" in direct correlation to enrollment shortfalls. Students' tuition are too important a factor at most colleges to be ignored. For whatever reason, the "sweat" days might well be over.

With that as a given, colleges have found that it is not enough to merely provide. Freshman Orientation week must be systematic follow-up to help Hispanics explore aptitudes, attitudes, internal values. Once understood, they then be related to potential educational choices. This protracted course, then leads back to selection of logical major. A better sense of direction is more systematic, through necessary.
The Trio from Rio

USF's Latino Football Coaches

BY TODD MARTINEZ-PADILLA SIMMONS

University of South Florida

"We want to start a national Hispanic coaches association—something that will help us continue the growth of American football among Hispanic Americans," says Hernandez.

In the ranks of collegiate football, Hispanics are a rarity. Hispanic players make up only an estimated two percent of all players, the percentage of coaches is smaller than that.

So the fact that the University of South Florida has not one, not two, but three Hispanic football coaches is extraordinary. Add to that their key collective role in transforming USF from a university without a football program into a school making the quickest ascent ever into big-time Division I play, and you have something very special indeed.

"I'm grateful for the opportunity here—we all are. I realize how difficult it is to get into college coaching, period," says Receivers Coach/Recruiting Coordinator Frank Hernandez. Adds Special Teams Coach Renato Diaz, "I'd like to think that there's a higher purpose to us coming together."

Bulls fans might be inclined to agree. To understand why, one needs to look back to 1996, when University leaders and newly hired head coach Jim Leavitt were working to get the recently approved football program on the field. USF had no special reputation as an athletics powerhouse and faced the prospect of years of Division I-AA in which little-known opponents would visit neighbors Florida, Florida State, and Miami all basked in the national spotlights so frequently on their teams.

But Leavitt, a highly regarded defensive coordinator at Kansas State University, was determined to build an immediately competitive program. And for expert help, looked right away to Mike "Chico" Canales, a bright young quart who had known as a player at Kansas State.

"When I found out Chico was hired, I thought he might be a good fit," says Hernandez. "When
built. The Tampa Bay area hadn't seen college football played locally since the University of Tampa abandoned its program in the 1970s. Season tickets began to fly out of the box office—5,000, 10,000, 15,000, and up. Before the Bulls ever took the field, they had set a national Division I-A record by selling more than 20,000 season passes.

The program's debut lived up to the hype—an 80-3 blowout over Kentucky Wesleyan before 50,000 fans at Tampa Stadium. The Bulls finished that first season a respectable 5-6 and improved to 8-3 the following year. Through eight games this year, they were 6-3, nationally ranked, and still vying for a playoff berth.

"We've had an amazing record. This has been an experience we'll be able to look back on for many years to come," says Hernandez.

Even more important is the fact that his boys have the opportunity to play for a national championship, which is something that hasn't happened in Tampa since the 1960s.

**Told me, I was like, 'All right, man! This is great!'**

Once in Tampa, they met Diaz, whose route to college coaching was far different from theirs. Born in Cuba and raised in Miami, Diaz was a rabid football fan and a two-year starter for Miami Senior High in the late 1970s. His playing days behind him, he enrolled in USF and graduated in 1983 with a geology degree, subsequently working for both the U.S. Geological Survey and Texaco.

But after a decade in the field, he took some time to "do a little soul searching." Coaching, not geology, was his passion, he decided. And he began writing and calling the new coach at his alma mater: Leavitt, anxiously looking for a way to turn his passion into employment.

Impressed by Diaz' knowledge of the game and his enthusiastic eagerness to be involved, even as a volunteer, Leavitt hired him as an administrative assistant with limited coaching and recruiting duties.

Well aware of how uncommon their situation was as three Hispanic coaches on the same squad, Diaz, Canales, and Hernandez gave themselves a nickname that is part reference to their Latin heritage and part a celebration of the area in Texas to which each has some family connection: The Trio from Rio.

**Ambition and Opportunity**

As Diaz, Hernandez, and Canales worked with Leavitt and the rest of the Bulls staff to prepare for the season's first 1997 kickoff excitement Conference USA will admit the Bulls as a football school (USF is already a league participant in most other sports) beginning in 2003, USF will move to Division I in 2001. Those two actions will represent the fastest ascent to Division I and to a major sports conference that any program has ever achieved. In preparation, the Bulls scheduled their first Division I opponent this season—San Diego State, to whom USF lost 51-12—and have scheduled Kentucky and Baylor for next year.

All of that will bring unprecedented attention not only to USF and the team, but to the Trio from Rio as well. They have ambitious plans they might use the spotlight for both cultural educational purposes. "We want to start a Hispanic coaches association—something that helps us continue the growth of American among Hispanic Americans," says Hernandez. "We want to educate people about the game raise its profile in the Hispanic community about five percent of players at the college are Hispanic, even though there are a lot of Hispanic people playing American football."
game, and by the time his father had retired and moved the family to Palm Springs, Calif., he was a standout young quarterback for the local high school team (his idol at the time: New England Patriots Quarterback Jim Plunkett, also Hispanic). Canales' hard work and athleticism paid off with a full scholarship to Utah State University, where he moved up from seventh on the quarterback depth chart to become a three-year starter.

He quickly moved on to Brigham Young, where he earned a master's degree in physical education and worked with the football team's quarterbacks, receivers and defensive backs for three seasons. A seven-year stint at Snow College followed, with Canales producing four junior college All-American quarterbacks, and then a one-year stop at the University of the Pacific, where he was quarterback and kicking coach in 1995. Leavitt picked him up from there.

Few Hispanics at the collegiate level get the kind of support that enabled Canales to become successful, experts say. The 1998 Racial Report Card on intercollegiate athletics (created by researchers at Northeastern University's Center for the Study of Sport in Society) found that "college sports had the smallest percentage [relative to major professional sports] of people of color among head coaches, athletic directors...senior administrators and administrators in general." The report graded college sports an "F" in this area.

The study showed that according to NCAA data, fewer than 21 percent of head coaches of men's Division I teams in 1997-98 were Hispanic. And in that report, Hispanics were lumped into an "other minorities" category. In the previous year's report, which included a Hispanic-specific breakdown, the percentage of men's Division I teams led by Hispanics was zero.

Among football teams, Hispanic assistant coaches represented less than 19 percent of the total in 1997-98; Hispanics were less than 1.2 percent of male college athletics administrators and less than 1.1 percent of female administrators, the report showed. Hispanic male athletes meanwhile made up 3.1 percent of all male college athletes in 1996-97 and 2.8 percent of women athletes. Both numbers are on the rise, each having grown by more than half a percentage point over the previous five years.

NCAA Executive Director Cedric Dempsey expressed concern last year that minority coaches face a dearth of opportunities.

"When you're talking tennis, golf, swimming, and other sports where there are poor percentages of minority participation, [this] is a reflection of the fact that in our society, we don't provide a lot of good programs at the secondary level, so we don't see high participation rates for those sports," he said in a statement in the 1997 report. "But it's the same in sports like baseball, football and track, where we have high participation numbers of minorities, not to have more minority coaches."

Canales, Hernandez, and Diaz are always on the lookout for more Hispanic counterparts across the field and at NCAA meetings. "We've had opportunities to mingle and interact with others on the national level," says Hernandez, as he and the others rattle off names of Hispanic coaches at Wisconsin, Stephen F. Austin, and a handful of other schools.

Those opportunities have assured the men that there is much more that can be done. Canales proposes organizing a Hispanic caucus at the 2001 NCAA convention, while Hernandez envisions the possibilities of creating educational resources such as special camps for Hispanic football players.

"Part of my passion for football is being able to pass on this game to Hispanic youngsters, especially those who didn't realize they had an opportunity in this game," says Diaz. "Some athletes and coaches complain about the responsibility of being a role model. Not me. I cherish that responsibility. I want to be a role model."
Sports

Sport in Society: 10th Annual Racial and Gender Report Card

Center at Northeastern University Widens Scope

By Ed Brennen

Northeastern University’s Center for the Study of Sport in Society issues an annual report analyzing the diversity of players, coaches, and key administrators at both the professional and college levels.

For nine years, the report was known simply as the Racial Report Card, but the name and mission expanded in this year’s 10th edition to become the Racial and Gender Report Card.

Jose Maso, senior associate director of Sport in Society, said that given the evolving face of athletics in America today, widening the scope of this one-of-a-kind report was inevitable. “When we spoke of the racial report card 10 years ago, when you looked at the world of sports, it was male-dominated and Black and White—period,” Masso said from the Sport in Society’s Boston office in early October two months after the report was released. “You looked at the field or the court and it was men—White men and Black men. That was 10 years ago. In quick fashion over the last 10 years, the panorama has changed. On the racial side, it’s no longer Black and White. Now its international, it’s global, led by the influx of Latinos in the world of professional sports—soccer and baseball in particular.”

But when you look at sports in general over the last 10 years, with Title IX, you now have the gender issue. Sports are no longer simply Black and White. They’re no longer male. It’s now also women at all levels—high school, college, and professional.”

And given the impact of Title IX, the section of the 1972 Federal Education Amendments requiring that “no person in the United States shall, on the basis of sex...be subjected to discrimination under any education program or activity receiving federal financial assistance,” what did the 1999 Racial and Gender Report Card have to say about the status of women in sports today?

Well, the results were mixed. At the collegiate level, things were just average overall with a “C” grade being given. On the playing field, 39 percent of all student-athletes were female in 1997, an all-time high for a “C” grade. The NCAA’s own headquarters reflected the most gender diversity, with a 49 percent female professional staff in 1998—a number down, however, from 54 percent in 1997.

In the college head coaching ranks, 41 percent of all Division I women’s teams were coached by women in 1997-98, up slightly from two years prior. At the Division II level, that figure was 38 percent, while at Division III it was 48 percent.

What weighed the overall grade down, however, was the fact that only 8.2 percent of all Division I college athletic director positions were held by women in 1997-98, although this was up slightly from the 5 percent two years earlier.

When looking at the professional sports ranks, the 1998 Racial and Gender Report Card also widened its scope this year by including comparative data for the first time from the National Hockey League, Major League Soccer, and the women’s basketball leagues—the Women’s National Basketball Association and the defunct American Basketball League—in addition to the previously studied National Football League, National Basketball Association and Major League Baseball.

In the league offices, the NHL, MLS, and WNBA reflect the most overall gender diversity. In the WNBA, 69 percent of the professional staff was women, while NBA (45 percent), NHL (41 percent), MLS (37 percent) all far exceed Major League Baseball’s 26 percent.

In terms of the teams’ administration, the NBA led the way with 41 percent female contribution (up from 31 percent in 1997) followed by the NHL (35 percent), NFL (27 percent), and MLS (22 percent). Sufficient data were provided by Major League Baseball to determine a comparative statistic.

Sport in Society Director Richard E. Lapchick, who authored the report along with Res Director Kevin J. Matthews, said that when compared to the grades given for race, partisanship at the college level, women are doing better when it comes to number of available opportunities.

“A major finding of the report was that for professional off-the-field positions in both college and pro sports, the growth opportunities for women continue to exceed those for people of color by significant numbers.”

Richard E. Lapchick, Director, Sports in Society.
color are underrepresented, aside from the NBA, in senior management. This is especially true for Latinos."

Masso, a former sports agent who specialized in Latino players, took particular interest in the fact that in 1998 the percentage of Major League Baseball players who were Latino reached an all-time high of 25 percent. Yet in the management ranks, that percentage dropped dramatically.

"You would imagine that if there is a growth of Latino players on the field, there would be a similar growth as far as coaching and front office personnel," Masso said. "But that's where Major League Baseball still needs to grow. Because we are going into the millennium, and we have two assistant GMs in baseball...So it doesn't go hand in hand. The growth happens on the field but not necessarily on the front office side. You have 25 percent Latino players, but the number of managers is one--Felipe Alou with the Montreal Expos. In 97-98, eight percent of coaches were Latino. Eight percent of the total are Latino. Eight percent of the total bodies."

"Soccer, from the very beginning, was looking south or to Europe for the expertise on the field and off the field. Why? Because soccer is not really a U.S. product, if you will. Baseball is a U.S. product, so baseball's move to become international is only a result of the need for players to be representative of those countries. It's sort of like a yin-yang. Yes, we have more players, but that doesn't mean we'll reflect that in the front office or bench."

"Soccer recognized right from the beginning that they were not experts, if you will...They have to find the players and the coaches, the technicians who know the game, who have the capacity to put it together. That's the specific reason why you find me of an eclectic group in soccer."

When looking at Hispanics the collegiate level, however, numbers were far from eclectic. According to the study, six percent of college students are Latino, while 29 percent of college student-athletes are Latino. In comparison, percent of college students: African American, while 23 percent of student-athletes are African American.

"Colleges have a way to go," said Masso, who added that the number of Latino coaches at the college level was below the athletic participation rate."

---

1998 Racial and Gender Report Card
Northeastern University's Center for the Study of Sport in Society

<table>
<thead>
<tr>
<th>Select Professional League Grades:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hiring Practices</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Commissioner/League Office</td>
</tr>
<tr>
<td>Race</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Head Coach/Manager</td>
</tr>
<tr>
<td>Race</td>
</tr>
<tr>
<td>Principal-in-charge</td>
</tr>
<tr>
<td>Race</td>
</tr>
<tr>
<td>Senior Administration</td>
</tr>
<tr>
<td>Race</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Player Opportunities</td>
</tr>
<tr>
<td>A+ 77%</td>
</tr>
<tr>
<td>Overall Grades:</td>
</tr>
<tr>
<td>Race</td>
</tr>
<tr>
<td>Gender</td>
</tr>
</tbody>
</table>
number of Latino athletes is still very small compared to the Black players, and therefore the number of coaches in those ranks is still very small.”

In addition, there were only two Latino athletic directors at the Division I level in 1997-98—Rudy Davalos at New Mexico University and Dan Guerrero. Masso said that this likely leads to a trickle-down effect on the playing field and sidelines.

“I think part of it has to do with the decision-making power of hiring athletic directors,” he said, “in a sense of, ‘Will I be able to hire a Latino who will be coaching at a college level, and what sport will they be coaching? Soccer would be the one they’d be thinking off, maybe baseball, maybe football’.”

Beyond the hiring practices at the college level, Masso said that improvement will come about if high schools do a better job of nurturing the young Latino student-athlete.

“Let’s face it. The same way that the Latino athlete has been basically tracked to see their sports as a being a way for them to make it professionally, very few high schools move student-athletes who are Latinos to think about themselves as having the ability to take the next step, which is college. Junior college maybe, but not Division I college,” Masso said. “So until there’s a mindset that says Latino student-athletes at the high school level will be given the same type of attention as an African American or White student-athlete with regards to going to college as an option, you’re always going to see that small percentage.”

“We have to re-examine that system, because high school is the farm system for the colleges,” Masso added. “Until the powers that be in the school systems—meaning the high school athletic director, the high school counselor, the high school senior advisor—until they start embracing the young Latino as having the potential to go on to college, we will always see them being profiled as, ‘Well, he’s a good kid. He’s one of our best athletes. He’s a great kid. What’s the future for him?’

Well, he’s going to do all right. Is he going to college? Well, he doesn’t really have the GPA; he doesn’t have the SATs...It’s based on expectations. If that’s the expectation you have of a person, you’re not going to push them to excel. A lot of these student-athletes have been able to excel because of the expectations set by them.”

As with any grading system, the Center for Sport in Society’s 1998 Racial and Gender Report Card is simply a marker documenting the past, a “snapshot in time,” as Masso says. It cannot reflect change on its own, and how the college and professional sports worlds react to their grades is up to them. The Center has created a program called Sports CAP. which is designed to provide women and people of color with improved access to the sporting industry, ranging from internships to high-level management, as well as legal and medical positions.

“We try to work with those organizations in any of the areas that they are deficient in or need some help on, in particular areas of identifying candidate positions within their organization,” Masso said.

He hopes that the Report which can be downloaded from the website www.Sportsings.org will motivate the institutions to work toward those ends.

“The greatest part of Racial and Gender Report Card shows us there’s opportunity. It shows there’s a way that you can look five years down the road and put together a plan of that says, OK, within five yet is what our student body is going to look like. This is what we’re talking about. This athletic community will look like. If that’s the case, let’s start changing people in these areas will be able to work with student-athletes. Coaches, supp
Omar Minaya Climbs Front Office Ladder

Many Succeed On the Field but Few Off

By Gary M. Ste

From Sammy Sosa, Juan Gonzalez, Bernie Williams, and Ivan Rodriguez to "El Duque" Orlando Hernandez, Hispanics are prospering as major league players. But there's one area of baseball where Hispanics have not thrived—the front office. While a handful of Latinos have made manager, such as Felipe Alou of the Montreal Expos, no general manager of a baseball team has ever been Latino. The highest-ranking Hispanic baseball executive of any major league team is Omar Minaya, senior assistant general manager with the New York Mets.

Minaya's eye for talent emerged in the early 1980s when he scouted 10-year-old Sammy Sosa playing baseball in the Dominican Republic and signed him for a modest $3,500 for the Texas Rangers.

Minaya's rise from minor league baseball player, minor league coach, intern manager, international scout, director of scouting to assistant general manager proves that Latinos can achieve as baseball executives. But Minaya acknowledges that Latinos often get " pigeonholed" as international scouts, using their Spanish-speaking skills and knowledge of Latin America to sign high school players.

"Latinos become specialists in international scouting and are not allowed to go beyond that role," he said. In order to succeed in the executive suite as they do on the ballfield, Latinos require "opportunities in the lower ranks," Minaya said. Due to publicity about the lack of entry-level jobs for Latinos, Minaya senses that doors will be opening for Hispanics in baseball management.

The Northeastern University's Center on the Study of Sport in Society issues a Racial Report Card every year on major sports and noted how few Latinos hold executive positions. Its 1997 Racial Report Card showed that while 24 percent of all major league players were Hispanic, only nine percent of baseball officials were Hispanic. Richard Lapchick, the Center's director, attributed the dearth of Latino execs on baseball teams to either "racism or the old boys' network" feeding from office positions. "There's a consciousness now in baseball that says, 'We've blown it. We haven't taken a look at talented people from the Latino community who can play a role in the front office,'" Lapchick said.

Soccer has been the most ambitious professional sport in making a concerted effort to recruit Latinos into its front office, and basketball has begun to inroads. "In the past, the consciousness has been largely White or Black, about different kinds of people making it—including international people said. But what pressured baseball to make an effort to hire Blacks Lapid noted, was "people protesting, standing figures and good leadership the commissioner." It will take same pressure to influence has leadership to hire more Latinos, he suggests. Minaya made it in baseball management own initiative. Born in the Dominican Republic, old Minaya moved to New York City at age eight in 1967. He was drafted in the 11th round by the Oakland Athletics. He signed it for $1,500, using his bonus to help his parents retire in their Dominican Republic. Though his dream was to reach the major leagues, .220 his first year and was released by Oakland and signed Seattle Mariners. After playing for minor league teams in Bend, Oregon and Wausau, Wisconsin, Minaya looked at himself in the mirror during batting practice, "I realized that I wasn't able to compete at that level. When you're young and have a dream to play, reality does kick in. I wasn't performing as well as others," he admits.

After playing two years in a professional baseball league in Italy early 1980s, Minaya returned to the states and was interviewed by Joe Johnson, the Texas Rangers director of scouting, for a scouting position Minaya impressed him with his enthusiasm and knowledge of baseball and was hired in 1985 at age 26. He started out as international scoutizing in his native Dominican Republic. On a dirt field in Puerto Rico he first spied Sosa, who impressed him because...
strength to hit a ball, his great desire to succeed, his good arm—and he was loud. With proper nutrition, he would gain strength and hit more home runs," said Minaya. But he never envisioned that Sosa would grow so strong that he would hit 66 home runs in 1999, making him the second-greatest home-run hitter in baseball history behind Mark McGwire.

Sandy Johnson became Minaya's mentor. "Johnson taught me the business. I learned to identify what to look for in a baseball player, learned how to sign players and how to bring them along. I learned how to sign a player to a minor league contract, send him to double-A ball, and develop him," asserted Minaya. To assess baseball talent, Minaya evaluated a player's bat speed, body control, balance, and athleticism. He studied not only a player's current skills but considered his potential to become a major league several years down the road.

Minaya said Johnson from Phoenix, Arizona, the Arizona Diamondbacks' assistant general manager, "had tremendous people skills. People respond to him in a positive way." Johnson sent him to the Dominican Republic "to test him, to see how serious he was and how badly he wanted to make it in baseball. He started on almost no money and had to overcome many obstacles. He learned his craft," he said.

As coach of the Gulf Coast Rangers, Texas' lowest-level minor league team, in 1985, Minaya coached a very talented group of 16- to 18-year-olds including Juan Gonzalez, Sammy Sosa, Dean Palmer, and Kevin Brown, a 21-year-old pitcher signed out of college. Every one of them would star in major leagues, including Brown, who signed at eight-year, $100 million dollar contract with the Los Angeles Dodgers last year. Minaya groomed and developed players on and off the field.

"When players came from foreign countries, we were interested in nurturing them, helping them make the transition to the U.S. We would take them to a supermarket, help them shop, teach them American etiquette," said Minaya.

In 1986, Minaya was named interim manager of the Gulf Coast Rangers when its manager was forced to take time off and recuperate from a knee operation. Winning was not everything in the minor leagues. What was most important was developing players' skills and preparing them to become a major leaguer. If a manager was winning, but his players were stagnating and not expanding their skills and learning the fundamentals, the manager was not doing the job. "I was learning leadership skills," Minaya said.

He returned to scouting in 1986 and became the Texas Rangers' Latin American scouting coordinator in 1987. Gradually, Minaya was climbing the executive ranks, expanding his skills at every new position. Besides Sandy Johnson, he worked closely with Texas General Manager Tom Grieve and Doug Melvin, the current Texas general manager. Promoted to director of professional and international scouting in 1995, he helped the Texas Rangers trade for John Burkett and Ken Hill, and sign Kevin Elster, a former Mets whose career appeared to have ended after knee surgery. "We had good reports on Kevin, that he had good hands, and his hitting skills were returning," said Minaya, who helped negotiate his contract. Texas were credited with signing the talent that contributed to the team's success.

Minaya moved up the executive ranks because "I was able to work all facets of the game. I started out as an area scout, coached in the minor leagues, moved up the ranks as supervisor and director of scouting, international and for professional scouting dealing with major league trades. In 15 years, I've gone through all the levels that you can go through. That has been my road to get me where I am today," he said.

In 1997, New York Mets general manager Steve Phillips hired Minaya as the Mets' assistant general manager because of his expertise in evaluating players. Choosing which players to keep is "like putting together a portfolio of financial stocks, you have to know what stocks to hold and which to sell," Minaya said. His responsibilities as assistant general manager involve signing player contracts, which in this day of $100 million contracts is a major skill.

Minaya is involved in all areas of running the New York Mets, including developing players, evaluating them, helping with the annual baseball draft, scouting international talent, and, when Phillips assigns, conference with umpires during a delay about whether a game should be played. Delayed. During the off-season, Minaya helps Mets sign Robin Ventura, their free-agent third baseman, and Ricky Henderson, the best lead-off hitter in baseball history, and he helped with the trade Todd Hundley with the Cubs.

What advice would Minaya offer a young Latin who wanted to enter baseball's executive office? "Tell your family about baseball operations," he said. "It's a muscle, it's a job, it's a job, it's a job. As more people enter the minor leagues, more people will come to be involved in baseball. There has to be a hands-on experience," said the highest-ranking Latino in baseball.

But a sports management degree helps doors, said Anthony Missere, assistant professor/director of the sports management program at St. John's University in Flushing, Queens. Their four-year undergraduate program includes 72 credits of core requirements and 36 credits in professional preparation, including the business of sports, baseball operations, public relations, sports marketing, and writing. "There's a marriage between experience and education. It's a key to success," noted Missere. Richard Lapchick added that there are many routes to success in sports management: one is through graduating with a degree in business, and the other is to "learn the trade by doing." Graduates of St. John's sports management program include H1 George Boriera, who is Major League Baseball's administrator for America; Roy Kranik, director of operations for Major League Baseball; and Lou P'ermillo, vice-president of media for Fox Sports.

Though Minaya has ascended the baseball ladder to become the highest-ranking Latino official, he has one dream remaining: to be a general manager. "He's on the verge. Now all he needs is someone to take a chance on him," declared Sandy Johnson.
Frozenia Jerro, Winning Basketball Coach

"We’re comfortable around her. She’s always high-spirited and positive, showing us how to be better people as well as better basketball players," Curry said of Jerro in a school magazine article at season’s end.

The first official practice of the season was still a good two weeks down the road, but already the basketball juices were coursing through Frozenia Jerro’s veins.

Not that they ever really stop for someone like Jerro, whose life has been guided by the game ever since she first started playing competitively back in the eighth grade. As a young basketball player growing up in San Francisco, there was no off-season when it came to working on her free throws or perfecting her cross-over dribble.

But now, as an NCAA Division I women’s head coach at California State University-Northridge, Jerro’s commitment to the game has reached a whole new level. The team’s season might come to an end with the madness of March, but for coaches like Jerro, the work never ends. Not with so much recruiting and signing and preparation to attend to during the spring, summer, and fall months.

So with two weeks still to go before her second season at the Matadors’ helm officially began, Jerro’s mind was already cluttered with Xs and Os.

"We’re going through our pre-season workouts now, and we start practice on Oct. 16, so we’re excited and anxiously awaiting that," said Jerro.

"The team is looking good... The kids we have in right now are looking good, and we’re ready to roll.

If only Jerro could have been so optimistic heading into her first season as head coach at Cal State-Northridge, their 1998-99 season, disaster struck. Abraham abruptly resigned as head coach after an arrest on drug charges.

It was November, and the young team was without a leader. With the regular season looming, the players were allowed to chose their own interim coach. They tabbed Jerro.

"Life is full of surprises, and you just have to kind of be ready for them as they present themselves, good and bad," Jerro said of the unfortunate set of circumstances that led to him being named the Matadors’ Interim coach. "You can never really predict those types of things out.

But to have such a bizarre events befall such a young team surely you could count the Matadors out. Could it be you?

"It was pretty much expected that after something like that team would probably fall apart and not be able to do a whole lot," recalled Jerro, "and they really determined to make that didn’t happen. They went on to win a piece of our puzzle, they went on to do everything they could get it done... We just had fighters.

And if the team needed something to focus on, it was always hoops.

"We were just basically concentrating on playing some good basketball," Jerro said. "We changed a whole lot system-wise with the same amount of work, but we just went on to make sure mentally that we were where we needed to be to play some good basketball, be that obviously a huge distortion for us.

Even before Jerro assumed head coaching duties, the Matadors expected to be an improved team within their conference—the BWC. "I think we were picked to third in the conference, which is a huge step up from where we were in the past," said Jerro, who returned seniors on last year’s "Talent-wise, we knew we..."
compete. It would just be a matter if we could build the chemistry and get that experience, because we were a young team with eight sophomores....This time last year, we thought we'd be maybe a year away.”

It turns out Cal State-Northridge was much closer than that. Despite the upheaval, the Matadors went on to finish 21-8 overall last season, capturing their first-ever Big Sky Conference championship and advancing to the NCAA Division I Women's Basketball Tournament for the first time in school history.

The dream season finally ended when the 15th-seeded Matadors lost to second-seeded Colorado State in the first round of the NCAA tournament, 86-70, but that loss could hardly spoil all that the team had achieved. The 21 wins were a school record, as was the team’s 72% winning percentage. Jerro also became the first Matador women’s basketball head coach to win 20 or more games in her first season.

While Jerro had confidence in her young team even before she became head coach, she could see the team’s confidence growing in itself around mid-season.

“Once we got to conference time, particularly the second half of our conference season, once we’d gone through and seen everybody and how we matched up, we were pretty confident we had a shot at getting it done,” said Jerro.

On the court, the Matadors were led last season by 5-foot-5 sophomore point guard Ednesha Curry. The team’s most valuable player both as a first-year student and as a sophomore, Curry led the Matadors in scoring last season with 18.4 points per game, good for second in the conference. Curry then lit up the competition in the Big Sky Tournament, scoring a total of 47 points in a pair of wins to earn tourney MVP honors.

“She’s probably the focal point of our team,” said Jerro, who added that it took more than just basketball skills for her team to succeed last season. “As well as they were talented, the mental toughness that they showed throughout the year probably contributed to most of our success....We just had a good group of very, very competitive and tough kids who didn’t really want to allow anything to become an excuse.”

That the Cal State-Northridge players chose Jerro as their head coach, despite her having been an assistant coach there for only one season, shouldn’t come as a surprise. A 1993 graduate of Arizona State University, Jerro wasn’t too far removed from being a teammate with her players.

“We’re comfortable around her. She’s always high-spirited and positive, showing us how to be better people as well as better basketball players,” Curry said of Jerro in a school magazine article at season’s end. “You can always go to her and feel comfortable talking to her about anything.”

Which is exactly the kind of interaction Jerro had hoped to have with her players.

“I just like the interaction with the kids,” Jerro said of coaching. “I love basketball—I love playing it, and I love teaching it.”

As a youngster, Jerro learned the game by going to the park and playing pickup games with the guys. By the time she graduated from Cathedral High School in 1988, she was a four-time all-conference basketball selection.

After high school, Jerro went on to Saint Mary’s College in Moraga, Calif. As a first-year student, she led the team and the West Coast Conference in steals with 100 en route to all-league honorable mention status. Jerro lettered in both her first and sophomore seasons, helping the Gaels to a 40-16 record during that time.

But heading into her junior year, Jerro decided to transfer to Arizona State. She went on to win two more overseas to play professionally after suffering a broken elbow in her senior season with the Devils. Jerro thought twice about leaving the country, wondering if she might cope with another setback so far away from home.

Instead, at the advice of college coach, Jerro turned to her. She headed to the University of Houston, where she worked as graduate assistant coach in the coaching job—at the junior high school. It wasn’t difficult, but it was basketball.

In 1997, she was back in the ranks after being offered th put’s job at Cal State-Northridge.

“If kids play any sport, basketball, they’ll develop characteristics that they’ll be able to use for life—leadership, teamwork, competitiveness, and all that stuff,” Jerro said.

“So I wanted to help young women in particular, to get advantage through a game that they love.”

The first official practice season was still a good two down the road, but already of the game had a hold of Je

The Matadors still had tough questions to answer into the 1999-2000 season, but those questions pertained” what was happening on th not what was swirling all them, beyond their control. Now the questions were will the team deal with the loss of the coach?” or “How Coach Jerro ever be able to young team to focus?”

Questions were “Can the team come close to matching Jerro’s brilliance?” and “Can we make it all the way back to the NCAA Division I tournament?”

They were questions Jerro the Matadors couldn’t wait to
avid L. Boren has served as president of The University of Oklahoma since 1994. Boren, 13th to lead the institution, tells The Hispanic Outlook, "The university is truly great [institution], rapidly becoming a pacesetter for public higher education." He also notes, "We must no longer keep it a secret! It's time for us to let others know about the strengths of our university and our determination to make it even better." We at The Hispanic Outlook are impressed with the University of Oklahoma and with the institution's new slogan, "OU Excellence—it's no secret." This affirmation brings OU to the honor roll and certainly we'll do our part to help get the word out.

“Diversity is one of the greatest strengths of the University of Oklahoma,” he adds, suggesting that excellence in higher education and encouraging diversity go hand in hand. The president cites some statistics to prove this point. “OU is not only first in the nation per capita in National Merit Scholars of all public universities,” he says. “The university is in the top 10 nationally among all universities for the number of National Hispanic and National Achievee Scholars. Currently, OU has 11 National Hispanic Scholars. In addition, OU has ranked either first or second in the Big 12 through the past five years in the percentage of minority student enrollment.

The growing minority enrollment figures are impressive. For 19 through 1998, the total enrollment at the University of Oklahoma remained nearly constant—20.3% students attending the university. Norman Campus in 1978 and 21.0% in 1998. Yet the overall minority enrollment at the main campus has grown nearly threefold, up from eight percent in 1978 to 22 percent in 1998. Even more noteworthy is the fact that in 1978, 1,190 Hispanics attended the university. That figure had grown to 2,919 in fall of the 1998-1999 school year—an increase of more than 500 percent. In 1998-99, there were 1,200 African American, 1,040 Asian, and 1,400 Native American students attending OU as well as 1,600 nonresident aliens.

And while these numbers have steadily risen, so too have retention rates for first-time first-year students. These are up from 76 percent in 1993-94 to 82.1 percent in 1997-98. President Boren says that “OU is committed to helping students develop skills necessary for success on all levels. One of the reasons so many of OU’s engineering students achieve academic distinction is the Minito-Engineering Program, which is considered one of the best such p
Honor Roll Facts in Brief

INSTITUTION
University of Oklahoma

LOCATION
The Office of Admissions
Buchanan Hall
1000 Asp Avenue
Norman, Oklahoma 73019-4076
(405) 325-2252

ESTABLISHED
1890

ENROLLMENT
21,068 (Norman Campus)
719 Hispanic, and 22 percent minority (Norman Campus)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$2,168 annual tuition, in-state

FACULTY
921 full-time equivalent

A FEW DEGREE PROGRAMS
Law
Meteorology
Medicine
Petroleum Engineering
Spanish/Latin American Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Hispanic American Student Association
Hispanic Student Business Association

INTERNET ADDRESS
www.ou.edu

grams in the country. OU's Minority Engineering Program is home to
almost 541 Hispanic American, African American, and Native
American students pursuing degrees in engineering. The minority
student enrollment comprises over 20 percent of the undergraduate
engineering enrollment at OU. These students are supported by an
outstanding retention component that allows them to reach their
academic and social potentials.

OU offers educational programs of recognized high quality for all
types of learners, from high school students to octogenarians. The uni-
versity's nearly 27,000 students on all campuses are enrolled in 18 col-
eges located on the Norman Campus, the University of Oklahoma
Health Sciences Center in Oklahoma City, and the OU Health Sciences
Center-Tulsa Campus. Students are also enrolled in OL courses at the
University Center at Tulsa, on U.S. military bases around the world, and
through the College of Liberal Studies' innovative programs for non-
traditional students. In addition, many courses and programs are of-
erred through the Division of Continuing Education and Public
Service. OU has approximately 1,850 full-time faculty members. The
university's annual operating budget is about $972 million.

The main campus and the offices of administration of the
University of Oklahoma are located on some 3,000 acres in Norman, a
city of 80,000 residents. Norman is located near the center of the state,
20 miles south of Oklahoma City, the state capital. The Norman campus
consists of three sections-central, south, and north. Most of the acade-
mic and administrative buildings are located on the central campus.
(OCCE), a year-round educational center and conference site.

The south campus is the site of the Law Center and OU Foundation: the University Apartments; the tennis complex; the Golf Course; the L. Dale Mitchell Baseball Park, the Sam Verson Gymnasium Center; and Our Children’s World University Child Care Center.

The north campus houses the University Computing Services. It also houses Swearingen Research Park, where government and private agencies have established facilities; and the Weather Center, a complex of federal, state, private, and university meteorological agencies, including the National Severe Storms Laboratory, the National Weather Service Forecasting Office, Applied Systems Inc., the NEXRAD Operational Test Facility, and the Max Westheimer Airpark, the university-operated airport that also serves the city of Norman.

Notable off-campus facilities include the Biological Station on Lake Texoma, the Oklahoma Geophysical Observatory at Leonard, and the Aquatic Biology Fisheries Research Center in Noble.

The first of the college’s students were enrolled in 1893, and the first degree was conferred—that of pharmaceutical chemist—in 1896. When President Theodore Roosevelt issued a proclamation admitting Oklahoma as the forty-sixth state of the Union, OU automatically became the State University. Today, OU is a doctoral degree-granting research university serving the educational, cultural, and economic needs of the state and region.

President Boren suggests that OU is a great growth opportunity for all students, pointing out that “OU is one of the very few public universities to receive the Templeton Foundation Award as a ‘Character Building College’ for stressing the value of community and encouraging more informal contacts between faculty and students and to enhance opportunities for mentoring, every floor in the residence halls and all fraternities and sororities have adopted individual faculty members in our Adopt-a-Prof program. Also, OU has established a faculty-in-residence program with faculty members and their families living in apartments in the student residence halls.”

Then there is excellence on the field of athletics at this proud institution. The University of Oklahoma athletic teams have a history of championships that makes the school fertile in sports one of the most distinguished athletic programs in the nation. Throughout the years, Sooner squads have combined for 89 team national championships, 154 conference titles, one NCAA crown, 668 All-Americans, 43 Academic All-Americans, and one Academic National Championship. The NCAA honors the Top Six student-athletes each year, and twice it has named a Sooner. Tight end Keith Jackson grabbed the honors in 1988, and offensive lineman Tony Phillips earned the same award in 1989. Sooner defensive lineman Lee Roy Selmon posted some impressive performances on the playing field but none more impressive than when he was elected to the GTE/CoSIDA Academic All-America Hall of Fame in 1994. And, six times in school history, a Sooner has been named the Big Eight Athlete-of-the-Year. Lee Roy’s older brother, defensive lineman Tommie Selmon, was first to do so in 1974, and defensive back Randy Hughes followed suit in 1975. Lee Roy wasn’t about to be outdone by his big brother—and earned the honor himself in 1976. Heisman Trophy winner Billy Sims was named Big Eight Athlete-of-the-Year in 1980, and Olympic gold medal gymnast Bart Conner did the same in 1981. Basketball and baseball star Ryan Minor was the last Sooner to earn the award, when he accomplished the feat in 1995.

By the way, college sports fans would be hard pressed to find a nickname that is as unique and as tied to a school’s history as that of “Sooner.” Here’s the background. The Oklahoma territory opened with the Land Run of 1889. Settlers from across the globe, seeking free land, made their way to the prairies of the plains to stake their claim to a new life. One of the few rules to claiming a lot of land was that all participants were to start at the same time, at the blast or boom of a cannon. All settlers who started at the same time were labeled “Boomers,” and the ones who bolted too soon were called “Sooner.” OU athletic teams were called either Rough Riders or Boomers for ten years before the current Sooner nickname emerged in 1908. The university actually derived their name from a pep club called “The Sooner Rooters.” The success of the University of Oklahoma athletic teams over the years made the nickname synonymous with winning.
Playing for Keeps

Profiles of three UCLA Bruins

BY B.J. VIOLETT, ‘81
PHOTOGRAPHY BY MICHAEL TIGHE

Reprinted in part, with permission, from UCLA Magazine fall 1999.

For most of us, it seems, summer speeds by more rapidly with each passing year. But for many collegiate athletes, it is the time to take a bit of a breather—work out on their own, help in a sports camp, catch some rays at the beach. When autumn comes, however, everything for them shifts into high gear. The spotlight shines, and the time arrives to perform on the field as well as in the classroom.

For two of the three student-athletes featured in this photo essay, it also means the autumn of their Bruin careers, years removed from their days as teenaged frosh new to campus life. They'll get one last shot at a national championship, and all plan to make the most of the opportunity.

All have fulfilled one paramount dream: playing at the major college level at one of the country's finest universities.

We celebrate their journeys, derive pleasure from their play, and wish all Bruin student-athletes the very best in the coming season.

Carlos Bocanegra, Junior

Sport: Soccer, defender
Major: History

Carlos Bocanegra plays on the U.S. Under-20 National Team and started on the 1997 Bruin national championship squad as a freshman, where he was an all-Final Four selection. He has twice been named first-team all-conference, was a freshman All-American and second-team All-American as a sophomore, and had a busy summer working out with the Los Angeles Galaxy and playing in the Pan Am Games.

Best moment as a Bruin: Winning the national title over Virginia in Virginia. “That was awesome.”

Worst moment: Losing to Creighton in the playoffs last year. “I thought we were going to win it all—we had beaten Stanford and Indiana, who played in the NCAA title game.”

Ironic tidbit: “I hate running—especially to get in shape. It's I play soccer and hate to run.”

Unique playing experience: “We [Under 20 team] played a Nigeria last year for the World Championships, and the fans chanting, blowing horns, singing the whole game. I loved the energy keeps you going.”
ERICA GOMEZ, SENIOR

Sport: Basketball, point guard
Major: Sociology

Erica Gomez is the Bruins’ single-game and career-assist leader. She was Pac-10 Freshman of the Year and first-team All-American in 1996 before tearing a knee ligament the day before her sophomore season. She was National Comeback Player of the Year in 1998 and first-team All-Pac-10 in 1998 and 1999 before badly spraining an ankle in last year’s tournament. Her father, a former Puerto Rican national team player, used to make her play pick-up games against men on the playgrounds in New York. “It made me so much stronger and confident. I hated him for it then, but love him for it now.”

Strengths as a player: Passing and ball-handling.

Weaknesses: Outside shooting and unselfishness. “Defenders know I’m going to pass, and they slack off, making the passing lanes tougher.”

Life goal: “After the WNBA, I’d like to raise a family. I would love to be a mom. Regardless of what happens in basketball or with family, I want to stay in sports. It’s been so much a part of my life that I could never give it up completely.”

Why I chose UCLA: “The school is so beautiful, and the balance of academics and athletics is wonderful. But mostly it was the coaches and their personalities. I needed a coach I could vent to and relate to. I can call Kathy at 3 a.m. to talk about anything and I love that about her.”

MATT ARMATO, SENIOR

Sport: Water polo, attacker
Major: Economic Geography with Business Administration specialty

Matt Armato played on back-to-back Bruin national champion teams in 1995 and 1996. He has played polo all over the world—in E (his favorite) Cuba, Italy, France, Slovakia, Hungary, Mexico, Austria, Switzerland.

Learning experience: “When I redshirted last year, I learned much I missed not being in the pool and was able to see the game a different perspective. And to watch the team deal with frustration we’re not playing well, to remember to have fun, stick to the plan.”

Mental vs. physical: “I’d say our sport is 60 percent physical, 40 percent mental, maybe even 70-30. It’s a tough sport to play. Swin is not a normal, everyday activity like walking or running. To play level requires quite a bit of training, and you have to be in great sh"
"Stark Inequities" Persist in Some New England Schools

Ten years after a report revealed "stark inequities in minority participation in New England higher education," officials who helped write the report say progress among the 282 schools in the six-state region has been mixed.

"Some campuses are bloody awful," said John Moody, vice president of the New England Board of Higher Education (NEBHE) and director of the NEBHE Doctoral and Dissertation Scholars Program. "But in other areas, we feel we are having good success."

John Hoy, president of NEBHE, agreed with her assessment, saying that since the report, some campuses had made significant progress in addressing minorities' needs in higher education while others still lagged.

"It's a mixed picture," he said.

NEBHE is a nonprofit, congressionally authorized interstate agency whose mission is to encourage cooperation and the efficient use of resources among New England's schools.

New England's vital role in higher education cannot be denied; the schools in Maine, New Hampshire, Connecticut, Massachusetts, Rhode Island, and Vermont confer about seven percent of all bachelor's degrees granted by U.S. colleges and universities; nine percent of master's degrees; eight percent of doctorates; and seven percent of first-professional degrees in fields such as law and medicine.

In 1996, for example, New England's schools conferred a total of nearly 154,000 degrees. Hispanics earned nearly 3,900, or only 2.5 percent, of those degrees. However, New England's share of admissions and that the strong need for clarity in policy on affirmative action be nationwide.

"The nation must clarify affirmative action at this important time," Hoy said. "In the 1990s, we have seen a clear sense of commitment that we're going to win this battle of optimism." The level of optimism among campus administrators is not because of lack of clari

Hispanic enrollments grew by 46 percent in the New England region between 1990 and 1996, and the percent of degrees conferred on Hispanics during that period increased nearly 35 percent. Nearly 800,000 Latinos enrolled in New England schools in 1996, according to the latest data available. NEBHE President John C. Hoy told NEBHE's report on Latino faculty in the region.

While data on Latino enrollments and degrees conferred on campuses by colleges and universities in the hiring of Latino faculty was disturbing, the lack of progress was alarming. A small percentage of the 12-to-24-year-old population was hired into professional, first professional, and doctoral degrees between 1990 and 1996.

Moody said the anti-affirmative action policies across the country have had an impact. "They have scared off some people but made others dig deeper," Moody said.

Hoy said there is a great deal more caution in the handling of admissions and that the strong need for clarity in policy on affirmative action be nationwide.

"The nation must clarify affirmative action at this important time," Hoy said. "In the 1990s, we have seen a clear sense of commitment that we're going to win this battle of optimism." The level of optimism among campus administrators is not because of lack of clari

Hispanic enrollments grew by 46 percent in the New England region between 1990 and 1996, and the percent of degrees conferred on Hispanics during that period increased nearly 35 percent. Nearly 800,000 Latinos enrolled in New England schools in 1996, according to the latest data available. NEBHE President John C. Hoy told NEBHE's report on Latino faculty in the region.

While data on Latino enrollments and degrees conferred on campuses by colleges and universities in the hiring of Latino faculty was disturbing, the lack of progress was alarming. A small percentage of the 12-to-24-year-old population was hired into professional, first professional, and doctoral degrees between 1990 and 1996.

Moody said the anti-affirmative action policies across the country have had an impact. "They have scared off some people but made others dig deeper," Moody said.

Hoy said there is a great deal more caution in the handling of admissions and that the strong need for clarity in policy on affirmative action be nationwide.
Sixteenth Annual Status Report on Minorities in Higher Education.
Latinos comprised only 2.4 percent of all full-time faculty nationwide in 1995. Information on the percentage of Latinos in faculty positions in New England schools was unavailable, but several officials said they believed the percentage was lower than the national average.

"We applaud the schools for doing a better job of recruiting minority students, but they have to work more to retain minority faculty," said Moody. "Otherwise, we have an apartheid-like system."

Moody said that she and others in higher education know what needs to be done to improve the picture of minority faculty in higher education, but often schools don't know how to best carry out the task.

"We know what will work," said Moody. "It's no mystery. But we have done it on an ad-hoc basis. The schools have to be coached. There is good will, but they don't know how."

But numbers alone do not tell the whole story in New England. The 1989 report by NEHE called Equity and Pluralism: Full Participation of Blacks and Hispanics in New England Higher Education pointed to a number of areas that needed work to make the region's schools more inclusive. By looking at the key findings of the report, some of the writers of the report offered their assessment 10 years after its publication. Among the findings:

- A more nurturing climate on New England campuses is required for Black and Hispanic students, faculty, and staff;
- Racist behavior and attitudes on New England campuses must be acknowledged and eradicated;
- Black and Hispanic students possessing average academic abilities require special encouragement. Colleges perform a disservice to themselves and society when they aggressively compete for academic superstars and exclude students with more modest credentials who are capable of demanding academic work;
- Inadequate financial aid is a barrier for low-income students in many areas of the region and accounts in large part for the disappointing rate of participation of Blacks and Hispanics in New England undergraduate and graduate study.

- An unacceptably low number of Black and Hispanic students receive undergraduate, graduate, or professional degrees from the region's colleges and universities.

Moody, who helped write the report, said the situation for minorities has improved in New England. More minorities are attending and graduating from New England schools today than in 1989; more schools are actively recruiting minorities, and more schools are providing students with the resources needed to attend their institutions. "The climate is warming up," she said.

"The majority of the [campus] leaders are committed to the diversity effort," Joy said. "They are trying to figure out how to squeeze resources to get the job done. There is a level of equity, a celebration of pluralism that is pretty healthy on New England campuses. I am not discoursed."

But another area of weak points in the data collection of student progress and of rates of minorities. The need to do a better job of mining the retention rates minorities. Most schools conduct exit interviews to mine what students will do if they leave the institution. They will continue pursing degree and where.

"What we want our campus do to is to get to know their students. It's better," she said. "If you have a meaningful relationship with students, you will retain them."

Among the recommendations, the report made, two addressed to NEHE:

- Circulate information on the progress of the England states and their efforts in heightening Black and Hispanic participation in higher ed - as students, faculty, administrators, and staff members.
- Circulate information on successful efforts that are campuses more pluralistic.

Joy said that the report recognizes that NEHE could not provide specific data on numbers of
Hispanic Enrollment in New England by Type of Institution: 1982 to 1996

Hispanic Enrollment in New England by Level of Study: 1982 to 1996
<table>
<thead>
<tr>
<th>College Name</th>
<th>1996</th>
<th>1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housatonic Community-Technical College (Conn-P)</td>
<td>229%</td>
<td>155%</td>
</tr>
<tr>
<td>Capital Community-Technical College (Conn-P)</td>
<td>20.2%</td>
<td>130%</td>
</tr>
<tr>
<td>Roxbury Community College (Mass-P)</td>
<td>18.8%</td>
<td>141%</td>
</tr>
<tr>
<td>Atlantic Union College (Mass-I)</td>
<td>18.3%</td>
<td>186%</td>
</tr>
<tr>
<td>Northern Essex Community College (Mass-P)</td>
<td>13.9%</td>
<td>86%</td>
</tr>
<tr>
<td>Holyoke Community College (Mass-P)</td>
<td>11.3%</td>
<td>60%</td>
</tr>
<tr>
<td>North Shore Community College (Mass-P)</td>
<td>11.1%</td>
<td>80%</td>
</tr>
<tr>
<td>Norwalk Community-Technical College (Conn-P)</td>
<td>11.1%</td>
<td>91%</td>
</tr>
<tr>
<td>Bunker Hill Community College (Mass-P)</td>
<td>10.3%</td>
<td>69%</td>
</tr>
<tr>
<td>Springfield Technical Community College (Mass-P)</td>
<td>10.0%</td>
<td>70%</td>
</tr>
<tr>
<td>Amherst College (Mass-I)</td>
<td>9.8%</td>
<td>80%</td>
</tr>
<tr>
<td>Franklin Institute of Boston (Mass-I)</td>
<td>8.8%</td>
<td>58%</td>
</tr>
<tr>
<td>Gateway Community-Technical College (Conn-P)</td>
<td>8.6%</td>
<td>59%</td>
</tr>
<tr>
<td>Episcopal Divinity School (Mass-I)</td>
<td>8.4%</td>
<td>16%</td>
</tr>
<tr>
<td>Katharine Gibbs School (Mass-I)</td>
<td>8.1%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Wellesley College (Mass-I)</td>
<td>8.0%</td>
<td>53%</td>
</tr>
<tr>
<td>St John's Seminary (Mass-I)</td>
<td>8.0%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Naugatuck Valley Community-Technical College (Conn-P)</td>
<td>7.3%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Quinsigamond Community College (Mass-P)</td>
<td>7.2%</td>
<td>39%</td>
</tr>
<tr>
<td>Marian Court College (Mass-I)</td>
<td>6.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Manchester Community-Technical College (Conn-P)</td>
<td>6.1%</td>
<td>38%</td>
</tr>
<tr>
<td>Bay State College (Mass-I)</td>
<td>6.7%</td>
<td>69%</td>
</tr>
<tr>
<td>Harvard University (Mass-I)</td>
<td>6.0%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Massachusetts Institute of Technology (Mass-I)</td>
<td>6.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Wesleyan University (Mass-I)</td>
<td>5.9%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Bradford College (Mass-I)</td>
<td>5.9%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Cambridge College (Mass-I)</td>
<td>5.8%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Johnson and Wales University (R.I-P)</td>
<td>5.8%</td>
<td>28%</td>
</tr>
<tr>
<td>Middlesex Community-Technical College (Conn-P)</td>
<td>5.8%</td>
<td>51%</td>
</tr>
<tr>
<td>Aquinas Junior College, All Campuses (Mass-I)</td>
<td>5%</td>
<td>59%</td>
</tr>
<tr>
<td>Paier College of Art (Conn-I)</td>
<td>5.5%</td>
<td>20%</td>
</tr>
<tr>
<td>United States Coast Guard Academy (Conn-P)</td>
<td>5.5%</td>
<td>30%</td>
</tr>
<tr>
<td>University of Bridgeport (Conn-I)</td>
<td>54%</td>
<td>41%</td>
</tr>
<tr>
<td>Fisher College (Mass-I)</td>
<td>5.2%</td>
<td>36%</td>
</tr>
<tr>
<td>Massachusetts School of Professional Psychology (Mass-I)</td>
<td>51%</td>
<td>13%</td>
</tr>
<tr>
<td>Quinebaug Valley Community-Technical College (Conn-P)</td>
<td>51%</td>
<td>50%</td>
</tr>
<tr>
<td>Yale University (Conn-I)</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Newbury College (Mass-I)</td>
<td>50%</td>
<td>10.7%</td>
</tr>
<tr>
<td>University of Massachusetts at Boston (Mass-P)</td>
<td>50%</td>
<td>59%</td>
</tr>
<tr>
<td>Lasell College (Mass-I)</td>
<td>50%</td>
<td>15%</td>
</tr>
<tr>
<td>Mount Wachusett Community College (Mass-P)</td>
<td>49%</td>
<td>41%</td>
</tr>
<tr>
<td>Springfield College (Mass-I)</td>
<td>49%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Albertus Magnus College (Conn-I)</td>
<td>49%</td>
<td>7%</td>
</tr>
<tr>
<td>New England Institute of Technology (R.I-I)</td>
<td>49%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Massachusetts Bay Community College (Mass-P)</td>
<td>49%</td>
<td>25%</td>
</tr>
<tr>
<td>Brown University (R.I-I)</td>
<td>46%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Three-Rivers Community-Technical College (Conn-P)</td>
<td>45%</td>
<td>24%</td>
</tr>
<tr>
<td>Boston University (Mass-I)</td>
<td>48%</td>
<td>34%</td>
</tr>
<tr>
<td>Tufts University (Mass-I)</td>
<td>44%</td>
<td>53%</td>
</tr>
<tr>
<td>College of Our Lady of the Elms (Mass-I)</td>
<td>44%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

I = Independent, P = Public

faculty at New England schools.

But Moody said the organization has gone beyond the recommendations in the report and will conduct a follow-up report on the region's progress next year.

Among the efforts that have been undertaken by the region are:

The NEBHE Science and Engineering Academic Support Network is a comprehensive initiative to increase the number and success of underrepresented minority students and faculty at New England colleges and universities. The program's region-wide science and engineering network and smaller statewide networks provide special mentoring, community building, and internship opportunities for 3,000 minority students at the high school through graduate levels. The program connects students with one another and with attentive, accomplished advisors and mentors, both minority and White, through a system of support networks.

The organization also developed two programs to groom future faculty as part of a grow-your-own faculty effort in the region.

A Doctoral Scholars Program in Science, Math and Engineering Departments helps those departments recruit and retain under-represented minority graduate students in their first year of doctoral study. The schools underwrite all five years of the graduate scholars' work through research stipends, loan forgiveness, and other methods. The programs pair the students with mentors and get the departments to agree to adopt several good practices including:

1) Improving the environment of support for the minority scholars by assigning them attentive faculty advisors; organizing frequent orientations to the school and department that inform them of faculty expectations, protocols, and idiosyncrasies; and involving the scholars in professional activities in their field.

2) Guaranteeing mentoring relationships between graduate faculty and scholars, not just providing them an impersonal advisor.

3) Providing supervised teaching opportunities to scholars in the middle years of their graduate studies.

4) Providing employment opportunities to hire the student as a future faculty member, but the year gives both parties an opportunity to get to know one another and determine whether the arrangement could work.

5) We want to show them that New England would be a good place to stay, but we would never make them to speak of here," Vivanco said. "We're dropping in a bucket. It's a bit isolating. But the prog one way to bring Latinos into the community that otherwise have not come here."

Vivanco said that the exp was much more than was expected. He said that since mia is so competitive, the gave him an edge when he: teaching position and the ence with his assigned me very beneficial.

"It makes a big different mentored," he said. "It open that I could not have opened.

Julia Rodriguez, an assistant professor of history and studies at the University of Virginia in Durham, said participation in the school program also made a huge d in finishing her studies.

"It made everything p she said. "It gave me the time to write."

The organization also has a NEHHE directory of a doctoral students of color in securing faculty posi

In addition to the pi NEBHE has established serves as a consultant region's schools on how to recruit, and retain minority.

"I tell the schools not recruiting minorities until a retention plan so they don't want to leave," said M Moody said that many turn to her in frustration aft an advertisement for faculty and not getting minority app.

"I teach them to this football coach," she said. "coach gets outs and mee and figures out who would be good. A football coach put an ad in the paper."

Sunshine Menezes NEBHE Doctoral Scholar, Biological Oceanography, University of Rhode Island

"The level of timidity among campus administrators is not borne out of ignorance. It is borne out of lack of clarity."

NEBHE President John Hoy

And a Humanities/Social Science Dissertation Scholars-in-Residence Program enables advanced graduate students in their dissertation year to spend a year in residence at one of seven host campuses in New England. Of the students who have participated in the program, 12 have been Latino. The schools fund the students' year, and the students dedicate their time to finishing their dissertations and getting to know their host campus. There is no obligation from either the student or the university to sign on to stay," said Moody. "We advise our students not to take jobs that are not tenure track."

Luis Vivanco, assistant professor of anthropology at the University of Vermont in Burlington, is a native of California who had enjoyed his undergraduate and graduate studies in New England enough to consider extending his stay. He decided to apply for the NEBHE scholar's program and was accepted and later hired by the university for a tenure track position.

"There isn't a Latino community..."
Teaching Strategies That Promote Equal Opportunity

Part two: Constructive controversy, the jigsaw technique, and focus groups

What specific collaborative learning strategies can faculty employ that will improve the teaching-learning process? In Part I (December 3, 1999 issue), I discussed how the creation of learning teams and the use of collaborative learning strategies in the college classroom can facilitate reduction of prejudice, a greater appreciation of diversity, the development of critical thinking skills, and enhanced learning and retention. In this article, I will offer some examples of collaborative strategies that can be used widely across the curriculum.

Johnson, Johnson, and Smith suggest the following five essential components underlying any collaborative learning strategy:

1. Interdependence: The instructor defines the task. This might be the most important piece. The instructor must create a task for which the final product makes sense only as a collaborative effort. Students need to believe that they are engaged in a collective effort and that their success is based on interdependence. Instructors can ensure interdependence by assigning roles such as summarizer, recorder, reporter, synthesizer, researcher, and accuracy coach (who makes sure everyone understands). As well as observers who oversee how well the group process is working.

2. Interaction: Students are encouraged to assist each other. This contrasts with other learning models in which student sharing of information is considered cheating.

3. Individual accountability: Instructors usually create small groups; usually, four or five students work well. Instructors can give individual assessments to each student; ask each student questions, observe the groups in action, assign roles, and ask students to teach to someone else what they have learned. Students are instructed that the group is responsible for educating all its members and that any group member might be asked to report the results of the group's efforts.

4. Development of social skills: These collaborative exercises can teach students valuable communications skills, and instructors can point out the importance of such skills throughout life.

5. Mechanisms for the group to evaluate progress and working relationships

If these criteria are met, and the group carefully designed so that the end product or benefits from a collective effort, collaborative learning strategies can work well. Coop Mueck suggests that it is possible to use cooperative learning strategies within more traditional frameworks without a big class-time commitment. They suggest some simple exercise instructions to start experimenting. These can be full-blown collaborative learning strategies; they do get students into the mode of working together cooperatively. For example, the instructor can initiate discussions after fifteen or twenty minutes and ask pairs or groups of students to reflect on the lecture material in particular ways. Students must create examples and develop their own questions related to the lecture material. Annotate the text with what you consider important and then reach a consensus concerning the answers.

Modified Focus Groups

A collaborative learning strategy that applicability across the disciplines is modified focus groups. For these groups successfully, the instructor must set up a task, e.g., a question or problem to be solved; requires a collaborative effort and benefit multiple perspectives. All students are think about the issue, perhaps to research, and to do so writing. It helps students generate ideas and to list them. The instructor can set up groups of five students randomly or by design. What of best and has the added advantage of he deets to appreciate diversity is set across gender, race, ethnicity, and age.

The instructor asks the groups to group recorder, making sure that some automatically chosen to take notes, an
The Jigsaw Technique

Another collaborative learning technique that has wide applicability across the disciplines is known as the "jigsaw" technique. King says that jigsaw exercises are designed such that each student in a group gets only part of the learning materials and must learn that one part in order to teach it to the others in the group. Each student's part is like one piece of a jigsaw puzzle, and because students must combine their pieces to solve the problem, each team member's contribution is highly valued. In fact, social psychologist Elliot Aronson and his colleagues showed that this technique was highly effective in building team spirit and reducing prejudices.

To use this technique, the instructor needs to divide the material to be learned into several parts (no more than five or six). Students are assigned to "home teams" with as many members as there are parts of the learning materials. Each home team member learns one part of the material to be learned. Students reassess into "expert groups" where they teach the other students who received the same material as they did. Within these expert groups, students read and discuss their part so that they learn it thoroughly. They then return to their home teams and teach the part they have learned to their home teammates. This way, "jigsaw" emphasizes interdependence. Each student is then tested independently, and this emphasizes individual accountability.

There are several aspects that make the jigsaw technique particularly effective. First, students are bonded with their home teams; they not only get to interact within the expert groups. Students are highly motivated to learn their parts within the expert groups because they know they will be responsible to teach their home teammates. Second, within the home teams, everyone is invested in everyone else's success since their own success depends on how well their teammates learn their parts. Finally, because of the emphasis on individual accountability and the need for everyone's contribution, there is little chance that what psychologists refer to as social loafing, that is, the slacking off or free-rider phenomenon discussed in Part 1 of this two-part series. The jigsaw technique is highly effective in producing cohesive learning teams.

Constructive Controversy

Another technique described by King is known as "constructive controversy." Students work in groups of four, and pairs of students within these groups are assigned to opposing sides of a controversial issue. Each pair researches its position, and then the pairs discuss the issue as a team. This technique is designed to help students become more informed on a topic and is not meant to encourage debate. In fact, after some discussion takes place, pairs of students switch sides of the issue; then argue the opposing side. The "constructive controversy" technique has multiple goals: get students to gather data and become more informed, give students practice in articulating a position, have students listen carefully to other perspectives, and to think critically about a topic. Each team is tested on the material individually to assess comprehension of the material.

These few collaborative learning strategies can be used in the teaching of many different content areas. Used properly, they can be effective in enhancing learning and retention, promoting critical thinking skills, facilitating appreciation of diversity in terms of other people and their perspectives, and building a team spirit of cooperation in the learning process. Eubanks found increased rates of retention and persistence on graduation, particularly for minority students, and he noted that collaborative learning strategies are most effective when students are assigned to small groups of students with diverse perspectives. Students list the following advantages of collaborative learning strategies: more subject matter, quality of peer interaction, and the ability to understand divergent points of view. In addition, students say they get a greater interest in and enjoyment of the class, an increased motivation to attend classes! This data, in particular, motivates me to explore more with these strategies in my own classes.

References:


Gap Remains in Minority SAT Score

The College Board Launches Remedial Program

BY MARILYN GILROY

Minority students were one-third of SAT takers in the Class of 1999, up from 23 percent 10 years ago, according to a report issued by The College Board. The one-third figure includes 11 percent African American, nine percent Asian American, four percent Mexican American, three percent Hispanic/Latino, and one percent Puerto Rican. In addition, the report indicates that minority students now represent 30 percent of all AP (advanced placement) students.

College Board officials called the figures grounds for “cautious optimism” and cited the 1990s as a “decade of promise” for many American high school students. However, College Board President Gaston Caperton pointed out that “we must not be complacent about these gains. There is still much more work to do if we want all our students ready to function effectively in a knowledge-based economy.”

Caperton noted that despite these recent gains, math and verbal scores remain lower than they were 30 years ago when the Class of 1969 posted results. His report also shows that the gap in test results between Whites and most minorities is widening despite minority gains over the past decade. During this period, scores have risen for all but two racial/ethnic groups—Mexican Americans and Hispanics/Latinos. The 1999 scores indicate that those who describe themselves as Hispanic/Latino lag behind Whites by 128 points and that Mexican Americans lag behind by 146 points.

Hispanics are also trailing other groups in taking the kinds of academically rigorous courses that can raise SAT scores. For example, this year’s data show that Mexican Americans take the least number of year-long courses during four years of high school—18.1 as compared to 19.6 for Whites. These courses, which often include mathematics and science, have been correlated to higher SAT scores for students who study more difficult subjects.

Officials say that scores for Hispanics/Latinos/Mexican Americans have remained flat for several other reasons. Part of the explanation could be due to socioeconomic factors such as parental education and family income, where Hispanics continue to fall below average. In addition, there might be other attitudinal factors concerning higher education in general.

“We know some of the cultural differences are probably contributing to discrepancies scores,” said Janice Gams, of The College news office. “For example, Asian American value education for upward mobility, but N Americans do not have a sti dition. That is why we are w with minority populations to sure that we are breaking do barriers to taking the SATs.”

But Gams is cautious drawing too many conclu from the data.

“The College Board can too far into cultural differences job is to report the data. There are researchers who this data base to start probi tural differences,” she said. could do is report the numb to try to show the trends ove Then we hope that the public makers will use the informi adopt measures that will i things so the educators can the numbers and say, ‘Well what we are doing right; this is good wrong’.”

The socioeconomic di; Gams is referring to are g when students take the SAT are asked to fill out a sc descriptive questionnaire race, income level, and fa cation. There are three s categories for Hi because, as Gams says, “We know th groups consider themselves to be differ one another. It’s like Hawaiian Americ don’t want to be included in the As; it skews the scores. Of course, all change when the new census is taken n We will fall into line with their categorie.
SAT averages rose for all but two racial/ethnic groups between 1989 and 1999.

<table>
<thead>
<tr>
<th></th>
<th>SAT Verbal</th>
<th></th>
<th></th>
<th>SAT Math</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian, Alaskan Native</td>
<td>462</td>
<td>480</td>
<td>484</td>
<td>461</td>
<td>483</td>
<td>481</td>
</tr>
<tr>
<td>Asian, Asian American, Pacific Islander</td>
<td>483</td>
<td>498</td>
<td>498</td>
<td>545</td>
<td>562</td>
<td>560</td>
</tr>
<tr>
<td>African American/Black</td>
<td>428</td>
<td>434</td>
<td>434</td>
<td>421</td>
<td>426</td>
<td>422</td>
</tr>
<tr>
<td>Mexican American</td>
<td>459</td>
<td>453</td>
<td>453</td>
<td>462</td>
<td>460</td>
<td>456</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>437</td>
<td>452</td>
<td>455</td>
<td>438</td>
<td>447</td>
<td>448</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>466</td>
<td>461</td>
<td>463</td>
<td>466</td>
<td>466</td>
<td>464</td>
</tr>
<tr>
<td>White</td>
<td>523</td>
<td>526</td>
<td>527</td>
<td>515</td>
<td>528</td>
<td>528</td>
</tr>
<tr>
<td>Other</td>
<td>490</td>
<td>511</td>
<td>511</td>
<td>493</td>
<td>514</td>
<td>513</td>
</tr>
<tr>
<td>All College-bound Seniors</td>
<td><strong>504</strong></td>
<td><strong>505</strong></td>
<td><strong>505</strong></td>
<td><strong>502</strong></td>
<td><strong>512</strong></td>
<td><strong>511</strong></td>
</tr>
</tbody>
</table>

But other information garnered from the student profile section can serve a variety of purposes.

"It can be helpful to us and helpful to the student," said Gams. "For example, some students are unfamiliar with the college application and admissions process because no one in their family has gone to college. When we turn this information over to a college, it takes the burden off the student, and the college admission office contacts them and provides help."

The pool of potential college applicants who take the SATs is, to 1.2 million in 1999. More females than males took the SATs in every category of race/ethnicity; however, boys continue to outscore girls in math. The College Board attributes some of the gap in scores to the larger number of students taking the test. Many of whom would not have aspired to a college degree in earlier years. Indeed, the report cautions that "the higher the percentage of students taking the test, the lower the average scores."

The Educational Testing Service, which administers the SATs, recently announced a research initiative using the student background information and focusing on students whose SAT scores fell into the range of 1000 and 1190. The researchers are studying the effect of considering additional background information about candidates applying to college that would provide a richer context for candidate's scores. This information might include the student's family socioeconomic status, race and ethnicity, quality of the school, the student's high school GPA, and the academic rigor of the student's core curriculum. Known as the "strivers" research because it used that term to designate certain disadvantaged students, the project was greeted with criticism when it was publicized earlier this year. Despite the controversy surrounding the "strivers" project, which has now been placed on hold, ETS and College Board officials are committed to continuing a dialogue about fairness and equity in higher education.

As President Caperton states in a recent New York Times interview: "The SATs are a measure of students' readiness for college and describe what currently exists. What currently exists is a system where people of different races and backgrounds are not getting the same opportunities, and that is reflected in the SAT scores."

According to a report in the The Wall Street Journal, Congress might begin taking a closer look at the achievement gap between the races. States are already undertaking various measures to raise scores on achievement tests and might feel the pressure to raise performance of various subgroups, such as Hispanics, in order to receive more federal funds. Some members of Congress have expressed interest in holding the states accountable for improvements in the scores of subgroups, not just improvements in overall state averages.

Meanwhile, Caperton recently announced that The College Board has initiated a national learning program to work directly with students and parents to improve academic achievement in school, in college, and on the SAT.

"Our new program is just one example of how The College Board is going to put student needs—not tests—first," said Caperton. "We are going to go where the students are as well as find other ways to reach out to young people and their parents."

The College Board learning program has two major elements:

1. Opportunities for Web-based discussions among students, teachers, and experts about SAT questions and different ways to solve them; to help students identify areas in which they further work; and to share tips on how to improve overall student knowledge and confidence.

2. New materials, information kits, and outreach efforts to help students and parents understand, in lay language, what study scores mean and how to put the scores into perspective.

For Hispanics to see significant gains, every teacher must be at the forefront of his class. The college board officials such as Janice Gams explain: "Families often encounter difficulties without understanding the SAT process, whereas parents with knowledge of the SATs might have their children taking the test early or more often. If it is a problem, the public schools work with the parents to determine if the test fee should be waived but The College Board knows that it will ably require even more aggressive and concerted efforts to narrow the gap between men and between Whites and other races.

"We will do everything we can to help students and parents," said President Caperton. "We want to make sure they see the SAT as a gateway, not a gate, to the future."
### 1999 Profile of College-Bound Seniors

<table>
<thead>
<tr>
<th>SAT I Test-Takers Who Described Themselves as:</th>
<th>Number of</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>3,760</td>
<td>4,501</td>
</tr>
<tr>
<td>Asian, Asian American, or Pacific Islander</td>
<td>46,319</td>
<td>49,789</td>
</tr>
<tr>
<td>African American or Black</td>
<td>48,861</td>
<td>70,533</td>
</tr>
<tr>
<td><strong>Hispanic or Latino Background:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican or Mexican American</td>
<td>18,349</td>
<td>24,811</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>5,862</td>
<td>8,124</td>
</tr>
<tr>
<td>Latin American, South American, Central American, or other Hispanic or Latino</td>
<td>15,803</td>
<td>21,718</td>
</tr>
<tr>
<td>White</td>
<td>326,799</td>
<td>390,833</td>
</tr>
<tr>
<td>Other</td>
<td>16,371</td>
<td>21,759</td>
</tr>
<tr>
<td>No Response</td>
<td>80,787</td>
<td>65,151</td>
</tr>
</tbody>
</table>
Anytime...Anyplace: Distance Education
Inter American University of Puerto Rico Off to Good Start

BY SHARON CLAMPITT-DUNLAP, ED.D.

"Professor, I'm going to have to drop all my classes in the university. My father got a job in the States, and we are moving."

"Professor, I can't attend class any more. My boss changed my work hours."

"My car broke down...I don't have anyone to take care of the kids..."

These explanations are commonplace at any university campus these days. Students of all ages and backgrounds are telling us day after day that coming to campus 12-15 hours a week just isn't a viable alternative of study for them anymore. Moreover, the great number of students whose first language is Spanish, and it isn't difficult to see why Inter American University of Puerto Rico has established distance learning as one of its priorities for the new millennium.

Founded in 1982, the university is a private, not-for-profit institution located in the beautiful Caribbean. It has nine campuses, located in Aguadilla, Arecibo, Barranquitas, Bayamón, Fajardo, Guayama, Ponce, San Germán, and the San Juan metropolitan area. It also has a law school, aviation school, and optometry school. It serves a total population of approximately 42,000 students, making it one of the largest private universities in the Western Hemisphere.

Inter American is unique in that it serves an almost entirely Hispanic population and the language of instruction for the majority of the undergraduate and graduate degrees offered is Spanish. Inter American is also one of the most technologically advanced universiti-
courses through alternative methods, including distance learning.

By 1998, the university’s board of trustees had established a Distance Learning Policy, which, among other things, defined distance learning as a formal educational process in which the majority of the instruction occurs while the instructor and student are not in the same place at the same time. The university expected to achieve the following objectives:

- Strengthen the university’s mission in a global context through the use of technology.
- Develop a new focus so that the students can assume more responsibility for their learning and faculty can become better facilitating agents in this process.
- Share and maximize the academic offerings and institutional resources, transcending campus boundaries.
- Promote equal opportunity for access to information, overcoming limitations of time and space.
- Increase the student population that can benefit from Inter American University’s academic offerings.
- Facilitate the establishment of collaborative agreements and consortia with other educational institutions, on and off the Island of Puerto Rico, in order to strengthen and share academic offerings.
- Strengthen and enrich professional development and continuing education programs.
- Satisfy the special needs of disabled students.

The university’s Ponce Campus, located on the southern coast of the island, has always been a leader in the incorporation of technology in the teaching learning process. In fact, the Middle States Association, in a recent periodic review, recognized the Ponce Campus as being “well ahead of its sister campuses” in this respect. So it was no surprise that several of the professors from the Ponce Campus were the first in creating courses that could be offered at a distance. The first efforts were by Dr. Migdalia Pérez, who developed and offered Spanish Writing and Composition as a Web course, and Dr. Blanca Reyes, who put Man and His Formative Processes online. Contemporary Society and Culture (Dr. María Rodríguez), Industrial Microbiology (Prof. Lourdes Díaz), and other courses were soon to follow.

In the first semester that the Ponce Campus began to offer Distance Education courses, nine online courses were developed, and approximately 150 students registered. In the second semester, an additional six on-line courses were added, and the number of distance education students increased to close to 300.

Perhaps the most surprising results came from the creation of a videocourse version of Basic Accounting 1 by Prof. Hugo Burgos. This course, when offered in its traditional on-campus, in-a-classroom form, has a high dropout and high failure rate. The very first time the videocourse was offered, 24 students registered. The lowest grade on the midterm exam was 75 percent—and none of the students had dropped. The professor was thrilled, the students were ecstatic. Stude constantly asked, “Why hadn’t a one thought of this before?”

Curiously enough, all of the early innovators in this project, no could really be considered to be techies of the campus. In fact, all of the professors who designed the first distance learning courses were somewhat wary about using technology to any great extent. Some even used e-mail before, yet they saw the importance of this alternative teaching/learning process. In order to meet their students’ needs and they rose to the challenge.

The Ponce Campus provides excellent support team for faculty development (CID) with the help of a faculty trainer who specializes in instructional technology and design, a graphic artist, a videographer, computer technicians, faculty who concentrate on content and the quality of the learning experience, and CID helps with the technical knowledge. At the end of their first experience, without exception, all of the professors commented on enriching the experience and how the students had enjoyed it.
communication, and were more in tune with their distance education students' academic needs. WebCT was recently acquired to help facilitate course management and provide more tools for interaction between students and faculty and among students. Other similar tools are being evaluated as well.

Also, the first semester that "distance" courses were offered, all of the students were in reality not so "distant." The students who had registered in the distance education courses were also registered in on-campus courses. It wasn't until our second semester that there were true distance education students. One of the students was a young woman who was in her third year at our campus. She had the opportunity to live in Great Britain for a year but didn't wish to miss a year of study. Another student was a Puerto Rican woman who had married into the military. She found herself stationed with her husband in Germany and wanted to complete her degree, but feared that she had begun at our Metropolitan Campus. Three other students, Puerto Ricans who were living in the United States, wanted to complete their degrees. All of these students did have something in common. They were native Spanish-speakers who felt they would have to learn to complete their degree requirements in Spanish, and all of them found it impossible to do so at their current place of residence.

These true distance education students presented a challenge for the campus that not only was there an obligation to offer courses at a distance—student services such as admissions, registration, financial aid, educational resources, bookstore, and others also had to be provided for these students. Luckily, the university's information management system, BANNER (by SCT), allowed the campus to provide services such as registration online. The Ponce Campus had already set up an admissions form online, and the Department of Education was up and running with financial aid request forms online as well. As long as the required textbooks were in English, students could usually be referred to online bookstores such as Amazon.com, but books written and published in Puerto Rico were more difficult for the students to access. Professors were extremely helpful in this aspect, often sending their own desk copies to the students; however, the university is working towards bookstore services available at a distance in the near future.

Test-taking was a real challenge as well. As long as the students were all residents of Puerto Rico, they could be asked to come to campus for the tests, but obviously the young students in Germany and England couldn't do so. Should professors rely on an honor system for these students, or should arrangements be made for proctored exams? As long as there were only a few students, some professors were willing to use the honor system, but most expressed that they would like some sort of proctored exam system to be set up for these students.

Finally, other support services that the university considers vital for its on-campus students also had to be made available to the distance education students. The library, or Center for Access to Information, as it is called at Inter American University, was way ahead of the game. A virtual library and electronic reserve section were in place. The library catalog system, Unicorn (by SIRSI), was already available online so users could access electronic resources, or request interlibrary loans from any of Inter American University's campuses. The Counseling Center was among the first to set up a discussion board where students could ask questions openly or by e-mail. Soon the center will have chatrooms in order to converse "real-time" with students with the required privacy. The Religious Center (Christian-eccumenical) established an online chaplain to help distance education students with their spiritual needs as well.

Inter American University's Ponce Campus is well on its way to making the Visión a reality for the year 2012, which marks the institution's 100th anniversary. By the year 2001, the campus hopes to have at least two undergraduate degrees available entirely at a distance.

Without much of an effort to market the distance education offerings, the campus has already begun to receive a large amount of e-mail from Latin America and from Boricuas (Puerto Ricans) and Hispanics living abroad. All are eager to know more about college-level courses and services available to them in their native language from a prestigious and accredited university.

Many challenges lie ahead in order to guarantee the same quality of educational services that on-campus students receive to students at a distance. But Inter American University of Puerto Rico continues to focus on finding ways to meet the Hispanic population's need for quality higher education in Puerto Rico, abroad, anytime, and anywhere.

URLs of interest:

**Chaplain Online—Ponce Campus**
http://ponce.inter.edu/nhp/ayuda/orientacionSpiritual.html

**Counseling Center Online—Ponce Campus**
http://ponce.inter.edu/forums/ayuda/index.html

**Inter American University of Puerto Rico’s Main Page**
http://www.inter.edu

**Inter American University of Puerto Rico—Ponce Campus**
http://ponce.inter.edu

**Online Courses—Ponce Campus**
(ENGL 3073 and 4073 are open for examination; all others require passwords.)

SIRSI (online library catalog)
http://www.sirsi.com

Systems and Computer Technology Corporation (manufacturers of BANNER Information Systems)
http://www.sctcorp.com

Virtual Library—Ponce Campus
http://ponce.inter.edu/acad/ih.html

WebCT (online course management program)
http://www.webct.com

About the author:
Dr. Clamptit-Dunlap is the dean of technological services for academic information at American University of Puerto Rico. She has a A.S. in ESL curriculum and instruction and a certificate in distance education at the Distance Education Research Center at Texas A&M University.
PEOPLE

Arrieta and Huebner Work on Space Station Project

Dr. Jay Huebner (pictured at r), University of North Florida (UNF) professor of natural sciences, and Rudy Arrieta (l), UNF graduate, are conducting research with the help of a $21,000 grant from NASA and the Florida Space Grant Consortium.

Their project, the development of compact and lightweight membrane sensors that can detect pathogenic bacteria in wastewater, if successful, would assure that the international space station's recycling system could provide potable water. Arrieta believes there also could be many commercial applications, such as in the shellfish industry and public utilities.

Arrieta has a bachelor's degree from UNF and a master's from the University of Florida.

Galindo Performs at Long Island University-Brooklyn

Galindo performed in a dramatic adaptation of Cristina García's acclaimed novel, Dreaming in Cuban, at LIU-Brooklyn (N.Y.).

Galindo, a native New Yorker of Cuban, Puerto Rican, and Spanish heritage, has worked extensively off-Broadway, including Expecting Isabel, 1998 Kennedy Center awardee for New American Plays. Her film credits include featured roles in The Super and Row Your Boat. On television, she co-hosted the Emmy Award-winning PBS family science show Newton's Apple for two seasons and has appeared on Law and Order and Loving.

Dreaming in Cuban has been praised for its poignant depiction of women who struggle to regain a sense of personal and cultural identity in the aftermath of the Cuban Revolution.

Valdés Named 1999-2000 TACHE President

Dr. Jude Valdés was appointed president for the coming year by the Texas Association of Chicanos in Higher Education (TACHE) executive board, replacing outgoing president, Sylvia Rodriguez, who is unable to complete her term.

Valdés has been active with TACHE since its founding more than 25 years ago and was its president in 1998-99. During his tenure, the TACHE endowment was established, the TACHE archives at the UT-Austin Library were set up, and several initiatives were launched with the Mexican American Legislative Caucus and the Texas Coordinating Board regarding faculty recruitment and student admission.

Pantin a Barry Trustee

Leslie V. Pantin, Jr. (pictured), is one of four new members of the Barry University (Fla.) board of trustees.

Pantin, 51, is an active member of the Non-Group and past president of the Inter-American Business Association, the oldest Hispanic business group in Miami. He was the first Hispanic president of the Orange Bowl Committee, 1997-98, and vice president of Ameriwork since 1971.


The board approved two new degrees in electronic commerce: a Bachelor of Science in business administration with a concentration in e-commerce, and a Master of Science in e-commerce.

Armas Lectures at St. Joseph's on Cuba

Dr. Antonio Armas spoke on "Cuba: Political Transformations and Future Challenges" at a lecture presented by the St. Joseph's College (N.Y.) political affairs club, department of social sciences, and department of modern languages.

Armas is professor of history and philosophy at the University of Havana, and an professor at the Medical School Cienfiglos. His specialties are philosophy of medicine and health, bioethics, and the history of philosophy (pragmatism).

The co-author of five volumes, incl. Ecología y Sociedad, Armas is editor of "Electronic Bulletin of Philosophical and Cuban Society." He organized the National Congress of History of Medicine in Havana, and was Cuban delegate to the XVIIth Cong. Latin American Studies Association in Puebla.

Herrera-Sober Speaks at New M:

Maris Herrera-Sober shared the concerns of Chicana writers and artists through their work in "Environmental Matters: Ecological Critical Theory and Chicana Literary and Artistic Expressions," her lecture at the University of New Mexico for the third annual "Critica Nueva: Lectures on Chicana/Chicano Literary Criticisms." A professor of Chicana-Chicano studies at the Univ. California-Santa Barbara, she was the only woman selected for the series.

Herrera-Sober also presented 5 paintings by Chicana artists that reflect environmental concerns.

Scholar from Mexico at Ramapo

Imer B. Flores, Fulbright Scholar at the Universidad de las Americas, Mexico, spent the fall semester teaching Latin American studies at Ramapo College of New Jersey in the fall.
of American and International Studies. A researcher and professor at the Legal Research Institute of UNAM, Law School, National Autonomous University of Mexico, his main fields of study are jurisprudence and legal theory.

Flores taught Comparative Perspectives on Human Rights with Terrence W. Miller, director of international and multicultural studies at Ramapo. In the spring, he will teach Human Rights in Latin America, and will be responsible for the spring Ramapo Lecture Series "Culture of Peace: Global Challenges for the 21st Century.

Jose Quintero Exhibit at Houston

The University of Houston's (UH) M.D. Anderson Library is presenting "Long Day's Journey into Light: Theater Master, Jose Quintero," a major exhibit reflecting the career of the late, legendary, award-winning director and former UH theater professor. The free, public exhibit continues through Feb. 6, 2000.

Quintero produced and directed more than 50 off-Broadway and Broadway shows as well as TV and cable productions. He was singularly instrumental in revitalizing interest in Nobel Prize-winning playwright Eugene O'Neill, whose works he produced and directed over 50 years, working with actors such as Jason Robards, George C. Scott, Geraldine Page, Ingrid Bergman, Kirstie Alley, and Calista Flockhart.

Negrón Builds Bridges for LIU-Brooklyn

Laura McKae Negrón, dean of institutional advancement at Long Island University-Brooklyn (NY), develops resources and partnerships with the campus' external community, including businesses, community groups, other not-for-profit organizations, and elected officials. She also identifies grant funding opportunities and coordinates related program planning and writing teams for government, foundation, and corporate proposals.

"Laura McKae Negrón has an excellent track record as a program developer with a talent for building bridges to the Brooklyn campus' outside constituencies," said Provost Gale Stevens Haynes.

Negrón has a bachelor's degree from State University of New York-Binghamton and a master's from the Hunter College School of Social Work.

Powell Presents Scholarship to Sanchez

Gen. Colin Powell, one of City College of New York's (CCNY) most distinguished graduates (Class of 1958), presented the first Maud and Luther Powell America's Promise Scholarship—which he and his sister, Marilyn P. Berns, established this year in memory of their parents—to Beatriz Sanchez, a CCNY first-year architecture major.

"I'm the first member of my family to attend college, and the scholarship will help me fulfill my academic goals," said Sanchez, who was born in Mexico and graduated from high school in Manhattan.

At the same ceremony, Florida-based philanthropist Lois Pope presented Leaders in Furthering Education America's Promise Scholarships to KiYanda Baldwin and Krystal Pagan, both sophomores in the Sophie Davis School of Biomedical Education/City University of New York Medical School at CCNY.

Pictured (l. to r.): Baldwin, CCNY board chair Herman Badillo, Pagan, Pope, Sanchez, and Powell.

Durán President of New Tribal College

Pima Community College (Ariz.) administrator Dr. Richard E. Durán was named founding president of the Tohono O'odham Nation's new tribal college. Scheduled to open with 200 to 400 students in fall 2000, it will be the second tribal college in Arizona.

"Tohono O'odham Community College will be comprehensive, with adult basic education, developmental, occupational, and transfer courses," said Durán, who has bachelor's degree and master's from Adau State College and a doctorate from University of Northern Colorado.

There are 31 accredited tribal colleges the U.S. and several more under development.

Ortiz Takes Training to the Street

New Haven police captain Francisco Ortiz was one of 26 students learning leadership skills at the Management Training Institute, a joint effort by Yale University and the city of New Haven.

"Traditionally, policing is rudimentary in defining statutes, making arrests, investigating crime, testifying in court, following rules and procedures," said Ortiz, who is the community patrol resource coordinator, overseeing 300 officers. He said the classes help him see the department as if it were a private business organization seeking to implement motivational techniques.

Ecuadorean Tenor Visits Roosevelt University

Juan Borja, leading operatic tenor from Ecuador, taught voice students at Roosevelt University's Chicago Musical College (III.) Ecuadorean songs as part of a cultural exchange made possible through the Chicago Artists International Program.

Borja, who is involved in a fledgling movement in Ecuador to create an opera...
pasy, helped 10 selected Roosevelt students prepare for a concert of Ecuadorian music.

A graduate of the Colon Theater in Buenos Aires, Argentina, Borja, who has appeared in operas all over the world, works to increase understanding of Latin America's art song tradition. He hopes to elicit suggestions on getting a successful opera movement off the ground in Ecuador.

Cole 8th President of Montclair State

Americans hold the view that access to higher education has become a central and defining quality of American life,” Dr. Susan A. Cole said as she was inaugurated as president of Montclair State University. “It is largely public higher education that has been and continues to be called upon to meet this voracious and growing appetite among the people of this nation for access to advanced educational opportunities.”

Cole is the first woman to head the 91-year-old university, the second largest in New Jersey. She has a bachelor’s degree from Columbia University's Barnard College and a masters and doctorate from Brandeis.

Electronics Student Receives Scholarship

Two years ago, Yvette Rodriguez was a Levi Strauss employee. Today she is pursuing a career in electronics, and her skills in the field have already impressed one potential employer. Rodriguez, 28, is the first female recipient of a $2,000 scholarship from the El Paso Energy Foundation.

Last summer she interned at El Paso Natural Gas Company's Roswell Operating Complex in New Mexico. She worked alongside company employees, helping with pipeline measurement and maintenance. She was soon accepted and respected as a fellow employee.

Rodriguez is married, enjoys sports, and is currently the vice president of the Electronics Club at Eastern New Mexico University-Roswell.

Austin Peay Professor Completes Work of Villa-Lobos

Austin Peay University

A challenge of a lifetime beckoned to Dr. Stanley Yates when he was given the chance to complete the long-lost work of a celebrated composer. Yates, director of guitar studies at Austin Peay State University (Tenn.), found and finished an early guitar piece, “Valfa Concerto No. 2,” by Brazilian musician Heitor Villa-Lobos (1887-1959), a prolific and colorful composer of the 20th century.

An article authored by Yates about the discovery and completion of the piece was published in musical journals in seven countries. He plans to release a recording of the complete guitar works of Villa-Lobos next year.

Villa-Lobos, a celebrated figure of South American musical tradition, began as a street musician and achieved wide acclaim as a symphonic composer. “Absolutely every guitar piece we have of his is a masterpiece,” said Yates.

Artist Sacharny at Mott Community College

Mott Community College’s (Mich.) Fine Arts Gallery presented an installation by artist Lida Sacharny in November.

Sacharny, who intends for viewers to develop an interactive relationship with her work, describes her installation as “a circle of dirt measuring 10 feet in diameter that has at its center an electric outlet. On the dirt are extension cables. Also in the dirt, there is a plain, unplugged lamp.”

Sacharny has a licentiate in drawing and plastic arts from the Federal University of Rio de Janeiro, Brazil; a master's from the University of Texas-Las Vegas; and a master's from Michigan State University. Her work is in the collection of the Council of Latin American Studies at Yale University.

Pérez Named Regents Professor

Texas A&M University-Kingsville biology professor Dr. John Pérez was named a 1999 Regents Professor by the Board of Regents of the Texas A&M University System.

Pérez has worked for Texas A&M-Kingsville for nearly 30 years and is best known for his research with snake venom. He and his students were among the first researchers to discover that certain snakes are resistant to snake venom.

At Kingsville, Pérez has brought in $85 million in research grants. He is director of the Natural Toxins Research Initiative which seeks to provide modern research equipment and a diverse faculty to the state to foster excellence in research.

Day for Women Coming to Cal Lutheran

California Lutheran University (CLU) held the 21st annual “Creative Options: Women,” an all-day event, in March, presented by the American Association of University Women, Thousand Oaks Branch, and the CLU Women's Resource Center. Each year more than 1,000 women attend. Workshops are presented by professional women—highly respected in their fields—who donate their time and expertise.

Marcia Ann Gillespie (pictured), chief of Arts magazine and president of Media for Women, a corporation of women investors who purchased thein 1998, will be a keynote speaker.

New Post to Advise California on Diversity

A new one-year post has been created to advise the chancellor and provost of UC how to best diversify a growing campus community and how to create and sustain a welcoming environment for faculty, staff, and students.

Roberto Paes, director of the School of Medicine's educational opportunity programs sits became special assistant to the chancellor and diverse in California. Paes is the interim lead...

"I intend to do my best to help the leadership advance the campus' commitment to making progress in these very important areas in an equitable and constructive manner," said Paez.

Hispanics in Media Debated at University of Miami

Prominent experts debated the changing role of Hispanics in the media in October at the University of Miami (UM). The event, "Breaking Barriers: Hispanics in Media," featured industry representatives discussing the rapidly growing Hispanic population in South Florida and its impact on local and national media.

Participants ( pictured l. to r. ) included Juan Carlos Espinosa, assistant director for the UM Institute for Cuban and Cuban American Studies; Raul Lopez, director of sales, U.S. Hispanic and Pan Regional, <vupi.com>; Lourdes Cue, freelance writer for Generation X and The Miami Herald; Beatriz Canals, news anchor at WSVN-Channel 7; Jeanette Riveras-Lyles, reporter for El Nuevo Herald; and Gustavo G. Godoy, publisher of Vista Magazine.

Smith College Co-Sponsors "Los Ninos de los Barrios"

The Smith College School for Social Work (Mass.) in conjunction with the New York-based Puerto Rican Association of Community Affairs (PRACA), co-sponsored "Los Ninos de los Barrios," a conference examining government policy and practice as it impacts Latino children and families. This conference—one of several PRACA organized in six states and Puerto Rico—held at Western New England College of Law examined political, social, and economic factors that account for Latino children entering the welfare system, and set the stage for creating culturally responsive family interventions and alternatives to foster care.

Irene Rodriguez Martin ( pictured ), director of external affairs at the Smith School for Social Work, was on the conference planning committee member along with others from western Massachusetts.

Texans Present Trilingual Sign Language at Boston Conference

The first national assembly of trilingual sign language interpreters, "Mano en Mano," was held in Boston with major support and guidance from El Paso Community College's (Texas) National Multicultural Interpreters Project ( NMIP ). More than 100 representatives from different national educational institutions that provide services for the deaf were present to learn more about trilingual sign language, and to discuss the need for certification and the need for additional compensation for their abilities.

"I'm very excited because we were able to demonstrate that it can be done, that you can speak in Spanish and translate into American Sign Language, and that you can speak in English and have it translated into Mexican sign language," said Mary Mooney, El Paso Community College's sign language instructor and NMIP director.

El Sauce Performs at Stetson

Historic dance and costumes from the heartland of Argentina were featured at Stetson University (Fla.) as El Sauce, a dance troupe from the School of Folklore, performed authentic Argentinian dance styles ranging from the well-known and sensuous tango to dances popular in the school's town of Villaguay in the province of Entre Rios. Dr. William Nylen, chair of Stetson's Latin American Studies Program coordinated the event.

Raul Ricardo Olivera founded the troupe in 1964, at age 21, to share his passion for tango, dance, and music. The group has received many awards in Argentina, including the Fuente Prize of Dance in the Festival of San Martin 1990 and has represented Argentina in U.S., Chile, Brazil, Paraguay, and Uruguay among other venues.

MLA Report Shows Increased Foreign Language Study

MLA A report recently released by the Modern Language Association America (MLA) indicates that overall college-level enrollments in foreign language study have increased, reversing a downward trend foreign language study noted in a 1995 report.

According to the new survey, there were 1,151,283 U.S. college students studying modern foreign languages in 1998, up from 1,096,602 in 1995. MLA's 1995 study had indicated a 3.6 percent decline between 1990 and 1995.

Spanish accounts for 55 percent of total foreign language registrations in higher education. More than three times as many students are enrolled in Spanish classes as study the next most popular language, French.

Rodriguez Awards at St. Louis' Washington University

Ana Cespedes, Quetzal Torres, and La Mendola ( pictured l. to r. ) were awarded

Annika Rodriguez Scholarship for Hispanic Students by Washington University in St. Louis (Mo.) Designed to recognize Hispanic students of exceptional merit, the Annika Rodriguez Scholarship for Hispanic Students is awarded each year to outstanding first-year students. The scholarship is named in honor of an exceptional young alumna of Washington University, Annika Rodriguez, who was killed during a flash flood while volunteering for the Peace Corps in Central America.
South American Artists Showcased at Bronx Museum

The Bronx Museum of the Arts (N.Y.) presents "Amnesia," a major traveling exhibition running through Feb. 27. The show includes works of 16 contemporary artists from South America who examine the themes of memory, loss, desire, and mortality. The exhibit investigates the notion of South America as a forgotten continent within the context of dominant or traditional art historical narratives and how issues are still formed, shaped, and processed through a colonial history.

Artists include: Miguel Rio Branco, Waldecio Caldas, José Gabriel Fernández, Mónica Girón, José Antonio Hernández-Diez, Ilídio Mangano-Ovalle, Oscar Muñoz, Ernesto Neto, Roberto Obregón, Marcelo Pombo, Alfredo Ramirez, Miguel Ángel Rios (whose "Peats and Borders #5, 1995" is shown here at top), Pablo Siquier, Valeska Soares, Tunga ("P from the series Seeding Mermaids, 1999/1998," bottom), and Sergio Vega.

Florida International Hosts First ROTC/HACU Conference

The U.S. Army wants Hispanic officers.

Secretary of the Army Louis Caldera was the keynote speaker at the first meeting of Army ROTC and the Hispanic Association of Colleges and Universities, which took place at Florida International University in October.

Michael W. Thomas, public affairs officer of the U.S. Army Cadet Command, said the purpose of the conference was to identify methods to increase Army ROTC opportunities for Hispanics.

Caldera has statutory responsibility for all matters relating to the Army and is responsible for the department's annual budget of nearly $70 billion. He holds degrees from the U.S. Military Academy at West Point and Harvard University.

Victoria Students Celebrate Day of the Dead

Spanish students celebrated the Day of the Dead tradition at the Victoria Mall with a decorative display featuring an altar in memory of Don Martin de Leon, founder of The Victoria College, now in its 175th year. Students from the college's Spanish classes explained the exhibit to visitors.

In the Hispanic cultures of the Americas, as in many others, there is a sense of reverence for both life and death that is remembered and celebrated through a variety of folk customs and rituals. Many families erect home altars, where they can place the favorite food or drink of the departed.

A national holiday in Mexico, "el día de los muertos" originated before Columbus brought Catholicism to the new world in 1492.

New York Minority Business Student Group Hosts Conference

The Association of Hispanic and Black Business Students from New York University (NYU) Stier School of Business hosted a conference for MBA candidates from leading MBA programs across the U.S. The 4th annual business conference, "New Directions: Realizing Futures and Options," addressed career development of MBA candidates and professionals in the next century.

The event included informative panels on such topics as e-commerce, day trading, and entrepreneurship, and provided tools and resources to empower future business leaders.

Students from Stern organizations—including Stern Women in Business, the Latin Business Association, the Asian Business Society, and the Lesbian and Gay Business Association—took part in a student-organized leadership forum.

Colorado-Boulder Creates Diversity Scholarship

The School of Journalism and Mass Communication at the University of Colorado-Boulder established the Columbine Unity and Diversity Scholarship for minorities or other pre-journalism majors who help promote diversity through their news coverage.

Colorado-Boulder first-year students Issac Lopez and Michelle Flores, first awardees, each received $1,000. Both enrolled as pre-journalism majors after completing a journalism course in the summer 1998 under Colorado-Boulder's Pre-Collegiate Development Program.

Ray Chavez (pictured), director of the Office of Student Diversity in the journalism school and the Multi-Ethnic Media Organization, a student group, created the scholarship in reaction to the Columbine High School shootings.

Eastern Michigan Honors Illingworth-Rico

Eastern Michigan University faculty member Alfonso Illingworth-Rico was honored with a 1999 Teaching Excellence Award during the university's 1999 homecoming festivities.

"Many educators today stress the importance of having students make connections between the different disciplines. Illingworth-Rico's teaching style is certain reflection of this concept," said Alice Bu who nominated him.

An associate professor of Spanish, Illingworth-Rico stresses the interconnectedness between language, culture, literature, history, and politics. He has a bachelor's degree from Instituto Tecnológico y de Estudios Superiores de Monterrey, a master's from New Mexico State University, a doctorate from University of Arizona, and is affiliated with Sigma Delta Pi Hispanic Honorary Society.
Manhattan Community College Benefits McDonald's Employees

In a unique partnership with Steck-Vaughn Company, an education publisher, and with Austin Community College (Texas), Borough of Manhattan Community College’s (BMCC’s) Office of Adult and Continuing Education has been teaching language skills to employees of McDonald’s franchises in New York City for whom English is a second language.

BMCC president Antonio Pérez says the program is another example of how the New York college is at the forefront in taking quality educational programs out of the classroom and into the community.

Pérez is pictured here amid (l to r) McDonald’s manager Maria Alvarez-Zion, employee/student Noelia Enríquez, employees Stephanie Arnaudo and Jerby Almazan, and Acte Maldonado, BMCC dean of adult and continuing education.

DePaul Professor Studies Latino Fatigue

A groundbreaking, community-based study of Chronic Fatigue Syndrome (CFS), headed by a DePaul University (Ill.) professor of psychology, shows Latinos have the highest prevalence of the condition—726 cases per 100,000 people. The study explodes the myth that individuals with the condition are largely White, middle-class women.

Leonard Jason’s “Community-Based Study of Chronic Fatigue Syndrome,” which appeared in the Oct. 1 issue of the American Medical Association’s Archives of Internal Medicine, reports that there is greater prevalence of CFS among Latinos, African Americans, and women, and that CFS affects 1.22% of every 100,000 Americans. The rate of prevalence is twice as high as rates previously reported by the Centers for Disease Control, which means as many as 800,000 people nationwide might suffer from the condition.

Texas A&M-Kingsville ROTC Students Receive Awards

Texas A&M University-Kingsville Army ROTC cadets Regina Rios, Humberto Alvarez, and Daniel Williams received recognition awards from Communities in Schools (CIS) volunteer coordinator Jeannette Price.

The cadets were volunteer CIS tutors at a local middle school. Other volunteer cadets during the 1998-1999 school year were David Flores, Jose Jaramillo, Mario Jaramillo, Jennifer Salazar, and Rebecca Salinas.

CIS is part of a stay-in-school network composed of 150 independent agencies in 33 states throughout the country. CIS empowers students and their families through the delivery of supportive guidance and counseling, health and human services, parental and family involvement, pre-employment, enrichment, and educational enhancement.

Democracy Lectures at Florida International

Florida International University (FIU) held this year’s State of Democracy Lecture Series in October. Keynote speakers were Jesus Reyes-Heroles, Mexico’s ambassador to the U.S., and Alberto Andrade, mayor of Lima, Peru. Roundtable discussions, lectures, and workshops delved into issues associated with Peru’s and Mexico’s social and economic state.

The Summit of the Americas, established by FIU’s Latin American and Caribbean Center, was designed to overlook initiatives agreed upon during the Summit of the Americas held in Miami in 1994. The center provides independent analyses of the impact on Florida’s free trade and other dimensions of the hemispheric integration process.

New Mexico-Los Alamos Creates Sagel Scholarship

The University of New Mexico (UNM)-Los Alamos has created a memorial scholarship and lecture series in memory of the late Jim Sagel, a faculty member at UNM-Los Alamos for 12 years. Sagel taught Latin American literature, Native American literature, Chicano literature, Southwest literature, Spanish, and more. Best known for his writing, he won many international awards, including the Premio Casa de Las Americas a Concurso Internacional de la Revis award, and the Spanish El Premio Ciudad de San Sebastian award.

The Jim Sagel Endowment Scholarship helps students who plan to earn a degree in liberal arts or southwest.

“Batting Cleanup, Bill Conlin

Kevin Kerrane, ed.

Bill Conlin probably is best known for his tremendous contribution to the Philadelphia Daily News. In this collection of his best sports writing, Conlin presents athletes as all too human, but his descriptions of game action convey the magnitude of a star’s talent and the demands of the game.


The Braves Encyclopedia

by Gary Caruso

This comprehensive history begins with the team’s birth in 1871 as the Boston Red Stockings, and follows them to Milwaukee in 1953 and to Atlanta in 1966, playing under such a variety of names as Beanaters, Doves, Rustlers, Bravos, and back to the Braves. Because of the Atlanta Braves’ franchise being moved to Milwaukee in 1953, the book begins in 1871 with the team’s birth as the Boston Red Stockings. The book covers 137 seasons of the Atlanta Braves, from 1966 to 2003.

The Yankees: An Illustrated History
by George Sullivan and John Powers

This book offers the non-stop excitement of the illustrious story of the New York Yankees, captured in more than 450 photographs and entertaining anecdotes about favorite players. Year by year, from 1903 through 1996, readers will relive the celebration and disappointment of each season.


Philadelphia's Old Ballparks
by Rich Westcott

Experienced baseball writer Rich Westcott takes readers back in time to an era when Philadelphia's ballparks were as famous and as much a part of the game as the teams that took the field. This book is both a documentary and an oral history, providing colorful descriptions of all the old professional parks and the many teams that played in them.


The Ball: Mark McGwire's 70th Home Run Ball and the Marketing of the American Dream
by Daniel Paisner

On Sep. 27, 1998, 26-year-old research scientist Phil Ozersky's life was forever changed when he caught Mark McGwire's 70th home run ball. In January 1999, the ball was sold at auction for just over $5 million. This book assesses the big picture of how we work, live, and play, against the backdrop of the wheeling and dealing that surrounded Ozersky and the ball.


Race, Police, and the Making of a Political Identity: Mexican Americans and the Los Angeles Police Department, 1900-1945
by Edward J. Escobar

This study examines the history of the Los Angeles Police Department and the Chicano community from the turn of the century, when the police first became a professional organization, to the era of the Zoot Suit riots in 1943. It shows how police increasingly characterized Chicanos as a criminal element, and how Mexican Americans increasingly assumed that the police were deliberately targeting them.


Continuing Professional Education in Transition: Visions for the Professions and New Strategies for Lifelong Learning
by William H. Young, ed.

This book considers important dimensions of the current changing environment of continuing education, including cultural and ethnic diversity of professionals and the impact of technological developments on professional practice and, therefore, continuing education.


Inca Myths
by Gary Urton

Beginning with an introduction to the land and people of the Andes and a review of sources of our current knowledge of Inca mythology, this book recounts various creation myths, including a selection from ethnic groups and regions around the empire, and illuminates the nature and relationships of myth and history.


Machado de Assis: Reflections on a Brazilian Master Writer
by Richard Graham, ed.

Joaquim Maria Machado de Assis, a native of Rio de Janeiro, Brazil, is widely acknowledged by those who have read him as one of the major authors of the 19th century. Yet, because he wrote in Portuguese, those with access to his writings are relatively few. This book is designed not only to call new attention to this master but also to raise questions about the nature of literature itself and current alternative views on how it can be approached.


Pobre Raza!: Violence, Justice, and Mobilization Among México Lindo Immigrants, 1900-1936
by F. Arturo Rosales

This book examines the response of Mexican immigrants to Anglo American prejudice and violence early in the 20th century. The author traces the rise of "México Lindo" nationalism and the efforts of Mexican consuls to help poor Mexican immigrants defend themselves against abuses and flagrant civil rights violations by Anglo citizens, police, and the U.S. judicial system.

On Becoming Cuban: Identity, Nationality, and Culture
by Louis A. Pérez Jr.

This book is a sweeping cultural history of the sustained encounter between the peoples of Cuba and the United States and of the ways that this encounter helped shape Cubans' identity, nationality, and sense of modernity from the early 1890s until the revolution of 1959.


Investing in Latin America: Best Stocks, Best Funds
by Michael Molinski

Latin America is poised to be the fastest-growing region in the world over the next decade. Author Michael Molinski says that by keeping an eye on current events, small investors can gain an advantage over big institutional investors who often don't have the time to research Latin American countries. This book contains Molinski's "favorite sources" of meaningful, timely data on Latin American companies.


Operation Pedro Pan: The Untold Exodus of 14,048 Cuban Children
by Yvonne M. Conde

Between 1960 and 1962 more than 14,000 children were sent out of Cuba alone, by desperate parents who feared for their children's future under Fidel Castro. In this book, hundreds of these children relate their uplifting, poignant, and sometimes tragic experiences in American foster homes and orphanages, and their long-awaited, awkward, and delicate reunification with their parents.


Cuando Hablan Los Santos: Contemporary Santero Traditions from Northern New Mexico
by Mari Lyn C. Salvador

This lavishly illustrated book includes background information on the santero traditions of New Mexico, pictures of the artists and their work accompanied by their own comments and essays by six scholars on various aspects of the history, iconography, and marketing of these increasingly popular woodcarvings and paintings.


Many publications featured in this section are available through amazon.com.

CONFERENCES

AACU 86th Annual Meeting
January 20-22

The Association of American Colleges & Universities presents "Greater Expectations: Of Our Students, Our Stakeholders, Ourselves," its 86th annual meeting in Washington, D.C.

In addition, see Web site at <www.aacu.edu> for information on four regional (San Antonio, Philadelphia, Tacoma, and Charleston) "Network for Academic Renewal" meetings.

Contact: (202) 393-9410; Web site <www.aacu.edu>

NAFEO 25th National Conference
February 13-17


Contact: (301) 650-2440; Web site <www.nafeo.org>

NABE 2000 Millennium Conference
February 15-19

The National Association for Bilir Education's five-day event includes key speakers; more than 200 workshops, posta, papers, and demonstrations focus on the education of language-minority children and the development of multicultural understanding. In San Antonio, T

Contact: NABE, (202) 898-8829; Web site <www.nabe.org>

NAHLS National Conference
February 21-26

The National Association of Hispa Latino Studies' national conference will place this year in Houston, Texas.

For additional information: Dr. L Berry, Jr., Executive Director, N Morehead State University, (606) 783-21

ACE 82nd Annual Meeting
March 18-21


Contact: ACE, (202) 939-9410; We site <www.acenet.edu>

NAHP Convention 2000
March 29-April 1

The National Association of His Publictions presents "the Hispanic Final event of the new millennium." At the Carlo Resort & Casino, Las Vegas. Nev
Contact: Andres Tobar, Exe Director/CEO, (202) 662-7250

AAEE 2000 National Conference
March 29-April 2

The American Association for Educati 2000 national conference
its theme “To Form a More Perfect Union: Diversity and Learning.” In Anaheim, Calif.


NCA-CHE 105th Annual Meeting
April 1-4

The North Central Association of Colleges and Schools’ Commission on Institutions of Higher Education presents “The Quest for Quality: Mission, the Commission, and a New Century” in Chicago, at the Hyatt Regency Chicago.

The New Jersey Project—Spring Conference
April 7

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching presents “Global Translations: Thinking, Writing, and Teaching across Borders,” featuring Jacqui Alexander, Ruth Behar, and Cynthia Enloe. At New Jersey City University, Jersey City, N.J.

Contact: (973) 720-2296; e-mail. <nj_project@wpc.wilpaterson.edu>.

AACC 86th Annual Convention
April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme “A World of Possibilities,” and an academic marketplace at the Hilton Washington in Washington, D.C.


3rd Annual Conference on Diversity in Teaching and Learning in American Higher Education
April 19-22

“Text and Context: The Structures of Learning” includes among the keynoters José Cuellar, Chair, La Raza Studies, California State University—San Francisco. At The Westin St. Francis Hotel in San Francisco.

Contact: (408) 864-8300/8993; Web <www.achce.org>.

HACU—14th Annual Conference
November 4-7

This year’s theme: “Championing Hispanic Success in Higher Education.” At the Albuquerque Convention Center, Albuquerque, N.M.


---

ROCKHURST UNIVERSITY

Rockhurst University is located in the cultural and artistic center of the racially and ethnically diverse Kansas City metropolitan area, and consists of 2900 students in four academic divisions. Currently, applications are being taken for the following tenure-track positions:

**Biology:** to teach plant biology, general biology, ecology and field biology.

**Education:** to teach undergraduate and graduate courses in elementary and secondary science/mathematics methods, supervise field experiences, lead efforts to integrate technological knowledge into the teacher education curriculum.

Please send letter of interest, curriculum vitae, and the names, addresses and phone numbers of three references to:

Personnel Director
Rockhurst University
1100 Rockhurst Road
Kansas City, MO 64110-2561

EOE

---

Writing

Pending approval and funding, the Department of English at the University of San Francisco invites applicants for a full-time tenure-track position in Writing at the Assistant Professor level. Applications are due by February 15, 2000.

The Writing Emphasis, a track of the English major, is distinct from Expository Writing and prepares students for field publishing, and other careers in writing. It consists of required courses in theories of writing and language as well as elective in creative writing.

Responsibilities: Instructor and teaching in the Writing Emphasis for English majors. Primary teaching load and also teaches in two areas: in English; and in linguistics; oral and visual; and second language acquisition. This program may be redesigned in the future, the department in particular are interested in applicants with innovative ideas for structuring a writing curriculum.

Qualifications: University teaching experience, an earned doctorate or MFA by Fall 2000 with specialization in the theories of writing, evidence of a strong commitment to teaching, publications, experience and willingness to work in a diverse environment, and an understanding of and commitment to support the mission of the University are required.

We particularly encourage mature and women applicants for all positions. The University of San Francisco is an Equal Opportunity Affirmative Action Employer and will provide reasonable accommodations to individuals with disabilities upon request.

Applicants should submit a letter of application, curriculum vitae, statements of teaching philosophy and teaching experience, and recent publications. Three letters of recommendation are required. Applications must be received by February 15, 2000. All materials should be submitted to:

Writing Search Committee
11000 Fulton Street
San Francisco, CA 94117-1080.

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco prepares students in the arts and sciences, business, education, nursing, law, and professional studies. The University is a private and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment.
Book Review

by Mark Saad Saka, Ph.D.


The Chicano movement, 1967-1975, represented the most significant cultural, ideological, and political revolution in twentieth-century Mexican American history and in the formation of Mexican American ethnic identity. In a short span of time, Mexican American youth and university students redefined the entire notion of what it means to be Mexican American in the United States. In so doing, Chicana and Chicano alike laid the basis for an ethnic renaissance that has forever changed the American political and cultural landscape. Central to this wave of political radicalism was the notion of “inclusion,” the integration of Mexican Americans into the broader American political and social mainstream. David Montejano has compiled ten important specially commissioned essays to address and assess Mexican American political identities, policies, and tactical alliances in the “post-Chicano” era, 1975-2000. In the process, Montejano has laid bare the challenges and social complexities that modern Mexican Americans face at the advent of the twenty-first century.

Montejano groups the essays into three categories—community, institutional, and general studies—as well as providing a comprehensive introduction and conclusion to successfully synthesize the ten articles. Space constraints restrict a review of every essay, so I have chosen to review the three articles that my summer school students enjoyed the most. The students in my Mexican American history seminar responded favorably to the book, and I received no negative comments in our group discussions.

Mary Pardo’s essay is entitled “Gendered Citizenship: Mexican American Women and Grassroots Activism in East Los Angeles, 1986-1992.” This essay was many of my students’ choice for favorite, particularly among the Chicana and Anglo women. The central theme of the essay revolves around the grassroots activism of working-class Chicanas who mobilized community support to prevent the state of California from “dumping” a state prison in East Los Angeles. Calling themselves the “Mothers of East Los Angeles” and donning white mantillas (traditional head scarves), these working-class, active Catholic, middle-aged mothers formed tactical alliances with community groups and the Catholic Church and generated tremendous media coverage not only to protest the proposed prison in East Los Angeles but later to oppose a toxic waste incinerator, a chemical waste treatment plant, and an oil pipeline from being “dumped” on their “community of color.” The activist role that these mothers played dispels many myths of the “traditional, docile, conservative-religious” stereotypes that many non-Hispanics hold of Mexican women. In fact, most of these mothers found deep consolation and motivation in their religious faith, community support, and ethnic identity. Pardo’s essay demonstrates how gendered identity, ethnic solidarity, and community mobilization can impact the political process.

In “Protest and Affirmative Action in the 1980s,” Philip Gonzales examines a major conflict that emerged at the University of New Mexico. This essay covers the controversy that developed between the board of regents for the University of New Mexico, the newly appointed president, Tom F. and the Mexican American governor, Tony Anaya. Two Chicano members of the board of regents objected to and became “ethnically hostile” to F’s presidency on the grounds that Fifer failed to promote an aggressive affirmative action hiring policy in cabinet appointments. Although Fifer did promote minority recruitment in his hiring of two Chicano vice presidents for an Hispanic research position, the resignation of Dr. Francisco A. Jaramillo in 1986 may have ended the hiring policy of Chicano history professors.

Dr. Saka, a fullbright scholar, completed his Ph.D. at the University of Houston in 1995. He is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, Dr. Saka has taught in the History Department at New Mexico State University, Albuquerque, New Mexico, since 1995.
THE NATIONAL ACADEMIES
Advisors to the Nation on Science, Engineering, and Medicine

NATIONAL RESEARCH COUNCIL
Postdoctoral and Senior Research Awards
opportunities for research in:
Chemistry • Physics • Life & Medical Sciences
Space & Planetary Sciences • Earth & Atmospheric Sciences
Engineering, Mathematics & Applied Sciences
Also teaching/research opportunities at the US Military Academy in
Mathematics, Physics & Mechanical Engineering

• 350 awards for independent research at over 120 laboratories
representing nearly all US Government agencies with research facilities
• 12-month awards renewable for up to 3 years maximum
• Annual stipend for recent PhD or MD graduates $30,000 to $52,000 depending
upon sponsoring laboratory; stipend appropriately higher for senior researchers
• Support for relocation and professional travel; health insurance program offered
• 3 annual award competitions for most participating laboratories

Applications are accepted on a continuous basis throughout the year.
Postmark deadlines are January 15, April 15 and August 15 for reviews
in February, June and October respectively.
Further information and application materials may be obtained from our
web site at http://national-academies.org/rsp or by contacting:
MAIL: Association Programs (R2114/ML)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418
FAX: (202) 334-2759
EMAIL: rsp@nas.edu

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

UNIVERSITY OF MISSOURI-ROLLA
invites applications for two tenure-track faculty positions
specializing in MICROELECTROMECHANICAL SYSTEMS (MEMS).
One faculty position will be in the
Department of Electrical and Computer Engineering
(R5293) and one in the Department of Mechanical Engineering
(R53150).
The appointment, beginning Fall 2000, is
anticipated to be at the assistant professor level.
Applications from well-qualified candidates at all levels will be considered.
Further information about the campus and departments can be
found at www.umr.edu/umrjobs/mems.html.

Qualifications include an earned doctorate degree in
Electrical Engineering / Computer Engineering / Mechanical Engineering / Aerospace Engineering / Engineering Mechanics,
and strong commitment to teaching and research. The successful candidates will be expected to teach courses in MEMS and related areas, advise students in a build-funded research program. The application deadline is

Please submit a curriculum vitae and a list of three references
including Human Resources Services, Reference Number R5295
or R53150, University of Missouri-Rolla, R202 No. 2
Bishop, 870 Miner Circle, Rolla, MO 65409-1058.

UMR is an AEEED employer.

California Community Colleges
Eleventh Annual
JOB FAIRS
FREE ADMISSION
No Registration Fee

SACRAMENTO
Saturday, Feb. 5, 2000
Doubletree Hotel
2001 Point West Way
(Business 80 @ Arden Way)
10 a.m. - 3 p.m.

LOS ANGELES
Saturday, Jan. 29, 2000
Marriott Hotel LAX
at Los Angeles Airport
5855 W. Century Blvd.
10 a.m. - 3 p.m.

California Community Colleges
Speak with representatives from:
California Community Colleges
and
Community Colleges
from across the nation.

For up-to-the-minute details visit us on the web at
http://registry.yosemite.cc.ca.us

The 2000 California Community Colleges Job Fairs are for faculty and administrative positions only.
Distinguished Scholars
Dedicated Teachers

William Paterson's Fulbright Scholars exemplify a tradition of academic excellence and commitment to student success.

William Paterson offers
- nationally renowned undergraduate and graduate programs
- access to state-of-the-art information and communications technology
- low student to faculty ratio (12:1)
- small class size (21:3)
- flexible scheduling—evenings and weekends
- student research and honors programs
- national and international student exchanges, internships, and leadership opportunities
- scholarships and financial assistance packages

From left to right, top to bottom: Vincent Pareille, Sociology; Sara Nalle, History; William Small, Political Science; Martin Lawrence, Economics (recipient of two awards); George Robb, History; Chung Yeh Hu, Biology; Melanie Edelstein, History; Vivian McLean, African, African-American and Caribbean Studies; Theodore Cook, History; Isabel Tezón, History; Carol Gruber, History; Reynolds Weidman, Communications; Bruce Williams, Languages and Cultures; Leslie Ahdar-Jones, African, African-American and Caribbean Studies; Martin Wynne, Political Science; John Livingston, History; Michael Principe, Political Science; Krista O'Donnell, History; Les Wolf, Political Science; Jamie Che, History; Caterina Edinger, English; Charlotte Nikaido, English; Giordana Pape, Anthropology; John Mason, Political Science

WILLIAM PATTERSON UNIVERSITY
WAYNE, NEW JERSEY 07470
1.877.WPU.EXCEL • WWW.WPUNJ.EDU
Making a Difference
MINORITY POSTDOCTORAL FELLOWSHIP PROGRAM

Teachers College, Columbia University is the largest and most comprehensive graduate and professional school of education in the United States. The College has a diverse culture, with minority students constituting 29 percent of the student body, international students constituting 11 percent.

The Program aims to increase the number of minority faculty members at graduate schools of education. It provides recent doctorate recipients the opportunity to develop a program of research, teach one course and participate in the life of a graduate research university.

Qualifications: Earned doctorate in any area within the past three years. Commitment to research and teaching in an education related field.

Responsibilities: Conduct research as outlined in the application proposal, provide written report of research program; participate in an academic department; teach one course.

Duration: One Year

Stipend: $30,000, plus $3,000 for research. Free campus housing, if desired, and limited relocation costs.

For the application procedure, call 212/678-3050, or write to the Office of the Dean, Teachers College, Columbia University, 525 W. 120th St., New York, NY 10027. Application deadline: February 1, 2000.

The Search Committee will continue to seek nominations and expressions of interest of interest until candidates are reported to the President. Review of application files will begin in late January; candidates accepted prior to that date will be assured of receiving full consideration.

Shelly Weiss Storbeck, Managing Director and Lesley Boyd, Consultant Education Practice A.T. Kearney Inc. 333 John Carlyle Street Alexandria VA 22314 703/739-4627 fax 703/739-1782 email: lesley.boyd@atkearney.com

The University of Hartford invites nominations and expressions of interest for the position of Provost.

The Provost reports directly to President V. Harrison and is the chief academic officer of University. The provost will provide academic and financial leadership and vision to nine schools and colleges as the University defines strategic direction.

The University of Hartford is an independent, non-sectarian institution founded in 1877. Just minutes from the State Capitol in Hartford, the University is situated on two campuses: a 230-acre wooded campus located in Hartford, and a 13-acre camp in Bloomfield. It includes nine schools offering some 70 undergraduate majors; 5 graduate programs in liberal arts and social sciences, engineering, technology, business, education, and allied health professions, and music. University also offers doctoral programs in music, educational leadership, and music. Its 6,682 plus 4165 (61%) of whom are full-time undergraduate from 40 states and 70 countries.

Preferred Qualifications:

- Earned doctorate and record of teaching, and scholarship achievement consistent with the rank of full professor.
- Experience in academic administration at an academic level in a complex educational institution.
- Demonstrated skill in complex budgeting and financial management, and a demonstrated understanding of the academic/student life relationship.
- Successful experience in managing academic and financial responsibilities.
- Demonstrated commitment to a diverse faculty and student body.

University of Hartford

PROVOST
QUALIFICATIONS: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, and an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to supporting the mission of the University. The candidates will be expected to develop an independent and ongoing research program.

Applications must be received by January 7, 2000, in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity/Affirmative Action Employer and will provide reasonable accommodations to individuals with disabilities upon request.
Southern Connecticut State University

VICE PRESIDENT
FOR ACADEMIC AFFAIRS

Southern Connecticut State University invites nominations and applications for the position of Vice President for Academic Affairs. The VPAA is the chief academic officer of the University and reports directly to the President. The VPAA will manage the academic programs and faculty of the University to assure the quality and appropriateness of education for the University's students. The VPAA directs the work of the entire teaching faculty of the University through the deans of the various schools and chairpersons of the department of schools and other academic departments as well as related administrative offices, including academic affairs, information technology, library services, research, and planning. The VPAA's responsibilities also include strategic planning, administrative, and instructional faculty union relations, and administration of the academic budget.

Southern Connecticut State University, founded in 1893, is a fully accredited institution of higher education authorized by the Connecticut State Board of Regents for Higher Education. The University has offered courses and programs leading to bachelor's and master's degrees in various fields of study. Southern also offers a two-year associate's degree in several areas of study.

The University seeks highly qualified and experienced candidates who have demonstrated leadership and personal integrity and who will possess the following qualifications:

- Strong academic record: Hold an earned doctorate from a regionally accredited institution; have a distinguished record of scholarly activity that will earn the respect of the academic community.
- Administrative and faculty experience: Have a significant record of accomplishment and commitment to excellence in teaching, research, service, and shared governance as a faculty member and administrative leader beyond the department level, preferably at the level of dean or higher; have experience in designing and evaluating outcome-based academic programs.
- Management experience: Have successful experience with academic budgeting, personnel management, strategic planning, and continuous improvement.
- Communication and collaboration: Have demonstrated ability to communicate effectively and work collaboratively with faculty, staff, and the university's many constituencies; have a working knowledge of collective bargaining.
- Commitment to diversity: Have demonstrated commitment to diversity and equal opportunity for students, faculty, and staff.
- Strong leadership skills: Have demonstrated proven experience in decision-making and strong implementation skills, have demonstrated ability to provide innovation and dynamic leadership in promoting both the academic and institutional missions and goals.

Letters of nomination and applications from interested candidates are requested. Nominations should be received by January 15, 2004. Applicants should submit a letter of application, a detailed resume, and the names, addresses, and telephone numbers of five references. Review of candidates will begin in December 2003. The anticipated starting date is July 1, 2004.

Dr. Sandra C. Holley
Dean, School of Graduate Studies
Southern Connecticut State University
New Haven, Connecticut 06515

Applications and nominations should be sent to:

Dr. Sandra C. Holley
Dean, School of Graduate Studies
Southern Connecticut State University
New Haven, Connecticut 06515

For more information about Southern Connecticut State University, please visit their website at http://www.southernct.edu.

Florida State University

The Florida State University is committed to excellence in teaching and research and to the advancement of knowledge and intellectual inquiry in the arts and sciences. The University is organized into the following colleges: Arts and Sciences, Business, Education, Engineering, Law, Medicine, and Science. A wide range of degree programs is offered in these colleges, with the goal of providing students with a challenging educational experience.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following positions:

Assistant Professor

SPORT ADMINISTRATION
(Tenure-earning)

The Sport Administration program at Florida State University is seeking a faculty member who has a strong background in sports administration and experience in one of the following areas: sports management, governance, facilities, organizational theory, research design, methodology, and sport finance. The position will include teaching undergraduate and graduate courses in sport administration, developing new courses, and advising graduate students. Applicants must have a master's degree in sport administration or a related field. Prospective candidates should have a strong commitment to teaching and research.

Send application package including letter of application, current vitae, and three letters of recommendation to Dr. Anne Clements, Chair, Sport Administration Search Committee, Florida State University, Department of Physical Education, Tallahassee, FL 32306-4280.

Associate/Assistant Professor

MATH EDUCATION
(Tenure-earning)

The Department of Curriculum & Instruction is seeking a faculty member to teach Mathematics Education programs whose responsibilities will include teaching courses in content and methods courses for prospective elementary and middle school teachers. The position will also include the supervision of field experiences and the evaluation of student teaching. Candidates must have a strong commitment to research, excellence in teaching, and an active research agenda. Opportunities available to participate in ongoing research and to develop new courses. The position requires a Ph.D. in Mathematics Education with a strong graduate mathematics component. The application package includes a cover letter, curriculum vitae, and three letters of recommendation. The anticipated starting date is August 1, 2004.

Send application package to Dr. Elizabeth Jakubowski, Chair, Math Education Search Committee, Department of Curriculum & Instruction, Milton Crutcher Hall, College of Education, Florida State University, Tallahassee, FL 32306. Send applications to Dr. Elizabeth Jakubowski, Chair, Math Education Search Committee, Department of Curriculum & Instruction, Milton Crutcher Hall, College of Education, Florida State University, Tallahassee, FL 32306. For more information, please visit http://www.ces.fsu.edu.

Applications for all positions will be accepted until January 13, 2004. Applications should include a letter of interest and curriculum vitae, and three letters of recommendation. Applications should be submitted electronically to the above email address. Review of applications will begin no later than January 13, 2004.
THE UNIVERSITY OF TEXAS AT DALLAS
SCHOOL OF MANAGEMENT
FACULTY POSITIONS
Appointments Effective September 2000

The School of Management seeks to fill tenure-track and tenured positions in several areas. Applicants must possess a Ph.D. or a terminal degree in a related field. The School values research and scholarship in the areas of information systems, operations management, productivity, and technology. Applicants are encouraged to submit a complete application that includes a curriculum vitae, statement of research and teaching interests, and three letters of recommendation. The School will screen applications and begin reviewing them on November 15, 1999, and will continue until the position is filled or the search is closed.

MANAGEMENT INFORMATION SYSTEMS
1 Position Rank: Assistant Professor-Search #6074
Candidates with research interests in areas such as information systems, decision support systems, and data warehousing will be given priority. The position is open until filled or the search is closed.

OPERATIONS MANAGEMENT
1 Position Rank: Assistant Professor-Search #6072
Candidates with research interests in areas such as operations management, decision systems, and production planning will be given priority. The position is open until filled or the search is closed.

OPERATIONS RESEARCH/OPERATIONS MANAGEMENT
1 Position Rank: Open-Search #4073
Candidates with research interests in areas such as operations research, decision analysis, and stochastic modeling will be given priority. The position is open until filled or the search is closed.

ACCOUNTING
1 Position Rank: Open-Search #4074
Candidates with research interests in areas such as financial accounting, management accounting, and auditing will be given priority. The position is open until filled or the search is closed.

INFORMATION SYSTEMS and ACCOUNTING
1 Position Rank: Open-Search #4075
Candidates with research interests in areas such as information systems and accounting will be given priority. The position is open until filled or the search is closed.

ORGANIZATION, STRATEGY & INTERNATIONAL MANAGEMENT
1 Position Rank: Full Professor-Search #4076
Candidates with research interests in areas such as organization theory, strategy, and international management will be given priority. The position is open until filled or the search is closed.

FINANCE
1 Position Rank: Full Professor-Search #4077
Candidates with research interests in areas such as financial economics, corporate finance, and investment management will be given priority. The position is open until filled or the search is closed.

Brandeis University invites nominations for and expressions of interest in a newly created position of Senior Vice President for Students and Enrollment. In a world of challenging social and technological transformation, the Senior Vice President will have the opportunity to serve at the heart of Brandeis University to bring the resources of the University to the forefront of a rapidly changing world.

Nominations and applications should be sent to:
Robert D. Brown, President
Brandeis University
Waltham, Massachusetts 02454

Brandeis University is an affirmative action/equal opportunity institution committed to increasing the diversity of its faculty and staff. Applications will be considered from women, members of minority groups and other qualified individuals.

www.brandeis.edu
**Applied Statistics and Research Methods**

- Position: 21800 Assistant Professor of Applied Statistics and Research Methods - (tenure track)
- Description: Responsibilities include teaching graduate courses in applied statistics and research methodology, managing the UNC Research Consulting Lab, and providing consultation to UNC faculty regarding statistical design. University and professional service are expected, as well as ongoing scholarly activity and grant writing. A substantial portion of the position's service expectation is to serve as a lead statistician for the Biostatistics Interdisciplinary Research Center (BIRC). The successful candidate will have a strong background in statistical methodology and/or applications in statistics. Demonstrated excellence, potential for excellence, and experience in teaching and research are required.
- Qualifications: Ph.D. in statistics, strong background in statistical methodology and/or applications in statistics. Demonstrated excellence, potential for excellence, and experience in teaching and research.
- Application Deadline: February 1, 2006
- Applications to: Daniel J. Murdock, Search Chair for ASRM, murdock@edteach.unco.edu
- Phone: (970) 351-2807 FAX (970) 351-1622

**Educational Leadership & Policy Studies**

- Position: 20277 Assistant Professor of Educational Leadership - (tenure track)
- Description: Responsibilities include teaching graduate courses in higher education administration, educational leadership, and policy. A strong background in educational leadership and policy, with an emphasis on student success and policy development, is required.
- Qualifications: Ph.D. in educational leadership or a related field. Demonstrated excellence, potential for excellence, and experience in teaching and research.
- Application Deadline: March 15, 2006
- Applications to: Richard King and Florence Guido-DiBiase, Search Chairs for ELPS, king@edteach.unco.edu and fdbiase@edteach.unco.edu
- Phone: (970) 351-2801 FAX (970) 351-3334
- Additional information is available at www.edleadership.unco.edu

**School for the Study of Teaching and Teacher Education**

- Position: 20189 Assistant Professor of Bilingual Education/English as a Second Language and Education Foundations - (tenure track)
- Description: Responsibilities include teaching bilingual education and ESL courses in the School for the Study of Teaching and Teacher Education. Demonstrated excellence, potential for excellence, and experience in teaching and research are required.
- Qualifications: Ph.D. in education (Curriculum and Instruction or closely related field). Demonstrated excellence, potential for excellence, and experience in teaching and research.
- Application Deadline: March 15, 2006
- Applications to: John Halcox, Search Chair, halcox@edteach.unco.edu
- Phone: (970) 351-2430 FAX (970) 351-1877

**Educational Technology**

- Position: 21901 Assistant Professor of Educational Technology - (tenure track)
- Description: Responsibilities include teaching courses in the area of educational technology at the graduate level and other courses in the department's three graduate degree programs. The successful candidate will have a strong background in educational technology and be able to teach courses in the area of educational technology.
- Qualifications: Ph.D. in educational technology or a related field. Demonstrated excellence, potential for excellence, and experience in teaching and research.
- Application Deadline: March 15, 2006
- Applications to: Jeffrey Bauer, Search Chair, Bauer@edteach.unco.edu
- Phone: (970) 351-2816 FAX (970) 351-1622

**Professional Psychology**

- Position: 20356 Assistant Professor of Professional Psychology - (tenure track)
- Description: Responsibilities include teaching graduate courses in the School Counseling and Community Counseling master's program and the doctoral program in Counseling Education and Supervision. Demonstrated excellence, potential for excellence, and experience in teaching and research are required.
- Qualifications: Ph.D. in counseling psychology. Demonstrated excellence, potential for excellence, and experience in teaching and research.
- Application Deadline: February 1, 2006
- Applications to: Daniel J. Murdock, Search Chair for ASRM, murdock@edteach.unco.edu
- Phone: (970) 351-2807 FAX (970) 351-1622

**Special Education**

- Position: 20508 Assistant Professor of Special Education - (tenure track)
- Description: Responsibilities include teaching courses in special education at the graduate level and other courses in the department's three graduate degree programs. The successful candidate will have a strong background in special education and be able to teach courses in the area of special education.
- Qualifications: Ph.D. in special education. Demonstrated excellence, potential for excellence, and experience in teaching and research.
- Application Deadline: March 15, 2006
- Applications to: Kay Aileen Ferrell, Search Chair, ferrell@edteach.unco.edu
- Phone: (970) 351-2801 FAX (970) 351-1622
The Master's College (TMC) is seeking to hire full-time faculty members to begin employment August 2000 in the following areas: (1) B Studied, specifically Bible exposition and theology; Biblical Counseling; (3) Computer & Information Sciences; (4) Home Economics; (5) Statistician Mathematics; (6) Music: specifically orchestra, advanced theory, piano and/or vocal instruction; (7) Phi Education and Health Training; and, (8) T Education, specifically secondary education and technology within education. TMC is a non-denominational, Christian liberal arts college that offers 50 programs of study and serves approximately 1,000 students. TMC holds to a conservative, non-charismatic, premillennial doctrinal position. Faculty are responsible for teaching up to seven semester credit hours per semester and must maintain good classroom teaching style. They should also have a strong commitment to the College's mission and vision. Applicants must be committed to the College's doctrinal position and philosophy. Applicants should submit a resume, three references, a brief statement of teaching philosophy, and a statement of faith to The Master's College, VP for Academic Affairs, P.O. Box 3313, Santa Clarita, CA 91392.
DEAN OF UNIVERSITY LIBRARIES

Illinois State University is seeking a forward-thinking and experienced administrator to provide leadership for its library and information services. Illinois State University, founded in 1857 as the first public institution of higher learning in Illinois, is a multi-purpose University with over 20,000 students and approximately 800 full-time faculty. Academic programs and courses are offered in thirty-five departments organized into six colleges with master's degree programs in most fields and doctoral degree programs in biological sciences, school psychology, curriculum and instruction, educational administration and foundations, special education, English, and mathematics education. The University is located in Bloomington-Normal, a community of 100,000 people situated halfway between Chicago and St. Louis. In support of Illinois State University's primary mission as the premier undergraduate institution in Illinois, Milner Library is the central library facility for the University community, with a staff of 110, including thirty-five faculty, over 1.4 million volumes, and an annual budget of nearly $6.5 million. The Library offers a broad spectrum of campus library information services, and participates in several statewide consortial programs including a 45-library union catalog.

The Dean of University Libraries reports directly to the University's chief academic officer, the Vice President and Provost, and serves on the Provost's Advisory Council, and other appropriate academic and administrative councils. The Dean of University Libraries has administrative responsibility for library-wide planning and policy direction, for centralized library services such as budget, personnel, systems development and information services, and for fund-raising initiatives. The Dean of University Libraries plays a university-wide leadership role in the development and implementation of information technologies, and represents Milner Library within the University and throughout the larger library and higher education communities.

An ALA accredited Master's in Library Science and a second advanced degree are required with a Doctorate preferred. The candidate should possess a minimum of five years of progressively responsible administrative experience in a medium to large academic library, and a strong record of professional participation and scholarship. Candidates are required to demonstrate a clear understanding of the evolving role of the academic research library, and provide evidence of strong and innovative leadership skills in a shared decision-making environment. Candidates must have excellent communication skills and be able to establish and maintain effective relationships with University administrators, faculty, staff, students, and the extended community. Salary is competitive and commensurate with qualifications. Rank will be associate or full professor, and academic tenure upon appointment is possible. Preferred start date is July 1, 2000. To assure full consideration, send a curriculum vitae, a letter of application outlining appropriate experiences, and the names, addresses and telephone numbers of at least three references by January 31, 2000 to:

Dean of University Libraries Search Committee
Office of the Provost
Campus Box 4000
Illinois State University
Normal, IL 61790-4000

DEAN
Derner Institute of Advanced Psychological Studies

The Gordon F. Derner Institute of Advanced Psychological Studies at Adelphi University is seeking a new dean. The Derner Institute consists of an internationally recognized, psychodynamically oriented, APA accredited Ph.D. program in Clinical Psychology (established in 1957), and post-doctoral training programs in psychoanalysis and psychotherapy. In a recent university reorganization, the institute was expanded to include both undergraduate and Master's programs. Interested applicants should have a strong record of scholarly activity and publication, demonstrated success in obtaining research funding, and substantial university administrative experience. The new dean will have the opportunity to shape psychology at Adelphi University, with probable authorization for several new hires. Prospective candidates should be experienced in administering a full range of academic programs. Inquiries, referrals and vitae should be sent with a cover letter to:

David A. Haley or Amy E. Tapia, Issacson, Miller, 334 Boylston Street, Suite 500, Boston, Massachusetts 02116-3805. Telephone: 617-262-6500, x171 or x122. Fax: 617-262-6509.
E-mail: dhaley@imsearch.com or atapia@imsearch.com

With a copy to:
Dr. Gayle D. Insler, Chair, Search Committee, Adelphi University, South Avenue, Garden City, New York 11530.

DeAnza College
Dean. Business and Computer Systems

Foothill-De Anza Community College District is inviting applications for this administrative position. Responsibilities include organizing and coordinating all divisional programs and computer laboratories including class schedule oversight, budget allocation, and staffing. It will also provide leadership for formulating and implementing divisional goals and objectives, such as liaison with industry and grant writing. The division consists of the following departments: accounting, general business, computer applications and office systems, computer information systems, materials management, small business, and real estate. First review date: January 7, 2000.

To receive an application packet, contact:
Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217 or employment@fhda.edu
www.fhda.edu/district/hr/employment.html
POLK COMMUNITY COLLEGE

DIRECTOR OF INFORMATION SYSTEMS

Full-time administrative position responsible for planning, managing development, and implementation of all activities of a state-of-the-art information systems department. Includes over 400 networked PCs in campuses, operating systems and applications software, high-speed fiber optic infrastructure, Unix A-14 mainframe, and NEC phone switch.

Qualifications include a Bachelor's degree in computer science or related Master's degree preferred; minimum of three years recent experience leadership position in Information Systems at an institution of higher education technical experience in local area, wide area and mainframe networks; experience with a wide variety of microcomputer applications and main programming languages.

LIBRARY PUBLIC SERVICES
INFORMATION TECHNOLOGY SERVICES FACULTY

Full-time faculty position responsible for development and maintenance of library web site, information literacy instruction, and reference supervision of the circulation desk/M.I.T. staff, interlibrary loan, and participation in collection development.

Qualifications include Masters degree in library and/or information science; prior library experience, and demonstrated ability to design, author, and maintain a web site; Professional experience in academic library reference service; experience in information literacy instruction, and writing supervision is preferred. Cand should be experienced with using automated library systems, CD-ROM Internet information resources in a library public services environment. Visit library on the web at “www.polk.cc.fl.us/library”.

INSTRUCTIONAL TECHNOLOGIST
INFORMATION TECHNOLOGY SERVICES FACULTY

Full-time faculty position responsible for consulting with faculty and staff on design, production, evaluation, and instruction of multimedia Internet-based instructional materials; participation in design implementation of the College Technology Institute that includes traditional faculty mentoring faculty and staff on technologies of instructional technology.

Qualifications include a Masters degree in instructional technology or related field; minimum of 3 years experience in an academic environment; Demonstrated knowledge of and experience with instructional design; distance learning methods, faculty and staff training, and innovative approaches to using instructional technology.

For additional information visit our web site at www.polk.cc.fl.us or expanded job posting. Applications are available from Human Resource Avenue H, N.E., Winter Haven, FL 33881-4299, (941) 297-1070. Email: humanresources@mail.polk.cc.fl.us Application review will close January 17, 2000, although applications will be accepted until position is filled. FAMU/OFED/Drug-Free Workplace
DEAN, SCHOOL OF MANAGEMENT

THE POSITION

As the academic leader and chief administrative officer of the School, the Dean is responsible for all personnel, academic programs, and resources, including budget, curriculum and program development and evaluation, internal and external relationships, and enrollment. The Dean reports to the Provost and works with other campus deans to develop interdisciplinary approaches to teaching, research, and service. Responsibilities include:

- Play a leadership role in the University’s goals
- Promote the School’s name recognition, increasing its national visibility as a School of Management
- Provide faculty and students with up-to-date cutting edge resources and equipment
- Encourage faculty in their scholarly and outreach efforts
- Encourage the continuous improvement of management education at the School
- Maintain and expand relationships with external constituents

QUALIFICATIONS:

Qualifications Required:

Qualifications for competitive candidates include (1) an earned doctorate in a related area, (2) a record of scholarly teaching and excellence appropriate for an appointment with tenure at the rank of professor in the School of Management, and (3) evidence of administrative experience.

Qualifications Desired:

Preference will be given to candidates who can provide evidence of the following:

- Effective management in an academic environment that fosters excellence in research and teaching
- Establishment of consensus around a vision of quality, productivity, and success and implementation of that vision
- Development of a culture that fosters and supports diversity and equality
- Leadership in program innovation, including internationally-focused and distance-learning programs
- Development of relationships external to the university
- Fundraising to support research and teaching
- Recruitment and personnel development

Starting Date: July 1, 2000

Application Deadline: January 14, 2000, or the 14th of each month thereafter until the position is filled

Application Procedure: Letters of application, addressing the way in which the candidate meets the qualifications listed above, curriculum vitae, and names, addresses, and telephone numbers of at least three references must be sent to:

Ms. Carolyn Jones
Administrative Associate
School of Management Dean Search Committee
ASU West - 1251
P.O. Box 37100
Phoenix, AZ 85069-7100

For additional information, please contact:

Janet D. Ditter
Dean, Collaborative Programs, ASU West
Search Committee Chair
Phone: 602-543-4228
Fax: 602-543-4229

For more information, please visit our Website at www.asu.edu/asuwest/bulldog.html.

Arizona State University West is an Equal Opportunity/Affirmative Action Employer.

TULSA WOMAN’S UNIVERSITY
TULSA, DALLAS, HOUSTON

The Department of Business and Economics invites applications from individuals with strong teaching and research backgrounds to apply for one of five positions currently open. Positions exist in Finance, Marketing, and Entrepreneurship/Small Business Management areas. For more information, please visit our Website at www.twu.edu/asunu.dept.html.


JANET ADDAMS COLLEGE OF SOCIAL SCIENCE AND ARTS
UNIVERSITY OF ILLINOIS AT CHICAGO

CENTRAL MICHIGAN UNIVERSITY

HUMAN ENVIRONMENTAL STUDIES

Applications are being sought for three full-time positions. DEPARTMENT CHAIR: Department areas include human ecology, environmental education, and environmental studies. For further information, contact Dr. Kent Koch, kochk@wilson.cmich.edu.

APPLICATIONS DUE: November 1, 2000.

JUMBO TURK TO CLEAN UP 7000 ISLANDS

4000 TURKS AND CAICOS ISLANDS

For additional information, please visit the website at www.turksandcaicos.gov.
UNIVERSITY OF NORTHERN COLORADO
College of Arts and Sciences - Greeley, CO 80639

FACULTY POSITION IN THE DEPARTMENT OF HISTORY

INQUIRE: DEPARTMENT OF HISTORY 970/351-2905

Assistant Professor of History (20162) Ph.D. in European or Latin American History from an accredited institution, with a dissertation emphasis in Medieval or Renaissance History is preferred. ABD considered. Teaching experience and publications desirable. Teaching assignments will include western civilization survey courses, upper-division level courses in medieval European and early modern American history. Teaching in a third area is open although Renaissance/Reformation is desirable. Duties also include advising and graduate, department, and university service.

This position is contingent upon adequate funding from the state legislature and final approval by the Board of Trustees. The position may include teaching assignments in off-campus study and/or partnerships with community colleges. Applications are subject to review and may be extended. Review of application materials will begin by January 15, 2020 and will continue until the position is filled. For more information, contact the appropriate department or visit the website below:

http://www.asweb.unco.edu/vacancies.htm

The College of Arts and Sciences consists of nineteen departments in humanities, social sciences, and natural sciences. The College is committed to excellence in teaching, research, and service. The College offers a range of programs leading to undergraduate and graduate degrees in the arts, humanities, and sciences. The College is particularly strong in the fields of history, English, and women's studies. The College is interested in candidates who can teach in the areas of medieval and early modern European history, as well as in the broader context of the Renaissance/Reformation. For more information about the University of Northern Colorado, please visit our homepage at:

http://www.unco.edu

ASSISTANT OR ASSOCIATE PROFESSOR

COLLEGE OF EDUCATION

DEPARTMENT OF TEACHING AND LEARNING

Washington State University
Vancouver

TITLE: Assistant or Associate Professor

SALARY: Competitive, commensurate with experience

POSITION: Permanent full time tenure-track

EFFECTIVE DATE: August 16, 2020

POSITION: The Department of Teaching and Learning is seeking a qualified applicant for a permanent tenure-track position in Early Childhood Education.

DUTIES AND RESPONSIBILITIES

Teach undergraduate and graduate courses in Early Childhood Education, including courses in early childhood development, curriculum, and assessment. Conduct research and collaborate with peers in the field of early childhood education. Serve on departmental and institutional committees. Participate in professional development opportunities to maintain current knowledge and skills.

REQUIRED QUALIFICATIONS

- Doctorate in Early Childhood Education or related field
- Demonstrated record of teaching excellence
- Commitment to research and scholarship
- Ability to work effectively with diverse populations

DESIRED QUALIFICATIONS

- Experience in curriculum development and implementation
- Experience in leading and collaborating with colleagues

WSU Vancouver offers a dynamic and diverse educational environment with a strong commitment to diversity, equity, and inclusion. Successful candidates will be expected to contribute to the university's commitment to diversity, equity, and inclusion. The position is subject to approval by the Board of Trustees. Applications from candidates who are committed to diversity and inclusion are encouraged. For more information and to apply, please visit the WSU Vancouver website.
Applications: Interested candidates must supply the following:
1. A letter of application that specifically addresses the mission, objectives, and commitment to scholarship, research, and publication in a liberal arts university.
2. A current curriculum vitae.
3. Three or more letters of recommendation to the Committee on Human Resources, Roger Williams University, One Lock Online, Bristol, RI 02809-9001. Women and minorities are encouraged to apply. Roger Williams University is an Equal Opportunity/Affirmative Action Employer.

GABELLI SCHOOL OF BUSINESS

Accounting: Ph.D. in accounting; preference given to candidates holding the CPA or CMA and demonstrating significant experience in government or not-for-profit organizations. Twelve contact hours per semester, including introductory and advanced courses. The appointment also assumes significant contribution to the development and assessment of the program.

Economics: (2 positions) Ph.D. in economics; preference given to candidates with demonstrated interest in research and/or teaching in applied economics and/or international economics. Twelve contact hours per semester, including basic and advanced courses. The appointment also assumes significant contribution to the development and assessment of the program.

Computer Information Systems: Ph.D. in relevant field; preference given to candidates with experience in computer systems, computer science, and/or business. Twelve contact hours per semester, including introductory and advanced courses in computer information systems. The appointment also assumes significant contribution to the development and assessment of the program.

SCHOOL OF ENGINEERING

Assistant/Associate Dean: Ph.D. in engineering or architecture. Preference given to candidates with experience in the field of engineering or architecture. Twelve contact hours per semester, including introductory and advanced courses in engineering or architecture. The appointment also assumes significant contribution to the development and assessment of the program.

SCHOOL OF ARCHITECTURE, ART, AND HISTORIC PRESERVATION

Assistant/Associate Dean: Terminal degree in one or more School of Architecture, Architecture and Historic Preservation, professional practice, and traditional historic art, preservation, and related fields. Significant administrative experience in a college or university environment is preferred. Twelve contact hours per semester, including introductory and advanced courses in historic preservation and related fields. The appointment also assumes significant contribution to the development and assessment of the program.
ECONOMICS
(TWO YEAR VISITING POSITIONS)

The Department of Economics invites applications for two, two-year visiting positions at the assistant or associate level (CO-Applied Econometrics, EO-Macroeconomics, FP-International Economics, HO-Public Finance, LO-Industrial Organization). Applicants at the Assistant level should hold a Ph.D. in hand by the starting date of September 1, 2000. Applicants at the Associate level should have excellent records for both teaching and scholarly research. A successful candidate is expected to offer courses and to undertake research in one of the areas listed above.

Union College has a strong commitment to scholarly research and excellence in undergraduate teaching. All majors in the department are required to complete a two-term senior thesis. Union offers an attractive teaching load and a highly competitive salary and benefits package, in a department of 11 faculty. Additional information about Union can be found at www.union.edu.

To apply, please submit a letter of application, a current vita, a writing sample, summaries of teaching evaluations or other evidence of teaching ability, and three letters of recommendation. Review of application materials will commence on December 20 and only finalists will be notified. Be sure to indicate how we can contact you during the last two weeks in December. We will interview at the AAS meetings in Boston. Respond to:

Professor Suthathip Yaiswarung
Chair, Department of Economics
Union College
807 Union Street
Schenectady, NY 12308

Union College is committed to a program of affirmative action and equal employment opportunity. Women and minorities are strongly encouraged to apply.

Stanford University
President

Stanford University Board of Trustees invites applications and nominations for the position of President. Founded in 1891, Stanford is a private university with a sustained record of excellence in many fields. The University is committed to innovative teaching and research and to maintaining a diverse, inclusive academic community.

The new President will be selected by the University’s Board of Trustees on the basis of recommendation from a committee composed of representatives of the trustees, faculty, student body, alumni and staff. We expect the appointment to begin in the academic year 2000-01.

Please send a letter of application and/or nomination by January 14, 2000 to: Donna Lawrence, Executive Vice Chair, Stanford Presidential Search Committee, P.O. Box 60190, Palo Alto, CA 94309-0190. Stanford is an equal opportunity employer through affirmative action.
UNIVERSITY OF REDLANDS

ADMISSIONS DEAN

The University of Redlands invites applications and nominations for the position of ANWC Admissions Dean. Responsible for the management of the enrollment of Alfred North Whitehead College students with a focus on business programs. Identifying enrollment goals, integrating the efforts of five regional centers in their recruiting activities, and managing the admissions function. Master's degree in business with a good grounding in marketing, organizational behavior, and finance, plus a minimum of five years of hands-on marketing experience at a mid-level position.

Applicants should send letter of interest, resume, salary history, salary requirement, name, address, telephone number, and five professional references to: University of Redlands, Human Resources, 20, Box 3080, Redlands, CA 92373-0999. (909) 359-5119. Fax (909) 359-5154.

Located in an ethnically and culturally diverse region midway between Los Angeles and Palm Springs, the University of Redlands is a private, selective, liberal arts university. Approximately 3,700 undergraduate and 700 graduate students are enrolled in the residential College of Arts and Sciences and the Alfred North Whitehead College. The college enrolls approximately 2200 adult learners pursuing undergraduate and graduate degrees.

University of Redlands is an Equal Opportunity Employer and actively encourages applications from women and members of under-represented populations.

http://newton.uor.edu/Administration/HumanResources.html

CHRISTOPHER NEWPORT UNIVERSITY

PROVOST

Christopher Newport University (CNU) announces the search for a provost. Located on a beautiful 125-acre campus on the Virginia Peninsula, CNU is a comprehensive state university with 5,000 students in four baccalaureate, five master's programs in the College of Business, Science and Technology, and the College of Liberal Arts. Faculty members are dedicated to teaching and the entire University community is committed to student success.

President Paul Trible, in the past three years, has focused the University's activities, energized faculty, staff, and students, and encouraged a spirit that is vibrant and creative. Freshman applications have increased by 120%, and the average SAT score has increased by 50 point scale, and the quality of the faculty generation has been greatly enhanced. The U.S. News & World Report has documented CNU's move to the top echelon of public liberal arts colleges and universities. In June, a 540,000 renovation completed.

The provost will work in partnership with the president in shaping a top liberal arts college, building a superior academic program, and enhancing the entire collegiate experience for students. CNU candidates who possess:

- Demonstrated ability to build on the strengths of the academic program to create a truly superior liberal arts, undergraduate educational experience where great teaching is the first priority;
- Energy, passion, creativity, and enthusiasm for the distinctive and mission of the University;
- Academic credentials and experience that will enhance the standing and reputation of the University;
- Ability to work constructively and collaboratively with all constituents.

Compensation for this position is highly competitive. The position is a 7.5 position available on the web at http://www.cnu.edu/search/.

Dr. Jean Dowdall, vice president, and her associate, Elizabeth Mosley, Kearney Executive Search, are assisting the Search Committee. Applications and nominations are invited and will be treated confidentially. Candidates should submit a letter describing their interest and qualifications for the position, a curriculum vitae, and a statement of academic and professional goals. The committee expects to interview candidates by April 20. Additional information about Christopher Newport University is available at its website: http://www.cnu.edu/.

Christopher Newport University does not discriminate in admissions employment or any other activity, on the basis of race, color, religion, sex, gender identity, sexual orientation, age, national origin, disability, or political affiliation. This University complies with all applicable state and federal constitutional provisions, laws, and regulations concerning discrimination. Anyone having questions concerning these laws in contact the Office of Equal Opportunity/Affirmative Action Officer.
SCHOOL OF BUSINESS

FACULTY POSITIONS FOR FALL 2000

The School of Business at Southern Connecticut State University invites applications for several faculty positions and a position as Director of the MBA Program for appointment in the Fall 2000 semester. This pool of vacancies represents a significant opportunity for the University to enhance curricular vitality and refresh faculty perspectives.

Each position listed is a tenure track appointment. Appointments will be made at the rank of Professor, Associate or Assistant Professor depending on the qualifications and experience of the successful applicant. Search committees will begin examination of applications on January 1, 2000; searches will continue until the positions are filled.

Southern Connecticut State University is a comprehensive metropolitan public university located in historic New Haven. Enrolling some 12,600 students, SCSU offers 40 undergraduate programs and 40 graduate programs at the masters and sixth year professional level. The School of Business contains the department of Accounting, Economics and Finance, Management, Marketing, and an MBA Program. The School awards approximately 200 baccalaureate and master's degrees annually.

SCSU is an equal opportunity, affirmative action employer. The University wishes to ensure the diversity of its instructional staff. SCSU actively encourages women and members of minority groups to apply.

ACCOUNTING: Responsibilities include teaching undergraduate and graduate courses, providing leadership in preparation for national accreditation for the School of Business, and participating in professional growth and scholarly activities. Qualifications: Doctorate required; although ABD nearing completion will be considered. Prior successful teaching experience and recent scholarly research/publication is preferred. Other appropriate experience will be given consideration. Please send current resume, a letter of interest and qualifications for the position, and three letters of recommendation to: Dr. Carey C. Curtis, Chair, Search Committee, Department of Accounting, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.

FINANCE: Responsibilities include teaching undergraduate and graduate courses, providing leadership in preparation for national accreditation for the School of Business, and participating in professional growth and scholarly activities. Qualifications: Doctorate required; although ABD nearing completion will be considered. Prior successful teaching experience and recent scholarly research/publication is preferred. Other appropriate experience will be given consideration. Please send current resume, a letter of interest and qualifications for the position, and three letters of recommendation to: Dr. Robert Eldridge, Chair, Search Committee, Department of Economics and Finance, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.

MANAGEMENT: Responsibilities include teaching undergraduate and graduate courses, providing leadership in preparation for national accreditation for the School of Business, and participating in professional growth and scholarly activities. Qualifications: Doctorate required; although ABD nearing completion will be considered. Prior successful teaching experience and recent scholarly research/publication is preferred. Other appropriate experience will be given consideration. Please send current resume, a letter of interest and qualifications for the position, and three letters of recommendation to: Dr. Nadia Norma, Chair, Search Committee, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.

MARKETING: Responsibilities include teaching undergraduate and graduate courses, providing leadership in preparation for national accreditation for the School of Business, and participating in professional growth and scholarly activities. Qualifications: Doctorate required; although ABD nearing completion will be considered. Prior successful teaching experience and recent scholarly research/publication is preferred. Other appropriate experience will be given consideration. Please send current resume, a letter of interest and qualifications for the position, and three letters of recommendation to: Dr. Siva Kotha, Chair, Department of Marketing, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.

MBA DIRECTOR: Responsibilities include general direction for the efficient and effective functioning of the program. This includes operational administration, external publicity, and internal communications; program planning, development and academic standards, student and admission program budgeting, scheduling and staffing; special projects. Some teaching is required. Qualifications: Master's degree in a business field from an AACSB accredited institution is required. Doctorate preferred. At least three years of demonstrated success in the development, promotion or administration of graduate business programs. A record of superior supervisory skills. Successful experience in policy, planning, staff supervision, budgeting and technology. Ability to establish collegial working relations with faculty, students, administration and the external community within a collective bargaining environment. Applicants alternate credentials and special privileges are welcomed.

For more information, please contact the Office of the Dean, School of Business, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.
Adjunct Faculty Needed, Spring 2000 and Beyond


Qualifications:
- Academic: A Master's degree is required with a minimum of 18 graduate hours in the teaching discipline or 24 hours of upper division or graduate credit in the teaching discipline.
- Occupational: Minimum 64 credit hours plus 3 years directly related work experience or Bachelor's degree plus 3 years directly related work experience or a Master's degree in the field.

Must be state certified/certifiable in the field to be taught.

To apply or if you have any questions, call MESA Community College Personnel Office at (415) 461-3451.

Personnel Office
MESA Community College
1833 W. Southern Avenue
Mesa, AZ 85201

Prairie State College
FACULTY POSITIONS

Prairie State College—a comprehensive community college offering programs in more than 60 academic areas leading to the Associate in Associate in Science, Associate in General Studies and Associate in Science—is seeking candidates for full-time, tenure track faculty appointments. Located 25 miles south of downtown Chicago in a diverse district, the award-winning College has an enrollment of over 5,000 students in credit programs.

Full-time tenure track faculty positions for SPRING 2000 SEMESTER:

- ASSISTANT PROFESSOR/ FACULTY INSTRUCTIONAL TECHNOLOGY

Full-time tenure track faculty positions for FALL 2000 SEMESTER:

- ASSISTANT PROFESSOR AND COORDINATOR OF ART
- ASSISTANT PROFESSOR OF BUSINESS/ASSISTANT PROFESSOR OF ECONOMICS
- ASSISTANT PROFESSOR OF INFORMATION SYSTEMS
- ASSISTANT PROFESSOR OF MATHEMATICS/ASSISTANT PROFESSOR OF STATISTICS

To obtain a complete job description, including minimum and preference qualifications, see our website at www.prairie.cc.il.us. Questions? Contact Ms. King at (708) 709-3541. To apply, submit a letter of interest, and unofficial transcripts to:
Office of Human Resources
Prairie State College
202 S. Halsted Street
Chicago Heights, IL 60411

Candidate review begins January 21, 2000; position open until filled. EOE

DIRECTOR OF RES LIFE

Oberlin College invites applications and nominations for the position of Director of Residential Life and Services and Associate Dean of Students. Responsible for overall functioning of the department and particularly the implementation and evaluation of residential programs consistent with the educational purposes of the college. The responsibilities of the Department also include all residential and dining assignments and coordination of dining & conference services. Requires: Master's degree with 6+ yrs managerial experience in student services, res life, related field, or equivalent. Doctorate is desirable. Experience must reflect ability to work collaboratively and to contribute to a socially diversified environment. Send letter of application, resume, names, addresses and telephone numbers of three references by 1/15/00 to Chair, Director of Residential Life Search Committee, 105 Wilder Hall, Oberlin, Ohio 44074. We anticipate two additional openings in Student Life and Services this academic year: Assistant Dean of Students/Director of Orientation and Director of the Multicultural Resource Center/Assistant Dean of Students. Separate inquiries regarding these positions are welcome at this time. AA/EOE

Washington State University

COORDINATOR FOR THE LIBERAL ARTS ASSOCIATE OR FULL PROFESSOR

Washington State University (WSU) seeks an individual to coordinate undergraduate and graduate programs in Liberal Arts at WSU Vancouver (WSUV, one of five campuses). Minimum Qualifications: Ph.D. or terminal degree in an appropriate Liberal Arts discipline, minimum of 1 year administrative and 3 years related experience; active research program and tenure/tenure-track institution. Preferred Qualifications: Effective communication, leadership problem solving, skills, experience with curriculum development, budgeting, planning, evaluation and monitoring performance of personnel in interdisciplinary programs; commitment to community dialogue and fostering relationships. The Liberal Arts Coordinator will direct the development of WSUV Liberal Arts curricula and facilities, coordinate and supervise program Liberal Arts at Vancouver; assist in hiring WSUV Liberal Arts faculty; supervise Arts programs’ daily operations; teach courses in specialty, and maintain research. Program. WSUV Liberal Arts areas currently include Anthropology, History, Political Science, Psychology, and Sociology. Reports directly to the Vice-President of Academic Affairs and Dean at WSUV and Dean of the College of Liberal Arts at Pullman. Salary range: Competitive, commensurate with experience and qualifications. Description: WSU Vancouver (across the Columbia R. Port, OR) has 1,500 upper division and graduate students. Enrollment faculty are projected to double in size in the next six years and double again. WSU is a Tier I research institution; research expectations and teaching assignments cross the four WSU campuses. Application: Send a letter of application, resume, and names of three references to Michelle Mastro, the Dean, 14204 NE Salmon Creek Avenue - Vancouver, WA 98686. Review of applications will begin February 2, 2000, and continue until position is filled. Nominations are encouraged. WSU is an EEO/AA employer and educator.
Quinsigmond Community College

Associate Deans

Quinsigmond Community College is a part of the public system of higher education in the Commonwealth of Massachusetts. Founded in 1983, QCC has continued to grow in student numbers, additional programming, and in its outreach and partnerships with the various communities it serves.

As the College grows up to meet an aggressive agenda of change for its 7,500 full and part-time students, we are recruiting a team of energetic men and women who are passionate about teaching and learning, innovative and expansive in their thinking, and eager to assume the challenge of moving the College's ambitious agenda forward.

Nominations and applications for Instructional Deans in the following divisions are being accepted:

- Associate Dean of Technology
- Associate Dean of Business and Human Services
- Associate Dean of Continuing Education

The Associate Deans of Technology and Business/Human Services will be responsible for the overall leadership and management of programs within their academic disciplines. The Associate Dean of Continuing Education will have similar responsibilities and will utilize an entrepreneurial approach for the blending of non-credit to credit programming. The Associate Deans will be innovative thinkers who can create and deliver on opportunities.

Minimum qualifications for these positions include a Master's Degree in an appropriate discipline. Please forward cover letter, resume, vitae, and supporting materials to:

William Darin
Director of Human Resources
Quinsigmond Community College
678 West Swifton Street
Worcester, MA 01606
Attn: Job Code: H05E

Credential review will begin on January 10, 2000. Application period will remain open until positions are filled. Salary is competitive and will be commensurate with experience. For complete job description(s) and listings of preferred qualifications, please visit our website www.qcc.mass.edu. Application materials can be E-mailed to crosseye@qcc.mass.edu. We can also be reached by telephone at (508) 854-4259 or Fax at (508) 854-4239.

QCC is an equal opportunity employer where diversity is everybody's business.

Quinsigmond Community College
Get there with us.

Learn more at: www.qcc.mass.edu

---

KEAN

Discover KEAN. Discover your future.

ANTICIPATED LIBRARIAN POSITIONS 2000-2001
Contingent on Budgetary Approval and Appropriations Funding

LIBRARIAN POSITIONS (12 Months)

Librarian positions are full-time tenure track assignments. Academic rank is Assistant Professor in the Library (Librarian II) and Instructor in the Library (Librarian III). ALA-accredited MLS degree required for both positions. Characteristics sought are commitment to and motivation for library excellence, energetic and creative team approach, responsiveness to new directions for library/information centers, ease at working in a multicultural environment and flexibility to adapt to library staffing needs.

Nancy Thompson Library/Librarian I. Position available January, 2000. Responsible for internal library CD-ROM network, collection assessment, maintenance, and cooperative collection development using automotive tools. Proven computer skills and on-the-job experience with CD-ROM networks are necessary. Minimum of five years full-time professional library experience plus a second masters degree in another subject or experience equivalent to a second masters (minimum of five additional years of library service) are required. Additional responsibilities may include public services activities. Evening and/or weekend hours necessary. Salary range is $46,752 - $52,817.

Nancy Thompson Library/Librarian III. Position available July, 2000. Responsible for evening and weekend hours to assist with the development of computerized reference services and assessing reference services. Provides reference services to patrons. Proven computer skills with electronic resources are necessary. Serves as liaison to evening and weekend faculty. Scheduled Saturday and Sunday hours. Salary range is $25,045 - $41,223.

APPLICATION, SALARY BENEFITS INFORMATION

Candidacy review begins immediately and continues until appointment is made. Priority consideration given to applications received before January 30, 2000. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references; three current letters of recommendation required before appointment. Apply to: Barbara Simpson Darden, Director of Library Services, KEAN UNIVERSITY, Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

---

PRESIDENT

TEXAS TECH UNIVERSITY

The Presidential Search Committee and the Chancellor of the Texas Tech University System seek nominations and applications for the position of President of Texas Tech University. Texas Tech, founded in 1923, is one of the leading universities in Texas and is part of the Texas Tech University System. The other sister institution is the Texas Tech University Health Sciences Center (including schools of medicine, nursing, pharmacy and allied health) with campuses in Lubbock, Midland/Odessa, El Paso and Amarillo. Texas Tech University is located in Lubbock, Texas, in a community of about 200,000 people on the South Plains of Texas.

The Texas Tech campus in Lubbock (1,839 acres in size) has a student population of over 55,000 - including over 20,000 undergraduates and 4,000 graduate students. The University is comprised of 10 colleges and includes agricultural sciences and natural resources, architecture, arts and sciences, business administration, education, engineering, humanities, sciences, and law, as well as the graduate school and honors college.

Texas Tech University offers 119 undergraduate and 99 master's and 50 doctoral degrees. Texas Tech is a Research I institution under the Carnegie Foundation classifications in effect for 1999. Texas Tech's library system is a member of the Association of Research Libraries.

The President exercises broad authority and responsibility for all aspects of University administration. The President is the Chancellor of the Texas Tech University System and the Texas Tech University System Board of Regents.

Review of applications will begin immediately and will continue until an appointment is made. Texas Tech treats inquiries, nominations, and applications for this position and others in a confidential manner. Applicants should confide in their letters that they wish their applications to be kept confidential. Nominations and applications should be sent to:

Dr. Nancy E. Jones
Chairman, Presidential Search Committee
Texas Tech University
P.O. Box 42013
Lubbock, Texas 79490-2013
(806) 742-0012
www.texastech.edu

Texas Tech University is an Equal Opportunity Employer and encourages nominations and applications from minorities and female applicants.
West Chester University of Pennsylvania is offering summer teaching opportunities to graduate students entering the final year of terminal degree programs and preparing to be college teachers, for the purpose of attracting graduate students from historically underrepresented and undeserved populations. Students selected will teach one course during a five-week term June 26-July 28.

This program is designed to give these graduate students teaching experience and to explore employment opportunities with this university, which is committed to cultural diversity. This is in keeping with the spirit of Douglass’ life of public service and the University’s mission to be a source of encouragement to the African American, Native American, Hispanic American, and Asian American communities.

Minimum requirements are: masters degree completed or equivalent and currently enrolled in a terminal degree program; academic background in one of the fields taught at West Chester University; and at least three favorable letters of recommendation from faculty or professionals in the student’s field, including the student’s advisor. Preferred: experience teaching or as teaching assistant. Current compensation will be as adjunct faculty, $2574 (subject to change and taxation). Scholars are expected to live in on-campus housing in an apartment that will be provided at no charge and to participate in campus activities. Priority consideration will be given to applications received by January 15, 2000.

For information/application, contact: Associate Provost Office, c/o Marion Hyder, 143 Bull Center, West Chester University, West Chester, PA 19383, Phone (610) 436-3557, mhyder@wcupa.edu, or visit our web site at www.wcupa.edu.

West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is continuing to build a culturally diverse, broadly trained faculty and administration capable of fostering an inclusive environment, which we feel, is necessary to help prepare our students for the 21st Century. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural and commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC. The university is an equal opportunity, affirmative action employer encouraging diversity.

Georgia Perimeter College is a two-year, multi-campus college located in Metro Atlanta. The college was founded in 1984 and serves students from a 10-county area.

All positions (except Interpretive Training) require at least a Master’s degree with a minimum of 18 semester credit hours in teaching field. College teaching experience and demonstrated knowledge of instructional technology is strongly preferred.

The following tenure-track (except Interpretive Training) positions are available for 2000-01. Salary placement commensurate with education and experience, entry-level salaries range from $31,324-$36,719 based on discipline and experience. The starting date for all positions is 8/14/00. The College reserves the right to extend searches, the event of budget restrictions, not offer positions advertised.

Biology 01-01 - Biology and/or Environmental Science (lectures and labs)
Business/Computer Information Systems Management 01-02 - Business Information System and Applications
Computer Science 01-04 - Full range of Computer Science courses
Dental Hygiene 01-05 - Current Georgia license or be eligible, two or more years of clinical practice and at two years of teaching in an accredited dental hygiene program.
English 01-08 - Full range of English courses (Developmental English through Introductory Literature). Strong in teaching composition required. Individual may be assigned to teach Joint Enrollment courses.
Reading 03-07 - Basic to advanced reading skills.
History/World Civilization 01-08 - Focus on World Civilization from prehistoric era to 1500 A.D. and from A.D. to present.
History/U.S. History I and II 01-09 - Focus and Age of Discovery through Civil War and Reconstruction currently present.
Interpreters Training 01-10 - Must be fluent in ASL and English; national certification strongly recommended and required within two years of hire.
Japanese 01-11 - Grammar, reading and writing skills, native fluency: time spent in a country where language is spoken; experience using multi-media language lab.
Environmen: Business 01-12 - Introduction to legal, regulatory, political, social, ethical, cultural, environmental, and technological issues which form the context for business.
Math 01-13 - Full range of Math courses (Developmental Math through Differential Equations). Individuals will be assigned to teach Joint Enrollment courses.
Music 01-14 - Professional experience required; Director of Jazz Ensemble; Music Appreciation courses.
Nursing 01-15 - Clinical experience required in Maternal-Child nursing.
Nursing 01-16 - Clinical experience required in Medical-Surgical nursing.
Philosophy 01-17 - Survey of Philosophical Thought, Logic and Critical Thinking.
Political Science 01-18 - Introductory courses in Political Science (American Government).
Psychology 01-19 - Introductory Psychology, Abnormal Psychology, Psychology of Adjustment and Human Development.

Application Deadline: 01/28/00

For your application to be considered, applicants should reference position number and send following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript, and (4) five professional references (names, addresses, e-mail addresses, and telephone numbers): Judy Chastain, Human Resources Dept., 2251 Panthersville Rd., Decatur, GA 30034.

For more information on Georgia Perimeter College, please visit our web site at www.gpc.peachnet.edu.
CONTROLLER

Oberlin College invites applications for Controller. Responsibilities include accounting information systems, internal controls, audit process, cash management of the institution. Prepare financial reports for internal and external reporting and tax compliance. Supervise accounts payable, payroll, grants and contracts, fixed asset accounting and endowment accounting. Requires: Bachelor's in accounting, finance, or business administration (CPA or MBA strongly preferred); experience with accounting responsibilities in academic institution or non-profit organization directly connected to college or university; min. 8 yrs. of increasingly responsible experience in non-profit or academic accounting and management; current (or recent) hands-on manager experience; strong interpersonal, oral & written communication skills; knowledge of computerized information systems and accounting standards for higher education. Salary ranging from $60K to $70K, including excellent benefits package. To apply: submit letter of application, resume & information to contact 3 references: Ruth E. Spencer, Director of Human Resources, 173 W. Lorain Street, Oberlin, Ohio 44074, (fax 440-775-8683). Review of material will begin immediately and continue until position is filled. AA/EEO

LAKE-SUMTER COMMUNITY COLLEGE

We are dynamic and fast growing institution now with three campuses and with an excellent academic record. Now accepting applications for the fall of 2000 for:

MATH INSTRUCTOR

SPANISH INSTRUCTOR

HISTORY/SOCIOLOGY INSTRUCTOR

Instructors will teach a minimum of 15 credit hours per fall and spring terms and 9 during a summer term. Must have active involvement in our Learning Center. Each course could include multi-campus teaching.

Educational Requirements:
Master's Degree with 12 graduate semester hours or prefix course work in your area.

Qualifications for Appointment:
- MATHEMATICS: Ability to teach a broad array of classes from college preparatory mathematics through the calculus sequence.
- SPANISH: Ability to teach a broad array of classes from beginning Spanish through advanced Spanish.
- HISTORY/SOCIOLOGY: Ability to teach a broad array of college level courses in History and Sociology.

Previous college level teaching and distance learning experience highly desired.

Deadline: February 14, 2000

Submit application and unofficial copies of transcripts to:

Human Resources
Lake-Sumter Community College
9801 US Hwy. 441
Leesburg, FL 34788
(352) 365-3557 FAX (352) 365-3801
Web Site: http://lscc.e2.lns.edu

We are an Equal Access/Equal Opportunity Institution.

UNITED STATES MILITARY ACADEMY

The United States Military Academy was established in 1802 and continues to be the Nation's premier leader development institution. It is the only college specifically charged with preparing young men and women for service as officers in the United States Army. As such, it has a singular educational philosophy: to graduate ethical, military leaders of strong moral courage whose minds are creative, resourceful. Located just 50 miles north of New York City, this prestigious institution is nestled in the beautiful Hudson River Valley.

ASSISTANT PROFESSOR (LAW AND LEGAL STUDIES)

Candidates for this position will be evaluated according to the following factors:
- (I) Advanced degree (J.D. - LL.M preferred) or Ph.D. in law related discipline.
- (II) Commitment to research and leadership in the discipline.
- (III) Commitment to research and leadership in the discipline.
- (IV) Ability to provide educational leadership, academic evaluation, and academic counseling.

This is a three-year appointment with provisions for reappointment based on performance evaluation and available funding, beginning July 1, 2000. Postion not restricted to U.S. citizens, but non-citizens cannot be hired if qualified U.S. citizen are available. Salary is commensurate with qualifications and experience.

To receive full consideration, applicants should submit a curriculum vitae, personal statement, academic transcripts, three letters of recommendation, and a DOD 214 (or Charter veteran's preference) by January 15, 2000 to The United States Military Academy, Department of Law, ATTN: COL Ila Bridges, West Point, New York 10996, phone: (914) 938-3510.

The United States Military Academy is an Equal Opportunity, Affirmative Action Employer. Women and Minorities are encouraged to apply.

www.usma.edu

Affirmative Action Officer

New Jersey City University in its nominations and applications for Affirmative Action Officer. The successful candidate will report direct to the President and will serve as an effective part of the campus leadership, in establishing an environment in which all students and employees can flourish, have opportunities to reach their full potential, and contribute at the highest level. The individual will develop, coordinate and implement programs and policies, designed to advance the University mission to equality and equal opportunity for all persons.

New Jersey City University is a culturally diverse public urban institution located in the greater New Jersey metropolitan area and one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to approximately 10,000 students. The University has an extensive Cooperative Education program, as well as an expanding continuing education program.

Position responsibilities include, but are not limited to, developing and implementing an affirmative action plan, including training and monitoring complaints of discrimination, and implementing training programs addressing various aspects of E.O./employment opportunities and affirmative action policies, monitoring all activities for compliance, and serving as a liaison with federal and state offices regarding compliance reviews and complaints of discrimination.

Qualifications: A Master's degree is required as well as a demonstrated record of accomplishments in higher education or extensive work experience including significant administrative experience, employment opportunities or affirmative action plan development, and interpersonal communication skills. The ability to develop and implement effective diversity and leadership skills are also required.

Salary: The salary range is $30,144-$54,210 and will be competitive with experience.

Applicants should send a letter of application, resume, three references, transcripts, and telephone number to:

Joyce A. Ford, Chair
Affirmative Action Officer Search Committee
New Jersey City University
200 Kennedy Blvd., Jersey City, NJ 07305
ASSISTANT OR ASSOCIATE PROFESSOR

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING PSYCHOLOGY

Washington State University
Vancouver

TITLE: Assistant or Associate Professor

SALARY: Competitive, commensurate with experience

POSITION: Tenure- or non-tenure-track

EFFECTIVE DATE: August 2000

POSITION

The Department of Educational Leadership and Counseling Psychology is seeking
qualified applications for a permanent tenure-track faculty position in Educational
Leadership at the Vancouver, Washington campus.

WSU VANCOUVER

The WSU Vancouver campus is located in southwest Washington state just across
the Columbia River from Portland, Oregon. A growing research campus of the Washington
state university system, WSU Vancouver expects to double its student body (currently
1,400 students) and faculty in the next six years.

DUTIES AND RESPONSIBILITIES

The Department of Educational Leadership and Counseling Psychology is seeking a
faculty member who can comfortably collaborate with colleagues across the College of
Education, with professional colleagues from school districts and professional associations,
and with community members. In addition, the person must be prepared to teach
graduate courses in educational leadership and related areas (see preferred areas below),
conduct research, write proposals for extramural funding, publish in areas of specialization,
advise and direct graduate student studies at the masters and doctoral level, develop
collaborative relationships with school districts, professional associations, and government
agencies, and supervise administrative interns in the State of Washington.

REQUIRED QUALIFICATIONS

Earned doctorate at time of employment in Educational Leadership or related field.

DESIRED QUALIFICATIONS: Evidence of teaching effectiveness, post-secondary
experience, evidence of successful professional experience in the field of educational leadership,
related work, school administrative experience, specialized knowledge and competencies; at
least one of the following: educational leadership, policy formation, educational
administration, educational research, or measurement and assessment of learning,
evidence of scholarly productivity, and evidence of experience within diverse educational
settings or of scholarship that addresses diversity in education.

APPLICATION AND SCREENING PROCEDURES

Screening of applications will begin February 1, 2000 and continue until the position is
filled. Interested applicants and applicants are encouraged. Persons wishing to apply for
this position should send a letter of application demonstrating the qualifications external
or current letter of recommendation (within one week, two samples of scholarly
work, letters of reference, and a current comprehensive vita including the names,
addresses, and phone numbers of at least three additional references.

NOMINATIONS AND APPLICATIONS SHOULD BE SENT TO:

Dr. Cap Peck, Chair
Educational Leadership Search Committee
Washington State University
1240 E. 10th St., Vancouver WA 98686
Phone: (360) 546-9063

For details regarding this position, contact Dr. Peck at (360) 546-9063.

THE COLLEGE OF NEW JERSEY

WOMEN'S AND GENDER STUDIES PROGRAM

ASSISTANT PROFESSOR POSITIONS

Applications are currently being accepted for two tenure track Assistant Professor positions
in the Women's and Gender Studies Program beginning September 2000. Requirements:
Ph.D., doctorate in Women's Studies, Politics of Sexuality, Gender Studies, Feminism,
Feminist Theories. The College has a general graduate requirement in gender studies. The program offers
a minor and is planning a major in Women's and Gender Studies. For more information about the program, consult our
web site: http://www.tcnj.edu/~wgst

Deadline for applications is January 15, 2000. Please send a
application, c.v., statement on teaching philosophy and 3 letters to:
Search Committee, Women's and Gender Studies Program
College of New Jersey, 1240 E. 10th St., Ewing, NJ 08638.

To enhance educational diversity, The College of New Jersey is an Equal Opportunity
Employer.
DIRECTOR OF UNIVERSITY COUNSELING SERVICES

The Division of Student Affairs at Virginia Commonwealth University invites applications and nominations for the position of Director of University Counseling Services.

The mission of University Counseling Services at Virginia Commonwealth University is to provide psychological services to VCU students and the university community in such a way that the students can meet their academic and career goals while maximizing their potential personal and social development.

Service delivery includes individual counseling, group psychotherapy, crisis intervention, couples counseling, mental health consultation, and outreach programs.

The Director is responsible for effectively implementing the mission of University Counseling Services in order to provide psychological services to VCU students and the university community.

QUALIFICATIONS:
- A doctorate in counseling psychology or related field from an accredited institution.
- Experience in psychological services, including counseling, assessment, and consultation.
- Demonstrated leadership skills in the provision of psychological services.
- Ability to work effectively in a team environment.

APPLICATION PROCESS: Applications will be accepted until the position is filled. Send a letter of interest, resume, and three references to:

Ms. Carmen H. Bell, Division of Student Affairs
Virginia Commonwealth University
DeVine Hall, Box S4001
Richmond, VA 23284-0017

For additional information about Virginia Commonwealth University, visit: www.vcu.edu
Non-Unit Professional Positions

Dean of Community Education

RESPONSIBILITIES: The Dean of Community Education reports to the Vice President of Academic and Student Affairs and is responsible for non-credit courses, the Weekend and Evening College (which offers packaged credit programs), satellite centers, and adjunct faculty development. This is a new position requiring the talents of a creative, hardworking, and persistent individual.

QUALIFICATIONS: A Master's degree in Community or Adult Education or closely related field (Doctorate preferred); Administrative experience at the Director’s level above, with continuing education programs and/or with distance learning programs (community college experience preferred); Adjunct or full-time teaching experience; Entrepreneurial spirit resulting in innovative and profitable programming.

PROVEN ABILITY TO: Develop and manage dynamic programs that meet educational community needs with an emphasis on life-long learning; Work with faculty; diverse populations; Develop and manage budgets; Understand the professional development needs of adjunct faculty; Develop off-campus sites from concept to reality; Design and administer weekend and/or evening instructional programs.

SALARY RANGE: $60,000.00 - $65,000.00/yr.

Director - Office of Grants and Contracts

RESPONSIBILITIES: BHCC seeks an experienced and energetic funding development professional to provide leadership for the College’s Office of Grants and Contracts. In addition to the capacity to secure external funds to support the College’s mission and goals, the position requires the ability to work collaboratively across the College to develop ideas for grant projects. Reporting to the Executive Dean of Workforce and International Development, the Director’s responsibilities include: supervising one professional staff member; identifying and obtaining funding to support a broad range of activities such as: acquisition of capital equipment, staff recruitment, retention and success, professional development, curriculum and instructional materials development, translation of “travel” programs, and other initiatives that address college goals. The Director will provide leadership in refining internal processes for proposal development, review, and implementation.

QUALIFICATIONS: Bachelor’s degree, Master’s degree preferred; A minimum of three years of progressively responsible experience securing grants in an academic or non-profit setting with evidence of outstanding accomplishments; Demonstrated leadership and project development skills; Administrative and computer skills.

PROVEN ABILITY TO: Identify funding sources that support college goals; Present funding opportunities to senior management, faculty and staff; Engage active participation in resource development projects; Collaborate with senior management, faculty and staff to develop competitive grant proposals; Direct and supervise the preparation of college proposals that result in the acquisition of external funds; Monitor grant awards from startup to project completion; Work in a diverse environment with an ability to capitalize on multicultural resources; Work in an environment in which change is a highly valued cultural characteristic.

SALARY RANGE: $60,000.00 - $65,000.00/yr.

Executive Dean of Institutional Effectiveness

RESPONSIBILITIES: As a senior level administrator reporting directly to the President, the Executive Dean is responsible for providing College-wide leadership and direction in the areas of strategic planning, institutional research and assessment. The Executive Dean supervises the Director of Research and Assessment.

QUALIFICATIONS: A Master’s degree in Social Science, Psychology, Mathematics, or related field with applied research emphasis, earned Doctorate preferred; Management experience at the Director’s level above; Experience in research design, statistical analysis and interpretation of findings related to higher education; Experience with appropriate statistical and reporting software; Experience in leading planning and assessment initiatives.

PROVEN ABILITY TO: Coordinate College-wide strategic planning, monitor and assess results; Initiate and conduct a College-wide assessment process with emphasis on academic programs; Assess trends and develop evaluation tools to support planning and overall institutional effectiveness; Work effectively with faculty and staff within an ethnically and culturally diverse environment; Monitor and ensure compliance with all state and federal reporting requirements such as IPEDS; Prepare self-study reports for accreditation or for other agencies; Develop and maintain institutional databases to identify key variables related to student success; Present complex material to a variety of audiences so that essential information is understood.

SALARY RANGE: $68,000.00 - $73,000.00/yr.


Looking for a back article of "Hispanic Outlook"??

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (a microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS) 7420 Fullerton Road, Suite 100 Springfield, VA 22153-2852 TEL: 800-443-3742; 703-440-1400; FAX: 703-440-1408;
Internet: EDRS@inet.c4.gov

DON'T MISS IT! COMMUNITY COLLEGE March 24th issue

ad deadline March 7th

Subscribe!
The Hispanic Outlook Tel. (201) 587-8800 Ext. Fax us at: (201) 587-91 or E-Mail us at: outlook@sprinmail.com
Now accepting:
Temple University

College of Education

Temple University is a senior, comprehensive, public research university located in Philadelphia. The current student enrollment is approximately 28,000. The College of Education seeks to fill six tenure-track faculty positions effective September 1, 2000. Salaries will be commensurate with qualifications and experience.

Counseling Psychology. The Department of Psychological Studies in Education seeks to fill a tenure-track position in Counseling Psychology at the assistant or associate professor level. Applicants should have an earned doctorate in counseling psychology or a related field. Preference will be given to candidates with experience and expertise in developing counseling programs, and a record of professional accomplishments in one of the following areas: higher education such as the administration of academic programs or the administration of student services. Successful applicants must demonstrate a commitment to counseling psychology and to the College's mission.

Instructional Technology. The Department of Psychological Studies in Education seeks to fill a tenure-track position in instructional technology at the assistant or associate professor level. Applicants should have an earned doctorate in instructional technology in educational psychology or a related field. Preference will be given to candidates with experience and expertise in developing instructional technology programs, and who are committed to the advancement of educational technology.

Kinesthetics. The Department of Kinesthetics seeks to fill a tenure-track position in Exercise Science at the assistant or associate professor level. Applicants should have an earned doctorate or be in the process of completing a doctorate in Exercise Science and a record of professional accomplishments in one of the following areas: higher education such as the administration of academic programs or the administration of student services. Successful applicants must demonstrate a commitment to the advancement of educational technology.

School Psychology. The Department of Psychological Studies in Education seeks to fill a tenure-track position at the assistant professor level in its APA-accredited School Psychology program. Preference will be given to applicants who are graduates of APA-accredited programs in psychology, who are certified school psychologists, and who are licensed or eligible for licensure in Pennsylvania. Successful applicants must be committed to the advancement of educational technology.

Science Education. The Department of Curriculum, Instruction and Technology in Education seeks to fill a tenure-track position at the assistant professor level in the Science Education program. Applicants should have a Ph.D. or an Ed.D. in science education. Preference will be given to candidates with experience in one of the following areas: higher education such as the administration of academic programs or the administration of student services. Successful applicants must be committed to the advancement of educational technology.

Applicants interested in the above positions should send a letter of application including a current vita containing the names, addresses and phone numbers of at least three references. Materials should be sent to: Search Committee, c/o Dean Trevor E. Sewell, College of Education, Temple University, Philadelphia, PA 19122.

Carleton College

AMERICAN STUDIES-ETHNIC STUDIES

MINORITY PRE-DOCTORAL
TEACHING FELLOWSHIP

One-year teaching fellowship available for minority students. Appointment involves three to four courses per term and half-time teaching load per term. Applicants must have a master's degree in American studies or a closely allied field. Prior teaching experience and evidence of teaching excellence are desirable. Salary is $12,000 per academic year. On-campus housing and a stipend for health insurance are available. The position will be available September 1, 2000. Submit applications to: Robert F. Hanrahan, Carleton College, One North College Street, Northfield, MN 55057. (Tel: 507-224-3200 FAX: 507-224-3215)
UNIVERSITY OF NORTHERN COLORADO
College of Arts and Sciences  •  Greeley, CO 80639

LANGUAGE ARTS EDUCATION CENTER DIRECTOR

Applicants sought for a tenure-track associate professor or professor, starting August 21, 2000. Tenure may be considered based on qualifications and experience.

QUALIFICATIONS AND EXPERIENCE: Two qualifying graduate degrees, including an earned doctorate from an accredited institution. One degree must be in one of the following disciplines: English, foreign language (French, German, Spanish), speech communication, English as a second language or bilingual education; the other degree should be in an area of language arts education or a related degree with an emphasis in language arts. Preference will be given to candidates holding a doctorate in a field of language arts education. A record of teaching excellence and of scholarly contribution including grants and other external funding, in one of the areas encompassed by language arts education, sufficient to merit appointment as an associate professor or professor in English, Foreign Languages, Hispanic Studies or Speech Communication. A commitment to outreach in pre-K-12 education is essential.

APPLICATION DEADLINE AND MATERIALS: Review of application materials will begin January 15, 2000 and continue until the position is filled. Please submit a letter of application speaking to the position qualifications, a current vita, transcripts, and names, addresses and phone numbers of 5 references. INQUIRIES: College of Arts and Sciences (970) 351-2707.

The position is contingent upon adequate funding from the state legislature and final approval by the Board of Trustees. For a position announcement giving complete details, write on call the College or view the vacancy announcement on the College's web site: http://www.unco.edu/vacancies.htm.

The College of Arts and Sciences consists of departments in humanities, social sciences, and sciences. The College is committed to the values of excellence and of offering programs leading to degrees at the bachelor's, master's, and doctoral level. There are currently approximately 4,000 undergraduate and 170 graduate majors in A & S programs. The College is nationally acclaimed for its array of learning communities for new students, a program of interdisciplinary general education courses (Life of the Mind), the interdisciplinary mathematics and science teaching (MAST) Center and the interdisciplinary Institute for History and Social Science Education.

For more information about the University of Northern Colorado please visit our home page at: http://www.unco.edu.

UNC is an AAEO employer and is committed to fostering diversity in its student body, faculty and staff.

BROWARD COMMUNITY COLLEGE

Department Head, Science/Wellness: (South Campus)
Department Head, Aviation Institute: (South Campus)

The South Campus of Broward Community College invites applications for two academic departments. The Department Head positions include an Associate Professor of Science, Wellness, and a full-time and part-time faculty. Qualifications include a Master's Degree in Science, Wellness, or a related field. A successful candidate will possess the ability to provide leadership for curricular and program development, employing collaborative, team-building management skills. Preferred qualifications include earned doctorate in a relevant discipline. Experience in an educational setting and successful grant writing experience.

The Aviation Institute Department Head oversees three Associate in Science degree programs: Preparatory to become an aviation professional, and an Associate in Science degree in Aviation Technology. The Institute has a staff of full-time faculty and staff, and six adjunct faculty. Qualifications for the Aviation Institute Department Head position include: Bachelor’s Degree, current FAA certificate in a background in aviation and supervision. Computer literacy, the ability to work with flight controllers, and to ensure the growth of the aviation program. Responsibilities include managing the Institute's budget, hiring and supervision of faculty and students, promoting the aviation program. These are 12-month administrative positions with some travel and supervision. Starting date is August 8, 2000. Salary range: $43,000-$45,000. Applicants interested should submit a letter of application, a complete BCC application form, a current resume, and three current professional references by June 15, 2000 to the Human Resources Department at Broward Community College.
POSITIONS

ARIZONA
Arizona State University 55
Yuma Community College 61

CALIFORNIA
California State University, Bakersfield 49
De Anza College 52
Rancho Santiago Community College District 54
San Jose Evergreen Community College District 68
San Jose State University 70
San Mateo Community College District 54
Stanford University 56
The Master's College 51
University of Redlands 59
University of San Francisco 42, 47, 57

COLORADO
University of Colorado at Denver 44
University of Northern Colorado 50, 56, 70

CONNECTICUT
Connecticut Community Colleges 68
Southern Connecticut State University 48, 60
University of Hartford 46

FLORIDA
Brookwood Community College 51
Florida State University 48
Lake-Sumter Community College 64
Palm Beach Community College 53
University of South Florida 10

GEORGIA
Georgia Perimeter College 53, 63

ILLINOIS
Illinois State University 52
North Central College 61
Northwestern University 15

MAINE
University of Southern Maine 51

MASSACHUSETTS
Amherst College 45
Bentley University 87
Harvard University 56, 62

MICHIGAN
Central Michigan University 55

MISSOURI
Archbishop Carroll College 42
University of Missouri-Kansas City 42

NEW JERSEY
Cabrini College 60
Ramapo College 55
Rutgers University 64
Vassar College 56

NEW YORK
Adelphi University 47, 52
Nassau Community College 51
New School University 68
Union College 58
United States Military Academy 64

OHIO
Obrien College 61, 64

PENNSYLVANIA
Harrisburg Area Community College 68
Temple University 69
West Chester University of Pennsylvania 63

RHODE ISLAND
Roger Williams University 57
University of Rhode Island 59

TENNESSEE
Austin Peay State University 53

TEXAS
Texas Tech University 67
Texas Woman's University 55
University of Texas at Dallas 43

VIRGINIA
Christopher Newport University 59
Virginia Commonwealth University 66

WASHINGTON
Community Colleges of Spokane 54
Skagit Valley College 68
Washington State University-Vancouver 56, 61, 65

WISCONSIN
Lawrence University 66

BOLIVIA/SOUTH AMERICA
Private University of Bolivia/FPUB 47

RECRUITMENT
Center for International Studies 69
Purdue University 75
William Paterson University 45

FELLOWSHIPS/SCHOLARSHIPS/AWARDS
Cornell College 49
National Institute of Health 47
National Research Council 44
Teachers College, Columbia University 46

CONFERENCES
California Community Colleges Annual 12
ETHNIC PARTICIPATION IN ACADEMIA: A CALL FOR STRONGER LEADERSHIP

Early this year, the National Center for Public Policy and Higher Education published Taking Responsibility: Leaders’ Expectations of Higher Education, by John Immerwahr.

The manuscript contains twelve major findings. These findings and surveys of business and higher education leaders focus on: the inherent importance of a successful and accessible higher education system; obstacles related to students’ lack of motivation and preparation for college; disagreements between business leaders and academics on how higher education is operated; disagreement on what should be taught and how faculty should spend their time; business leaders’ desire to see costs in higher education cut; and business leaders’ tendency to believe that racial balance should “evolve naturally,” whereas other leadership groups prefer a more proactive approach.

Asked how colleges should deal with issues concerning the number of African American and Latino students attending their schools, 43 percent of the business leaders surveyed recommended paying no attention to race and ethnicity. Only 12 percent of the higher education administrators gave the same response.

This national report should alert academia to the need to educate business leaders more effectively on the consequences of inaction. By not working to increase participation among two of the fastest-growing segments of our population, Latinos and African Americans, the U.S. faces serious social and economic backlash. Countries that deal more effectively with issues of ethnicity and how participation will undoubtedly move ahead of the U.S. economy.

Education leaders should be concerned as well about the reported efforts of the Center for Individual Rights. The center is apparently focused on curtailing affirmative action practices in higher education with handbooks and information for trustees and students. This organization presents an interpretation of federal laws relating to college admissions and advocates for a partisan ideology.

The organization makes no attempt to objectively demonstrate social or economic impact of the existence or absence of affirmative action.

American Council on Education President Stanley Metzger and Association of Governing Boards of Universities and Colleges President Richard Ingram addressed college presidents early this year in a special letter about affirmative action. Both organizations advocate for race- and ethnic diversity in admissions and hiring. And they list the value of such diversity.

1. Enrichment of the learning experience through diversity and the impact it can have on civility and respect for inherent differences.

2. Promotion of personal growth through critical thinking and the broad view of such growth for developing a healthy society, including the ability to communicate and understand people from different cultures.

3. Strength gained by communities and commerce, built by learning experience that helps instill values based on the quality of character and contribution.

4. Enhancement of economic factors, which begins with an understanding of how diversity does not warrant the admission or hiring of unqualified individuals.

Academia is ideally suited to lead in developing improved strategies for attracting American leaders on the value of diversity. So many of its members grounded in the science of objectivity and quantitatively based outcomes conclusions, the academic community is surely able to demonstrate how economic and social factors will be impacted by any attempt to ignore race and ethnicity decision-making on college admissions and hiring.

The report of the National Center for Public Policy and Higher Education clearly supports the need for academia to stand behind its claim that those policies designed to create opportunities for those underrepresented make important difference in the lives of Americans.

In addressing the business community, it will be particularly important concentrate on the economic consequences of avoiding race and ethnicity considerations in higher education. With more and more public higher education boards supportive of diversity without regard to race or ethnicity, some sawment of the effects on underrepresented groups will become available. So it is possible to demonstrate consequences.

An agenda to regularly measure and monitor the opinion of leaders and outside higher education, and to measure the impact of a range of repetitive policies on key social and economic factors, will be critical to resisting the practices designed to address underrepresentation in academia.

Information based on solid research and aimed toward eventual conclusions for the nation is likely to aid academia the most in moving toward cities that promote inclusion, civility, and economic prosperity for the nation.

Until then, America might be surpassed economically by countries that are more effective on issues more effectively. The emergence of global economics has driven that the collective intellectual capacity of populations will weigh heavily in the economic success of the countries in which these populations e
THE 61ST ANNUAL MARIA MOORS CABOT

University Graduate School
Give your students extra credit

$10 Off of Every Textbook Order over $25

Help your students start the semester off right: send them to VarsityBooks.com. They'll save as much as 40% on textbooks and receive them within 1 to 3 business days. Every transaction is completely secure and reliable. And if they type in promotional code SAVES346N, they will get $10 off of every order over $25. Your students will thank you. All you have to do is include our Web address and promotional code in your class announcements and e-mail messages to your students. Who knows, your students might actually give you a little credit for a change.

VarsityBooks.com

$10 Off purchase greater than $25. Savings off distributor's suggested price. This special offer expires February 29, 2000. Offer cannot be combined with any other offer. One offer per customer. Void where prohibited. The minimum of $25 does not include shipping, handling, taxes or returns.
CONTENTS

FEATURES

Columbia School of Journalism Awards Cabot Prizes
Prizes influence newsrooms in U.S. and throughout Latin America. 6

Spanish: Not a Foreign Language Anymore
Highlights of a thought-provoking conference held at Smith by the Five Colleges consortium. 9

New York University's Metro Center for Urban Education
Working to improve education for more than 20 years—with teachers, students, school districts, and cities. 19

Large Surge in Latinos Taking Test
But still less than five percent overall are taking ACT. 22

Remedial Education at the Crossroads
Community College of Denver hosts nationwide conference. 25

Grand Valley Professor Brings Latin American Literature to Life
Interviews taped in Guatemala reinforce the study of contemporary novels. 27

Taking Care of TRIO
The Council on Educational Opportunity helps build the political muscle that keeps worthy programs alive and well. 31

Racism in Counseling
An insider looks at the past, present, a future of minority counselors and counseling. 3

DEPARTMENTS

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW
Taking Stock and Looking Forward 5

Honor Roll: University of California, Berkeley
Diversity: Dissent and Discovery 1

People, Places, Publications, Conferences 3

Book Review: Recommended Books about Latinos for Adolescent 4

I PUNTO FINAL
Where Is the Hispanic Scientist? 6

Cover Photo: Courtesy of Columbia University
A CAPITOL VIEW

Taking Stock and Looking Ahead

BY GUSTAVO A. MELLANDER

How else to begin the year's first column than by wishing all of you a Happy New Year? Not Happy Millennium, for as readers of this column know, I am sure, the millennium does not really begin until next year—2001.

Hispanics and the Future

So without getting hung up on when a century ends or when one begins, what about the future? Specifically, let's explore how Hispanic Americans will fit in. Let's not make the same mistake made by many national magazines, academic pundits and various others who form public opinion.

Remember the touted "Decade of the Hispanic"? The time when Hispanics would arrive, claim their places in the sun, become a real force in this country, etc.? Well, much of that did not come to pass in the '80s as predicted. Luckily, though, a very firm foundation was established in the '80s and '90s. Hispanics can look ahead with a high degree of optimism as we enter the new century—whenever it arrives.

Bilingualism

There was a time—the heavy Americanization days—when Hispanics were forced not to speak Spanish in school. In fact, they were punished and ridiculed if they did. From that and from other societal realities, many grew up being ashamed to speak Spanish. Some were embarrassed that their parents were not fluent in English or accent-free.

Much of that has changed—turned around. Recent studies indicate that a growing number of established Hispanics are now embarrassed that they don't know Spanish. The "opening" of Mexico via NAFTA has brought that home.

More importantly, there is another group of Hispanics who because of blind luck or careful planning have become truly bilingual. It is not at all, a liability but an asset.

A study titled "The U.S. Hispanic Market Study," by the Strategy Research Corporation, found that some 64 percent of Hispanics do not have a strong preference for one or the other language and are equally proficient in English and Spanish.

Hispanics in the U.S. will enjoy more economic opportunities due to their increased bilingualism. Secondly, they as a group are assimilating more easily into the mainstream culture than are other minorities.

One of the surprises in the report is that the Hispanic market is much more bilingual than in previous years. The study found that 32 percent of Hispanics have no preference as far as the language used for advertisements. However, 41 percent prefer bilingual advertisements and 30 percent want them in Spanish.

The corporation president, Rick Tobin, told a group in Washington, "The most important facet of the study is that Hispanics now understand English better. Therefore, they will have a better future in this country."

Money Counts; Politics Influences

Second on everybody's wish list is invariably money. In this case, we explore purchasing power. For Hispanics as a group, purchasing power is expected to grow from 273 billion dollars to about 325 billion this year. That translates from a current median family income of $22,600 to $34,900 annually. That will bring more Hispanics into the American mainstream and impact the nation's direction.

Hispanic political viability was well demonstrated in the 1988 elections where scores were elected to numerous positions nationwide. It is clear from all the publicity, campaign efforts, and dollars being spent that both political parties are focusing on seizing the Hispanic vote for next year's presidential election. That vote may well decide who's elected.

Education Realities

On the education front, more Hispanics will be attending college next year than ever before. Many, although still a small percentage, work as administrators and teachers at America's colleges. More than 60 percent of all Hispanics who go to college begin their careers at the nation's 1,200 community colleges, but they are found in every type of college nationwide.

It is good to note that more and more Hispanics are turning to technology. The study found that 30 percent of their homes have computers, 19 percent have access to the Internet, and 35 percent own and use a cellular telephone. They might not be as "wired" as the rest of America, but they are getting there.

Numbers and Locales

The Census Bureau recently announced that by the end of this century, the Hispanic population will reach 34 million inhabitants to comprise an estimated 12 percent of the total United States population (276 million).

This means that by 2000, than one of every ten people country will be a Hispanic.

The market study, released in Washington, interviewed 1,500 Hispanic in the ten main Hispanic markets indicated that persons Mexican descent will comprise percent of the Hispanic pop. They will remain by far the Hispanic cohort. Those of Cent South American descent will mi 14.8 percent; Puerto Rican d 105 percent; Cuban descent; cent; and descendants from Latin countries, 69 percent.

Sixty percent of all His will live in ten cities: Los Angeles the immigrants' 21st-century way; will have 69 million; New York, 38 million; Miami, 15; San Francisco and Chicago, lion each; and Houston, 1.3 mi.

The Hispanic population Antonio will reach 1.2 mi while Dallas and McAllen will each have 900,000. San will have 800,000 Hispanics.

The study also found that seven U.S. states will have a population of more than one inhabitants. In those states, H will comprise 34 percent of population of California; 19.2 in Texas; 8.6 percent in New York; 73 percent; in Illinois; 35 percent in Texas; in Arizona; 35 percent in New Jersey; 32 percent.

How will all this imp nation? Dramatically, I dare.

Dr. Mellander is a pro George Mason University
Columbia School of Journalism
Awards Cabot Prizes

by Jeff Simmons

It was an elaborate affair to mark one of Columbia University's grandest traditions. Close to 400 guests, dressed to the nines in evening gowns and crisp tuxedos, gathered in the rotunda of the Low Memorial Library to honor a distinguished group of their peers.

The lights dimmed, George Rupp, president of the college in New York City, stepped to the podium. "It gives me great pleasure that you are here this evening," Rupp said. "Tonight we recognize the excellence achieved by veteran journalists—and the promise of a new generation of journalists."

The 61st Annual Maria Moors Cabot Prizes were recently bestowed, awards that recognize accomplished reporting on Latin America. Judges cited journalists for providing insightful coverage and securing a long-time commitment to achieving freedom of the press.

The Cabot Prizes—the oldest international awards in journalism—were first presented in 1939, though founded the year before by Boston's Godfrey Lowell Cabot as a memorial to his wife. Cabot envisioned the prize as a way of fostering improved relations between the United States and Latin America.

The prizes have since been administered by the university's Graduate School of Journalism. An advisory committee of journalists and educators—seven of them former Cabot winners—works with the school's dean to select the winners, who often make recommendations themselves the subsequent year.

University trustees have conferred 221 prizes and 51 special citations to journalists from more than 30 countries. Winners this year each received a $1,500 honorarium.

"Their reporting contributes to Americans' understanding of Latin America, and in Latin America, the reporting contributes to the strengthening of the press institutions and the strengthening of democracy in a free press," said John Dinges, an advisory board member and previous winner.

Dinges, a journalism professor at Columbia, added, 'A major reason that this is an important prize is because it represents the common ground between United States journalistic institutions and Latin American institutions and values.'

He added, "The main impact is on journalists in newsrooms all over Latin America and newsrooms all over this country, and it represents the shared goal of quality journalism that we have in common..."

University officials hope that the awards, and their purpose, make their mark on the more than 220 students involved in the school's graduate journalism program.

Winners have met with students to discuss their determination against adversity. This year, building upon that philosophy, the school held a roundtable discussion the day after the awards in which graduate students met with the winners.

"We're trying to strengthen the connection between the journalism program and the awards," said Ann Nelson, director of the International Division of the journalism school and previously the executive director of the Committee to Protect Journalists. "We did a roundtable on journalism education in their home countries. We're just trying to create more and more links."

"For the school, the end goal is to have a more informed program available for Latin American students, increase the dialogue between U.S. journalism and what's going on in journalism in Latin America. I think we'd also like to be a bridge between
Based in Guadalajara, Mexico, Público has exposed how drug traffickers influenced Mexico's political institutions and elites. The paper disclosed that a brother of Mexico's president had nearly completed a deal with money launderers involved with a drug cartel.

Previously, Patterson was a reporter at Siglo 21, which gained a reputation for setting high standards when it followed the 1992 explosion of an underground pipeline to Guadalajara in which more than 400 people died.

Siglo 21 reported on drug searches at the home of a powerful military commander who was appointed to a federal anti-narcotics agency. That report subsequently forced the military to concede that the general, Jesus Gutierrez, was linked to a notorious Mexican trafficker. Patterson weathered problems at Siglo 21, and left amid pressure to curb editorial freedom.

Now, he explained, "there is a much more powerful free press. In some ways, it has taken us by surprise, the arrival of democracy in our city," he said. "This prize gives us a new kind of support for the kind of journalism we are doing. I will do my best to live up to what this award represents."

The awards committee noted that he now strives for editorial independence, and the college president called him "one of the most important figures in Mexico's complex and perilous transition to greater press freedom."

Said Rupp, "When you were forced to water down your journalism there, you walked out and founded another paper, Público, that continues in the same hard-hitting investigative tradition."

Juan Tamayo, Latin American correspondent for the Miami Herald, "It is not just coups and earthquakes," Tamayo said about journalism in Latin America. He said journalists recognize one simple fact: "I believe they will read it when we write it well."

He added, "Make sure that the stories of Latin America are told."

Born in Cuba, he came to the United States at the age of 13. He joined the Herald in 1982 as the paper's Central American correspondent and later served as its Middle East and European bureau chief and as foreign editor.

A winner of the Overseas Press Club award for foreign analysis, he has covered Central American conflicts by offering a historical context so that readers can better understand their relevance.

Rupp said that "his journalism has transcended debates and policy disputes to show us the people behind the conflicts" and added that "your investigative reporting unraveled the mystery of La Penca, the brutal bombing of a press conference in Costa Rica—long after everyone else had given up on identifying the perpetrators."

James McClatchy, publisher of McClatchy Newspapers.

He received a special citation for conceiving the 1994 Declaration of Chapultepec, a free speech proclamation penned by private citizens and endorsed by 19 heads of state (including the leaders of Argentina, Brazil, Chile, Colombia, Guatemala, Mexico, and the United States).

The committee noted that he has striven to "bring about, promote, and disseminate principles of freedom of expression and of the press in the hemisphere."

Said Rupp, "You labored for years to call attention to the issue, and for many years, you have led the way in promoting and defending the ideal of press freedom in the Americas."

He previously reported for The Sacramento Bee and The Fresno Bee, both in California, and had served as an editor and publisher of a series of weekly papers.
Raúl Rivero, president of the Cuba Press news agency.

He received a special citation—but was the only winner who could not attend, because of the threat that he was unable to return to the country. The university tried to secure exit and re-entry visas for Rivero.

His presence was felt, though. Attendees watched a videotaped segment in which he expressed his gratitude for receiving the award. "This award gives me confidence to keep on working," he said, and to produce journalism that is "clean, honest, and fair."

Rivero has lead a group of non-government journalists to crusade for free speech. He was trained as a journalist in Havana after the 1959 revolution. He founded the cultural magazine Cañam Barbudo and was Prensa Latina's correspondent in Moscow for three years during the 1970s.

Rivero has had an illustrious career. In 1991, he signed a petition calling on Castro to free prisoners of conscience, and he was the only one of the 10 signatories still living in Cuba at the time. He subsequently abandoned official journalism that year, calling it a "fiction about a country that does not exist."

Four years later, he started the Cuba Press news agency, pioneering dissident press on the island. He has written on the Internet and in El Nuevo Herald, a Knight-Ridder Spanish-language newspaper in Miami, and has published collections of poems and interviews with Cuban intellectuals.

Said Rupp, "Cuba Press has contributed a small but vital stream of information from the island to the outside world."

Since founding the agency, Rivero has reported from Cuba despite undergoing threats, arrests, and harassment from the government.

"It is an honor for all of us in Cuba to receive this special citation," he told the advisory committee via telephone. "It is also an encouragement for those of us who exercise free journalism."

The dean of the journalism school, Tom Goldstein, said the threat shows that efforts still exist to crush free speech.

"This action by Cuba is a vivid reminder of the sorts of obstacles that journalists around the world encounter in the pursuit of their profession," Goldstein said. "We at the journalism school are terribly about Latin America, this is the most important award you can receive," said Dinges, who has written books on the Bolivian government and the assassination of the Chilean ambassador to the United States.

But he lamented the fact that while coverage has been high in the past—amid civil wars, military dictatorships, and the invasion of Panama—it has somewhat dipped in recent years. Now, he said, is not America. The hot stories tend to be Mexican politics and trade, and Colombia in terms of the drug trade. I'm not sure the reading public is being made fully aware of all of the issues."

At the same time, there is more communication in the intellectual, educational, and journalistic worlds. Dingess said that the program at Columbia is just one example of that greater communication.

"I talk to people almost every week who are coming up to the United States and visiting newsrooms and universities, and I and other American journalists are frequently traveling to Latin America, giving workshops and exchanging ideas."

The school has already etched plans to ensure more coverage. It recently established a Howard Fellows scholarship fund in which international students could be selected if they wished to go back to their home countries to work as journalists. Each year, there will be a connection to Latin America.

And a number of students were invited to the Cabot awards ceremony, sitting shoulder-to-shoulder with media leaders from New York City to South America.

Nelson recalled of one student from Brazil who landed a job with a start-up new media company. "She sent me an e-mail saying this experience [at Columbia] had grounded her and keeps her aware of what all of us is about. It's quite easy for us here in New York to lose sight of what journalism is like on the ground in other countries."

Nelson called this a "dynamic period" for Latin American journalism.

"It's exciting to see these papers in Brazil, Argentina, Chile really start to flower after the dictatorships and periods of censorship. They're starting to do quality reporting. This is a way for us to feel connected to that process and do what we can to help and do what we can to learn from it."
hurricane named Floyd blew into town on
Thursday night, September 16, bringing with
it—really in spite of it—more than 130 teachers
of Spanish from colleges and universities and
high schools in 30 states and four foreign
countries. What is it about the teaching of Spanish
these days that might inspire such devotion? And
why, of all places, Spanish in New England?

"Of all the metaphors I could have thought of
to describe this event, or to describe what
Spanish is in the United States, a hurricane was
the last thing on my mind," said Nancy Saporta
Sternbach, chair of the department of Spanish
and Portuguese at Smith College, in welcoming
speakers to the opening session of a two-day
forum devoted to "The Future of Spanish
Departments on College and University
Campuses." Later, in opening remarks to the
gathering being hosted at the Smith campus, she
noted with some pride that this was "the first
such conference of its kind" in her memory:
"This is to be a conversation," she told those who
had braved a hurricane, "about issues that have
been on our collective agendas for all too long.

"We all know that Spanish is no longer a for-
language in the United States," Sternbach
said. "We all know that the training that we
received as graduate students is no longer
appropriate or up-to-date enough for what we
should teach our students today. We all know
that the literary canons are only a small portion
of what we do. We've had to rethink our
departments could meet the extraordinary
demand for Spanish that has been growing
nationally over the last decade." One of the rea-
sons for this meeting, she noted, was "to share
our individual and collective and creative labors
with each other. But there are many other rea-
sions why we've gathered here today." Among
those she cited were the role and needs of her-
itage speakers, new options in study abroad, the
undergraduate curriculum, the graduate cur-
rriculum, "and perhaps most acutely, the hordes
of students clamoring at our doors."

The idea for the conference, Sternbach says,
had been percolating for some time but took
shape at a recent gathering of Five College
department chairs. In planning the conference
and seeking funds to make it happen, she credit-
ed the aid of a committee of Five College col-
leagues representing the departments: Norma
Holland (Hampshire College), Jeanne Brownlow
(Mount Holyoke College), Michael Fas
(University of Massachusetts-Amherst), an
Hilda Otaño Benítez (Amherst College).

Those speaking represented a wide range of
departments and programs elsewhere in the
country. To encourage an in-depth airing of the
issues raised during the panel presentation
each panel was followed by an informal round-
table session, and participants took all meat
in their classes.
A guest of honor at the opening din-
ner Friday evening was Ricardo Peidro, Spain
consultant general in Boston, who was paying his
first visit to the Connecticut Valley.

Sternbach acknowledged the support
received from the presidents of the five campu-
es, the provosts and the deans of the five college
and from Lynn Sanstead, head of the America
Association of Teachers of Spanish and
Portuguese (AATS), "for his enthusiasm and
ongoing willingness to co-sponsor this right fro
the very beginning." She also acknowledged the	special assistance of Five Colleges, Incorpate
"If you don't have a consortium," she told th
gathered, "try to get one. It really helps."

Additional support had come, she noted, from the Andrew W. Mellon Foundation, the Consulate General of Spain in Boston, the Program for Cultural Cooperation between Spain's Ministry of Education and Culture and United States' Universities, and the Instituto Camões of Lisbon, "who had the vision and the generosity to share some funds with us even though this is a conference on the future of Spanish departments. They knew that the role of Portuguese was also very high on our agenda." For inspiration and encouragement, however, she and her colleagues singled out for special praise the keynote speaker for the conference, David Maxwell.

A former director of the National Foreign Language Center, David Maxwell has been for many years a staunch supporter of the idea for a national dialogue about the teaching of Spanish. In introducing him, Nancy Saporta Sternbach expressed her gratitude publicly: "He began talking to me about this almost three years ago, and agreed with us about the need for it. He also helped us find funding to make it happen," she added.

Currently president of Drake University, David Maxwell served from 1993 to 1999 as director of the National Foreign Language Center (NFLC), a policy center and think tank for language as a national issue and an issue of national need. Maxwell, a specialist in Slavic languages and literatures, is widely recognized for his skill in strategic planning and his long-standing interest in issues of higher education. A former president of Whitman College and dean of undergraduate studies at Telos, during his six years with NFLC he interacted with hundreds of colleges and universities on issues of foreign language learning and institutional planning, as well as with the National Endowment for the Humanities and the Council for International Educational Exchange. His talk, entitled "Do We Know Where We're Going? And Do We Know Why We're Going There?" offered what he characterized as "a broad-brushed overview of what NFLC sees as the situation of foreign language learning in higher education."

Excerpts from his talk appear below and on the following page.

David Maxwell on the Language Crisis

On the National Proportions of the Crisis

What is the nature of this crisis that I'm about to describe? It has a variety of characteristics. The most important characteristic is the fact that very few students in higher education are engaged in the study of language, or are engaged in the issue of language at all. The last objective data we have are from enrollments in 1995 [the MIA he noted, is about to release updated figures]. In the fall of 1995, 7.6 percent of all undergraduates in the United States were enrolled in a language course. Eighty-five percent of those students were enrolled in French, German, and Spanish, and I suppose the significant change over the last four years is that most of them are in Spanish now.

...only one-tenth of one percent of all the undergraduates currently in higher education in the United States will ever reach a usable level of competence in a language outside French, German, or Spanish. To me, that's one of the definitions of a crisis.

On Student Attitudes

Student attitudes, however, are more complex. The students look at language learning as unimportant, irrelevant, or impossible. The unimportant is reflected in the cultural attitudes that I just talked about: You don't need to know another language. Everybody speaks English, and besides that, you can always use a translator.

I now live in Des Moines, Iowa. Think about your stereotypes for Des Moines. Last Friday morning, standing in the departure lounge at Des Moines Airport, in five minutes I heard Spanish, Japanese, Arabic, Basque, and French. In Des Moines, Iowa. And there wasn't an international congress going on in the airport.

Irrelevant doesn't refer to their belief that language is irrelevant, but we believed, at the NFLEC that there are lots of students out there who feel that competence in a language other than English would indeed be useful to them. Communicative competence. But they look at the language programs on their own campuses, and they see them as irrelevant to that goal. They don't see people coming out of those programs competent in another language.

And the impossible refers to the fact that students believe you can't learn language in a classroom... from the way in which language is done. A lot of language in this country, people suspect it's impossible.

The Campus Perspective

Let me give you a quick litany of other issues... the descriptors of this crisis that we're hearing from the campus:

1. Dramatic shifts in enrollments
2. Resources: cuts to resources, threats to resources, often connected to the enrollment issue, but often connected to institutional restructuring, reconfiguring mission, et cetera...
3. Staffing issues... including the nature of faculty appointments and instructional appointments... and the adjuncts...
4. Governance: Where does language learning fit in the institution? Is it part of a language and literature program? Is it part of a language and linguistics program? Is it part of a world literatures department? Is it a department of foreign languages? Is it first and second and elementary and intermediate language done in a language center that is disconnected from the other culturally related activities?
5. The attitude of the institution and of colleagues toward language teaching, toward research and production in language pedagogy, and all the things connected with it [and the perception] that these do not have the same intellectual weight as other things on the campus
6. Foreign language requirements: Those institutions without language requirements are talking about them endlessly.

Globalization and internationalization are now starting to come home to roost in language and literature departments.
7. Heritage students. We are hearing more...
and more about them.

9. Technology, its applications, how you integrate it into language learning, appropriate uses, faculty development, the lack of rewards....

I have also heard from faculty all over the country that they think that the deans are staying up at night, trying to figure out how you can replace your language department with a computer lab...

**A Taxonomy of Missions for Language Learning**

Spanish has the issues of the privileged, as much as that may be difficult to recognize, but ultimately I think you have the same set of bigger issues to face, because what I just described to you are not the problem, they’re symptoms of a problem. At the National Foreign Language Center, we spent a lot of time talking about these issues in the context of institutional mission. The thesis is basically that most of these problems derive fundamentally from lack of clarity about basic issues of why it is that we offer and/or require language learning in higher education and in our institutions in particular.

**General education mission:** Studying another language gives you insights into another culture and to other ways of thinking, a perspective on your own culture, insights into the functions of language, reflections back on your own language, enhanced cognitive skills—you know the litany. It’s stuff of catalog copy. This is why we want you to study a language. All very valid. Perhaps not best addressed by three semesters of grammar, but a very valid mission nonetheless.

**Applied mission:** Learning a language in order to be able to do something with it.

**Expertise mission:** That’s the major...preparing students to go on into graduate work in the field to become teachers and/or scholars.

**The heritage mission:** Providing instructional or learning opportunities for students in the language and culture of their own family.

What we saw nationally...is an incredible disconnection among these missions. That the institutional rhetoric about language was the general education mission: It’s good for you. You learn important things. But the majority of students who are in language courses of their own volition were in there for the applied mission. They wanted to be able to do something with it. The majority of programs, however, are designed for the expertise mission. It’s a four-year track for the major leading to graduate school, and outside of Spanish, no one knows what to do with the heritage students.

So what we see as the fundamental issue, and what I spent six years talking to presidents and provosts and deans about, is that language is an institutional issue. That when you look at the facts that you don’t have students enrolled in your language programs, and you have all these other problems I’ve referred to, you have to make some institution-wide decisions about why you offer language in the first place.

**On Some Solutions: A Field Issue**

How do we address these issues? We have to address them in ways that can transform institutional culture. And that means leadership. That means leadership on the campus by people who believe in this—by you, and by the administrators who can make things happen. We have to institutionally make activities in these areas a part of the rewards system and part of the responsibility system. You have to look at new governance structures in the institution to be able to accommodate it.

Most of all, though, I think at this point it’s not just an institutional issue, and it’s not just a personal issue. I think it has to be a field issue...it has direct relevance to what you’re doing here for these two days... If language learning is to get better, to improve and to become relevant and to become ubiquitous in higher education, then the fields have to behaving differently; as fields...Historically, there has been a relationship between the indi
teacher and scholar and the profession: Individual fields are there to support you, they are there to publish your scholarly national conferences for personal development. But they have not taken responsibility for support and development of programs on campus to make sure that one of the things supposed to be doing, which is teaching, is takes place and is taken seriously.

So what I’m urging is that the fields control of [their] own future. If you, as a don’t take charge of your own future and charge of the ways in which program designed and the ways in which program implemented, people like me are going to these decisions. That’s what deans and presidents are for. You an have an opportunity to take charge of your own fate. What does that mean in some sense, setting expectation goals and standards for grade...pros teacher training, materials development, research, assessment, use of technology, looking at ways, I would think you through distance learning, of supporting institutional programs, offering in-service training, providing materials and learning opportunities to institutions that cannot afford to have on campus otherwise. Most of all, I think requires that the field develop some kind of sense on where you’re going, and why you’re going there. In terms of mission. And devise strategies to get there.

**The Model: A 10,000 Pound Gorilla**

Clearly, this is what you’re talking about... This is a wonderful first start, a wonderful beginning. I think, for Spanish, and a great opportunity to serve as a national model... somebody said last night, you’re the 10,000 pound gorilla. You’ll gain more faculties, more students, and more money, and that gives you more authority. It gives you a leadership position. And I think it would be a big mistake to enjoy that a little bit too much and not recog that...you have a real opportunity to exert that! leadership with some of these issues takes leadership, it takes vision, it takes energy, it takes commitment, and it takes creativity. Looking at this program and from the things. I’ve heard today, I think you’ve got it. So let’s do it.
The Role of Latino Studies in Spanish Departments

"When the Steering Committee sent out the call for papers, we were surprised by the fact that we received very few proposals on such an important issue, so we decided to create a panel drawing on our own five College faculty members. Hence, the kind of homegrown nature of this panel and its panelists," Norm Holland, Latin American, as well as Latino/Latina Studies, Hampshire College

"Dis-locations: Teaching Spanish to the Heritage Speakers on the Border and in New England"

Michelle Joffroy Department of Spanish and Portuguese, Smith College

What does it mean to teach Spanish to heritage speakers on the U.S. border, in a state university, in an urban setting, and what does it mean to teach Spanish to heritage speakers in New England, in a private liberal arts college, for women? They're two very different experiences. The surface question is: What is the role of Latino/Latina studies in Spanish departments? That's an important question. But equally important is the question of the role and the place for Latino students in Spanish departments. Where do we think Latino students belong, and where do Latino students think they belong? And what can we as Spanish departments do to make Spanish departments welcoming environments for Latino students?

Spanish for Heritage Speakers is not the only heritage language program, but it is the fastest-growing program in this country, and it's putting pressure on curricula at all kinds of institutions: elementary schools, high schools, and institutions of higher education. So we can't ignore it. We need to continue evaluating where second-language acquisition is important, and where heritage speakers need to be taken on their own terms.

Students here and at the University of Arizona (where I used to teach) come to the Spanish department to a course for heritage speakers seeking very specific things. They want to reacquaint a language that they experienced in the home or in some other community; they want to develop literacy skills; in many cases, they want to actually learn, for the first time, the grammar of the language they speak; they want to develop some sense of an understanding of their cultural heritage. They're coming to us, at all of these different institutions, with the same kinds of needs. And I think that's something we all share.

Now, the differences, I think, are also very real. Demographics, first of all. To be living on the U.S.- Mexico border in Tucson, Arizona, a public university whose primary mission is to educate residents of the state, located in a state that is demographically very heavily Latino already, defines for a Spanish department one of its functions. To teach in that kind of environment already presents several systems of support for the kinds of work that we ask our students to do as they develop grammatical skills, communication skills, writing skills, and in many cases research skills that they can then apply to other areas of interest and study. Teaching here, by contrast, in Northampton, by all accounts a pretty typical small New England town, doesn't offer the same range of demographic support. When you're in a small town, in a small college with a small Latino population, you don't always feel that the Spanish you're learning in a language class is meaningful or even something to be valued. To structure a course for heritage speakers at Smith College, then, I have had to grapple with demographics in order to make it meaningful for the heritage students.

And this leads into a second area of difference: the relationship between the academic institution and the nonacademic community. The University of Arizona in Tucson is very well connected to its community, a community with a Latino presence in virtually every sector of life, from business and medical to political, artistic, and social services. Students have access not just to these places but also to other Latinos in these communities, and that has been very, very important for a successful Spanish for Native Speakers program at the University of Arizona. Small, private, liberal arts colleges don't necessarily have a natural or organic relationship to the Latino communities that surround them. So although Northampton itself has a sizable Latino population, and we are within a few miles of both Springfield and Holyoke, cities with very large and active Latino communities, access to them is limited for Spanish-speaking students who want not just to participate in a community but also to see themselves reflected in that community. There are no natural networks, as of yet. And to establish a network falls not on the social and volunteer services at the campus but more likely on the Spanish department. Which points to yet another area of difference: the matter of integration into an external community, and, in turn, integration with the internal community of the college. I do not mean to hold out the University of Arizona as a utopia, which it isn't, but in terms of these kinds of organic relationships, it offers a stark contrast to what exists here (on the East Coast). One of the most successful components in the Spanish for Native Speakers program there is the presence of the Latino scholar on campus. Many of them are from neighboring towns, from California, and from Mexico. That's the way it is there. These Latino faculty have committed themselves to participating in Spanish for Native Speakers' programs, using this mentoring program. This means that students in a Spanish for Native Speakers course can opt for a project component to their language course that entails their meeting with a Latino faculty member working in another area of study four times during the course of a semester. For example, a Cuban anthropologist might agree to help a student develop proficiency in anthropological jargon. That is: How do you speak in anthropological terms? Where do you look? What do you read? And all of this in Spanish. This teaches a student to be a scholar who also speaks Spanish, and who therefore has access to a very profound vertical structure.

We're missing an opportunity, I think, in the Spanish department when we don't open up avenues for access to scholarship as Spanish speakers. Students come to us with an asset. They speak Spanish. If we give them solid and helpful Spanish language courses, and offer them curricula that legitimate their decision to continue speaking Spanish, then we're serving them in ways that other departments can't. To do this, however, we have to locate other Latino faculty on campus and integrate them into what we do in the Spanish department. As Spanish departments, I think we're at a critical moment where we have to sit around the table and say, 'Do we want Latino students?' If we want Latino students, we should be asking our-
selves what we have to do to get them to our department, and what we have to do to educate them and the administration to the fact that pursuing Spanish is legitimate, is valuable, and is part of a liberal arts education, despite the fact that they got here speaking some Spanish.

"Natives in a Foreign Land"
Luis Marentes, Department of Spanish and Portuguese, University of Massachusetts-Amherst

I chose as the main title for my talk today "Natives in a Foreign Land" because of the position that U.S. Latinos occupy currently, both in the curriculum and perhaps principally in society at large. The recently coined category of U.S. Latina/Latino carries it with it a paradoxical combination of nativeness and foreignness. Either in the United States or in Latin America, U.S. Latinas and Latinos are both.

In the United States, for example, U.S. Latinos are insulators, either citizens or residents, legal or illegal, of the nation-state. They are to a greater or lesser degree active members of the community and the economy, the culture, and the politics. Yet that adjective turned into a noun, "Latino," also suggests a certain foreignness, which can either be self-selected or imposed by bureaucracies or even mailing lists. South of the border, U.S. Latinos or Latinas may be natives by genealogy and cultural roots, but often they're too American, too gringo, culturally, linguistically, economically, and they find themselves, again, in a foreign land. The latter phenomenon exists in our department of Spanish and Portuguese, and relates to the second part of the title of my talk: "Reflections on the Place of Latina/o Studies in Spanish Departments." Although we all know that the nature of our departments is changing, it is still the Spanish language itself that justifies our existence as language-based centers.

The new emphasis on culture emerging in these departments, however, opens up new possibilities for study on two levels: first, in terms of the field as an object of study and research and then in terms of the students who come to study in that field. What I call the studying subjects. Departments that are attempting to make sense for Latina/o studies do so now in a more or less ad hoc fashion. Instead of creating courses about Latinos, we include a couple of texts into the syllabus of a more generic Latin American literature or culture course. Often, but not always, these texts appear toward the end of the syllabus, almost as an afterthought, and if we have a snow day, we miss that unit. We also tend to bring U.S. Latinos into focus, when we do, as part of a broad diaspora from Latin America proper. In this case, Latina/Latino studies are taught as one manifestation of the Latin American experience. In my opinion, however, U.S. Latina/Latino studies must also be seen as part of the United States’s culture, its language, its tradition, and its literary canon. What’s more, U.S. Latina/o studies should be approached as an interdisciplinary course of study within the department, with due attention given to the specific characteristics of this group as an object of study. By to the addition of new materials to the syllabus, its emphasis on hybridity, minorities, migration, diaspora, and borders has the potential to enhance the way we approach the study of the Latin American experience as well. The fact that Latina/o studies is rooted in the tradition of ethnic studies infuses it with yet another positive element.

Unlike area studies programs, which emerged in the postwar years to serve the military and commercial interests of the United States, ethnic studies programs were born of the Civil Rights movement of the 1960s and ‘70s. The result was the creation of centers of study with a mandate to produce and teach a broad archive of knowledge specific to particular “minority” groups in the United States, and to grant professional credentials and serve these communities in an affirmative fashion. Of particular importance also was their mission to turn a particular group of people not only into an object of study but also into studying subjects. And this crucial element of the students themselves must not be overlooked as we work to give Latina/o studies its rightful place within the Spanish department.

Some students come to our departments because they want to learn about their heritage, and their relation to it. Some also come to us to improve their Spanish language skills. They come to us, but we don’t always put their needs and interests first. Every Martínez, Pérez, Rodríguez, or Marentes with some working knowledge of Spanish who wants to take the class, for example, may register. The result is an extremely broad array of students, ranging from daughters of Spanish teachers who have recently migrated from the Dominican Republic to those who grew up in Holyoke learning Spanish from a grandpa.

The common factor they have is that they are all "na..." Often we deal with this situation by these students a Spanish-speaker cred after a brief oral interview and a written to certify that they have a language comp. equivalent or superior to that expected of one taking the regular four-semester seq. Most, if not all, of the students who come fulfill these criteria. Many of them don’t need extra training. Others, however, need improvement in spelling and grammar skills. We offer them courses that we regularly offer to our students at a level that makes sense for t.

Our basic language sequences, design students just beginning to learn the lang. too boring and trivial for students already flu... speaking Spanish, though they may neither nor write it. So we push those who intend to take into more advanced classes, where deficiencies in spelling and grammar put us that we'll have to address their needs. Those who want to continue Spanish studies simply certificate and go on with their academic car.

We need to foster among our faculties a understanding of the plurality of dialects p within the worldwide Spanish-speaking com.

The issue of language correctness is de... I recognize that students should be en... to "improve" their language skills, but we conceive of that word, I am aware of in ter who, eager to impose high standards o... may unwittingly subordinate those wi... in a foreign land, are insecure and established authorities to bolster their self-es.

If we as Spanish departments are to bring Latina/o studies successfully into the ca... I feel strongly that we should put into pr the affirmative spirit of ethnic studies by beyond making the Latina/o experience an... of study. We must also give more attention i potential of the students who come to us. We create whole tracks and not just token cour meet their various needs. We must also be more cognizant of the range of dialects and of correctness possible in a living language.

We should recruit and retain these students i programs, with the hope that their research contribute to building the archives of this object of study. By tracking our students in more affirmative way, we tap their skills to b... new generation of scholars for Latina/o studi
“Milagro or Nightmare? Latino Studies in Spanish Departments”
Alberto Sandoval, Department of Spanish and Portuguese, Mount Holyoke College

The summer of 1999 will always be remembered as the time when Latinos took over U.S. popular culture and the media. Ricky Martin, Jennifer Lopez, Enrique Iglesias, and Christina Aguilera skyrocketed to number one in the Billboard hit parade. John Leguizamo starred in Spike Lee’s film The Sum of All and received an Emmy for his HBO production of the Broadway hit Freak. Salma Hayek was the leading lady of Wild, Wild West. The MacArthur Foundation honored artist Pepon Osorio with a scholarship in the political arena, and George Bush displayed his fluency in Spanish, defining himself as a “Republican conservativo” to attract Latino voters. In sports, Oscar De La Hoya, undefeated welterweight champion, and Papi Chulo, lost to Felix Trinidad. Major magazines featured special Latino issues with Latinos/Latinas on their covers, among them George, Time, and Newsweek.

A July 1988 issue of Time, in fact, had even earlier declared the ’80s the decade of Hispanics: “Magnifico! Hispanic Culture Breaks Out of the Barrio.” Yet the magnitude of the transformation would not become fully evident until the last summer of the millennium.

What do Spanish departments and U.S. Latino literature studies have to do with this boom that some have called the Latinization of America? As Latino demographics have increased, a new global economy affects Spanish departments in two ways: First, Latinos will be enrolling in Spanish courses to reconnect with their heritage. What’s more, Spanish will increase in demand as the impact of NAFTA is felt both abroad and at home. Latinos have become a marketable, profitable target, and have a purchasing and spending power of about $300 billion ($500 billion by the year 2020). Advertising and media reach-out strategies in Spanish also reflect the fact that Spanish is here to stay. Spanglish, it seems, is good for business. Research has confirmed that Latinos are devoted buyers, as faithful to one brand as they are faithful to familia.

As Anglo America has been consuming whatever has a Latin flavor, U.S. Latinos in turn have been saturated with statistics about who we are and what we mean for the new millennium in both social and economic spheres. This mainstream obsession has, in other words, set in motion a counterreaction in which Latinos have become increasingly aware of their status as a majority-minority culture and its potential as a source of empowerment, political clout, and cultural intervention. Colleges and universities, for one, have become contested sites for U.S. Latino demands for everything from changes in curriculum and admission requirements to hiring of Latino faculty and staff, funding for Latino student organizations, and allocations of space for social and cultural meetings.

All these demands have a history. They are possible today because of the social movements of the ’60s and ’70s. During those early years of minority activism within the academy, there were some allies who integrated Chicano and Puerto Rican literature into the curriculum of Spanish departments...It was right to site that literature in the Spanish department, although it is a bilingual and bicultural product. The politics of solidarity that characterized the ’60s and ’70s, however, overrode the issue of language that we see resurfacing now in some Spanish departments. On the one hand, U.S. Latino students were demanding courses in Chicano and Puerto Rican literature in the department because Spanish was a place they could call home. But those courses also benefited the departments by attracting Latinos to minor and major in Spanish.

In the last two years, a trend evident in the hiring practices of Spanish departments suggests the pressures on them to integrate Latino studies into their curriculum. Unfortunately, the emphasis on the Latino specialization has been largely incidental: that is, hiring someone who also happens to have interest in Latino literature or Latino studies, or someone who has the potential to develop a U.S. Latino language course. At least 27 of these positions were advertised in the MLA Job Information Letter in 1997, and 24 in 1998. Yet the nature of the positions being advertised suggests more tokenism than real evidence of change or commitment. Often they feature unimaginable and bizarre specializations in combination with Peninsular and Spanish-American literary periods and Hispanic topics. One ad, for example, indicated that the department was looking for a specialization in pre-19th-century Latino American literature and indigenous literatures, as well as preparation in U.S. Latino literature.

As interdisciplinary studies have become the favored approach for teaching and scholarship, increasing student demands for culture courses offered in English, as well as for Latino and Latin American studies, they increase the opportunities for crossovers and fruitful dialogue between the new interdisciplinary programs and Spanish departments. Professors of Spanish are teaching in English in Latin American studies programs, and Latin American professors are teaching cultural courses in Spanish departments. This collaboration has the potential to benefit both parties in a number of ways. Meanwhile, as Latin American studies and Latino studies are joining forces, American studies is redefining itself in an inclusive way under the rubric of the Americas. This, too, is all to the good. Nonetheless, it is important to recognize and understand that all these programs have their ideological agendas and specific histories. I am greatly concerned, for example, that Latino studies, and particularly Chicano studies, might be colonized by the major program...I am worried that both Latin American and Latino studies will be absorbed into a new imperialist maneuver. The wolf may be in sheep’s clothing...

[Yet español is here to stay, I believe, for a number of reasons: 1) the geographic proximity of Latin America to the United States; 2) the circuits of migration within the Americas; 3) the constant interaction in urban centers between recent immigrants and U.S. Latinos from different generations; 4) the capital interdependency between Latin America and the United States, with increasing migration of bilingual professionals to this country; 5) the demographic increase of Latino, Spanish-speaking communities in urban areas; 6) the increased use of Spanish on a daily basis, thanks to new technologies that cross borders and provide instant communication between U.S. Latinos and Spanish-speaking countries; 7) Unirresión, Telemundo, particularly TV, popular music, pop stars, and idols. All help U.S. Latinos retain their Spanish language skills...What’s more, Spanish seems no longer a barrier in the English music world, where the new stars are themselves bilingual and bicultural, and sell records on both sides of the border. They exemplify a new U.S. Latino/Latina identity, in all its hybridity and heterogeneity....

If Spanish departments are seriously committed
to Latino literature and Latino studies, they should seek advice from those who pioneered the field, as well as from a new generation of U.S. Latino scholars, hired mainly in English departments. This *nueva generación* is trained in theory, and their appointments are joint positions that intersect and overlap with multiple interdisciplinary programs. What they all have in common is diversity and a common interest in the performative aspect of cultural studies. Indeed, they are as versatile as Ricky Martin and Jennifer Lopez. If new Latino pop stars, as the *New York Times* has said, share an ability to move between different mediums, whether they make records, movies, do television, theater, or the internet, the latest generation of U.S. Latino scholars is also blurring genres, traversing borders. They’re even becoming stars in the academic field with a following of U.S. Latino/Latina graduate students. They are Latinos who have crossed over without silencing their *latinidad*.

“Against the Ostrich Syndrome: Spanish Departments into the Next Century”

*Ilan Stavans, Department of Spanish and Portuguese, Amherst College.*

I want to talk about the total sense of schizophrenia that encapsulates Spanish departments today. By *schizophrenia* I mean dislocation, the feeling, beautifully expressed by Julio Cortázar, of not being quite here, of facing, but not up to, the standard, the challenge of belonging to so fluid a society as ours. Latino studies have erupted, exploded, emerged in the last five, ten years, and are doing so. I foremost to learn the tongue used from the Argentine Pampa to the U.S.-Mexican border, from Madrid to Santo Domingo. Some are fluent in it, others half-fluent, one-fifth fluent, or not fluent at all. A substantial part are non-Hispanics eager to learn who we are.

But no longer can we afford to perceive ourselves solely in that way. Teaching the Spanish language in the United States at the turn of the 20th century is not the same as teaching Russian, German, or Italian. It isn’t even the same as teaching Spanish 20 or 30 years ago. At Amherst College alone, there are more students in Spanish classes than in classes of all other foreign languages. And we are no exception; at institutions like Harvard and Yale, Spanish is by far the most popular language on campus. When we train students in our language, what is it that we tell them? One starts with “¿Cómo te llamas?” but larger, all-encompassing topics soon pop in. Those topics are nothing but a reflection of the Hispanic people–their angst and dreams, their love, friendship, death, and redemption. In the end, it is a map to Hispanic culture, imperfect as it is, that we hand our pupils. They could choose to go to elsewhere to get a similar map: the departments of history, sociology, American studies...But they know that with us they get as close as possible to what William H. Gass calls “the heart of the heart of the matter.”

Are we fully aware of what it means to give them a map? As a graduate of the Spanish department at Columbia University, I hereby testify to the painfully fragmented way we introduce the Hispanic world. The tension that existed in my graduate program between Hispanistas from Spain, the so-called “peninsulares,” and their counterpart, the “latinoamericanistas,” was nothing short of frightening. People with offices across the hallway had legally sued each other and therefore would not sit together at faculty meetings. With few exceptions, the latinoamericanistas were more popular; so the peninsulares felt displaced and unhappy.

That wasn’t really the cause of the tension between the two groups, though. Visitors to Casa Hispánica soon realized that the building was not of this world. Just before you entered the place, you came across scores of Puerto Ricans, Dominicans, and Colombians on the street. They spoke idiosyncratic Spanish, or Spanglish. Indoors, absolutely nothing was ever said about them. The classroom belonged to Lope de Vega and Francisco de Queveda, but not to any Puerto Rican or Dominican author. It was as if one were entering a spaceship programmed to revisit the past but never to explore the present, let alone the future. For instance, the daily affairs of Mexico, my country of birth, had no

The Hispanic world has undergone a profound transformation in the 20th century, on makes its borders almost invisible. It is no easy to separate Spain and Latin America distinct areas of study. Likewise with our own. Where does Mexico end and the States begin? Isn’t Miami the real capital of at least one of them? Like an ostrich, the in Spanish departments have long buried heads in the ground. But the strategy no works. Scores of students are banging at us asking us to present our heritage in a dynamic, even provocative way. The urge today isn’t reality if we are going to allow studies into our classrooms or not. Instead how we should teach the rest of the material: Quixote side by side with *Don Quijote vis-a-vis the Chicano Movement.*

Academics are known to be te dancers—they can hardly keep a tune. And the civilization they study and teach an unbeatable rhythm at its core, the awkwa is all the more apparent. It’s our duty Spanish departments to accelerate, to tune-in step—with the Iberian, Latino, an American communities. It’s about lan what we do, but also about politics, dansine, history....Last night I heard so describe how difficult it is to teach Latinies in Spanish when most of the texts English, or vice versa. But it strikes me a ous that most of the students who come offices use the two languages constantly, ing back and forth from Spanish to Engi why can’t we? Ours is an incredibly contr cavity society: If you come from the lower cl you’re bilingual, you’re penalized. If you’re the upper class and you’re bilingual, yo Rhodes Scholarship. I don’t advocate teac Spanglish, even though I’m proud to s Amherst College is the first institution area to offer special topics courses on not—in Spanglish.

We surely must teach our student Spanish and also remind them wha English ought to be. But we don’t have the two languages into acerbic enemies. We ought to present them as partners.

**Reprint permission from:** *Five Ink*, the magazine of Five Colleges, Inc. (Amherst, Hampshire, Mount Holyoke, Smith Colleges, and the Univers Massachusetts-Amherst). Editor, Carol Designer, Robyn Cutler.
The Honor Roll

University of California-Berkeley
Diversity, Dissent, and Discovery

by Roger Deitz

Chancellor Robert M. Berdahl reports that the history of the University of California-Berkeley "is the story of building a great public university."

"Berkeley has looked to the future since its very beginnings," he says, "when its founders plotted the campus's boundaries along two forks of Strawberry Creek on its journey to the Pacific." And he adds, "the campus is no longer bounded by the streams defined by two intersecting purposes—to excel in all that we undertake and to serve the public trust in all that we do." Certainly institutions can match UC-Berkeley for academic excellence innovation and for growing beyond its original borders in so bold and modern directions. At UC-Berkeley, students can themselves of unique initiatives such as the Undergraduate Resend Apprentice program that brings students in contact with cutting-edge researchers and right into the high-level research itself. At the same time, UC-Berkeley is at the forefront of minority and American issues and education, and even in touch enough to disabled students program to publish a new teaching manual helps UC-Berkeley professors better understand students with disabilities. It's not just administration and faculty who press boundaries. The Greek system of fraternities and sororities is a of the nation in advocating responsible use of alcohol with a student-taught course on alcohol use and abuse. And the university established a substance-free dormitory several years ago.

There are other legacies. This past year marked the 30th anniversary of high-profile, history-making political protests at Berkeley. The campus remains a vital and actively political environment. Regarding a recent hunger strike and protest by students who accused a decline in commitment to the Ethnic Studies Department, Chancellor Berdhal remarked, "It ended as it should have been, talking until deep-seated misunderstandings were overcome. Ensurances for a strong department were clarified. And for the first time in our history, graduate student instructors at Berkeley across the UC system voted to be exclusively represented by a union affiliate of the United Auto Workers."

Bob Dylan wrote back in the '60s protest movement, "The Times They Are a-Changin'" Nowhere is that more evident than on
Honor Roll Facts in Brief

INSTITUTION
University of California-Berkeley

LOCATION
Undergraduate Admissions
309 Sproul Hall
Berkeley, CA 94720
(510) 642-7333

ESTABLISHED
1868

ENROLLMENT
31,130

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$4,046 (California residents)

FACULTY
1,479 total (48 Hispanic)

SEVERAL DEGREE PROGRAMS
Environmental Science, Policy, and Management
Ethnic Studies
Folklore
Latin American Studies
Legal Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
The Chicano/Latino Office of Academic Student Development
Raza Recruitment and Retention Center
Casa Magdelena Mora

INTERNET ADDRESS
www.berkeley.edu

The two schools merged to their mutual advantage. On March 23, 1868, the governor signed into law the Organic Act, which created the University of California. The new university used the former College of California's buildings in Oakland until South Hall and North Hall were completed on the Berkeley site (South Hall is still standing), and in September 1873, the university moved to Berkeley with an enrollment of 191 students.

Robert M. Berdahl, University of California-Berkeley chancellor
Architecture marked the growth of the university when Phoebe Apperson Hearst, one of the university's most generous benefactors, conceived of and financed an international competition for campus architectural plans that she stipulated should be worthy of the great university whose material home they are to provide for. The competition was won by a Parisian, Emile Bernard. The London Spectator wrote, 'On the face of it, this is a grand scheme, reminding one of those famous competitions in Italy in which Brunelleschi and Michaelangelo took part. The conception does honor to the nascent citizenship of the Pacific states...'. John Galen Howard, the supervising architect charged with implementing the Bernard plan, took advantage of his 'permission to spare no expense' and developed a style of architecture that 'reinterpret the grace, dignity, and austerity of classical lines to suit the California environment.' Some of the campus most elegant and stately structures were erected during Howard's tenure, including the Hearst Memorial Mining Building (1902-07), the Hearst Greek Theatre (1903), California Hall (1905), Doe Library (1911-17), the Campanile (1924), Wheeler Hall (1917), Gilman Hall (1917), and Hilgard Hall (1918).

In the 1930s, research on campus burgeoned in nuclear physics, chemistry, and biology, leading to the development of the first cyclotron by Ernest O. Lawrence, the isolation of the human polio virus, and the discovery of all the artificial elements heavier than uranium. Fifteen members of the Berkeley faculty have been awarded Nobel Prizes for these and subsequent discoveries, as well as in literature and economics, as liberal arts kept pace with physical science. In 1966, UC-Berkeley was recognized by the American Council on Education as 'the best balanced distinguished university in the country.' The total number of UC-Berkeley faculty is 3,637. There are 499 Hispanics on the faculty roster—9% tenured and 9 non-tenured.

South Hall and the many other stately structures, the oak trees lining Strawberry Creek, and a famous eucalyptus grove are links to the university's beginnings, a more tranquil time reflecting a rural past that still presents a 'park-like oasis' in an urban setting. Today, students study work, and relax among the neoclassical buildings, wooded glens, and parklands that cover 1,242 scenic acres overlooking San Francisco Bay. The new 12,600-seat Haas Pavilion, with twice the seating of the old Harmon Gymnasium, opened in September. A new 2,000-seat theater to house the Pacific Film Archive has been constructed at the new Hearst Field Annex, just west of Hearst Gymnasium. The theater will remain there until the fate of the 'seismically poor' Berkeley Art Museum is decided. The new annex buildings will also be home to some of the faculty, staff, and students in the College of Environmental Design. Wurster Hall, the current home of the college, is under 'seismic repair.'

With more than 40,000 students, a distinguished faculty, nearly 300 degree programs, and alumni in positions of national and international leadership, UC-Berkeley has become a large and complex institution, offering students a vast range of scholarly endeavor and a great opportunity for personal growth. The total enrollment for fall 1999 was 48,570, with 22,600 undergraduate and 8,530 graduate students. For the second year in a row, fees at UC-Berkeley, and the entire UC system, have gone down. With an increase in state funding for California resident students, fees have declined by nearly eight percent in two years. For example, at UC-Berkeley, fees for all but graduate students in the profession schools are $1,046, including student health insurance the 1999-2000 academic year. Entering first-year students for the 1999 totalled 3,673, including 15 international students. There are 4,230 Hispanics in the undergraduate class—1,821 C and 2,472 Latino. That same group included 207 American Indian, Asian American, and 1,139 African American students.

There is much on this campus is of interest to Hispanics and to studying Hispanic culture and issues. Casa Joaquin Murieda, the independent Xicano/o students cooperative in the country has a fixture on the Berkeley campus for 28 years. Casa offers room, and an academic support program for 42 students in a 22-bed home. Established initially and for the Hispanic and /o students, Casa offers tutorials, academic, financial, and personal counseling, groups, seminars, research and writing assistance, a large conference facility, a library, and study halls. Casa Magdalen Mora is a cross-disciplinary program for 27 Spanish-speaking residents who share in the Chicano/Mexican relations and culture. Laura L. Gomez, a foreign student intending to major in business administration, says, 'Casa is a great place to create friendships and meet others who share our cultural background. I loved walking down the hall and listening to the music in my language. It's a great experience.' Vanessa Peña, a more in English, notes, 'At Casa on campus, I feel part of a community. Meeting and getting to know other Latinos, through meetings, and social events, has allowed me to feel like a part of a community. It feels good to belong to a community with such a population on campus. I'm not just one person, I'm part of a whole.'

Support groups include the Chicano/Latino Office of Academic Student Development and the Raza Recruitment and Retention. There is also the Chicano/Latino Studies Department, the Chicano/Latino Studies Collection, and the Center for Latin American Studies. Available too is an undergraduate group major in Latin American Studies, including a balanced curriculum of the history, society, culture of Latin America for students wanting a broader perspective than is usually available through a department major.
NEW YORK UNIVERSITY
Metropolitan Center for Urban Education
Working with Individuals, School Districts, and Cities

BY
Gary M. Stern

Located in the heart of Greenwich Village and attended by more than 35,000 students, New York University (NYU) has always been one of the city's most influential colleges. While its motto is "a private university in the public service," NYU, unlike the City University of New York (CUNY) colleges, has never garnered a strong reputation for helping the often-troubled New York City public school system. But one of its programs, the Metropolitan Center for Urban Education, founded in 1978 and still directed by Professor LaMar P. Miller of NYU's Department of Education, has spearheaded a move to improve education in public schools in the city and beyond.

Funded by the Department of Education, the N.Y. State Education Department, foundations, and grants, the "Metro Center" has an annual budget of more than $6 million and is staffed by 70 or so full-time staff. It describes its mission as "helping local and state education agencies ensure that all students have equal access to education and can meet high standards of performance and achievement." The Metro Center includes the Equity Assistance Center, which addresses issues of desegregation, sexual harassment, and national origin; the New York Technical Assistance Center (NYTAS), a resource center to improve the performance of poorer school districts; the Teacher
for Urban Education and declared its goals as improving "equity, school improvement, and achievement." Twenty-one years later, the Center's mission remains the same.

In its two-decade history, NYU's Metro Center has been in the forefront of major educational changes across New York State. When a judge ordered Buffalo to desegregate its school system, in which its 60 percent White student population attended separate schools from its 40 percent minority population (mostly African American), the Metro Center worked with late Superintendent Eugene Reveille to integrate Buffalo's schools. In the late '80s, when a judge ordered Yonkers to integrate its school system, the Metro Center again offered expertise in professional development and initiating multicultural programs. Indeed, it introduced Yonkers educational leaders to their Buffalo counterparts, since Buffalo at that time was well on its way to integrating its schools.

One way the Metro Center helped Buffalo make its schools educationally strong and appealing to children of all colors was by establishing magnet schools—27 of them. Part of each school's mandate was to populate the school with one African American student for every one White student to ensure a diverse student population. Innovative school designs such as a science curriculum connected with a natural history museum and a science school associated with a zoo established high standards and attracted diverse students. The Metro Center "met with the superintendent, reviewed plans, made suggestions, and ironed out problems," Miller said.

The Metro Center serves as one of the state's 15 Technical Assistance Centers. State Commissioner Mills established these Technical Assistance Centers to improve standards in poorly performing school districts and to help school districts overcome the state's more demanding math and English testing requirements. "The Metro Center," Miller noted, "provides technical assistance to state educators and school districts to improve student achievement" and provides professional development as well. For example, it is working closely with the New York City chancellor's district, which entails 40 failing schools overseen by the chancellor's staff. In addition, it is offering expertise on expanding technology in Manhattan and has spurred change through organizing two conferences focused on improving technology.

As an Equity Assistance Center, the Metro Center serves as a problem-solver, resource center, and teacher training center in poor school districts for New York, New Jersey, the U.S. Virgin Islands, and Puerto Rico. The Equity Assistance Center helps any school or district that is suffering inequities or needs to reform an educational problem. Funded by Title IV Civil Rights Act, the Equity Assistance Center aims to "work with public school districts to reduce segregation and deal with equity issues of national origins," said Lathith Gray, deputy director of the Metropolitan Center for Urban Education.

Public school districts invite the Equity Assistance Center into a school district to address and rectify an inequity. For example, if a school system is suddenly faced with an influx of Russian or Dominican immigrants, it will turn to the Equity Assistance Center for help in training teachers in the use of effective models for English-language instruction. "We assist schools in identifying alternative assessments, help schools look at biased instructional materials, and train them to use multicultural materials," said Gray. The Equity Assistance Center has helped teachers in Newark and Pleasantville, New Jersey, school districts that faced an influx of immigrant students and wanted help in integrating ESL students into mainstream classes.

Issues of segregation and integration are still in the forefront, but problems dealt with by the Equity Assistance Center have grown even more complex and ambiguous over the years. When the Central Islip (Long Island) school district faced an overrepresentation of Hispanic boys in its special education classes, it turned to the Equity Assistance Center for help in assessing students and working them into the mainstream. The Metro Center's Equity Assistance Center helped that district's Special Education teachers revise its handbook, update its policy, review its procedures, and establish a locally based task force to solve problems.

Historically, school systems were ordered by the Department of Education to desegregate, noted Daniel Shanahan, a project associate at the Metro Center who has a doctorate in ESL from NYU. "Now the mission is to decrease isolation on the basis of race, gender, or national origin," he said. A much more complex and
ambiguous task. In order to foster equity in the school, the Department of Education considers the racial breakdown of specific programs, not just the entire school's racial population. The Equity Assistance Center trains teachers in "awareness building, racial or ethnic awareness building, and looking at their own attitudes," Shanahan said.

The issues tackled by the Equity Assistance Center are increasingly multifaceted. "We deal with sexual harassment, bilingual education, isolation of ESL students, and dealing with a racially hostile environment," noted Shanahan. Increasingly, the Equity Assistance Center tackles issues beyond the racial composition of a school. Just because a school has a diverse population doesn't necessarily mean that Whites, African Americans, and Latinos are integrated in classroom and activities. "We're no longer limited to desegregation," asserted Shanahan.

In addition to the Equity Assistance Center, the Metro Center sponsors the Teacher Opportunity Corps (TOC) funded by New York State. TOC encourages minorities who are already teaching to gain their master's degree in math and science at NYU and become teachers in economically disadvantaged school districts. In addition to their NYU graduate course work, the TOC teacher participates in special seminars aimed at dealing with the specific needs of minority and disadvantaged students. "By the time the NYU teacher graduates, he or she is equipped to teach math or science in grades 7-12 at schools such as Boys and Girls H.S., Martin Luther King High School, and Paul Robeson H.S.," said LaRuth Gray. "We've placed 100 teachers in New York City high schools since 1987 and worked with 200 certified teachers," said Gray.

The Metro Center launched the first Upward Bound program in 1983. The program brings 50 students with disabilities to NYU to prepare them for postsecondary education. Most, but not all, are minorities who qualify by being eligible for the federal free-lunch program. Without the support of this program, many of these disabled students would not have been able to gain confidence and academic skills to attend college. A study of the program revealed that 95 percent of its participants improved their math grade by one grade level.

"The Metro Center has for 20 years been working on the policy level in helping to build equity funding. It also provides technical assistance to public schools. The Metro Center is also involved in several projects such as working with after-school improvement centers in Harlem," noted Thomas James, vice dean for the NYU School of Education. The Metro Center sent 80 teachers to work in New York City's schools, a sign of NYU's commitment to improving education on a classroom level, said Dean James. "We don't have high walls around NYU," noted Dean James. "We're part of the City, not an Ivory Tower," he said. He suggested that the Metro Center's commitment to helping impoverished students underscores the NYU School of Education's commitment to public education.

Why has the Metro Center been successful in helping solve educational problems in poor or troubled school districts? Miller replied that "We do things with people, not for people. From the beginning, we were a center that works coopera-

The Metro Center's Upward Bound program, founded in 1983, brings 50 students with disabilities to NYU to prepare them for postsecondary education.
Large Surge in Latinos Taking Test

DESPITE A 62 PERCENT INCREASE SINCE 1990 IN THE NUMBER OF HISPANIC STUDENTS TAKING THE COLLEGE-BOUND ACT EXAM, LATINOS STILL BARELY COMPRISE FIVE PERCENT OF ALL ACT TEST-TAKERS, SAID KELLEY HAYDEN, A SPOKESPERSON FOR THE ACT NATIONAL OFFICE IN IOWA CITY, IOWA.

"THE NUMBERS ARE POSITIVE—BUT NOT POSITIVE ENOUGH," SAID HAYDEN OF THE INCREASE AMONG LATINO TEST-TAKERS, THE LARGEST INCREASE OF ANY GROUP. THE PERCENTAGE OF LATINO STUDENTS TAKING THE ACT HAS GROWN MORE THAN TWICE THAT OF THE TOTAL ACT-TESTED POPULATION. "THE INCREASE HAS OCCURRED LARGELY BECAUSE MORE LATINO STUDENTS ARE BEING ENCOURAGED TO APPLY TO COLLEGE, TO THINK OF THEMSELVES AS GOING TO COLLEGE, AND TO GO TO COLLEGE."

THE ACT TEST, ADMINISTERED SINCE 1959, MEASURES SKILLS IN READING, ENGLISH, MATH, AND SCIENCES. THE TEST IS MORE CURRICULUM-BASED THAN THE SAT, WHICH MEASURES MORE ABSTRACT REASONING IN ENGLISH AND MATH.

THE TOTAL ACT-TESTED POPULATION GREW 25 PERCENT DURING THE SAME PERIOD. A RECORD 1,015,053 STUDENTS TOOK THE TEST THIS YEAR. OF THOSE, 53,330 WERE HISPANIC, UP 2.3 PERCENT FROM LAST YEAR. THE SCORES OF HISPANIC STUDENTS HAVE REMAINED RELATIVELY CONSTANT, WHICH HEARTENED ACT OFFICIALS.

"USUALLY WHEN YOU HAVE INCREASES IN THE NUMBER OF STUDENTS TAKING A TEST, THE SCORES GO DOWN BECAUSE YOU ARE GOING INTO A LESS PREPARED POPULATION," SAID HAYDEN.

AUGUSTINE GALLEGO, AN ACT BOARD MEMBER AND CHANCELLOR OF THE SAN DIEGO COMMUNITY COLLEGE DISTRICT, SAID THERE IS A CORRELATION BETWEEN FAMILY INCOME AND STUDENT TEST SCORES.

"ARE THESE TESTING INSTRUMENTS ESSENTIAL?" GALLEG0 ASKED. "I THINK SO, BUT WE MUST USE OTHER IMPORTANT MEASURES FOR ADMISSIONS—WHERE THE STUDENTS ATTENDED HIGH SCHOOL, WHAT KIND OF INVOLVEMENT THEY HAD IN THEIR COMMUNITY, WHERE THEY LIVED, WHAT THEIR GRADES WERE, THE COURSE PATTERN THEY TOOK, AND OTHERS.

"THESE ATTRIBUTES SHOW PERSISTENCE AND ABILITY—THAT THESE STUDENTS HAVE BEEN ABLE TO SUCCEED DESPITE DIFFICULT OBSTACLES THEY HAVE HAD TO OVERCOME. THEY ARE SURVIVORS. TO RELY ON NUMERIC MEASURES KEEPS A LARGE NUMBER OF TALENTED STUDENTS FROM ATTENDING HIGHER EDUCATION INSTITUTIONS THAT HAVE THE REPUTATION OF BEING PRESTIGIOUS."


THE NUMBER OF LATINOS TAKING THE SAT JUMPED BY 77 PERCENT OVER THE DECADE, AND THE NUMBER OF MEXICAN AMERICANS INCREASED BY 71 PERCENT.

Dr. Max Castillo, president of the University of Houston-Downtown, said that these tests need to be seen as more of a "rite of passage" in the Latino community and that one way to assure that that occurs is by finding a way to provide the tests free of charge to low-income minorities. He said that he and several college presidents have been exploring how to make that idea a reality. Castillo said the state of Texas has taken the idea one step further by allocating $100 million to guarantee college scholarships to low-income students who take college prep courses in high school and requiring the high schools throughout the state to offer those courses.

"AS LONG AS THOSE TESTS ARE USED BY UNIVERSITIES FOR ADMISSIONS, WE SHOULD BE ABLE TO UNDERWRITE THAT," SAID CASTILLO.

THE COLLEGE BOARD LISTS LATINOS, MEXICAN AMERICANS, AND PUERTO RICANS IN SEPARATE CATEGORIES. ACT MAINTAINS THE SAME CATEGORIES, BUT HAYDEN SAID THAT THE ORGANIZATION IS REVIEWING WHETHER HISPANICS SHOULD BE DIVIDED INTO THOSE CATEGORIES BECAUSE THERE HAS BEEN CONFUSION OVER HOW PEOPLE SHOULD IDENTIFY THEMSELVES; ALSO, THE ORGANIZATION HAS NOT BEEN ABLE TO CONSISTENTLY TRACK HISPANIC PROGRESS BECAUSE ONLY TWO CATEGORIES—MEXICAN AMERICAN AND CUBAN/PUERTO RICAN—WERE USED IN THE '80S AND EARLY '90S.

"SOME PEOPLE WANT TO BE CATEGORIZED ONE WAY, AND OTHERS WANT TO BE CATEGORIZED ANOTHER WAY," SAID HAYDEN.

HISPANIC STUDENTS RECORD SIGHT INCREASES ON THE 1998-1999 ACT EXAM IN EVERY CATEGORY EXCEPT ENGLISH. ON AVERAGE, LATINOS SCORED 18.9 OF A POSSIBLE 36, COMPARED TO 17.1 FOR BLACKS AND 21.7 FOR BOTH WHITES AND ASIAN AMERICANS. HAYDEN SAID SCORES FOR LATINOS SHOULD INCREASE OVER TIME AS MORE AND MORE STUDENTS ARE BETTER PREPARED FOR THE TEST.

DR. PIEDAD ROBERTSON, PRESIDENT OF SANTA MONICA COLLEGE, AN HISPANIC-SERVING INSTITUTION IN CALIFORNIA, SAID MORE EFFORT IS NEEDED TO MAKE SURE THAT STUDENTS ARE CHALLENGED IN K-12. SHE SAID SHE UNDERSTANDS THAT MANY K-12 SCHOOLS DO
National Average ACT Scores, 1990-1999, for Hispanic Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>NA</td>
<td>18.1</td>
<td>18.0</td>
<td>18.0</td>
<td>17.8</td>
<td>17.7</td>
<td>17.9</td>
<td>18.0</td>
<td>17.9</td>
<td>17.9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>NA</td>
<td>18.6</td>
<td>18.7</td>
<td>18.7</td>
<td>18.6</td>
<td>18.7</td>
<td>18.7</td>
<td>19.0</td>
<td>19.0</td>
<td>19.0</td>
</tr>
<tr>
<td>Reading</td>
<td>NA</td>
<td>18.9</td>
<td>18.8</td>
<td>18.8</td>
<td>18.9</td>
<td>18.9</td>
<td>19.1</td>
<td>19.0</td>
<td>19.1</td>
<td>19.1</td>
</tr>
<tr>
<td>Science</td>
<td>NA</td>
<td>18.8</td>
<td>18.8</td>
<td>19.0</td>
<td>19.0</td>
<td>19.1</td>
<td>19.1</td>
<td>19.1</td>
<td>19.1</td>
<td>19.1</td>
</tr>
<tr>
<td>Composite</td>
<td>18.6</td>
<td>18.7</td>
<td>18.7</td>
<td>18.8</td>
<td>18.7</td>
<td>18.8</td>
<td>18.9</td>
<td>18.9</td>
<td>18.9</td>
<td>18.9</td>
</tr>
</tbody>
</table>

The number of ACT-tested students identifying themselves as Hispanic has increased steadily in the '90s. This population has, in fact, grown much more since 1990 – by 62% – than the total ACT-tested population, which has increased by 25% in that time. The addition of the phrase (non-Hispanic) to both the Caucasian American/White and African-American/Black identifiers beginning with the 1997-98 school year may have contributed to the increases in Hispanics for 1998 and 1999, but we have no way of measuring that.

ACT Test Scores, 1998 & 1999, by Ethnic/Racial Background & for Total Group

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>2,263</td>
<td>7.3%</td>
<td>20.5</td>
<td>20.5</td>
<td>23.4</td>
<td>23.1</td>
<td>21.3</td>
<td>21.2</td>
<td>21.6</td>
<td>21.3</td>
<td>21.8</td>
</tr>
<tr>
<td>Black</td>
<td>3,395</td>
<td>3.4%</td>
<td>16.4</td>
<td>16.4</td>
<td>16.9</td>
<td>16.9</td>
<td>17.2</td>
<td>17.1</td>
<td>17.3</td>
<td>17.3</td>
<td>17.1</td>
</tr>
<tr>
<td>Caucasian</td>
<td>24,525</td>
<td>3.5%</td>
<td>21.2</td>
<td>21.3</td>
<td>21.4</td>
<td>21.3</td>
<td>22.1</td>
<td>22.1</td>
<td>21.8</td>
<td>21.7</td>
<td>21.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,213</td>
<td>2.3%</td>
<td>17.9</td>
<td>17.9</td>
<td>19.0</td>
<td>19.0</td>
<td>19.1</td>
<td>19.1</td>
<td>19.1</td>
<td>19.1</td>
<td>18.9</td>
</tr>
<tr>
<td>Multiracial</td>
<td>32</td>
<td>0.2%</td>
<td>20.6</td>
<td>20.7</td>
<td>20.7</td>
<td>20.5</td>
<td>22.1</td>
<td>21.9</td>
<td>21.2</td>
<td>21.0</td>
<td>21.3</td>
</tr>
<tr>
<td>Native Am.</td>
<td>(302)</td>
<td>(2.7%)</td>
<td>18.1</td>
<td>18.1</td>
<td>18.6</td>
<td>18.5</td>
<td>19.4</td>
<td>19.3</td>
<td>19.4</td>
<td>19.3</td>
<td>19.0</td>
</tr>
<tr>
<td>All Grads</td>
<td>24,014</td>
<td>2.4%</td>
<td>20.4</td>
<td>20.5</td>
<td>20.8</td>
<td>20.7</td>
<td>21.4</td>
<td>21.4</td>
<td>21.7</td>
<td>21.0</td>
<td>21.0</td>
</tr>
</tbody>
</table>

*Increase or (decrease) from 1998 to 1999 in number tested.

Top 5 Career Choices of ACT-Tested Hispanic Students, 1991-99

<table>
<thead>
<tr>
<th>1st Choice Vocation</th>
<th>1991</th>
<th>1993</th>
<th>1995</th>
<th>1997</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>12</td>
<td>20</td>
<td>14</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Business &amp; Mgmt</td>
<td>16</td>
<td>17</td>
<td>14</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>7</td>
<td>14</td>
<td>6</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Education</td>
<td>6</td>
<td>11</td>
<td>5</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Engineering</td>
<td>14</td>
<td>3</td>
<td>15</td>
<td>4</td>
<td>14</td>
</tr>
</tbody>
</table>
not have the funds to do the job by themselves but that many community colleges like hers are stepping in to assist in whatever ways possible.

"The test is nothing more than a confirmation of what has happened before," she said. "We need to ask ourselves what the level of expectation in K-12 is. If we don't teach them there, then how can we expect them to pass a test?"

Students taking core and non-core classes who identified themselves as Puerto Rican/Cuban/Other Hispanic fared slightly better than did Mexican American/Chicano students—196 vs. 186. The results do not include test-takers in Puerto Rico.

In general, ACT officials were pleased with the results among Latino students and students in general. Richard L. Ferguson, president of ACT Inc., said there have been 10 consecutive years of either stable or increased ACT scores among all students, which is unprecedented.

"This is the first time the ACT score at the end of a decade has been noticeably higher than it was at the beginning," Ferguson said. "Over the 1960s, the national score decreased nearly one full point, and in the '70s it fell another 1.3 points. At the end of the '80s, the score was one-tenth of a point above where it was when the decade began. In the '90s, however, we've experienced a significant gain of almost half a point."

ACT researchers found that students who take college prep courses have higher ACT scores than those in non-college-prep courses.

"ACT research indicates that students who prepare academically by taking a core high school program consistently score higher on the ACT assessment than those who do not," said an ACT brochure. "These same students also earn better grades in college. These facts underscore the value of a strong basic program of study in high school."

ACT defines college prep, or core, courses as:

- four or more years of English
- three or more years of mathematics (including algebra, trigonometry, and calculus)
- three or more years of natural sciences (including biology, chemistry, and physics)
- three or more years of social sciences (including history, psychology, economics, geography, and government).

"We've seen a significant increase in students' preparation for college in the last decade," Ferguson said. "In 1989, less than half of the graduates—46 percent—reported taking a core curriculum. This year, 63 percent reported having done so on the basis of their performance on the four ACT tests, members of the class of 1999 appear to be best prepared to succeed in their [first-year] college English and social studies courses."

Among Hispanics, Mexican Americans in core classes scored 196 compared to 174 for those in non-core classes. Puerto Rican, Cuban, and other Latino students in core classes received a 207 score while those non-core students scored 179.

Among Hispanics, Mexican Americans in core classes scored 196 compared to 174 for those in non-core classes. Puerto Rican, Cuban, and other Latino students in core classes received a 207 score while those non-core students scored 179.

"Scores of 1 to 15 indicate that students are likely to need additional pre-college classes or on-campus developmental assistance if they're to succeed in standard [first-year student] courses," Ferguson said. "Even scores of 16 to 19, depending on the subject area, indicate only minimal readiness. Many colleges will expect higher levels of performance from their entering students."

Many educators have expressed concern that Latino students are increasingly attending schools where minorities are the majority population. Those schools, says educators, tend not to offer as many college prep classes as schools where Whites are the majority, making it difficult for minority students to compete for top colleges nationwide. The American Civil Liberties Union has filed a class-action suit against California Education Department on behalf of four Los Angeles high school students, says that the school the students attend, which is 97 percent minority, offers only three higher-level courses compared to 14 at Beverly Hills High with eight percent students of color.

Still, ACT researchers are heartened by the news of more test-takers and the test results. They say the recent performance is especially significant in light of increasing numbers of college-bound female and minority students. In 1989, 54 percent of ACT-tested students were female, and 17 percent were minorities. Today those percentages are 57 and 24.

"This combination of trends—more students preparing for college while achieving higher entrance exam scores—should be welcomed by those concerned about American education, especially as it pertains to college readiness," said Ferguson.

The SAT has experienced similar increases in the number of test-takers. The scores too have been affected by the surge, with mixed results. During the past decade, average scores rose for all racial and ethnic groups except Latinos and Mexican Americans.

Since 1989, the average combined math and verbal score fell by 12 points to 999 for Mexican Americans and by five points to 927 for Latinos. Yet Puerto Rican students increased their average combined score by 28 points to 903, even as 23 percent more took the test.

Over the decade, the combined score rose by 10 points to 1016 for all SAT-takers. There was a gain of nine points on the math section and a single point on the verbal section. Last year's national score stayed about the same as the previous year's. The average verbal score remained at 505, and the math average dipped one point to 511.
Remedial Education at the Crossroads

By Marilyn Gilroy

Community College of Denver Hosts Nationwide Conference

One of the most intense debates in academia during the last few years has revolved around the question of remedial education. What should colleges and universities do about the thousands of students who enter their doors with reading, writing, and mathematical skills that are, on the average, hovering at the 9th grade level?

Until the mid-1990s, most institutions answered this challenge by dramatically expanding their remedial or developmental educational departments. In the last 10 years, college English and math departments across the country have hired scores of faculty members to teach low-level skills courses, most of which did not carry college credit but were required before students could legitimately begin college-level work.

This was not just a temporary solution. The problem of underprepared students did not go away; in fact, it got worse. One writer described the proportion of high school graduates who now require remedial courses when they enter college as growing from a trickle to an "avalanche" threatening to bury public higher education systems such as California and New York with huge costs.

And so the inevitable debate about the merits of developmental education began to surface and swirl around those higher education systems such as the City University of New York (CUNY) that were especially hard hit with large numbers of underprepared students.

New York politicians and CUNY trustees led the charge against remedial education and began to ask: have colleges erred and, in essence, lowered their academic standards to accommodate these students? Shouldn't college be for those who can do college-level work? Indeed. NYC Mayor Rudolph Giuliani proposed removing remedial work altogether from the CUNY system.

Meanwhile, states such as Georgia, Florida, Missouri, and South Carolina have started to abolish or limit remedial programs, especially among four-year colleges and universities.

Increasing numbers of policymakers are promoting the theory that more stringent high school graduation requirements and more demanding college entrance requirements will eliminate the need for remediation at the college level.

At a recent national conference on developmental education hosted by the Community College of Denver, experts converged to discuss these very trends and issues. Conference organizers brought in leaders from around the country to examine the changes in where and how developmental education is being delivered and to hear ideas to meet the challenges of the 21st century.

Conference coordinator Orlando Griego, Emeritus at the Community College of Denver, said the more than 300 participants heard presentations on some of the best:

"Our presenters were top-notch faculty and staff who share a commitment to students in a learning college milieu," said Griego. "Individuals know how to customize assignments to meet new ideas, and they helped make program successful."

CCD was a logical conference site and currently provides one-third of all instruction in Colorado public higher education and has been cited as a model program in several national publications. The college's most diverse higher education institution with a student enrollment that is 54 minority, 61 percent women, and nine persons with disabilities.

In some ways CCD's remedial education program parallels those of many other institutions. Prior to enrolling, students are tested basic academic skills and, according to scores, are placed in appropriate classes. Placement is not mandatory, but students may choose not to enroll in developmental classes.

However, CCD takes this standard developmental education and adds a multifaceted approach, using what it terms a "learner-centered" method of instruction, which officially says has an "enjoyable" approach, focusing on the individual needs of the student. This is accomplished by having student-directed in-class work and requiring students to spend one hour per week in the A Support Center lab. The center is open...
through Saturday, 72 hours per week, and offers students access to faculty, tutors, and technology in the following areas of specialization:

- English as a Second Language—assistance with pronunciation, conversation, grammar, reading, and subject areas
- General Equivalency Diploma—help in passing the Colorado High School Equivalency test
- Reading Study Skills—teaches reading, note-taking, organizational skills, and test-taking techniques
- Math—computerized and personal assistance in math skills and the opportunity to join study groups
- Writing—online writing and instruction on all types of writing at every level
- Special Learning support—tutoring for students with learning disabilities and other unique learning needs
- Student support services—a federally funded program that supports advising and career counseling for low-income students

On average, the Academic Support Center serves 6,000 to 7,000 students during the fall semester. CCD measures the success of these students annually using performance data based on course completion rates, retention rates, and, most importantly, numbers of students who go on to complete their first semester and ultimately continue as degree-seeking students.

According to reports issued by CCD, studies over a five-year period revealed that students using the Academic Support Center had an 82 percent semester success rate, measured by an overall GPA of 2.0 or higher. Even more impressive are statistics that show both White and minority remedial students had significantly higher fall-to-fall retention rates than did non-remedial students in these same categories.

Dr. Byron N. McClennen, president of the Community College of Denver, has written extensively about the CCD program and the need to continue remedial studies in higher education.

*Dr. Byron N. McClennen, president of the Community College of Denver, has written extensively about the CCD program and the need to continue remedial studies in higher education.*

"we must continue to support programs in basic skills as the foundation from which students can advance into college courses and succeed."

But while McClennen's views were echoed throughout the conference and CCD's developmental education program was offered as a beacon of success, there was also a warning note sounded by keynote speaker John Rouche, director of the Community College Leadership program at the University of Texas at Austin. Rouche and his wife, Suann, director of the National Institute of Staff and Organizational Development, have spent the last few years examining the issue of remedial education.

The Rouche's findings have been published in a new report commissioned by the American Association of Community Colleges entitled High Stakes, High Performance: Making Remedial Education Work.

Essentially, the authors warn that "if colleges don't begin to get serious about ensuring high levels of success rates with remedial education, then they will probably find that the job contracted out to other providers." According to the Rouche, community colleges often tout how well they have done in expanding remedial services but have spent little time developing a coherent strategy that addresses the ongoing problems of a "faltering public education system, changing demographics, and burgeoning technologies."

In addition to doing a better job of tracing student success and adopting a performance-based and "results achieved" approach, the Rouche suggest that colleges need to learn from model programs around the country. Some of the recommendations suggest that colleges should:

- Expand collaborative efforts with the public schools. This includes creating a plan for improving student performance from elementary to high school students in order to help them achieve readiness for college.
- Provide a holistic approach to programs for at-risk students. Successful college remedial programs include peer and faculty members as well as support groups. They also supplement classroom work with skill practice and supplemental instruction.
- Employ more collaborative efforts to learn from each other. The Rouche noted that colleges are not reaching out to learn from the success of other institutions, even ones that are nearby.
- Evaluate student and programs outcomes regularly and disseminate the findings. The authors point out that under new federal guidelines taking effect after March 2000, colleges will have to change how they measure and describe their performance or they will risk losing federal funding.

Other recommendations that are based on the characteristics of successful remediation programs include: requiring orientation, abolishing late registration since students who start late are far less likely to finish the semester, and requiring working students to take fewer credit hours.

John Rouche feels passionate about the subject of developmental education and has been presenting his findings at conferences throughout the country during the last few months. He said in a recent interview, "With all that community colleges know today, we should be doing a lot better. We have been providing remedial education for 30 years, and if we don't get serious about it soon, we won't be doing it."
Grand Valley Professor Brings Latin American Literature to Life

By Tim Penning

Alvarez has focused his literature classes on the 1970s and '80s in Guatemala because the U.S. was deeply involved in Guatemala during those years and because those decades generated a groundswell of literary writing in that country.

David Alvarez, an assistant professor of English at Grand Valley State University, found himself struggling to help his students thoroughly understand the Central American subjects of the books he teaches in his course on Central American literature. So he decided to bring a few of them to class.

Alvarez went to Guatemala this past June to interview Guatemalan writers and common citizens. Alvarez traveled with independent video producer Jeff Smith, who is also the director of the Grand Rapids Institute for Information Democracy and works in the city's Community Media Center. Together they videotaped interviews for Alvarez to use in his literature classes to give his mostly White, North American students a reality-based image of the Central American people, places, events, and ideas that they discuss in class based on various works of fiction.

"All literature I teach I do contextually, explaining to students the history and economic and political situations that are described in a story or book," says Alvarez, a native of Gibraltar who is fluent in both English and Spanish. "Latin American literature cries out to be contextualized because of the students' lack of knowledge about that region of the world. Plus, all Latin American countries are going through some form of crisis right now, and writers, sensitive souls that they are, are preoccupied with those conflicts and write about them. We all need to understand that."

Ever the teacher, Alvarez is quick to give an example. He describes the civil war in Guatemala from 1954 to 1996, a war that left deep scars in that country's society. It's a situation that is frequently mentioned in works of literature he teaches in his classes.

For that reason, among the interviews he taped when he went to Guatemala in June was with a representative of the Archdiocese of his students, who feel so remote from the fictitious characters, sitting in their classroom thousands of miles from the scene that is described in their reading assignment, can grasp the story better.

Another interview was with a Mayan woman, a citizen who is no connected with the church, the military, or the government. The woman speaks of her efforts to locate family members who had been missing since the war, and the death threats she received for simply trying to learn the truth about her loved ones. Alvarez says that it's a story somewhat typical of the harsh reality for people living in Guatemala—but something the North American media rarely mention. In fact, says Alvarez, literature is the best way for the typical North American college student to read..."
about this situation in Guatemala and others in Central America.

"There's a palpable climate of fear in Guatemala, even though the war there is over," says Alvarez, who says that his recent trip was a learning experience for him even though he has taught the subject for several years. "In the states, we just don't understand this. It will be good for students to hear about all of this directly from the people who live there."

Alvarez adds that the videotape will help students see as well as hear these real people. He mentions that the Mayan woman he interviewed is a vivid and visible example of a typical character in many books by Central American authors, including the acclaimed and controversial autobiography of Rigoberta Menchú, a Mayan author who describes in detail the Mayan clothing, customs, and more. Menchú has been criticized for fabricating parts of her own history, but Alvarez says her description of Mayan life is accurate. He included this book in the syllabus for his class last semester.

Funding for the trip came in part from the Faculty Teaching and Learning Center at GVSU, a three-year-old office on Grand Valley's campus that provides training and encouragement, often in the form of grants, to help faculty members improve their teaching. GVSU's primary mission is teaching, as opposed to research, and thus the proposal by Alvarez was deemed appropriate.

"I hope to find out whether writers are still preoccupied by the events of the 1970s and '80s and their aftermath or whether they have turned their attention to new themes," he wrote in his grant proposal. "I believe my trip to Guatemala will enhance my teaching by lending my account of life in that vibrant yet troubled nation something of the authority of lived experience. I see my teaching and my presentations as contributing directly to the university's mission of internationalizing the curriculum."

Alvarez, who also teaches in GVSU's Latin American Studies program, has focused his classes on the 1970s and '80s in Guatemala because the United States was deeply involved in Guatemala during those years and because those decades generated a groundswell of literary writing in that country.

"Studying this chapter of Guatemalan history from the perspective of its literary commentators allows North American students to acquire a more nuanced sense of how the U.S. has been perceived abroad," he says.

Alvarez is most pleased with a one-hour interview he conducted with Adolfo Mendez Vides, a 44-year-old considered to be the best Central American writer in his generation. While not well known in the United States, Vides has just had a novel published by a major Mexican-Spanish publisher. Alvarez says Vides is hoping his novel will be translated into English, which would make it available to the vast North American market. If that happens, Alvarez will have a treasure on his hands with the videotaped interview with Vides before he gains large-scale popularity on the level of prize-winning author Gabriel Garcia Marquez of Colombia. For now, Alvarez will show the videotaped interview in class as they read one of Vides' works.

Alvarez had hoped to interview other prominent writers while in Guatemala as well, including Humberto Ak'abal, a bilingual Mayan poet; Marco Antonio Flores, journalist and novelist; and Ana Maria Rodas, a prize-winning feminist poet and journalist. But he was only able to catch up to Vides in the two weeks he was in the country. So for the remainder of his time he pursued his second objective which was to interview the more common members of society. In addition to the Mayan woman, he interviewed land rights activists, human rights workers, relatives of the disappeared, students, artists, workers, feminists, ecologists, and many other representatives of current Guatemalan society.

"Our overriding purpose is undertaking this trip was to discover whether social, economic, and political conditions have changed in Guatemala since leftist guerilla; and the state signed peace accord three years ago, thereby putting an end to four decades of armed conflict," Alvarez explains. "In addition given the United States' role in stifling Guatemala's fledgling democracy in 1954, and also given President Clinton's recent apology to the Guatemalan people for the nature of U.S. involvement in their country, we asked the Guatemalans to tell us what positive actions they thought the U.S. could now take to help consolidate peace there."

Alvarez and Smith have both had professional interests in Guatemala for a long time and have worked with Guatemalan refugees in the United States, helping them gain legal status and social services. While living in Austin, Texas, in the early 1990s, Alvarez worked as a bilingual translator for the Central American Resource Center, a non-profit clearinghouse for information related to the region. He developed a series of programs intending to help refugees orient themselves to life in the United States. Smith has served as an election observer, testi
fied as an expert witness for political asylum cases, and made documentaries on the status of women in Guatemala and human rights violations by the military.

With about 3,000 Guatemalan refugees in west Michigan alone, Alvarez and Smith are taking the videos outside of Alvarez’ classroom and sharing them with the broader west Michigan community. They plan to make presentations in the Community Media Center, on public access television, and at area churches and other colleges. They began this outreach into the community in October, with a presentation to a group of area Hispanic residents at Heartside Ministries, an inner-city organization in Grand Rapids.

"The local Central American population, Guatemalan and otherwise, will really appreciate these interviews," Alvarez says. "In Central America, writers play a social role that they don't have. They are looked at for advice and considered to be politicians."

As they begin sharing the information with classes and other community groups, Alvarez and Smith point out three common themes that emerged from their various interviews. First, for instance, Guatemalans they interviewed pointed out that the government still represses dissent with violence, even though political conditions are more open. Also, those responsible for past repression are not having a good time. A second common theme in the interviews is that the conditions that gave rise to the 40 years of war have not changed, especially the extreme concentration of wealth in just a few members of the population and the corresponding poverty of the majority of Guatemalans. Finally, Alvarez says the interviews suggest that the U.S. government can play a positive role in Guatemala's reconstruction by making classified documents dealing with the repression available to human rights organizations. Alvarez adds that the U.S. should offer economic aid to counter effects of years of warfare, such as underdevelopment. It pains Alvarez that the situations described by the people he interviewed persist and that they still go mostly unreported and unnoticed by the North American media. Alvarez keeps up on the news by reading Guatemalan papers on the internet. In mid-October, he noticed that the front-page news in the daily newspapers of Guatemala carried a story about a judge fleeing the country because of death threats against him and his family. The judge had been in charge of the investigation into the murder of Catholic Bishop Juan Gerardi. Alvarez had interviewed another member of the church about the bishop's murder during his recent trip.

"Today's news confirms what all the organizations we spoke with emphasized, that repression has not ceased but has become more selective," Alvarez says. "But it adds that the spirit of simple resistance is still very strong and hopeful.

"Despite Guatemala's history of violence and exploitation of the mood among the Guatemalans we spoke with was resilient and optimistic," he points out. "Look to internationals for solidarity with their sacrifices to create a Guatemala and the world better for the next 50 years."

In the end, that might be the best lesson for Alvarez' students—and anyone else watching his videos.

Tim Penning is a new information services manager, Grand Valley State University.
Taking Good Care of TRIO
Council for Opportunity in Education Ever Alert

Mounting loan debt for low-income students, the shortage of male students on college campuses, assuring equal opportunity in a post-Hopwood era, and the relationship between TRIO and the newly authorized GEAR UP program were among the issues addressed at the 18th annual conference of the Council for Opportunity in Education, which drew more than 1,600 educators, policymakers, corporate leaders and students to San Antonio in September.

The Council, a nonprofit organization, works with the more than 1,200 colleges, universities, and 160 community agencies that host TRIO programs—Talent Search; Upward Bound, Upward Bound Math and Science, Veterans Upward Bound; Student Support Services; Educational Opportunity Centers; and the Ronald E. McNair Post-Baccalaureate Achievement Program.

Two-thirds of the 780,000 students who participate in TRIO programs each year come from families of four with annual incomes of less than $24,000. Sixteen percent of TRIO students are Hispanic. 39 percent are White, 36 percent are Black, five percent are Native American, and four percent are Asian. More than 16,000 TRIO students have disabilities.

The council conference agenda included time for honoring high-achieving TRIO alumni, including Virginia Martinez Victorin, who emerged from a gang-riddled Los Angeles neighborhood to graduate from the University of California-Los Angeles.

Victorin now directs education and arts and humanities grant programs as a senior program officer at the ARCO Foundation, the philanthropic arm of the nation’s fifth largest oil company. In 1998, the foundation awarded $13.8 million in grants.

Victorin credits the UCLA Upward Bound program with recognizing her potential, which was masked, she said, in a tough veneer.

"TRIO staff challenged my thinking and raised my expectations," she said. "Before Upward Bound, I would have been happy as a cashier, like my mom, or becoming a hairdresser. With me, the TRIO counselors had a big job on their hands. I did not make it easy." But the counselors, she said, recognized the promise and drive despite a "real sense of nonconformity that would have made most counselors turn away."

Also honored with TRIO Achievers Awards were seven members of the Cervantes family, whose humble beginnings gave way to stellar careers in law, education, community service, and corporate America.

The seven brothers and sisters—Guadalupe, Jose, Juan, Manuel, Raquel, Ricardo, and Ramona—credit their parents and the federally sponsored TRIO Programs with opening doors of education and opportunity to them.

The nationally recognized TRIO Programs provide low-income, first-generation college students and students with disabilities the services they need to enter and succeed in college.


"As a result of the TRIO Programs, my education opened doors of opportunities that were previously only a dream," said Jean A. Cervantes, who manages multicultural sales for The St. Paul Companies in St. Paul, Minn., who earned his undergraduate degree in psychology in 1994, is also completing an executive master's degree in business administration from the University of St. Thomas.

His sister, Raquel Cervantes Bethke, was destined for a secretarial career when Marcus Bell, a Upward Bound Program counselor convinced her that she could succeed in college. Cervantes-Bethke graduated in 1970 with a double major in Spanish and sociology.

Today she is an elementary school social worker in St. Paul.

"My parents came to the United States from Mexico with little in terms of personal wealth—my mother did other people's laundry and sold hand-made tortillas and hand-sewn crafts to make ends meet, and my father worked from dawn until dusk in the fields of this country," recalls Manuel Cervantes. The Upward Bound graduate was appointed in 1986 judge to the Minnesota Workers' Compensation Court of Appeals, making him the only third Hispanic judge in the state of Minnesota.

"I consider the support that TRIO provides a catalyst to my success," he says.
Like several of her brothers and sisters, Guadalupe Cervantes-Ortega credits the guiding force of Macalester College TRIO counselor Max Van Riebena with much of her college success. Cervantes-Ortega teaches elementary school in St. Paul.

Ricardo X. Cervantes, an assistant supervisor for housing inspections in Minneapolis, says he has been able to use his college education to "participate in work to improve conditions of so many people and to give back to the community some of what I have gained."

For Ramona C. Garcia, Macalester's TRIO Programs and her degrees in sociology and Spanish served as a bridge to her community and to a successful career as an educator in Edinburg, Texas.

Jose Cervantes, last of the seven brothers and sisters to participate in TRIO, says that the counselors there "took a personal interest in me, as they had known all of my brothers and sisters before me." He graduated in 1974 with a degree in sociology, went on to earn an M.A. in public administration from Hamline University, and today is director of the Minneapolis City Hall/Hennepin County Court House in Minneapolis.

Terry Miller, doctoral candidate in politics at Brandeis University in Waltham, Mass., also received an award. She is currently teaching at Wesley College.

Since its founding in 1981, the Washington, D.C.-based Council for Opportunity in Education has been dedicated to expanding the inclusion of the disadvantaged—throughout the U.S., the Caribbean, and the Pacific Islands.

Last year marked the 35th anniversary of the Higher Education Act—a sweeping piece of social legislation driven by the demands and aspirations of the civil rights movement and by President Lyndon Johnson's conviction that education is one of the most efficient approaches to providing opportunity for America's poor.

1990 also marked the 30th anniversary of TRIO, which got its start with the Economic Opportunity Act of 1964, an act that authorized 18 pilot Upward Bound programs. Next came Talent Search, part of the 1965 HEA. These programs, like Head Start, were part of a vision of a "Great Society" that included all Americans.

In 1968, the term "TRIO" was coined to encompass the three initial programs—Upward Bound, Talent Search, and the newly authorized Student Support Services. Four years later, largely through the strong support of Senator Jacob Javits of New York, an amended HEA authorized a fourth TRIO program, Educational Opportunity Centers, which primarily serve displaced or underemployed workers. A fifth TRIO program, the Ronald E. McNair Post-Baccalaureate Achievement Program, was authorized in 1986.

Another significant step was taken in 1972 when Mr. Walter O. Mason organized the first regional association of TRIO personnel—the Southwest Association of Student Assistance Programs. Initial interests were professional development, evaluation, and research. By 1977, there were nine regional TRIO associations, and there was a TRIO appropriation that had been fixed at $703 million for long enough to suggest that Congress and the Executive Branch had decided to phase out TRIO, which until that time had no effective advocates to speak for its continuation. This would soon change, as the fledgling regional associations began to be involved in policy for the first time.

By the time of the 1976 reauthorization, TRIO associations had mobilized enough support to begin to affect policy decisions. It was not an easy task, because the TRIO community came into the debate late and poorly informed. But Congresswoman Shirley Chisholm of New York was a powerful ally, and with her help, the community was able to raise a $100 million authorization to $300 million.

Equally significant, a training component in TRIO extended professional development opportunities to TRIO personnel. As a result, the TRIO community improved the services it provided disadvantaged students. This led, in the next years, to the "big bang"—a 64 percent increase in TRIO appropriations from fiscal year 1977 to fiscal year 1978. Thanks largely to Congressmen Louis Stokes of Cleveland, actual funding from $85 million to $115 million. This increase gave a real identity to TRIO across the country, while also encouraging the activists to work harder to form a national network.

Organizing the Advocates

In September 1977, Jerry Lewis of University of Maryland invited six TRIO leaders, including Oscar Hernandez, executive director of Project Stay in San Antonio, TX, and M. Perez, director, office of college development at Rio Hondo College, Whittier, Calif., to come together in Columbia. Maryl This group agreed on the need for some kind of national body representing L programs and agreed too on the posed functions of that body: to improve communications; coordinate professional development activities; sponsor related research, seminars, and publications; disseminate technical knowledge and skills; and publish a national directory of EOP personnel. The group also set up a call for TRIO professionals to get together the next year in New Orleans.

The year 1978 in New Orleans marks the birth of The National Coordinator Council of Educational Opportunity Associations; the parent of today's Council had three goals: to form a national association with a legal identity and a permanent presence in Washington; to try to reach a consensus about eligibility for and purposes and function of TRIO programs; and to continue to involve TRIO community in federal appropriations.

By the fall of 1979, the council had agreed on a definition of which students TRIO should serve, and the familiar phrase of "first generation, low-income" (meaning 150 percent poverty) was presented. As to TRIO function, the group developed a series of recommendations to Congress, which were incorporated into a bill that adopted "every recommendation we have given (even our spelling)," according to council archives.

In early 1981, the organization ratified a statement that formally established the Natic Council of Educational Opportunity Association. But it was not an easy time for the new ass
tion. President Ronald Reagan, who had just taken office, did not agree philosophically that the federal government should be paying for TRIO programs.

"But we were convincing in our argument that poverty is a national problem, and we eventually won the war with Reagan," states the archives.

It was not without great effort, effort that the council has needed to sustain over the ensuing years. The council's president of many years, Arnold L. Michem, has been described by a government insider as "the most effective lobbyist in education that I've seen."

A child of the public housing projects on Chicago's West Side, Michem acknowledges that he was a campus rebel and had a difficult time getting through college. But he eventually graduated from the University of Southern Colorado and earned a Woodrow Wilson Fellowship to study history at the University of Wisconsin.

Michem's TRIO affiliation began in 1969 when he took a job as director of Marquette University's new Educational Opportunity Program.

"They were proposing to do what we now call TRIO," said Michem, as reported in the National Journal in '94. "It was a radical idea that wouldn't work." It did work, and, in the middle of the Reagan years, Michem moved to Washington to take on a greater role with TRIO.

The legislative and organizational histories of TRIO and the Council have been closely entwined. Both TRIO and the Higher Education Act of 1965 have proven to be vehicles of opportunity for poor students, empowering America's children with the knowledge and skills inherent in a bachelor's degree, and preparing them for the complex society we all share today.

A Trio of Successes

Franklin Chang-Diaz, the first Hispanic astronaut, received Student Support Services at the University of Connecticut. Participants, who include disabled college students, receive tutoring, counseling, and remedial instruction. The program exists at more than 800 colleges and universities.

John Quiñones, ABC correspondent featured in Prime Time Live, participated in Upward Bound at St. Mary's University. Participants receive instruction in literature, composition, math, and science on college after school, on Saturdays, and during the summer. More than 1,200 programs are now in operation throughout the U.S. Upward Bound Math and Science programs, of which there are now about 80, teaches students computer technology as well as English, foreign languages, and study skills. Veterans Upward Bound programs provide intensive basic skills development and short-term remedial courses for military veterans to help them successfully transition to postsecondary education. Veterans also learn how to secure support from sources such as the Veterans Administration, veterans associations, and various state and local agencies that help veterans. The program serves more than 400 veterans a year.

Henry Bonilla, Texas Congressman representing Texas 23rd District in the U.S. House of Representatives, took part in Talent Search and Project Stay, Inc. Talent Search is an early intervention program targeting students in grades six through twelve. In addition to counseling, students receive information about college admissions, scholarships, and other financial aid. More than 300,000 young people are enrolled in 300 or so Talent Search programs.

The TRIO programs continue to have strong bipartisan congressional support. Congressman Bonilla, one of TRIO's strongest champions, took up the position on the retirement of Congressman Louis Stokes (D-H)., who was historically TRIO's best friend in Congress.

TRIO was appropriated $64.5 million in FY 2000, $15 million more than the President's budget request, as a result of the added support of Congr ...
Racism continues to be a sad commentary on American society. Census statisticians have predicted that in the 21st century, the number of Hispanics will grow larger than that of the non-Hispanic African American population. Will the Hispanic population replace African Americans as the primary recipients of racism?

Americans of different cultural and ethnic backgrounds encounter racial issues in school, the workplace, and community. Issues related to race are a part of the American experience. Children, adolescents, adults, and the elderly confront them on a daily basis. Growing up in America ensures that one becomes race conscious.

As we approach the millennium, demographers predict that America will undergo a significant change in its racial populations. One of these changes is the growth of a multiracial population. Multiracial refers to an individual of mixed heritage. Also, it may refer to people who are mixed by language, ethnicity, and/or culture. Will multiracial Americans have to learn the same lesson that Hispanic Americans, Native Americans, Asian Americans, and African Americans have had to learn? Cornel West has eloquently informed us that race does matter in the United States.

What is racism? Webster's dictionary defines it as a belief that race is the primary determinant of human traits and capacities and that racial difference produces an inherent superiority of a particular race. A review of American history documents the existence of a segregated society. Even today, one finds evidence of a segregated social order. Segregation has its positives and negatives. For example, many ethnic groups segregate to reinforce their own language and culture and to help each other achieve success in our country.

Discussion of racism in the counseling field necessitates a discourse on the development of the counseling profession. The American Counseling Association (formerly the American Personnel and Guidance Association) was officially established in 1952. One of the leading principles of counseling was "guidance is for all." In theory, then, guidance was for everybody. In reality, minorities living in the United States received sub-par or inappropriate guidance and counseling.

The social and cultural climate of this country prior to the 1960s assured Hispanic, African, Native, and Asian Americans a distinct disadvantage in the counselor and in the client. Racism reared its ugly head to make sure that minorities were not involved in building the foundation of the counseling profession. Segregation, racism, discrimination, and prejudice prevented minority counselors from having direct input into shaping the profession. It was not until 1960s that minorities in the United States began to have any say in the development of the counseling field. Since education and counselor training were denied minorities, there existed few qualified minority individuals to counsel people from their same ethnic background.

The White American counselor and minority client were the common counselor dyad during the days of segregation and integration. Part of the reason for this was the low number of minorities in the population in comparison to the White American population.

The years of segregation in the U.S. make possible for American minority clients to shun their counseling skills with clients from same racial background. From them arose cadre of professionals prepared to lead the battle against racism in the profession. Their effort the 1960s addressed some of the inequities experienced by minority clients. One of the acts of these minority counselors was to form new division, now called Association for Multicultural Counseling and Development (AMCD). Few minority counselor educators provided the opportunity to contribute their experience to the counseling literature. Articles, chapters, and books on how to counsel minority clients were not available. However, after establishment of AMCD and the development of their journal, the number of research articles increased. Mono-racial dyads—with counsellor and client from the same racial background—were the norm during segregation and the early years of the counseling profession.

Racism is alive and well in the counseling fields. Multicultural and diversity courses arrived on the counseling scene in response years of racism in the profession. Racism is and multicultural issues are related. Counselors need to be aware of these issues with the ethnic population they are counseling. Much work needs to be done to address their counseling concerns. Race has been found to be a factor in the counseling relationship. Most areas of the counseling relationship have been affected by racism. Racism is considered a significant barrier to the development of the counseling relationship. In the counseling and psychological literature, racism been reported to negatively affect the establishment of rapport, diagnosis, prognosis, and testi
ing.

Saving children from the effects of racism is an admirable goal for counselors. Hispanic other minority groups in the United States have utilized counseling services for first-generation minority group experiences with institutions on the state and national levels. They have convinced them that racism is a fact of life and the quality of assistance rendered. These par
share those experiences with their children, and the cycle continues. I am reminded of a 13-year-old minority female student who had earned a GPA of 35 out of a possible 4.0. She sought out her guidance counselor for advice and direction. The student had aspirations to attend college one day. She went to her counselor so that she could register for the academic courses required for the college track. The guidance counselor denied her request and stated that "The college track would be difficult for you, and I do not want you to fail." The student's parents were both college educated. They intervened and made sure that their daughter would not be denied her rightful opportunity to register for college preparatory courses in high school. She was fortunate. Many minorities are first-generation college-bound and do not have parents with college information to intervene.

Racism in the United States has a lot to do with the color of one's skin. Hispanics might self-identify with any one of the racial categories. Counselors need to know how their Hispanic client self-identifies. Hispanic Americans experience different degrees of racism based on the color of their skin. Thus, White Hispanic Americans might experience racism to a lesser extent than Black Hispanic Americans because they are able to assimilate more easily into the American society. The coloring of America has resulted in viewing race beyond a Black and White issue. The various skin colors of Hispanic Americans are similar to those of African Americans. A racial commonality of these two groups is that some might elect to pass for Anglo.

In an effort to upgrade their counselor training programs, educators at universities added a multicultural counseling course to their curriculum. Its purpose was to train graduate students as effective helpers with all racial minorities. The second effort by counselor educators was to request that diversity issues be infused in all counselor education courses. The current course offerings, however, are not sufficient to prepare graduate students for the challenge of the 21st century. Counseling administrators should consider adding a Practicum in Multicultural Counseling to the curriculum. Today diversity includes so many groups that the concerns and issues of Hispanic Americans and the other minorities are receiving less attention. Minorities continue to be underrepresented among faculty and graduate students in counselor education. You still find today at best one minority faculty member—who is generally expected to be the resident expert on racial issues. Minority graduate students are lucky if they look around the class and find another minority student of the same ethnic background. The coloring of America has not made a significant difference in influencing major reforms in the training of graduate students.

In general, counseling scholars and researchers have hypothesized that race is a factor in the therapeutic outcome of the counseling relationship. However, some writers state that the race of counselors should make no difference in their ability to counsel racial or ethnic minority clients. Both counselor and client bring racial issues into the counseling process. It is important for counselor educators to examine and rectify racial bias found in counselor trainees. It is difficult for counselors to be effective in the counseling relationship unless they have dealt with their own racial biases. This suggests that counselors need to be willing to invest time, energy, and money on their own professional development. Where necessary, the counselor should help clients resolve racial issues that might impede the therapeutic process.

Some of the qualities a counselor might exhibit to overcome racial concerns in the counseling relationship are human empathy, genuineness, unconditional positive regard, and excellent listening skills. I think counselors need to focus on becoming the best human beings they can in order to work with clients from different racial backgrounds. This is a challenge for counselors because it calls upon them to be able to identify their own weaknesses and to work to strengthen them. Counselors should take the time to work on their own personal shortcomings just as their clients do to overcome their problems in life.

In the beginning of the diversity counseling movement, cross-racial counseling dyads consisted of White American counselors counseling Hispanic and African American clients. Hispanic and African American clients were seldom in the role of counseling Anglo American clients. The same could be said for Native and Asian Americans. It is clear to me that cross-racial counseling will be the norm with all racial groups having the opportunity to counsel one another. The one exception will be the expanding category of multiracial people in the United States. For the first time, Anglo Americans will experience minorities and multiracial counselors as helpers. All are members of the human race. As such, there are commonalities enabling racial group members to communicate with one another with a sense of ease and comfort.

Counselors are asked to consider focusing or academic and career concerns of ethnic minorities as a means of establishing rapport and trust. Graduate students are advised to seek a discussion with the client to ascertain if there exist racial concerns of importance to the client. If so, counselors need to begin counseling with a focus or racial concerns, which might hinder growth in clients. Racism in counseling will not be eliminated in the near future. As long as multicultural and diversity counseling initiatives are needed, racism in counseling will be present. Racism and multiculturalism are the same family. Race and multicultural issues are related. Counselors need to be aware of the impact and influence of these issues on the ethnic population they will be counseling.

Life is full of differences. Every day we are challenged to deal with differences. In the 1960s the focus of the multicultural counseling was on differences. Thirty years later, the focus is still on differences. This is because the problems of racism are still in counseling.

It is popular today for many ethnic and cultural groups to self-identify with the diversity movement. Hopefully, their inclusion will not weaken the therapeutic attention needed for racial minorities in the United States. After all, the list of ethnic and cultural groups continues to expand, the efforts of the pioneers of the cross-cultural/multicultural and diversity counseling movement will have been for naught. Ever though counseling is for everyone, racism still lives on. Each minority group member is different, unique, and similar at the same time. The counselor's recognition of that is important.

It is time for multicultural and diversity counseling to focus on similarities. This new emphasis might result in reducing racism in the counseling relationship. Counselors seeking to be effective in the 21st century might want to prepare themselves for working in cross-racial dyads.

Morris Jackson is community programs officer at American University and adjunct professor of counseling at George Mason University.
Tull and Ramos Win St. Francis Writing Contest:
Desiree Tull of Brooklyn Friends School and Shawnee Ramos of Seward Park High School finished in first and second place respectively in the Hispanic High School Writing Contest, sponsored by St. Francis College (N.Y.) and Fleet Bank. The topic was “Why I’m Proud of My Hispanic Heritage.”

Pictured (l. to r.): Dr. Frank Macchiarella, president of St. Francis College, Tull, Ramos, and Steve Kerner from Fleet Bank.

PADRÓN WINS LEADERSHIP AWARD

Dr. Eduardo J. Padrón (pictured r.), Miami-Dade Community College (Fla.) president, was presented with the Florida Community College System’s first Executive Director’s Leadership Award. The award was established to recognize leadership in promoting Florida Community College System objectives statewide.

“Dr. Padrón has shown outstanding leadership in the Florida Community College System,” said J. David Armstrong (l.), executive director of the Florida Community College System. “He worked very closely with me, our State Board of Community Colleges, and our other college presidents as he chaired the legislative committee... of the Council of Presidents. Now, he continues those leadership activities as chair of the Council of Presidents.”

HINOJOSA SPEAKS AT BRONX COMMUNITY COLLEGE AND UNIVERSITY OF SCRANTON

Bronx Community College (N.Y.) and the University of Scranton presented talks by award-winning reporter María Hinojosa in November, in celebration of Hispanic Heritage Month.

Hinojosa, a native of Mexico City, is currently an urban affairs correspondent for CNN in New York and the host of National Public Radio’s Latino USA. She has been reporting for CNN for six years and is the author of Creosú--Gang Members Talk to María Hinojosa. Her recent book, Raising Roxy (see listing in Publications section), is a personal account of the challenges of raising a Latino child in a multicultural society. Hinojosa was named by Hispanic Business Magazine as one of the “100 Most Influential Latinos in the United States.”

At the University of Scranton (Penn.), Hinojosa’s topic was “The U.S. Mambo: One Step Forward, Two Steps Back—the State of Latinos in America.”

ARAGON DIRECTS SEED AT COLORADO-BOULDER

David Aragon, former associate director of the University of Colorado-Boulder’s Minority Engineering Program, returned to the campus as director of the nationally recognized program, now called Success in Engineering through Excellence and Diversity (SEED).

“I’m very excited about this opportunity. It’s a great challenge for me personally,” said Aragon.

The SEED program has the highest minority retention rate among engineering institutions nationwide, according to study by the National Action Council for Minorities in Engineering, published in September 1999.

The program focuses on African American, Hispanic, and Native American students who are underrepresented in the college and in the field of engineering nationally.

CARDOZA HEADS COLLEGE BOARD’S WESTERN REGION

Dr. Raul Cardoza, provost and vice president of National Hispanic University in St. Jose, Calif., is new executive director of The College Board’s Western Region.

“I am thrilled that Dr. Cardoza will be leading efforts in our Western Region because his diverse experience in the California education system will be an asset in a region experiencing rapid growth,” said College Board president Gaston Caperton.

Cardoza, who succeeds former Western Region executive director Richard Pesqueir has both a bachelor’s and master’s degree from CSU-Los Angeles and a doctorate from UCLA.

Cartagena Addresses Latino Images in Media at Nassau Community College


What and who are missing in this year’s television season? Why are minorities often depicted in a negative, stereotypical light? Chiqui Cartagena (picturred), editor of TV Guide Español, answered these questions while addressing the lack of Latino and African American images in mainstream media.
Currently the Hispanic Development Consultant for TV Guide. Cartagena has developed a series of Spanish-language, TV Guide-branched products designed to increase circulation by attracting new Hispanic users to TV Guide's new multi-media platform.

Garza Establishes National Council for Community and Educational Partnerships

Hector Garza, vice president of the American Council on Education's (ACES) Division of Access and Equity Programs, took a two-year leave of absence to start up a new organization, the National Council for Community and Educational Partnerships (NCCEP).

NCCEP is an independent, nonprofit organization. Under Garza's leadership, the partnership council will work to bring together colleges and universities with local schools, government, businesses, and community-based organizations to foster programs to increase educational opportunities for low-income families and first-generation college students, including minorities.

"America needs all of its children to succeed," said Garza.

Tullos Garcia Receives 1999 Mujer Award

The National Hispania Leadership Institute (NHLI) presented Hispanic educator Mary Lou Tullos Garcia with the 1999 Mujer Award at the 7th Annual Mujer Award Gala, held in November at the Walt Disney World/EPCOT American Adventures Pavilion. Each year, the event pays tribute to a Hispanic woman who has served her community and acted with justice, love, and deep pride in her culture.

Tullos Garcia, teacher and department head of the special education program at Coakley Junior High School in Harlingen, Texas, has dedicated her life to the improvement of schools and schooling for severely and profoundly disabled Hispanic students. Her stated philosophy is, "A glimmer of hope is a glow of accomplishment." She has both a bachelor's degree and a master's from the University of Texas. She also has special certification in learning disabilities, mental retardation, and kinesiology from the University of Texas-Southmost.

Romo Installed as Texas-San Antonio President

Ricardo Romo was installed as the fifth president of the University of Texas-San Antonio (UTSA) at a convocation in October during which he received the university's presidential medalion from UT system Chancellor William H. Cunningham and UT system Regent Patrick Oxford.

Romo is the first Hispanic to lead UTSA, which ranks fifth nationwide in undergraduate degrees awarded to Hispanics in H.O.'s annual ranking of colleges and universities.

"Thirty years ago, a new vision was born when the promise of hope and opportunity was made to the citizens of South Texas of receiving a first-class university for San Antonio," said Romo. "We, all of your support, intend to keep that promise."

Hernandez Trejo Lectures at New York University

Helmo Hernandez Trejo, president, Ludwig Foundation of Cuba, gave a lecture and slide presentation on Cuban art and culture at New York University in November. His presentation discussed Cuban artists' expressions and responses to the dramatic changes in Cuban cultural, socioeconomic, and political experiences at the end of the millennium.

As a result of cultural and educational policy, Cuban art has experienced a strong and particular development. Despite being closed to the avant garde movements of the western world, Cuban artists have been involved in their country's history and its sociopolitical developments by addressing issues of independence, race, gender, isolation, under-development, and culture.

New Mexico Leaders Speak at UNM

Six of New Mexico's leaders presented lectures during the fall 1999 Chicano/a Speakers Series at the University of New Mexico (UNM). The purpose of the lecture series is to give students and the public the opportunity to hear their elected officials and community leaders, said Steve Martinez (pictured), UNM Chacoan studies instructor.

New Mexico Senate President Pro Tem Manny Aragón and New Mexico Speaker of the House Raymond Sánchez began the series with "Chicano Leadership in the New Mexico State Legislature" U.S. District Judge Martha Vázquez and Lillian Apadona, president of the National Hispanic Bar Association, presented "Judgeship and the National Hispanic Bar Association." New Mexico Secretary of State Rebecca Vigil-Girón and State Sen. Linda Lujan gave "Hispana Political Leadership in the State of New Mexico."

Rivera Oversees Student Development at Del Mar

Jose R. Rivera, dean of Del Mar College's (Texas) division of student development, is overseeing support services that ensure students reach their academic goals.

"I plan to continue to build upon the student services that already exist at Del Mar," said Rivera, who assumed his duties in September. "Student development will never arrive at the point of being perfect, but we'll always continue to revise and modify services to our students need."

Rivera, who attended San Jacinto College, has a bachelor's degree from the University of Texas-El Paso and master's from Our Lady of the Lake University. While employed at Richard J. Daley College, he was named "Innovator of the Year."

Tijerina Donates Papers to University of New Mexico

Reyes Lopez Tijerina officially donated his political papers to the University of New Mexico (UNM) General Library.

A controversial figure in New Mexican history, Tijerina—pictured (p.36) holding up a map to explain New Mexico's land grant history and ties to Mexico—is remembered for his activism with land grant issues in the northern part of the state. He became
Tijerina is pictured shaking hands with local community member Christopher Martinez, as Martinez' father Elmer looks on.

Southern Colorado's Sandoval Addresses International Scholars

Dr. David A. Sandoval, professor of history and Chicano studies at the University of Southern Colorado, presented "Conquest, Commerce, and Conspiracy: Mexican Merchants During the Mexican War" at the 4th International Congress of the Americas in Puebla, Mexico, at the Universidad de las Americas campus in September.

The conference, attended by more than 1,000 scholars from around the world, was organized with the support of the American Academy of Political and Social Science, the American Culture Association, the Canadian Embassy, the Hoover Institute at Stanford, Phi Beta Delta Honor Society, the Popular Culture Association, the U.S. Embassy, and the William and Flora Hewlett Foundation.

Amateur Boxer Gomez Acts in Irvine Valley Theater

Irvine Valley College (Calif.) presented the musical comedy Good News, a boy-meets-girl story with more than 30 song and dance numbers, including many old Broadway favorites.

Set in a small-town college, the plot revolves around a boy, a girl, and a football game. Directed by Ron Ellison, the musical starred Irvine Valley College talent Patrick Rowley, Claire Broderick, and Alphonso Gomez.

Gomez, a U.S.A. native National Boxing Champion, was invited to compete for Mexico in the Olympic Trials, which took place during a production break on Thanksgiving weekend.

Author Santos Visits the New School


Santos combines memoir with ancient Mexican history and travel and landscape in his book. Connecting the history of his family to the story of Mexico itself, his book reaches back to the time of the conquest to find the sources of which the Mexicans, part Spanish, part Indigenous, were to become. Born and raised in San Antonio, Texas, Santos spent much of his time moving north and south across the Mexican border while growing up.

Other participants in the "Mexico in Print" series were Neil Baldwin, Pete Hamill, and Friedrich Katz.

Spanish Professor Translates Borges Collection

Often called the most influential writer of 20th-century Latin American fiction, the metaphysically inclined Jorge Luis Borges was equally eloquent in his poetry and nonfiction. Borges' characteristic erudition and versatility are showcased in the volume Jorge Luis Borges: Selected Non-Fictions (Viking Press).

Among the translators of this 600-page book is University of California-Santa Barbara professor of Spanish and Portuguese Suzanne Jill Levine, who has helped bring to the English-reading public the works of Guillermo Cabrera Infante, Jose Donoso, Julio Cortazar, Adolfo Bioy Casares, Severo Sarduy, and Carlos Fuentes. She is the major translator for Manuel Puig; Levine's latest book is the first biography of Puig, Manuel Puig and the Spider Woman: His Life and Fictions (Farrar, Straus and Giroux).

Arte Público Press Celebrates 20th Anniversary

Arte Público Press, a showcase for U.S. Hispanic literary arts and culture, celebrated its 20-year anniversary with a gala fundraiser to benefit the Press; Pifafri Books, its imprint for children and young adults; and its Recovering the U.S. Hispanic Literary Heritage Project.

"When we set out on this great literary adventure, we were realistic enough to view our future one book at a time," said Dr. Nicolás Kanellos, founder and director of Arte Público Press and holder of the Brown Foundator Chair at the University of Houston (Texas).

As part of the celebration, Arte Público Press inaugurated the city of Houston with daily literary events at area schools, libraries, and community centers featuring numerous award-winning writers from around the country including Graciela Limón and Victor Villaseñor.

NACME Names Texas-San Antonio Top for Retention

According to a research study conducted by the National Action Council for Minorities in Engineering, the University of Texas-San Antonio (UTSA) offers minority engineering students greater opportunities for success than any other minority-serving institution in the nation.

The study, "Keeping What We've Got: The Impact of Financial Aid on Retention in Engineering," documents graduation rates for African Americans, Latinos, and American Indians at more than 100 engineering schools across the country. The minority retention rate at UTSA is more than twice the national rate, according to the study.

Motorola Gift to Southwest Texas State Physics Program

Motorola of Austin, Texas, donated more than $260,000 worth of specialized material and equipment useful for semiconductor industry-related training to Southwest Texas State University (SWT). The donation supports the university's materials physics and engineering technology programs, which wor
together to educate students for careers in the Central Texas region's growing high-tech industry.

Carlos Gutierrez, SWT professor of physics, said the gift lends further credence to his belief that "it takes an industry to educate a worker. The more involved the industry can become and the more partnerships that can be forged between education and industry, the better educated and prepared our workforce will become."

Mexican American Awards at Loyola Marymount

The Loyola Marymount University (Calif.) Mexican American Alumni Association held its 18th Annual Scholarship Benefit, awarding $50,000 in scholarships to 47 deserving students.

In the wake of Chile's military coup of 1973, more than a thousand dissidents were arrested, tortured, and murdered. The play is a memorial and homage to the "disappeared" community leaders of Yumbel, drawing parallels between the religious martyrdom of the town's patron saint and the political martyrdom of its leaders. The topic is still current as former Chilean dictator Augusto Pinochet is beginning to be held accountable for the many disappearances and tortures that occurred during his regime.

Grand Valley Hosts Multimedia Brazil Fest

The Latin American Studies Program at Grand Valley State University (GVSU) in Michigan and the Grand Rapids Community Media Center sponsored "Brazil '99 Medialife."

The event offered Brazilian-made videos on topics such as soccer, land struggle, women's empowerment, citizenship, gender and racial stereotyping, teen expression, poverty, memory, and the maldistribution of food. Cliff Welch (pictured), a GVSU professor who specializes in Brazilian history, and Rodrigo Ascunpao, a Sao Paulo community media activist, joined others in a panel discussion, offering clarification of contemporary Brazilian reality as reflected in the videos. The event also featured a dance workshop and Brazil's national dish, "feijoada."

Newsmakers at DePaul University

Martin R. Castro (at l.), a partner at the international law firm Baker & McKenzie, was elected to DePaul University's (Ill.) board of trustees. Castro represents corporate clients in commercial and international litigation while acting as the hiring partner for his firm's Chicago office and heading the firm's national attorney divers effort. He is a member of many legal associations, including the American, Illinois, Chicago, and Hispanic bar associations.

DePaul named former Illinois State Sen. Jesus Garcia (at r.) a community fellow in the university's Egan Urban Center and Center for Latino Research. The one-year fellowship involves research initiatives at the two centers, including an oral history project being organized by the Center for Latino Research.

News from Rio Hondo College

Dr. Richard Arvizu (pictured) is the new executive dean, institutional planning and effectiveness, at Rio Hondo College (RHC) in California. Arvizu's diverse academic and professional engineering experience, coupled with his strong organizational skills, make him an ideal candidate to oversee facilities, technology, research, and planning. Arvizu has a master's degree from California State University-Dominguez Hills, another from the University of Southern California, and a doctorate from United States International University.

RHC recently presented the exhibition "Mexico, Influence" in the college art gallery. The display showcased paintings and drawings by 13 Southern California artists who, influenced by living or traveling in Mexico, produced work reflective of the visual vitality and cultural complexity found below the border.

Tufts University Showcases Chicana Art

Tufts University Gallery (Mass.) recently displayed "Imagenes e Historias/Images and Histories: Chicana Altar-Inspired Art," a one-of-a-kind exhibition portraying altar-inspired art by Mexican American women artists.

"Although home and public altars are not exclusive to the Mexican American culture, they are central to the spiritual and home..."
experience of all of us,” said guest curator Constance Cortez, assistant professor of art history at Santa Clara University. “These altars are multifunctional, where religion is affirmed, desires for the future are voiced, and social and personal histories are merged.”

Artists featured in the exhibition: Delilah Montoya (whose photo mural “La Guadalupe,” 1998, is pictured here), Anna Ruth Jaquez, Tina Fuentes, Connie Arismendi, Kathy Vargas, Gloria Osuna Prez, Barbara Carrasco, Ester Hernandez, Celia Herrera Rodriguez, and Marta Sanchez.

In the News at Florida Southern College

Dr. Luis A. Jimenez, professor of Spanish at Florida Southern College (FSC), has written Hispanic Women Voices at the Turn of the Century, a collection of 44 essays about women writers in South and Central America and the Caribbean between 1800 and 1900. Jimenez says the women are “pioneers” in their quest for women’s education and for their insistence on equality between the sexes and articulate in clear fashion the first public manifestations of Hispanic women’s right to suffrage.

Al Burt, one of Florida’s premier journalists, spoke at FSC as part of the 1999-2000 Florida Lecture Series. Burt has won numerous national and state awards, including the Ernie Pyle Award for stories written about Cuba in 1961. His two most recent books, Al Burt’s Florida: Snowbirds, Sandcastles, and Self-Rising Crackers; and The Tropic of Cracker are both available from the University Press of Florida.

Kean Opens Multimedia Technology Center

Kean University (N.J.) opened an advanced technology center that provides a unique combination of instructional resources as part of the university’s new Global Reach program.

Kean University president Ronald Appbaum, pictured here (c) cutting the ribbon during the center’s opening with Kean University Student Organization President Henry Ambroise (l.), explained that this technology was part of Kean’s mission to improve the quality of education offered to its students and to bring the outside world onto the Kean campus.

“Sitting at any workstation, our students are able to interact with students from Barcelona, Beijing, or Stockholm,” said Appbaum.

South Mountain Participates in Groundbreaking

The citizens of Guadalupe, Ariz., witnessed the beginning of an enterprising building project during a groundbreaking ceremony in October. The project will add 45,000 square feet of space for recreation, education, and community services.

Speakers at the ceremony included Guadalupe mayor Frances Osuna, vice mayor Veronica Flores, and town manager Luis Gonzales; Ramon Elias, president and CEO of the Boys and Girls Club of the East Valley; Dr. John Cordova, president of South Mountain Community College (SMCC); Linda Rosenthal, president of the Maricopa Community College District Governing Board; and Mary Rose Wilcox, Maricopa County supervisor.

Facilities for the town, the Boys and Girls Club, and SMCC are expected to be completed by November.

First-Ever Presidential Inauguration at Grand Rapids

For the first time in its 85-year history, Grand Rapids Community College (GRCC) in Michigan held an official ceremonial presidential inauguration. Dr. Juan Olivarez, appointed president in February 1999 by the trustees, is the first president to be so honored.

More than 1,200 community members—including representatives from local, regional, and state government; West Michigan business and educational communities; and GRCC students, alumni, and employees—attended the ceremony.

During the past 84 years, the Rapids Public School system oversaw appointments of GRCC’s leaders.

Cal Poly-Pomona Hosts Ninth Luncheon

California State Polytechnic University Pomona, in an effort to prove that a campus community can come together and work to create a better learning and living atmosphere, held its ninth annual Unity Luncheon. Keynote speaker Lecia Brooks, human rights consultant to the Los Angeles County Commission on Human Rights, addressed the audience that each person needs to contribute to honest dialog every day.

The event was sponsored by five opus organizations: the Latino Faculty and Student Association; the Native American Outreach Committee; the Black Faculty Staff Association; the Asian and Islander Faculty Staff, and Student Association; and the Gay, Lesbian, Bi and Transgender Faculty/Staff Association.

Cal Poly-Pomona President Bob also was a key speaker.

Arizona State to Increase Min Graduate Degrees

ASU The National Science Foundation awarded $2.5 million to State University (ASU) for a five-year increase minority graduate degrees in science, mathematics, and engineering.

Working with other universities, ASU will boost the number of underrepresented minorities qualified for positions on
university faculties and in the high-tech work force. ASU wants to increase by 75 percent the number of master’s degrees and to double the number of doctorates received by minorities in these fields, all in five years.

In 1996, only one Mexican American received a doctorate in computer science and one American Indian earned a doctorate in math in the entire U.S., according to the National Research Council.

NYU Hosts Cuban Culture Conference

New York University (NYU) hosted a three-day international conference on the impact of Cuban culture on the U.S.

"Cuba: 170 Years of Presence in the United States," at NYU’s King Juan Carlos I of Spain Center, explored diverse manifestations of Cuban culture, including Cuban participation in baseball and popular music, as well as Cuba’s intellectual, entrepreneurial, political, and artistic contributions. Participants included Lisandro Pérez, director of the Cuban Research Institute, Florida International University; William Lewis, Vanderbilt University; Carlos Victoria, El Nuevo Herald, Miami; Antonio Benitez Rojo, Amherst College; Leonardo Acosta, Cuban musicologist; Gustavo Pérez Firmat, Columbia University; and Roberto González Echevarría, Yale University.

Ford Foundation Minority Fellowships Awarded

The National Research Council of the National Academies awarded Ford Foundation minority fellowships, seeking to increase the presence of underrepresented minority groups on the nation’s college and university faculties.

The Ford programs provided funding for 117 nationally competitive grants to support the studies of 51 beginning graduate students, 33 students writing their dissertations, and 29 recent doctorate recipients. Their areas of interest cover mathematics, engineering, education, humanities, and social, physical, behavioral, and life sciences. The current fellowship pool includes 31 Mexican Americans, 13 Puerto Ricans, and 1 John Garcia, political science professor at the University of Arizona, was a keynote speaker at the program’s annual conference, held in October.

Pictured here at his conference presentation is Peter Barbosa, associate professor of microbiology at California College of Podiatric Medicine, Ford Fellow in 1991-92, who researches the molecular events underlying the replication of the AIDS viruses.

Cal State-L.A. Hosts Latin American Studies Conference

California State University-Los Angeles hosted the Pacific Coast Council on Latin American Studies conference “Latin America on the Brink of the Millennium: Retrospect and Prospect,” an annual event promoting wider interest and academic learning in Latin American studies.

More than 100 participants delivered presentations dealing with several disciplines in the areas of Latin American studies, such as social sciences, humanities, natural sciences, environmental studies, Chicano/a studies, and the study of the Latin American diaspora.

The conference was organized by Cal State-L.A. faculty members Dr. Peter Sigal, assistant professor of history; Dr. Ignacio López-Calvo, assistant professor of history.

Kevin Danaher (pictured) from Global Exchange delivered a keynote speech, “Democratizing the Global Economy: The Case Against the World Bank, the International Monetary Fund, and the World Trade Organization.”

News from the White House

Congressional leaders and the White House reached an agreement in principle that will preserve the President’s plan to hire 100,000 teachers over the next six years to reduce class size in the early grades.

The agreement ensures that all teachers hired under the class size program must be fully qualified. Teachers must be certified in their state or have completed an alternative route to certification, must have a baccalaureate degree, and must know the subjects they are teaching and demonstrate the skills to teach them.

Latino Psychological Association of N.J. Holds First Meeting at Montclair

The Latino Psychological Association of New Jersey held its inaugural meeting at Montclair State University (MSU) in November.

The mission of the group is “to serve as an advocacy group with regard to the education of psychologists and other mental health professionals in the advancement of mental health research, training, and the treatment of Latinos in the state of New Jersey.”

The association’s board of directors are president, Dr. Robert DeVeGris McCormick, director of MSU’s Hispanic Institute; vice president, Dr. Magda T. Garcia of MSU’s psychology department; treasurer, Dr. Milton Fuentes of MSU’s psychology department; secretary, Riva Bennett; members-at-large, Maria Xiques and Ricardo Martinez.

Madonna Holds Multicultural Affairs Open House

The office of multicultural affairs at Madonna University (Mich.) held an Oper House in September. More than 200 people attended the event, which featured drum demonstrations by Osvaldo Rivera (pictured at drums), the director of the office of multicultural affairs; samples of ethnic foods; and presentations on services provided by the office.

“It is important for all students to understand that an appreciation of diversity is the interests of all U.S. citizens, not just for people of color,” Rivera said. "The world and the United States are becoming more diverse and we should be prepared for that. If we do, then all will benefit."
PUBLICATIONS

Healing South, Looking North: A Bilingual Journey
by Ariel Dorfman

In this memoir, Ariel Dorfman describes an extraordinary life, torn between the United States, South America, and his Jewish heritage, between English and Spanish, between revolution and repression. Interwoven with the story of how Dorfman switched languages and countries—not once, but three times—is a day-to-day account of his multiple escapes from death during Pinochet’s military takeover in Chile in 1973.


Raising Raúl: Adventures Raising Myself and My Son
by María Hinojosa

This book takes us on María Hinojosa’s adventure as she struggles to become both the mother she wants to be and the woman she wants to be. With the insight and passion of her award-winning journalism, she gives us a story of personal history and self-discovery, and of all the fear, joy, and challenge that comes with being a woman today.


After Exile: Writing the Latin American Diaspora
by Amy V. Kaminsky

Can an exiled writer ever really go home again? What of the writers of Argentina, Uruguay, and Chile, whose status as exiles in the 1970s and 1980s largely defined their identities and subject matter? This book takes a critical look at these writers, at the effect of exile on their work, and at the complexities of homecoming—a fraught possibility when democracy was restored to each of these countries.


The Mexican American Heritage
by Carlos M. Jiménez

Covering Mexican American history from pre-history to the present, this textbook features contributions from both men and women. It includes writing exercises at the end of each chapter; it contains 32 full color plates and more than 40 black and white photographs and illustrations; and an index. Author Carlos M. Jiménez is a history teacher at Garfield High School in Los Angeles, Calif.


An Unfinished Memoir
by José Limón

Both as dancer and choreographer, José Limón electrified audiences from the 1930s to the 1960s. With his striking good looks and charismatic presence, he was American modern dance’s first male star. This book includes a complete list of Limón’s works, richly informative notes, rare photographs, and a detailed bibliography. Edited by Lynn Garafola.


Empress of the Splendid Season
by Oscar Hijuelos

This book tells the story of Lydia España, beautiful and formerly prosperous émigré from pre-Castro Cuba, who becomes a cleaning lady in New York. Once the spoiled, pampered daughter of a small-town mayor and adored by men, she is forced by a youthful indiscretion to leave home and, in 1947, finds herself suddenly living the life of the working poor. Throughout this novel, Lydia remains a sensible and powerful woman—an empress of fortune, of dignity.


The Notebooks of Don Rigoberto
by Mario Vargas Llosa

Don Rigoberto, an insurance executive, has separated from his wife Lecenia in the aftermath of her apparent inappropriate relationship with her son Alfonso. Obsessed with the erotic painter Egon Schiele, Alfonso—a fay, angelic creature—tries to convince Lecenia to make up with his father. This book is a seductive tale of desire and jealousy, innocence and cannibalism, and art and life. Translated by Edith Grossman.


Nationalist Myths and Ethnic Identities: Indigenous Intellectual and the Mexican State
by Natalia Gutiérrez

This timely study examines the processes by which modern states are created within multi-ethnic societies. How are national identities forged from countries made up of peoples with different...
and often conflicting cultures, languages, and histories? How successful is this process? What is lost and gained from the emergence of national identities?


**Spanish Film Directors (1950-1985): 21 Profiles**
by Ronald Schwartz

This book presents essays on virtually every Spanish film director since 1950 (and known to American audiences). It limits itself to films produced and directed in the Iberian peninsula, sound films of feature length, and live action film, with occasional forays into the areas of documentary and "experimen-tal" films.


**Picture Collections in Mexico: A Guide to Picture Sources in the United Mexican States**
Martha Davidson, Carla Duarte, and Raúl Solano Núñez, eds.

This book is a directory of more than 500 public and private collections of pictorial documents created and preserved in the United Mexican States.


**Spain at the Crossroads: Civil Society, Politics, and the Rule of Law**
by Víctor Pérez-Díaz

This book explores the trials of Spanish democracy from the death of Franco to the present. The author probes the roots of the scandal, corruption, and serious law-breaking that occurred in the 1990s—crimes that shook the country's confidence in its legal and political institutions and in its ability to hold its leaders to the rule of law.


**Blood of Requited Love**
by Manuel Puig

Set in a provincial Brazilian town, this inventive novel is a series of questions and confeSSIon-AL answers, an internal dialogue between Josemar, a construction worker, and Maria, a privileged young woman. Looking back at the teenage passion they shared in the summer of 10 years, they try to reconstruct their story despite the obstacles of time's passage, social disapproval, and family pressure. Translated by Jan L. Grayson.


**Contemporary Spanish Film from Fiction**
by Thomas G. Deveny

Cinema often relies on novels or short stories for narrative material. This book examines cinematic versions of post-Civil War narratives that had their debut during three key decades of recent Spanish cinema (1965-1995).


Many publications featured in this section are available through amazon.com.

---

**CONFERENCES**

**AAC&U 86th Annual Meeting**
January 20-22

The Association of American Colleges & Universities presents "Greater Expectations Of Our Students, Our Stakeholders Ourselves," its 86th annual meeting. In Washington, D.C.

In addition, see Web site at <www.aacu.edu.org> for information on four regional (San Antonio, Philadelphia, Tacoma, and Charleston) "Network for Academic Renewal" meetings.

Contact: (202) 387-3760; e-mail, <meetings@aacu.nw.edu>; Web site, <www.aacu.edu.org>.

**AAHE 8th Conference on Faculty Roles & Rewards**
February 3-6

This year's theme: "Scholarship Reconsidered: Update and New Directions," emphasizing the scholarship of teaching and learning, of engagement, of integration and synthesis, and of discovery, plus academic careers for a new century. At the Hyatt Regency Hotel, New Orleans.

NAFEO 25th National Conference
February 15-17


Contact: (301) 650-2440; Web site, <www.nafeo.org>.

NAEBO 2000/Millennium Conference
February 15-19

The National Association for Bilingual Education's five-day event includes keynote speakers, and more than 200 workshops, symposia, papers, and demonstrations focusing on the education of language-minority children and the development of multiculturalism and cultural understanding. In San Antonio, Texas.


2000 NAWE Conference
February 24-27

The National Association of Women in Higher Education presents its annual conference on Advancing Women in Higher Education. Featured speakers will be Judith Sturmick, director of ACE's Office of Women in Higher Education, and Sheila Kaplan, president of Metropolitan State College of Denver, Colorado.

Contact: NAWE, (202) 659-9530; e-mail, <nawe@nawe.org>; Web site, <www.nawe.org>.

NAHLS National Conference
February 21-26

The National Association of Hispanic & Latino Studies' national conference will take place this year in Houston, Texas.

For additional information: Dr. Lemuel Berry, Jr., Executive Director, NAHLS, Morehead State University, (606) 83-2650.

ACE 82nd Annual Meeting
March 18-21


NAHP Convention 2000
March 29-April 1

The National Association of Hispanic Publications presents "the Hispanic print event of the new millennium" at the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/CEO, (202) 662-7250.

AAHE 2000 National Conference
March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning." In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, <www.aahe.org>.

NCA-CHE 165th Annual Meeting
April 1-4

The North Central Association of Colleges and Schools' Commission on Institutions of Higher Education presents "The Quest for Quality: Mission, the Commission, and a New Century." In Chicago, at the Hyatt Regency.

AAHE 80th Annual Convention
April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," and an academic marketplace at the Hilton Washington in Washington, D.C.


UCEA 85th Annual Conference
April 16-18

University Continuing Education Association presents its 85th annual conference, "Riding the Waves: Strategies for the New Futures of Higher Education," dealing with trends in markets and futures, in leadership and management, and in learning and instructional technologies. Includes a special seminar on Continuing Education Trends in Latin America and Puerto Rico (in Spanish). In San Diego, Calif.

Contact: UCEA, (202) 659-3130; e-mail, <postmaster@nucea.edu>; Web site, <www.nucea.edu>.

3rd Annual Conference on Diversity in Teaching and Learning in American Higher Education
April 19-22

"Text and Context: The Structures of Learning" includes among the keynote speakers José Cuellar, chair, La Raza Studies, California State University-San Francisco. At The Westin St. Francis Hotel in San Francisco.


AAHE Assessment Conference 2000
June 14-18

The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.


HACU 14th Annual Conference
November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Book Review

by Isabel Schon

Recommended Books about Latinos for Adolescents

The importance of reading in our highly technical and perplexing world can not be overemphasized. We should all strive to make reading a prominent part of the lives of adolescents. The only way to do this is to offer a wide selection of books that will appeal to them. From an engrossing biography about the deadly battle at the Alamo to insightful depictions of family life today; these books will ring true to adolescents as they venture into a universe of images, fantasy, and reality.


Serious students of Texas history will be enthralled by this accessible biography of three who met death at the Alamo. Depicting Bowie as a man of audacious bravery, Travis as a young lawyer and political writer “with more libido than conscience,” and Crockett as a daring hunter and larger-than-life folk character, Davis, a distinguished historian, narrates in meticulous detail their lives and the inevitable events that led to the deadly battle. Black-and-white reproductions, extensive historical notes, and a bibliography of primary sources and published works supplement this exhaustive and engrossing narrative.


This cleverly designed edition might be just right for students tired of traditional historical narratives. Each two-page spread includes flashy magazine-style graphics, reworked paintings and photographs, collages, numerous fonts, maps, and time lines, as well as catchy chapter headings, such as “After Three Months of Siege, Fat Rats Look Tasty.” Alas, gory depictions add to the sensationalistic style. Despite the minimal index and at times shocking-for-effect content, this is an intriguing introduction to the Aztecs, their leaders, lifestyle, and conquerors.


A powerful portrayal of the hunger, poverty, terror, and abuses that the Mayas have endured during the last 40 years. Husbands shot in front of their wives, the remnants of torture victims: men, women, and children carrying heavy loads—the compelling color photographs attest to the life of the Maya in Guatemala. Stunning shots of festivals and archaeological sites are here too, but the brief text and most of the visuals describe the effects of the brutal civil war upon the Maya, who now must learn to deal with the ‘lures of capitalism and pop culture.’ Artistic photographs at its best.


A well-known international photographer captures impressions of rural Cuba. From images of foods and fine tobacco leaves to young communists celebrating the revolution, this large-format album provides provocative insights.

Some might object to the pro-Castro captions; others, to photographs ofely dressed nightclub dancers or the birth of a pig. But these at times stilted photographs, with quotes from such authors as Reinaldo A. Graham Greene, and Federico Garcia Lorca, are intense and stimulating.


Emphasizing Morgan’s role in breaking Spain’s West Indies monopoly, M arrin’s engaging portrait depicts the buccaneer’s boundless ambition and re-imaginative. Drawings, paintings, and maps add interest to this account most feared pirate in the New World,” who terrorized the Spanish colonies northeast coast of South America and her mainland possessions. Some speaking historians might disagree with the author’s explanation of La lla negra (the Black Legend); he explains that buccaneers “were men of their time and not no worse...So when dealing with the hated Spaniards, they did came naturally.” Includes extensive notes, a bibliography, and index.


This compelling novel narrates with painful honesty the lives of a large family in New York City. Ilana, the young children, encounters prejudice at the university and confides her violent father, an alienated mother, a sister and mental breakdown, and brothers who are finding life equal. The book insightfully depicts family life in a new way: which being a Spanish-speaking black Hispanic makes you even more formidable obstacle. Yet a mother and her da reach out to each other despite the brutality, violence, sexual exploitations, ken truths, and resentments.


Rina, the oldest of three children, lives with her Puerto Rican mother and abusive alcoholic stepfather. Despite frequent and vicious beatings, the always forgives him. Told in the alternating voices of Rina and Ms. Mar sympathetic counselor, who also suffered with a violent, alcoholic father, a haunting narrative about the pain and effects of domestic violence on women children. English-speaking readers might be frustrated by the Spanish w scattered throughout, but they add to the Latino ambiance and character aunts. Rina’s inner conflicts are solved a little too easily at the end, but the anguish is universal.

Dr. Isabel Schon is the acclaimed director of the Center for the Study of Books in Spanish for Children and Adolescents/Centro para el Estudio de Libros Infantiles y Juveniles en Español at California State University-San Marcos. She can be reached at ischoen@csusm.edu.

If interested in submitting a book review, please e-mail us at outlook@vho.com for Book Reviewers’ Guidelines.
FACULTY POSITIONS:
2000-2001 ACADEMIC YEAR
SCHOOL OF EDUCATION

Well known for its reputation for excellence and as the largest Catholic university in the United States, DePaul University has been educating Chicago for over 100 years. At DePaul, you'll work in a collaborative environment that lives its values, supports diversity and encourages professional development. The School of Education's mission is to cultivate urban, professional, multicultural educators, and to provide educational experiences that facilitate social transformation. We encourage applications from candidates who are committed to issues of social justice and knowledgeable about current educational policies and practices that affect youth and education in public and private institutions. DePaul University has a strong commitment to building and maintaining a diverse community and seeks faculty who will enhance this mission.

Director of Ed.D. Program * Senior-Level Position Responsible for providing leadership and direction for the new doctoral program in Educational Leadership, the Director will monitor program quality and create possibilities for further program development. Applicants should be prepared to teach graduate courses in the program, sustain a scholarly agenda, and work with students and faculty in related endeavors. Strong interpersonal skills and the ability to foster collaborative working relationships within and outside the university combined with excellent written/verbal communication skills required. Selected individual should be committed to maintaining/expanding student diversity in accord with the university's mission.

Position requires an Associate/Full Professor in educational leadership/curriculum with strong background in related disciplines; strong record of scholarship; broad-based knowledge/experience in teaching/research; considerable leadership in higher education; and demonstrated leadership competencies related to program development/implementations. Administrative/teaching experience in other educational contexts and collaborative research across institutions/communities would be valuable. Terminal degree required. Candidates must demonstrate commitment to diversity and cross-disciplinary inquiry of issues in urban education.

Assistant Professor * Physical Education: The individual we seek will have expertise in Physical Education with particular emphasis in Fitness Management, Fitness Assessment and Health Education. The primary teaching responsibility will be to implement graduate and undergraduate courses in the Physical Education Program that offers concentrations in Coaching K-12 and Fitness Management. Additionally, this individual will advise Fitness Management majors through their courses, clinical requirements, and internship. The successful candidate will work in our newly renovated state-of-the-art Fitness and Wellness Center; collaborate with the Director of the Recreation Facility; and contribute to community outreach programs.

Assistant Professor * Bilingual Education: Requires expertise in bilingual and bicultural education and literacy in this diverse role. Candidates should have a strong academic and experiential background in at least two of the following fields: early childhood education, second language acquisition, bilingual and biliteracy pedagogy, critical literacy, culture and identity. The individual we seek will demonstrate a commitment to teacher education and be prepared to contribute to new program initiatives.

Required qualifications for all positions: earned doctorate required for appointment; defined research agenda; ability to work collaboratively within and across programs; two areas of expertise to contribute to the School; recent experience with culturally diverse urban populations; commitment to urban education, and excellence in teaching, service and scholarship or demonstrated potential.

Salary is commensurate with qualifications and experience. Please send letter of application clearly delineating qualifications for areas of expertise; complete and up-to-date vita/transcripts; one example of recent professional publication/presentation; one page statement on philosophy of teaching; and three to five professional letters of reference sent directly. Review of applications will begin February 15th and continue until the positions are filled.

Send all applications and materials to: Quinio Vargas, Dean, School of Education, DePaul University, 2200 North Kenmore Avenue, Chicago, IL 60614. Fax: 773-525-7728. E-mail: qvargas@wpp.tnt.depaul.edu. Applications received by e-mail will not be accepted. DePaul University is committed to diversity and equality in education and employment.

Carleton College
AMERICAN STUDIES-ETHNIC STUDIES
MINORITY PRE-DOCTORAL TEACHING FELLOWSHIP

One-year teaching fellowship for minority ABD available in September 2000. Appointment involves half-time teaching (one course per term) and half-time working to finish the dissertation. Applicants should have completed all graduate coursework by January 2000, and have the dissertation under way by September. We will consider applicants from the fields of American Studies or Ethnic Studies, or from traditional disciplines with appropriate specialization.

Carleton is a selective liberal arts college with 1200 students located five miles south of the Twin Cities of Minneapolis and St. Paul. Carleton is an affirmative action, equal opportunity employer.

Letters of inquiry and application should be directed to Robert Precious, Director of American Studies, Carleton College, One North College Street, Northfield, MN 55057.

ONONDAGA COMMUNITY COLLEGE

ASSISTANT TO THE PRESIDENT

The President's Office seeks a full-time assistant to work on a broad range of assignments. The president, with executive responsibility for the college, needs someone who is familiar with college administrative procedures and is involved in most aspects of the college's operation.

The assistant coordinates meetings, committees, and events. The assistant also assists the President with all other responsibilities.

The President's Office is located at:

5500 Old Shore Road
Syracuse, NY 13215-2099

OFFICE OF THE PRESIDENT

Applicants must have at least two years of experience in a similar position. The salary range is $20,000 to $25,000.

Applications review begins January 19, 2000, and will continue until the position is filled.

Applicants must submit a current resume by letter of application together with the names, addresses, and telephone numbers of three professional references.

Carleton College

MINORITY PRE-DOCTORAL TEACHING FELLOWSHIP

One-year teaching fellowship for minority ABD available in September 2000. Appointment involves half-time teaching (one course per term) and half-time working to finish the dissertation. Applicants should have completed all graduate coursework by January 2000, and have the dissertation under way by September. We will consider applicants from the fields of American Studies or Ethnic Studies, or from traditional disciplines with appropriate specialization.

Carleton is a selective liberal arts college with 1200 students located five miles south of the Twin Cities of Minneapolis and St. Paul. Carleton is an affirmative action, equal opportunity employer.

Letters of inquiry and application should be directed to Robert Precious, Director of American Studies, Carleton College, One North College Street, Northfield, MN 55057.

fax: 507-646-7994

ONONDAGA COMMUNITY COLLEGE

ASSISTANT TO THE PRESIDENT

The President's Office seeks a full-time assistant to work on a broad range of assignments. The president, with executive responsibility for the college, needs someone who is familiar with college administrative procedures and is involved in most aspects of the college's operation.

The assistant coordinates meetings, committees, and events. The assistant also assists the President with all other responsibilities.

The President's Office is located at:

5500 Old Shore Road
Syracuse, NY 13215-2099

OFFICE OF THE PRESIDENT

Applicants must have at least two years of experience in a similar position. The salary range is $20,000 to $25,000.

Applications review begins January 19, 2000, and will continue until the position is filled.

Applicants must submit a current resume by letter of application together with the names, addresses, and telephone numbers of three professional references.

Onondaga Community College

5500 Old Shore Road
Syracuse, NY 13215-2099

OFFICE OF THE PRESIDENT

Applicants must have at least two years of experience in a similar position. The salary range is $20,000 to $25,000.

Applications review begins January 19, 2000, and will continue until the position is filled.

Applicants must submit a current resume by letter of application together with the names, addresses, and telephone numbers of three professional references.
Southern Connecticut State University
VICE PRESIDENT
FOR ACADEMIC AFFAIRS

Southern Connecticut State University invites nominations and applications for the position of Vice President for Academic Affairs. The VPAA is the chief academic officer of the University and reports directly to the President. The VPAA will manage the academic program and faculty of the University to assure the quality and coherence of education for the University's students. The VPAA directs the work of the vice teaching faculty of the university through the deans of the various schools and colleges of each school's departments as well as related administrative staffs including enrollment management, information technology, library services, research and planning. The VPAA's responsibilities also include strategic planning, administration and instructional faculty union relations, and administration of the academic budget.

Southern Connecticut State University, founded in 1893, is a fully accredited institution of higher education authorized by the Connecticut General Assembly to offer courses and programs leading to bachelor's and master's degrees in the arts and sciences and professional fields. Southern also offers a sixth year diploma in six areas. Located in New Haven, Southern is one of four regional campuses of the Connecticut State University system and governed by the CSU Board of Trustees.

The University seeks highly qualified and experienced candidates who have demonstrated leadership and personal integrity who will possess the following qualifications:

- **Strong academic record:** Hold an earned doctorate from a regionally accredited institution; have a distinguished record of scholarship that will earn the respect of the academic community;
- **Administrative and faculty experience:** Have a significant record of accomplishment and commitment to excellence in teaching, research, service, and shared governance as a faculty member and administrative leader beyond the department level, preferably at the level of dean or higher; have experience in designing and evaluating outcome-based academic programs;
- **Management experience:** Have successful experience with academic budgeting, personnel management, strategic planning, and continuous quality improvement;
- **Communication and collaboration skills:** Have demonstrated ability to communicate effectively and work collaboratively with faculty, staff, and the university's many constituencies, have working knowledge of collective bargaining;
- **Commitment to diversity:** Have demonstrated commitment to diversity and equal opportunity for students, faculty, and staff;
- **Strong leadership skills:** Have demonstrated proven experience in decision-making and strong implementation skills; have demonstrated the ability to provide innovation and dynamic leadership in promoting both the academic and total institutional mission and goals.

Letters of nomination and applications from interested candidates are requested. Nominations must be received prior to January 15, 2006, so candidates may be notified prior to January 20. Candidates must submit a letter of application, a detailed resume, and the names, addresses, and telephone numbers of five references. Nominations and applications should be sent to:

Dr. Sandra C. Holley
Dean, School of Graduate Studies
Southern Connecticut State University
Engleman 111
501 Crescent Street
New Haven, Connecticut 06515

For more information about Southern Connecticut State University, candidates are encouraged to visit the University's website at http://www.scsu.ctstateu.edu.

Southern Connecticut State University is an equal opportunity employer and applications from members of historically underrepresented groups are especially invited to apply.
St. John’s University, one of the largest Catholic universities in the U.S., boasts an enrollment of over 18,500 students pursuing bachelors, masters, doctoral and professional degrees in seven colleges. St. John’s University, New York invites applications for the following positions for Fall 2000.

UNIVERSITY LIBRARIES
Tenure Track and Administrative Appointments

Division of Public Services
One Assistant Professor
The Libraries invite applications for a new position, Distance Learning Librarian, to lead development and implementation of online reference, information and instructional services to distance students and faculty in St. John’s distance learning programs.ALA-accredited MLS (or equivalent), 1-3 years experience required; aptitude for teaching in an electronic environment strongly desired. Send letter of application, resume and three letters of reference to: Dr. James Benson, Dean of Libraries. Or e-mail to: bensonj@stjohns.edu

Division of Collections and Information Management
One Assistant Professor
The Libraries seek an Electronic Collections Librarian to lead the selection of electronic resources; catalog and otherwise coordinate systems of intellectual access to electronic resources; and educate librarians in their use. ALA-accredited MLS (or equivalent), and 1-3 years experience required, as is a commitment to providing user-centered technical services. Send letter of application, resume, and three letters of reference to: Dr. James Benson, Dean of Libraries. Or e-mail to: bensonj@stjohns.edu

Staten Island Division
One Assistant or Associate Dean
The Libraries seek a creative, service-oriented administrator to direct user services of the Loretto Library with a faculty of 4.5 that serves Liberal Arts, Professional Studies, Education and Business Administration. An ALA-MLS (or equivalent), subject master’s (Ph.D. for Associate Dean level) and 3-4 years successful management experience are required. Send letter of application, resume and three letters of reference to: Dr. James Benson, Dean of Libraries. Or e-mail to: bensonj@stjohns.edu

Division of Collections and Information Management
One Assistant or Associate Dean
The Libraries seek an Acquisitions/Collection Development Librarian to join the team, directing centralized Acquisitions/Collection Development, Cataloging and Serials (6 faculty, 26 FTE staff, serving multiple campuses) and lead the Libraries’ digital library initiative. ALA-MLS (or equivalent), subject master’s (Ph.D. for Associate Dean level) and 3-4 years management experience are required. Send letter of application, resume, and three letters of reference to: Dr. James Benson, Dean of Libraries. Or e-mail to: bensonj@stjohns.edu

Department of Fine Arts
Assistant Professor
The Department of Fine Arts invites applications for a tenure-track position as an Artist/Graphic Designer. The successful applicant will teach Graphic Design subject areas. Computer literacy and proficiency in Adobe Photoshop, Illustrator and Quark are a must. MFA is required. Send resume, CV and/or portfolio, three letters of reference (academic or professional) and slides of student work, if possible, to: Professor Belenka M. Lauts, Chair, Dept. of Fine Arts. Or e-mail to: lauts@stjohns.edu

Department of History
Assistant Professor
The Department of History seeks applications for a position as Assistant Professor in the field of Sub-Saharan African history. Expertise in African-American history would also be useful. Teaching expectations include doctoral, master’s and undergraduate courses in the speciality noted, as well as survey courses in world history. PhD. or D.A. in his or her field is required. Send letter of application, resume, and three letters of reference to: Dr. Dooreis L. Augustino, Chair, History Department. Or e-mail: augustino@stjohns.edu

Department of Mathematics and Computer Science
Assistant Professor
The Department of Mathematics and Computer Science invites applications for a tenure-track position from candidates with a Ph.D. in Mathematics and a Master’s in Computer Science, or Ph.D. In Computer Science. Candidates are expected to teach undergraduate courses primarily in computer science and to participate in developing the computer science major. Candidates should have an interest in research and must demonstrate teaching ability. Send letter of application, resume, and three letters of reference to: Dr. Charles Traina, Chair, Mathematics and Computer Science. Or e-mail: traina@stjohns.edu

Department of Modern Foreign Languages and Cultural Studies
Assistant Professor (Spanish)
The Department of Modern Foreign Languages and Cultural Studies invites applications from candidates for a tenure-track position in Spanish. Candidates must have a Ph.D., experience in 19th and 20th century Hispanic Studies, evidence of scholarly potential and ability to teach language courses. Applied linguistics a plus. Send letter of application, resume, and three letters of reference to: Dr. Gastano Cipolla, Chair, Modern Foreign Languages. Or e-mail: cipollag@stjohns.edu

Department of Physics
One Tenure/One Year Contract/Assistant Professor Positions
The Department of Physics invites applications from candidates who are effective teachers at the undergraduate level. An experimental background is preferred and a research affiliation with a major New York metropolitan or Long Island institution is desirable. Candidates must have a Ph.D. in Physics. Send letter of application, resume, and three letters of reference to: Dr. Robert Finkel, Chair, Department of Physics. Or e-mail: finkelr@stjohns.edu
Department of Psychology
Two Assistant/Associate Professor Positions
The Department of Psychology invites applications for two tenure track positions in clinical psychology. Applicants should have a Ph.D. in clinical psychology from an APA-approved program. For position one we are seeking an individual with interest and expertise in developmental psychology, and/or neuropsychological assessment. For position two we are seeking an individual with interest and expertise in clinical child psychology. Send letter of application, resume and three letters of reference to: Dr. Jeffrey Fagen, Chair, Department of Psychology. Or e-mail: fagenj@stjohns.edu

Department of Psychology
Assistant/Associate Professor
The Department of Psychology invites applications for a tenure track position in school psychology. The successful candidate will have a doctoral degree in school psychology preferably from an APA approved program. The successful applicant will be expected to develop a research program in behavioral consultation, training disabilities and/or neuropsychological assessment. Send letter of application, resume and three letters of reference to: Dr. Jeffrey Fagen, Chair, Department of Psychology. Or e-mail: fagenj@stjohns.edu

Department of Speech, Communication Sciences and Theatre
Assistant/Associate Professor
The Department of Speech, Communication Sciences and Theatre invites applications for a tenure track position in Speech-Language Pathology specializing in Child Language. The successful candidate will teach undergraduate and graduate courses; conduct research, supervise MA students’ research. Ph.D., ASHA Certification, CCC-SLP, NYS License eligibility, teaching and/or clinical and supervisory experience is required. Send letter of application, resume and three letters of reference to: Dr. Nancy McGarr, Speech, Communication Sciences and Theatre. Or e-mail: mcgarrn@stjohns.edu

Department of Theology and Religious Studies
Assistant/Associate Professor
The Department of Theology and Religious Studies invites applications for a tenure track position in pastoral theology, to teach undergraduate core and elective courses as well as graduate courses in pastoral theology and pastoral counseling. A doctorate in the field is required, together with evidence of scholarly potential and teaching ability. Applicants seeking appointment at the level of associate professor should provide evidence of significant achievement in teaching and research. Send letter of application, resume and three letters of reference to: Rev. Jean Pierre Ruiz, Chair, Department of Theology and Religious Studies.

SCHOOL OF EDUCATION AND HUMAN SERVICES
Tenure Track Positions
Division of Administrative and Instructional Leadership
One Mathematics or Science Educator - Assistant Professor
The Division of Administrative and Instructional Leadership invites applications for one position in mathematics or science. The successful candidate will teach undergraduate courses in elementary and secondary education, guide faculty development in schools, and conduct research and training to create and evaluate school programs. Earned doctorate in math or science education and classroom teaching experience with elementary/secondary students required. Publications required, as well as securing external funding. Send letter of application, resume and three letters of reference to: Dr. Gene Geisert, Chair, Division of Administrative and Instructional Leadership. Or e-mail: geisertg@stjohns.edu

Division of Human Services and Counseling
One Reading/Literacy Associate/Full Professor
The Division of Human Services and Counseling seeks an Associate/Full Professor of Reading/Literacy Education. Responsibilities include teaching graduate courses in literacy, advising graduate students, and conducting research and presentations at scholarly meetings and externally funded projects are required. Send letter of application, resume and three letters of reference to: Dr. Richard Sinatra, Chair, Division of Human Services and Counseling. Or e-mail: sinatra@stjohns.edu

Division of Human Services and Counseling
One Counselor Education Assistant/Associate Professor
The Division of Human Services and Counseling seeks an Assistant/Associate Professor of Counseling Education. Responsibilities include teaching courses in counselor education, advising graduate students, and conducting research and presentations at scholarly meetings and externally funded projects are required. Send letter of application, resume and three letters of reference to: Dr. Richard Sinatra, Chair, Division of Human Services and Counseling. Or e-mail: sinatra@stjohns.edu

Division of Education, Staten Island Campus
Two Elementary Education Assistant Professor Positions
The Division of Administrative and Instructional Leadership (Queens campus) and the Division of Education (Staten Island campus) invites applications for two positions in Elementary Early Childhood Education. The successful candidates must teach undergraduate courses in a content area (e.g. math, reading, science, special education, social studies) guide faculty development in schools, and conduct research and training to create and evaluate school programs. Earned doctorate in elementary education or related field and classroom teaching experience with early childhood/elementary age students required. Publications on elementary methods and elementary supervision required, as well as securing external funding. Send letter of application, resume and three letters of reference to: Dr. Gene Geisert, Chair, Division of Administrative and Instructional Leadership. Or e-mail: geisertg@stjohns.edu

COLLEGE OF BUSINESS ADMINISTRATION
Tenure Track Positions
Department of Economics and Finance
Associate Professor
The Department of Economics and Finance invites applications for a tenure track position from candidates who possess strong research capabilities as well as demonstrated high quality teaching performance in finance and international finance. Ph.D. in Finance required. Candidates are expected to conduct research that leads to publication in recognized refereed and professional journals. Send letter of application, resume and three letters of reference to: Dr. Nejdet Delener, Associate Dean, College of Business Administration. Or e-mail to: delener@stjohns.edu

Department of Management
Assistant/Associate Professor
The Department of Management invites applications for a tenure track position from candidates who possess strong research capabilities as well as demonstrated high quality teaching performance in Management Information Systems or Operations Research. Ph.D. in Management required. Candidates must show evidence of an interest in pursuing scholarly work and have substantial practical management consulting experience. Send letter of application, resume and three letters of reference to: Dr. Nejdet Delener, Associate Dean, College of Business Administration. Or e-mail to: delener@stjohns.edu
Department of Marketing
Assistant/Associate Professor
The Department of Marketing invites applications for a tenure track position. The candidate who has demonstrated high quality teaching performance in Advertising/Sales Promotions. Ph.D. in Marketing required. Candidates are expected to also demonstrate evidence of excellent communication skills and demonstrated potential to conduct applied research. Rank and salary for this full time position is competitive and based on qualifications and experience. Send letter of application, resume and three letters of reference to: Dr. Nejdet Delener, Associate Dean, College of Business Administration. Or e-mail: delenern@stjohns.edu

COLLEGE OF PROFESSIONAL STUDIES
Tenure Track Positions

Real Estate Management
Assistant/Associate Professor
Exciting tenure track position for innovative candidate to help develop and teach in Bachelor of Science in Real Estate Management degree program recently approved by New York State Education Department. We seek a highly creative and successful candidate with a strong commitment to quality undergraduate education and who enjoys working with students. Candidate should have industry experience, an interest in new course development and an appropriate earned doctorate. Teaching responsibilities will be on both the Queens and Staten Island campuses. Send letter of application, resume and three letters of reference to: Dr. Richard Gabb, Associate Dean, College of Professional Studies. Or e-mail: gabb@stjohns.edu

Division of Computer Science, Mathematics and Science
Three Assistant/Associate Professor Positions
Exciting tenure track positions exist in an expanding department. We seek highly motivated individuals to teach a wide variety of programming, telecommunications, networking and mathematics courses. Successful candidates should have a strong commitment to quality undergraduate education and enjoy working with students. Candidates will possess a master's degree and have significant teaching or training experience. An appropriate doctorate or equivalent industry experience is preferred. Novell or Microsoft certification is highly desirable. The primary teaching responsibilities for one position will be at the Staten Island campus. Send letter of application, resume and three letters of reference to: Dr. Richard O'Leander, Chair, Division of Computer Science, Mathematics and Science. Or e-mail: olander@stjohns.edu

Division of Hotel, Restaurant, Sports, Travel and Tourism
Two Assistant/Associate Professor Positions

Sports Management
The Sports Management Program invites applications for a tenure track position as Assistant/Associate Professor in Sports Management. This rapidly growing program presently offers a Bachelor of Science degree and has plans to develop a Master of Professional Studies in Sport Management. Candidates should have industry experience, an interest in new course development and an associate earned doctorate. The College of Professional Studies is committed to excellence in teaching and encourages applications from candidates who excel at working with students. Send letter of application, resume and three letters of reference to: Dr. Francis Brown, Chair, Division of Hotel, Restaurant, Sports, Travel and Tourism. Or e-mail: brownf@stjohns.edu

For consideration, please forward applications to the appropriate contact by e-mail or mail as soon as possible, but no later than Feb. 1, 2000 to:
St. John's University, 8000 Utopia Parkway, Jamaica, New York 11439.

St. John's is an equal opportunity employer and encourages applications from women and minorities.
Tufts University
Faculty Positions for 2000-2001

Tufts University, located in the Boston area, has the following positions available for September 2000. Tufts is committed to excellence in teaching and scholarship, and to building a faculty that reflects the diversity of both its students and the world for which it is preparing them.

For more information about these positions, consult the listing at our website: http://use.tufts.edu/facultypositions/

**Tenure-Track Positions**

- **Biology/Nutrition School**
  - Henry R. Luce Professorship in Science and Humanities/Arts
  - Open

- **Chemistry**
  - Open

- **Child Development**
  - Early Childhood Education
  - Assistant Professor
  - Assistant/Associate Professor

- **Civil & Environmental Engineering**
  - Geotechnical or Structural Engineering
  - Assistant Professor

- **Comparative Religion**
  - Judeo-Christian Tradition
  - Assistant Professor

- **Electrical Engineering/Computer Science**
  - Computer Science
  - Assistant Professor

- **Mathematics**
  - Combinatorial Fluid Dynamics
  - Computational Non-Linear Optimization
  - Assistant Professor

- **Music**
  - African-American Music History
  - Assistant Professor

- **Philosophy**
  - Metaphysics
  - Assistant Professor

- **Political Science**
  - Comparative Politics
  - Assistant Professor

- **Psychology**
  - Cognitive Neuroscience
  - Assistant Professor

- **Romance Languages**
  - 18th-Century French Literature
  - Assistant Professor

**Non-Tenure-Track Positions**

- **Child Development**
  - Curriculum Resource/Lab Director (NTT)

- **Drama/Dance**
  - Costume and Scene Design
  - Lecturer (NTT)

- **Drama/Dance**
  - Acting (part-time)
  - Lecturer (NTT)

- **History/Political Science**
  - Korean History
  - Visiting Scholar (NTT)

- **Mathematics**
  - Algebraic Groups
  - Assistant Professor (NTT)

Tufts University is an Affirmative Action/Equal Opportunity employer. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

---

Texas A&M University
Vice President for Administration

Texas A&M University invites applications and nominations for the position of Vice President for Administration. As a member of Texas A&M University's executive management team, this position provides support and counsel to the President in all University matters. The Vice President for Administration's primary focus is on the management of support and service components including Administrative Geographic Information Systems; Airport Operations; Children's Center; Facilities Coordination; Faculty Clubs; Food Services; Graphic Services; Human Resources; Parking, Transit, and Traffic Services; Physical Plant; Presidential Conference Center; Research Park; and the University Police Department.

**Qualifications:** Candidates for the position must have a Bachelor's degree (master's degree preferred). The successful candidate is expected to have a minimum of ten years experience dealing with resource allocation and fiscal management to include five years experience in an upper-management role, preferably at an institution of higher education. The ideal candidate should have demonstrated leadership ability, exceptional skills in oral and written communication, ability to work effectively under pressure, ability to accomplish objectives through the development and utilization of human resources, ability to creatively design and implement new programs. Knowledge of university operations is preferred.

**To Apply:** Nominations or applications with resumes should be addressed to the Search Advisory Committee for the Vice President for Administration. Applications should be accompanied by a resume and a letter of interest addressing specific qualifications and a list of five references. No contact with references will take place without clearance by the applicant. The committee will begin screening applications on Tuesday, February 1, 2000 and continue until the appointment is made.

The job description and additional information is available at the following university website: [http://www.tamusc.edu/vpresident](http://www.tamusc.edu/vpresident)

---

WILLIAMS COLLEGE
DEPARTMENT OF MUSIC
ARTIST IN RESIDENCE
Fall 2001

Williams College invites applications for the newly created position of Artist in Residence in Orchestral and Instrumental Activities. The Artist in Residence is responsible for developing and teaching courses in conducting, advising the Student Symphony, and organizing and coaching chamber music activities.

Duties include conducting, advising, organizing, and teaching courses in conducting, advising the Student Symphony, and organizing and coaching chamber music activities. The Artist in Residence is expected to participate in the academic calendar, attending concerts, participating in rehearsals, and directing the Student Symphony. The Artist in Residence is expected to participate in the academic calendar, attending concerts, participating in rehearsals, and directing the Student Symphony.

Candidates must have a master's degree or equivalent professional experience. Successful candidates will be expected to demonstrate a commitment to excellence in the teaching of music. The Artist in Residence is expected to participate in the academic calendar, attending concerts, participating in rehearsals, and directing the Student Symphony.

A letter of application, detailed resume and three letters of reference should be sent by February 1, 2001 to:

AIR Orchestral/Instrumental Activities Search
Department of Music
Williams College
54 Chapin Hall Drive
Williamstown, MA 01267

All application materials must be in the form of hard copy submitted by regular mail. A short list of applicants will be chosen, and interviews will be held in the spring of 2000. Finalists will be engaged as guest conductors during the 2000-2001 season of the Berkshire Symphony, after which the final candidate will be chosen.

Williams College is an equal opportunity institution, offering undergraduate education to all students. The College has built its reputation on a long tradition of outstanding teaching and scholarship, and on the academic excellence of its students. Among the opportunities that Williams offers to students and faculty members are interdisciplinary programs and centers, including the Multicultural Center, The Oakley Center for the Humanities and Social Sciences, an active concert program and performance schedule, extensive library and museum collections, computer center and well-equipped laboratories.

An Affirmative Action/Equal Opportunity Employer: Williams College especially welcomes applications from women and minority candidates.
SYSTEMS LIBRARIAN

Your primary responsibility will be for the operation of the library's computer systems. You will participate in planning, development and management of the library's computing and networked resources.

Requirements include MLS from an ALA accredited program; knowledge of automated library systems, web page design and programming; HTML coding, Windows 95 and 98, Windows NT servers and workstations; CD-ROM index administration; strong customer service orientation; excellent interpersonal, written and oral communication skills. Library automation experience required preferably with Endeavor Voyager (currently use ORA) and will migrate to Voyager in early 2000. Experience in an academic library with a broad range of library software products and knowledge of relevant standards and protocols preferred. Salary $31,416+ with excellent benefits.

STARTING DATE: ASAP
APPLICATION DEADLINE: February 4, 2000

For your application to be considered, please reference Pos. No. 00-120 and provide the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of 5 professional references (names, addresses, telephone numbers) to:

Judy Chastony, Human Resources Department, 2251 Panthersville Road, Decatur, GA 30034.

For more information on Georgia Perimeter College, please visit our website at: http://www.gpc.peachnet.edu

---

DEPARTMENT OF APPLIED LINGUISTICS/ESL

Two Tenure-Track Assistant/Associate Professor Positions
Fall 2000

Georgia State University's Department of Applied Linguistics/ESL is accepting applications for two full-time, tenure-track positions at the assistant or associate professor level. Because of the significant differences in responsibilities of each position, application must be made to each separately. Responsibilities in both positions involve teaching courses in the M.A. program in applied linguistics, training ESL/EFL teachers, and in an anticipated new doctoral program in applied linguistics with emphasis on the development of second/foreign language academic literacy. Candidates hired will have a doctorate in applied linguistics or a closely related field, and will have a specialty in either second language acquisition theory or discourse analysis (oral or written discourse) and a record of relevant publications. Preferred candidates will have additional qualifications in qualitative research methodology and experience teaching ESL/EFL. Successful candidates should already have held previous appointment at the assistant professor or associate professor level and demonstrate appropriate teaching and research credentials to warrant appointment at the advanced assistant or associate professor level.

POSITION #1
Additional responsibilities include providing academic (but not administrative) leadership to the department's Intensive English Program (IEP) for non-native English speakers.

POSITION #2
Additional responsibilities include participation in the development of grants and contracts focused on international training and research. Preferred candidates for this position will have a record of successful development of grants/contracts with a focus on international training/research. Because of GSUs emphasis on the Middle East, candidates should highlight knowledge and/or professional experience in that area of the world.

Letters of application for each position, a curriculum vitae, copies of research publications, and 3 letters of professional recommendations should be sent to:

Chair of Graduate Search Committee
Position #1 or Position #2
Department of Applied Linguistics/ESL
Georgia State University
P.O. Box 4099
Atlanta, GA 30302-4099

Review of applications will begin January 15, 2000, and will continue until successful candidates are identified. Positions start August, 2000.

Georgia State University is an Equal Opportunity/Equal Access Employer.

For further information about our program - visit the Department's website at:

http://www.gsu.edu/alesl

---

CASCADIA COMMUNITY COLLEGE

FOUNDING FACULTY
Seattle Metropolitan Area

Cascadia Community College is Washington's 33rd and newest community college. Located on the University of Washington-Bothell campus, the college will open to students in fall of 2000. The college's state-of-the-art facilities are currently under construction on a 125-acre campus in Woodinville, Washington, a suburb of Seattle.

Cascadia Community College is recruiting faculty with expertise and experience in all phases of arts and sciences disciplines, including Developmental Ed., ESL, and Instructive Technology. Faculty with experience and interest in an outcomes-based interdisciplinary curriculum, alternative pedagogies, learning technologies, and collaborative work are strongly encouraged to apply.

For further details and more information please visit our website at:

http://www.cascadia.ctc.edu/humanresources/employment.html

Applications received by January 14, 2000 will receive first consideration. We reserve the right to continue until all positions are filled. To receive a packet of information, please call: (206) 221-5408 or write to: Office, Cascadia CC, 19017 120th Avenue NE, Suite #106, Bothell, WA 98011.

---

SANTA MONICA COLLEGE

SANTA MONICA COMMUNITY COLLEGE is currently accepting applications for the following full-time, tenure-track faculty positions for Fall 2000:

FACULTY POSITIONS AND CLOSING DATES

Art (Design), 02/24/00
Art History, 03/24/00
Astronomy, 02/25/00
Biology (General), 03/11/00
Business (General), 03/11/00
Chemistry, 03/11/00
Computer Science (2), 03/17/00
Counselor (Academic/EOPS), 03/10/00
Counselor (International Students Center), 03/03/00
Counselor (Title III Retention/Persistence-Categorically-Funded), 03/10/00
English Composition/Reading, 03/31/00
English Composition/Literature, 03/03/00
English Composition/Reading, 03/25/00
Graphic Design, 03/10/00
Learning Disabilities Specialist, 03/17/00
Mathematics (Cross-Level), 03/17/00
Mathematics (Developmental), 03/17/00
Music Appreciation/Theory, 02/25/00
Sociology (Race/Ethnic Relations), 02/25/00
Sociology (General), 03/24/00
Women's Basketball Coach/Fitness, Health, 03/24/00

Salary range is $34,184 - $70,330 for faculty position. For a complete job description and a district application, please contact the Office of the Academic Personnel. Santa Monica Community College District, 1900 Pico Blvd., Santa Monica, CA 90405; (310) 434-4336 (24 hr. employment information line).
THE UNIVERSITY OF WEST FLORIDA

Public Administration Generalist

The Division of Administrative Studies at the University of West Florida invites applications for a tenure-track position at the assistant professor level in the Master of Public Administration (MPA) Program. The appointment will begin with the Fall, 2000 semester. The MPA Program is NASPA accredited and has strong ties to both governmental and non-profit organizations.

Applicants from all fields within public administration will be considered. Those who have proven ability to teach in any two of the following areas will have preference: Human Resource Management, Quantitative Applications, Organizational Analysis, and Conflict Management and Resolution.

Teaching in the program will consist of courses taught at the main campus and at our Fort Walton Beach Campus. The successful candidate will be expected to do both theoretical and applied research in higher area of specialization and to publish in refereed outlets.

By the time of appointment, applicants will be expected to have completed a Ph.D. in Public Administration or a closely related field. Potential for scholarly publications and successful teaching are important. Salary is competitive based on experience and qualifications. Candidates should forward a cover letter summarizing interests and skills applicable to the position, a curriculum vitae, and the names, addresses, and other contact information for at least three referees. Submit all materials by February 14, 2000 to:

Rosalind Fisher
Executive Assistant to the President for Equal Opportunity and Diversity
The University of West Florida
11000 University Parkway
Pensacola, Florida 32514

The University of West Florida is an Equal Opportunity/Acess employer. Women and minorities are encouraged to apply.

MIT Media Laboratory

Tenure Track Faculty Position

The Media Laboratory is seeking faculty with records of world-class creative talent, communication skills, and productivity.

Candiates should have demonstrated expertise in the study of interaction, expression, communication, or learning, and the development of technologies related to these areas. Of particular interest are human and machine learning, common sense reasoning, auditory and visual perception, design, and graphics. Applicants should have a Ph.D. degree or equivalent.

Responsibilities include: teaching (graduate and undergraduate), research, and supervision of graduate students. Appointments will be principally at the Assistant Professor level.

Qualified candidates should submit a resume, representative materials of portfolio, the names of three references, and a complete summary of their teaching and research interests by February 21, 2000 to: Faculty Search Committee, Media Laboratory, MIT Media Laboratory, E15-218, 2 Ames Street, Cambridge, MA 02139-4307. Inquiries should be sent to search@media.mit.edu. For additional information about the Laboratory, see our web page http://www.media.mit.edu. MIT is a non-smoking environment.

Water Resources Faculty Position Available

The Department of Civil and Environmental Engineering at UC Davis invites applications and nominations for a tenure-track position in water resources engineering with specialization in computational environmental fluid mechanics. The position is open at all levels for outstanding candidates. Requirements include a doctorate in civil engineering or related field and a demonstrated record of success in, or evidence of outstanding potential for, both teaching and building a vigorous independent research program. The successful candidate will have a strong background and interest in computational fluid mechanics and hydraulics and will also have additional background and interest in the modeling of turbulent transport as related to environmental flow and transport processes. Hosts will join department colleagues in teaching undergraduate and graduate courses related to fluid mechanics and numerical applications.

To be assured of consideration, applications must be submitted by February 21, 2000. Applicants should submit a complete resume, including a statement of teaching and research interests, transcripts, a list of relevant professional experience and publications, and the names and addresses of three references to:

Professor Bruce E. Larock
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

Email inquiries may be addressed to blarock@ce.berkeley.edu. Information about the department can be found at http://civil.berkeley.edu. UC Davis and the Department of Civil and Environmental Engineering are interested in candidates who are committed to the highest standards of scholarship and professional activity, and to the development of a campus climate that supports equality and diversity. The University of California is an affirmative action/equal opportunity employer.
ILLINOIS STATE UNIVERSITY
Bloomington-Normal

Vice President for Student Affairs

Illinois State University is a student-centered, multipurpose institution committed to providing a premier undergraduate education and high quality graduate programs in selected areas. It is the oldest public university in the state and enrolls approximately 20,000 students. The residential campus has a new student services building, a new science laboratory building, and a performing arts center under construction. Plans are also underway for a new building to house the College of Business. The Bloomington-Normal community has a population of approximately 100,000 and is mid-way between Chicago and St. Louis. It is one of the most dynamic and economically prosperous communities in Illinois.

The Vice President for Student Affairs reports directly to the President and is the principal university spokesperson regarding student issues. The Vice President has primary responsibilities for the direction of all departments in the Student Affairs division and works closely with other vice presidents, president’s staff, faculty, and major elected student leaders and student organizations.

Through the central office staff (Associate Vice President, Assistant Vice President, and Associate Dean) supervision is exercised over the Student Center and Student Services, Student Counseling Services, Student and Alumni Services, Disability Services, Intercultural Programs and Services, Recreation Services, University Housing Services, Student Health Services and Student Insurance, Student Support Services, Students’ Legal Services, Campus Dining Services, and the Office of Student Life.

Minimum requirements for the position include: a demonstrated capacity to administer a complex and multifaceted Student Affairs division; sensitivity and commitment to cultural diversity; commitment to the development of student potential; ability to work effectively with students, student affairs professionals, faculty, administrators, and staff; a strong commitment to shared governance; an understanding of fiscal matters and budgets; experience with a broad range of issues in contemporary higher education; creativity in program development and enhancement; and the capacity to represent the Student Affairs Division effectively within the University, to other constituencies, and to the public.

The candidate must have at least five years of relevant experience in higher education administration with progressively increasing responsibility. A doctoral degree is required.

The compensation is competitive and is based on experience. The position is available July 1, 2000.

To assure full consideration, nominations and letters of interest should be postmarked by February 25, 2000. Candidates should submit a letter outlining their interest in and vision for the position, a vita, and the names and telephone numbers of three professional references who may be requested to submit letters of reference. The search will remain open until an appointment is made.

Send all materials to:

Vice President for Student Affairs Search Committee
Office of the President
Illinois State University
Campus Box 1000, Normal, IL 61790-1000

Illinois State University encourages diversity.

EASTERN WASHINGTON UNIVERSITY

DEAN, COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DEAN, COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION
DEAN, COLLEGE OF ARTS AND LETTERS

Following a successful reorganization Eastern Washington University invites nominations and applications for three dean to begin July 1, 2000. The University is being reorganized under the leadership of President Stephen M. Jordan, who was in office from 1993 to 1998. The deans will be key members of the leadership team as the University continues the process of transformation. The deans will report directly to the Provost and will be responsible for providing effective leadership and managing their colleges.

Eastern Washington University is a student-centered comprehensive university of over 8000 undergraduate and graduate offering high-quality professional and liberal arts programs in Cheney, the Spokane metropolitan area and elsewhere in W State. The University’s mission is to prepare broadly educated, technologically proficient, and highly productive citizens meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society. The University has a renewal process involving reorganization of the academic structure, program review, and a new approach to budgeting of the mission. Enrollment has grown in the last two years from 6,800 to 7,700 full-time equivalent students. In order to accommodate the increased demand, particularly from students from other parts of the state, planning is under way for construction of a new hall and an existing residence hall has been renovated. The region provides outstanding four-season recreational opportunities. The city of Cheney offers a safe, small-town atmosphere 20 minutes from Spokane, Washington’s second largest city.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The College of Education and Human Development includes the Department of Education, the Department of Physical Education and Recreation, and the Department of Counseling, Educational and Developmental Psychology. Each of these departments offers nationally accredited programs at the undergraduate and graduate levels. The college employs approximately 70 equivalent faculty and is affiliated with the Robert Reed Laboratory School located on the University’s Cheney campus.

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

The College of Business and Public Administration includes the Departments of Management, Accounting and Information and Urban Planning, Public and Health Administration. The college offers a range of graduate and undergraduate programs in the MBA, the MPA, and the MUP. The college’s administrative headquarters are located at the Spokane Riverfront Instructional Programs are offered on both the Spokane and Cheney campuses. The college employs approximately 45 equivalent faculty.

COLLEGE OF ARTS AND LETTERS

The College of Arts and Letters is a new college formed by the separation of the university’s programs in arts and letters from the College of Letters, Arts and Social Sciences. The college will come into existence in July 2000 and will include the departments of Music, Philosophy, Art, English, Modern Languages, and Fine Arts. The college of Music and Theater Arts is a fully accredited school of music and theater arts.

Candidate Qualifications:

The ideal candidates for each of these deanships will be persons of energy and integrity who have the following qualifications:

- Strong academic record: Academic credentials and experience that will earn the respect of the academic community and provide eligibility for a tenured appointment within a department in the college.
- Faculty and administrative experience: A significant record of accomplishment as a faculty member and academic administrative experience at the department chair level or above including strategic planning, budget responsibility, management of staff, innovative and collaborative program development, development of partnerships and the implementation of c
- External relations skills: Ability to communicate and work effectively with professional associations, advisory groups, and other community leaders.
- Internal communication and collaboration skills: Ability to work effectively and collaboratively with all elements of the college, with all university faculty, in collective bargaining with the faculty union and in shared governance with the academic senate, and with all other members of the academic community.
- Commitment to diversity: Demonstrated commitment to equal opportunity and diversity.
- Fund-raising skills: Demonstrated commitment to external fundraising in support of the university mission.

Compensation is highly competitive and commensurate with education and experience. Inquiries, nominations and applications are encouraged and should include a letter describing interest and qualifications, a resume and the names and telephone numbers of three professional references. All materials will be held in strictest confidence and references will not be contacted until candidates have been selected. Materials should be sent to Human Resources, MS 114, Eastern Washington University, CW 99004. For more information, candidates are encouraged to visit the University’s web site at http://www.ewu.edu. Review of applications will begin January 20, 2000, and will continue until filled.

These positions, during the course of university employment, will be involved in an unusual level of campus social and professional activities which are directly related to their job responsibilities. The social and professional activities include participation in campus social and professional activities which are directly related to their job responsibilities.
ASSOCIATE VICE PRESIDENT
INFORMATION TECHNOLOGY
Office of Information Technology

responsible for all aspects of management, planning and program development of the Office of Information Technology (OIT). Three major units comprise the Office of Information Technology: administrative systems and services, networking and telecommunications, and academic computing and support services. The academic computing and support services unit subsumes responsibilities for management of student computer laboratories, a media resource center, instructional and learning support services, and a comprehensive training program. Administratively, the associate vice president for OIT reports to the vice president for budget, planning and information technology.

Qualifications: Graduate degree required; and at least five years of relevant experience, preferably as a senior manager in higher education. A proven record of successfully managing an information technology organization at another college/university, or major components of one, is essential. Similar responsibilities in a non-academic environment will be considered if the experience can be demonstrated to be applicable.

Strong managerial and interpersonal skills, as well as a collaborative approach to problem solving are required. The ability to communicate effectively, written and oral, and to make clear presentations is crucial. Also important is the ability to function with a high degree of autonomy and creativity. The associate vice president must have a successful record of planning and effective resource management in an environment that includes both academic and administrative responsibilities. A demonstrated ability to manage and work in a complex and changing environment, successfully managing people of diverse interests and perspectives, is essential. Some university teaching experience is a plus.

A deep general knowledge of current information technologies and future trends is imperative. The associate vice president must also possess sufficient in-depth technical knowledge to have a full understanding of the contemporary academic and administrative computing issues that are found in institutions of higher education in general, and at Montclair State University in particular.

Salary Range: Commensurate with background and experience.

Starting Date: April 1, 2000

Send letter and resume (include V#) to: Montclair State University, Box C316 V#63/HO, Upper Montclair, NJ 07043

Apply by: January 12, 2000

An Equal Opportunity/Affirmative Action Institution

Montclair State University

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfjobs.usf.edu/usfprevacancy.html or call our Job Line for staff positions at (813) 974-2979.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

The University of Texas Pan American

U.S. HISTORY

The Department of History & Philosophy seeks applicants for a one-year Lectureship in U.S. history during the 2000-2001 academic year. M.A. required. The successful applicant will be responsible for teaching twelve hours of multiple sections of the basic U.S. history survey. Send letter of application, curriculum vitae, transcripts, and three letters of reference to Dr. Michael Weaver, Interim Chair, Department of History and Philosophy, the University of Texas Pan American, 1201 West University Drive, Edinburg, TX 78539. Deadline February 18, 2000 or until filled. Minority and women are encouraged to apply. Pending final budget approval.

Georgia State University

ESL, LECTURER POSITION
DEPARTMENT OF APPLIED LINGUISTICS/ESL

Georgia State University, Department of Applied Linguistics/ESL is accepting applications for a full-time, academic year (with possibility for summer employment), non-tenure track ESL lecturer position. The candidate hired will teach ESL courses for native English speakers, undergraduates (e.g., freshmen composition), and writing and oral communication for courses for international graduate students. Additional responsibilities include developing curricula, mentoring of Master's candidates (e.g., graduate teaching assistants), assessing with proficiency and placement testing, and other related duties. The ideal candidate will have native or near-native proficiency in English, an MA (minimum) in TESOL or closely related field, and 3 years of full-time teaching experience. The position is renewable annually. Please submit letter of application, resume, official transcripts, evidence of teaching effectiveness (e.g., teaching portfolio), and 3 letters of professional recommendation. Send applications to ESL, Lecturer Search Committee, Department of Applied Linguistics/ESL, Georgia State University, P.O. Box 4599, Atlanta, GA 30302-4599. The committee is especially interested in receiving complete sets of student evaluations of instruction. Review of applications will begin January 15, 2000 and will continue until a successful candidate is identified. Position starting date is mid-August, 2000. Georgia State University is an Equal Opportunity Educational Institution and an Equal Opportunity, Affirmative Action Employer. For further information about our programs, visit the Department's website at http://www.gsu.edu/depts/.

DEPARTMENT CHAIR
Business/Social Sciences

This position is responsible for providing leadership to the Business and Social Sciences faculty and staff under the supervision of the Department Chair of Business and Social Sciences. Primary responsibilities are to maintain standards of instruction that are consistent with the University's academic and professional requirements and to maintain a collaborative relationship with faculty and staff. This position also includes the following: (1) serve as the chair of the Business and Social Sciences Department, (2) participate in the development of the department's annual budget, and (3) serve as an academic advisor to students.

Minimum of three years of college-level teaching experience and at least three years of administrative or comparable experience is required. Experience with academic planning and administrative processes, faculty evaluation, promotion, and tenured faculty, are essential. A graduate degree in a related discipline is required.

Salary: $50,000+

Starting Date: 8/1/00

Applications should be submitted to the Department Chair, Business/Social Sciences, Perimeter College, 3251 Panorama Drive, Decatur, GA 30034-2280.

Application Deadline: 12/31/00

For more information, contact Perimeter College, 3251 Panorama Drive, Decatur, GA 30034-2280. The University is an Equal Opportunity/ Affirmative Action Employer.
DIRECTOR OF THE LATINO CULTURAL CENTER
(LA CASA)

The Office of Multicultural Affairs and Indiana University seeks qualified candidates for this full-time, 12-month Director position.

General Description: The Director oversees the operation and staff of the Center, which is designed to contribute to the social and educational enrichment of Latino/a students in the areas of academic progress, integration into the mainstream of university activities, and all other aspects of campus life. The Director manages all phases of operations and budgets and develops policies and procedures to ensure the efficient operation of the Center. In addition, the Director is responsible for the development, implementation, and coordination of curricular activities and educational support programs. The Director serves as a liaison for faculty, students, administration, and staff in creating and administering programs conforming to the general guidelines of the Office of Multicultural Affairs and Indiana University. Other duties include general advising and support for student organizations, leadership development, and serving on campus committees.

Qualifications: Applicants with a Master's degree in Education or related field are preferred. 3-5 years of full-time experience in college student activities, educational agency programming, or in a related area with transferable skills. Excellent communication, writing, and organization skills; ability to work effectively with students and faculty; bilingual and bicultural; and computer proficiency.

Salary: Commensurate with experience plus benefits.

Application Procedures: Submit a cover letter, resume, and contact information for 3 references to:

Indiana University
University Human Resources
400 East Seventh Street
Bloomington, IN 47405

Indiana University is an Affirmative Action/Equal Opportunity Institution

VICE CHANELLOR FOR HUMAN RESOURCE: Community Colleges of Spokane invites applications for the position of Vice Chancellor for Human Resources. The Vice Chancellor reports directly to the Chancellor/CEO, and is responsible for the administration and direction of district human resource programs consistent with Washington State Law, Washington Administrative Code, policies of the CCS Board of Trustees, and district procedures. Specific duties and responsibilities include the development of recruitment, selection, and orientation processes for faculty, staff, and support staff; administration of equal opportunity affirmative action and Affirmative Action with Disabilities Act; labor relations and negotiation; implementation of state rules and regulations governing classification of employees; administration and implementation of collective bargaining agreements for faculty and classified staff; implementation and supervision of employee training and development programs; and providing assistance to administrators, managers, and supervisors regarding employment discipline, grievances, and other personnel-related matters. The Vice Chancellor is responsible for the implementation of employee records and records systems.

Minimum acceptable qualifications include a master's degree in a relevant field of study, professional experience in human resources with at least three years at a supervisory level, and labor relations and negotiation experience. Desirable qualifications include experience in the areas of personnel-related questions, problems; experience with and commitment to equal opportunity; and knowledge of successful strategies to recruit and retain qualified staff. Written and oral communication skills are required. The ability to lead effectively with employees and with district personnel is important. Experience with and commitment to equal opportunity is also important.

Salary: Commensurate with experience and qualifications. A comprehensive benefit package is included.

Application process: Incomplete applications will not be considered. A complete application consists of the following items:

1. Official application
2. Letter of interest addressing the duties and responsibilities of the Vice Chancellor
3. Resume
4. Names, addresses, and telephone numbers of three references
5. Transcripts (unofficial copies are acceptable)

An official application may be obtained by contacting the Human Resource Office, Community Colleges of Spokane 2000 N. Greene Street, Spokane, WA 99217-5499. Telephone: (509) 533-7429; Fax: (509) 533-7466. Website: http://humanresources.ccs Spokane.cc.wa.us

AA/EOE

Application Deadline: To be guaranteed consideration, the completed application must be received by January 10, 2000. The position will remain open until filled.
UIC
DEAN OF THE COLLEGE OF BUSINESS ADMINISTRATION
University of Illinois at Chicago

The University of Illinois at Chicago (UIC) invites applications and nominations for the position of Dean of the College of Business Administration. The appointment will become effective on or beginning with the 2000-2001 academic year.

The University is one of the largest comprehensive institutions of higher learning in Illinois and is comprised of 15 colleges and schools with approximately 16,000 undergraduate students, and 8,000 graduate and professional students. UIC is classified as a Research 1 University by the Carnegie Foundation.

Located in the heart of one of the world's foremost centers of business and commerce, the College of Business Administration offers undergraduate degrees in accounting, business administration, economics, finance, information and decision sciences, management, and marketing as well as MBA and PhDs in various fields. The College's approximately 2,000 undergraduate and 600 graduate students are served by 85 faculty.

The successful candidate will be an innovative leader committed to enhancing a strong college of business in a public university and to working effectively with the faculty. The new dean must be able to develop the College's programs to address the changing global business climate in which our students will be employed. The individual chosen is expected to interact strongly with the dynamic Chicago business community and be able to raise external funds. The dean will lead the planning of a new College of Business Administration building which will incorporate facilities to conduct dynamic and innovative programs. The incumbent is expected to have a distinguished scholarly or professional record and be qualified for the rank of Professor in one of the departments of the college.

Traditional and non-traditional candidates who possess the attributes required and the commitment to achieving the goals of the position are encouraged to apply.

Applications should be accompaniment by a letter of interest and a resume. Review of applications and nominations will begin immediately and will continue until the position is filled. Applications and nominations should be sent to:

Dr. Rosalie Sagraves, Chair
Search Committee for the Dean of the College of Business Administration
The University of Illinois at Chicago
Office of Academic Affairs (M/C 165)
601 S. Morgan Street
Chicago, IL 60607-7128

The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer.

---

Yosemite Community College District

2000-2001
FACULTY POSITIONS

COLUMBIA COLLEGE

- Art
- Child Development
- Computer Science
- Computer Information Systems
- EOPS Counselor
- History/Political Science

MODESTO JUNIOR COLLEGE

- Administration of Justice
- Anthropology
- Basic Skills Computer Lab
- Business Administration
- Chemistry
- Computer Information Systems
- Dance/Choreographer
- Director of Strings (Violin) & Orchestra, Instructor of Music
- English (four positions)
- History
- Industrial Technology
- Learning Disabilities Specialist
- Learning Disabilities Specialist/Counselor
- Library
- Nursing Consortium
- Physics
- Psychology
- Reading (two positions)
- Spanish

CLOSING DATE: Friday, February 25, 2000

For brochure and application materials please contact the Human Resources Office:
Yosemite Community College District
P.O. Box 4065 (2201 Blue Oak Avenue)
Modesto CA 95352
(209) 577-6968 FAX (209) 577-6969
larsonj@yosemite.cc.ca.us
SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT

The District, located on the beautiful San Francisco Bay Peninsula, invites applications and nominations for:

COLLEGE PRESIDENTS

College of San Mateo
Skyline College
Cañada College

Compensation/Benefits: $113,817 to $128,457 annually (including stipends). Defined benefit retirement system (either STRS or PERS), paid health benefits for employee/dependents, 27 days of vacation per year, etc.

Due to the career advancements of our prior presidents, the San Mateo County Community College District has a unique opportunity to fill three presidential vacancies at the same time. These positions serve as the chief executive officers at their respective campuses and report directly to the Chancellor of the District.

Established in 1922, the San Mateo County Community College District serves a population of approximately 700,000 San Mateo County residents through its three distinct Colleges: College of San Mateo, Skyline College and Cañada College. The District serves all of San Mateo County which is located immediately south of San Francisco and at the northern end of the Silicon Valley. The District’s Board of Trustees is composed of five citizens elected county-wide by the voters.

For a descriptive brochure and application packet please contact us at (650) 574-6555 or our web site (http://www.smccd.cc.ca.us/smccd/job/openings.html). Deadline for receipt of completed application materials is:


For confidential inquiries and additional information, please contact:

Greg Marvel, Assistant Chancellor
(650) 358-6767 or Email at marvel@smccd.net

Equal Opportunity Employer

VICE PRESIDENT OF INSTRUCTION
SPOKANE FALLS COMMUNITY COLLEGE

Spokane Falls Community College, a comprehensive community college located in Spokane, invites applications for the position of Vice President of Instruction. The Vice President is the college’s chief academic officer and is responsible for the management of all instructional programs and assigned to the college, consistent with Washington State Administrative Code, policy, District Board of Trustees and procedures and established by the district and the college. The President is a member of the president’s administrative team, and as such acts as advisor to the college concerning instructional and related matters.

For providing and encouraging staff development consistent with negotiated agreements and procedures; recommend appointment of committee members to the college president & administrative seates, and appoint screening committee members for faculty positions. Direct and participate in the development of instructional courses and systems, review and participate in program curriculum changes. Act for the college president in his/her absence as assigned. Provide lead subordinate administrators; responsible for the implementation of tenure review process; serve on the academic council and carry out the duties and work of the college as assigned.

Submit proposed instructional operating budgets and authorize the expenditure of established allocations. Assist the college president with the Vice President of Student Services in formulating local and state capital budgets for the district administration and Board of Trustees.

Minimum qualifications include an earned degree from an accredited institution, three years of successful administrative or management experience, including fiscal management, and a history of successful teaching experience, including at the post-secondary level.

Desired qualifications include a strong commitment to the comprehensive community college model and demonstrated ability to work well with college instructional, academic affairs, and student services administrators and the ability to work collaboratively with community leaders to expand diversity within and outside the college, and staff, interdisciplinary studies, and to improve learning outcomes.

Salary commensurate with experience and qualifications. A comprehensive benefit plan included.

Application process: Incomplete applications will not be considered. A complete application consists of the following items:

1. Official application
2. Letter of interest, addressing the duties and responsibilities of the Vice President
3. Comprehensive resume
4. Names, addresses and telephone numbers of minimum of three references
5. Transcripts (unofficial copies are acceptable)

An official application may be obtained by contacting the Human Resources Office, Community College District, 200 N. Greene Street, Spokane, WA 99259 or by accessing our website at: http://www.spc.cc.wa.us

Phone: (509) 535-1100; fax: (509) 535-5011

Equal opportunity employer.

Application Deadline: To be guaranteed consideration, complete applications must be received by 11:59 p.m. (PST) on December 15, 2009.

KUTZTOWN UNIVERSITY

The Office of Human Diversity is inviting applications for the position of Coordinator of Disability Services. Minimum qualifications include a masters degree in Rehabilitation Counseling, Special Education, Psychology or related field; three years of experience working with students in an educational setting; and the ability to assess reasonable accommodations and auxiliary support services for persons with disabilities as defined by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It is vital to be able to work collaboratively with other constituents in order to effectively deliver services to accommodate students, faculty and staff. A successful interview and demonstration of ability are requisite qualifications. Please send a resume and four names, addresses and phone numbers of professional references to:

Search Committee Chair
Office of Human Diversity
Strickler Administration Center
Room 226, Kutztown University
Kutztown, PA 19530

Application deadline is January 17, 2000. Kutztown University is a member of the Pennsylvania State System of Higher Education and is an Affirmative Action/Equal Opportunity employer.
**WOMEN'S STUDIES**

**Associate Professor**

The Women's Studies Program at George Mason University invites applications for a tenure track Associate Professor with expertise in the areas of Sex, Race and Gender (discipline open) beginning August 2000. Candidates must have a record of demonstrated excellence in teaching and scholarship; must be committed to working in an interdisciplinary setting; and must have a record of curriculum and program development. Candidates will be expected to pursue an active research agenda commensurate with the standards of their field. The person in this position will teach in both the Women's Studies and the African American studies programs. Send a CV, a writing sample, sample course syllabi, sample student evaluations, and three letters of recommendation to:

Dorina Bergeffans
Director, Women's Studies
George Mason University, SBG
Fairfax, VA 22030-4444

We will begin reading applications January 21, 2000 and continue until the position is filled. AA/EOE

---

**AGNES SCOTT COLLEGE**

**THE WORLD FOR WOMEN**

**ASSOCIATE DEAN OF THE COLLEGE**

Agnes Scott College invites applications and nominations for the position of associate dean of the college. This position reports directly to the vice president for academic affairs/dean of the college and assists in planning and overseeing the academic program.

Responsibilities include providing leadership and management of a specific set of academic programs/offices, including the Atlanta Semester, Academic Advising, and the Office of International Education; assisting the vice president for academic affairs with strategic planning in academic affairs and in the development and monitoring of budgets for faculty salaries and academic departments and programs; coordinating annual reports and periodic reviews of departments, programs, and offices; working with departments to hire non-tenure-track faculty; managing special projects for the vice president for academic affairs; and representing the vice president for academic affairs on committees and at professional meetings.

Requirements: Ph.D. in the humanities, fine arts, natural sciences or social sciences; minimum of four to seven years related work experience, including teaching and administration, preferably in an undergraduate, liberal arts setting; qualifications appropriate for appointment as a tenured associate or full professor; strong leadership, interpersonal and communication skills, both verbal and written; strong analytical and computer skills; and ability to prepare and manage academic budgets.

Agnes Scott College is a highly selective, independent, national liberal arts college for women located in metropolitan Atlanta. Founded in 1889 by Presbyterians, it has had a chapter of Phi Beta Kappa since 1926, and its endowment per student ranks among the highest of all colleges and universities and first among women's colleges. It currently has a full-time faculty equivalent of 87 and a diverse student population of nearly 900. A program of controlled growth is adding new faculty and is on target to reach an enrollment of 1,000 students early in the 21st century. A strategic plan emphasizing international education, science, experiential learning and interdisciplinary study is being implemented, and a $100 million dollar building and renovation program is underway.

Submit nominations or applications with a letter of interest, curriculum vitae and contact information for three professional references by February 15th to: Edmund J. Sibree, Vice President for Academic Affairs/Dean of the College, Agnes Scott College, 141 East College Avenue, Atlanta/Decatur, GA, 30030-3797.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in its employment.

An Equal Opportunity Employer.

www.AgnesScott.edu

---

**RIPON COLLEGE**

**VICE PRESIDENT AND DEAN OF STUDENTS**

The Vice President and Dean of Students is responsible for developing and administering programs affecting students and for leadership in working with students. Candidates need administrative experience in a residential liberal arts college, communication skills, and familiarity with the student services area. An advanced degree is preferred. Applications should include a letter of interest, a CV, and three letters of reference. Address applications or nominations to: Dr. William J. Wooley, C/O Ellen Soares, Ripon College, Ripon, Wisconsin 54971, (920) 748-8109. Review begins 11/10/00 AA/EOE

(Extended job description at www.Ripon.edu)

---

**AURORA UNIVERSITY, SCHOOL OF EDUCATION**

**TWO POSITIONS FOR NEW ED.D. PROGRAM**

Educational Administration: Expertise in one or more of school and university leadership/administration, education governance and politics, education policy, organization theory and change, educational economics, and fine, visual, and performing arts administration.

Graduate Instruction: Expertise in one or more of current theories and models of teaching and learning, research methods and program evaluation.

Responsibilities: Teaching graduate classes, supervising internships and independent study, conducting research and evaluating, developing new courses and programs, and participating in community service.

Requirements: Doctoral degree and a record of research, publication, and professional service appropriate to rank. The preferred candidate also has a record of successful leadership and/or administration in a school district or university setting.

Requirements: Doctoral degree and a record of research, publication, and professional service appropriate to rank. The preferred candidate also has a record of successful leadership and/or administration in a school district or university setting.

Send applications, vitae, and three letters of reference for the position of the School of Education, Aurora University, 5000 Kennedy Ave., Aurora, IL 60506. Contact: Linda B. Dvorak, Dean of Education.
CLARION UNIVERSITY
Clarion University of Pennsylvania
PROVOST AND ACADEMIC VICE PRESIDENT

The University: Clarion University of Pennsylvania invites nominations and applications for the position of Provost and Academic Vice President. Committed to a strong teaching mission complemented by research and service, Clarion University takes pride in the accomplishments of its students, who graduate from quality undergraduate and graduate programs that have earned the most prestigious accreditations. Founded in 1867 and located in scenic western Pennsylvania, the university enrolls approximately 6,000 students in academic programs conducted through the Colleges of Arts and Sciences, Business Administration, and Education and Human Services, and through the School of Nursing. Students attend classes at campuses in Clarion and Oil City, the Pittsburgh site, and at various distance education locations throughout the state. Clarion University is one of fourteen comprehensive public universities in the Pennsylvania State System of Higher Education.

Responsibilities: The Provost and Academic Vice President reports directly to and works closely with the President and acts as the chief executive officer in the absence of the President. As the chief academic officer of the University, the Provost and Academic Vice President is expected to promote academic excellence in the faculty and academic programs, and to strive for efficiency in instructional operations. Major responsibilities include providing creative and dynamic academic leadership and policy direction for university-wide planning and resource allocation; providing energy and vision to facilitate curriculum development and assessment and the acquisition and implementation of technology; identifying and facilitating opportunities for academic collaborations; and promoting a collegial working environment within a collective bargaining setting.

Qualifications: An earned doctorate from an accredited institution; a distinguished record of achievements in teaching, scholarship, and service; broad-based experience and leadership in academic administration and financial management, preferably at the dean’s level or above; demonstrated commitment to equal opportunity, cultural diversity, and global education; strong managerial and communication skills; a record of commitment to teaching excellence; commitment to the advancement of technology; understanding of the nature of a university’s mission and the state system of higher education; understanding of the essential values of academic integrity and civility in a community of learners; understanding of the procedures for establishing harmonious working relations within a collective bargaining agreement; a record of support for professional development and scholarly activity, and completion of a successful interview.

Applicants and Appointment: Candidates for Provost and Academic Vice President must submit the following materials: a letter of application addressing qualifications for the position, a resume, and three current letters of reference (including phone numbers and e-mail addresses). The evaluations of references must be based upon personal knowledge of the applicant’s professional performance. Application materials and requests for additional information concerning the position should be addressed to:

Ms. Linda Campbell, Search Committee Coordinator
202 Carrier Administration Building
Clarion University
Clarion, PA 16214

Applications received by February 4, 2000, will receive full consideration; review of applications will continue until the position is filled. Salary and benefits are competitive; appointment is effective July 1, 2000. Additional information is available at www.clarion.edu.

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply. AA/EOE.

DIRECTOR
CENTER OF TOURISM STUDIES

A Director is sought for a newly established College of Business Administration program in Tourism and Travel. Candidates should have industry experience or managerial level in some segment of the tourism-travel industry. Administrative experience is critical in order to handle all operational aspects of the program. Director will have extensive external contacts requiring excellent communication skills. A Ph.D. or significant progress toward imminent completion of the degree is required. Rank up to Associate Professor. Salaries are competitive and commensurate with qualifications. Position will remain open until filled. Send credentials to:

Dr. John Whollihan, Dean, College of Business Administration
Loyola Marymount University
7900 Ossian Boulevard
Los Angeles, California 90045-8395

Special emphasis is placed on teaching effectiveness, scholarly achievements, and service to the University for purposes of reappointment, tenure, and promotion. Women and minority candidates are strongly encouraged to apply. LMU offers equal opportunity and is an Affirmative Action Employer.

LOYOLA MARYMOUNT UNIVERSITY

IONS COLLEGE
New Rochelle, Westchester County, New York

ADVERTISING, NEW MEDIA, TV

The Department of Mass Communication, a flagship program of Iona College, is seeking candidates for full-time tenure track positions in the following areas:

Advertising
To teach undergraduate courses such as advertising, copywriting, media planning and campaigns.

New Media
To teach undergraduate courses in areas such as multimedia, desktop publishing, communications graphics and Web design. Ability to teach courses in mass communication journalism or public relations desirable.

Television/Video
To teach undergraduate courses in television and video production and editing. Ability to teach related courses in mass communication desirable.

Although doctoral degree is preferred and required for tenure, initial appointment requires Master’s degree and professional experience. Other duties include academic and professional advisement as well as scholarship and professional activities. Rank and salary commensurate with qualifications. The position begins September 1, 2000.

Send curriculum vitae, a letter of application and a statement of one’s teaching philosophy along with the name, address and phone number of three references by January 31, 2000 to:

The Chair, Mass Communication Search Committee

*15 North Avenue, New Rochelle, NY 10801

and as a college in the tradition of the Christian Brothers and...
VICE CHANCELLOR
FOR SYSTEMS ADMINISTRATION

Community Colleges of Spokane invites applications for the position of Vice Chancellor for Systems Administration. The Vice Chancellor is an executive officer of the multi-campus district, reports directly to the Chancellor/CEO, and will assist in administering the District, consistent with Washington State Law, Washington Administrative Code, policies of the District Board of Trustees and District procedures.

Challenges: As an advisor to the Chancellor/CEO, the Vice Chancellor will ensure effective operation of district programs and services; provide leadership in district-wide systems administration and review; provide direction for institutional advancement and development; lead district-wide strategic planning and direct research and administration.

As a chief district administrator, the Vice Chancellor is responsible for strategic planning initiatives, short and long range planning, research and needs assessment projects, district information and technology systems, workforce development, telecommunications systems, district athletic programs, and fundraising and development activities. The Vice Chancellor serves as a member of the Chancellor’s immediate support group, serves on various district, college and state committees and performs other related duties as assigned by the Chancellor.

Profile: The Vice Chancellor must possess strong organizational and management skills; demonstrated experience in leadership, planning and consensus building; understanding of systems approach to administration; strong verbal and written communication skills; and the ability to promote and effectively embrace change. Additional minimum qualifications include a master’s degree from an accredited college or university (a higher earned degree is desirable), supervisory experience, two years experience in administration, technology, planning, budgeting, development, higher education systems or a related field. The successful candidate must demonstrate a commitment to and understanding of the community college philosophy and the ability to communicate effectively with internal and external constituencies. The desirable candidate will have higher education experience, an understanding of multi-campus district operations, including the interaction between district and college departments and a commitment to diversity.

Salary is commensurate with experience and qualifications. A comprehensive benefit package is included.

Application process: Incomplete applications will not be considered. A complete application consists of the following items:
1. official application
2. letter of interest addressing the challenges and the Vice Chancellor Profile
3. comprehensive resume
4. names, addresses and telephone numbers of at least three references
5. transcripts (unofficial copies are acceptable)

An official application may be obtained by contacting the Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-0499, Phone: (509) 533-7429; for TDD: (509) 533-7466. Website: http://ccs.spokane.cc.wa.us

AA/EEO

Application Deadline: To be guaranteed consideration, a complete application must be received by January 10, 2000. The position will remain open until filled.

Director of the Haas Center for Public Service

Stanford University is seeking an inspired national leader in the arena of public service to carry the Haas Center for Public Service into the next phase of its development. Established in 1984, the Haas Center promotes, organizes and supports public and community service by members of the Stanford community, especially students.

The Haas Center is a prominent organization that places more than 2500 students each year in academic and co-curricular programs in the local community, at the state and federal levels and overseas. The Center collaborates with deans, department chairs and faculty to build connections between service and academic instruction and research across the curriculum. It also serves as the campus base for Stanford in Washington and Upward Bound.

Serving as the executive leader of the Center, you will be responsible for establishing its vision in consultation and collaboration with the Faculty Steering Committee, the National Advisory Board, the Haas Alumnae Board, and the senior administration of the University. As chief administrator of the Center, you will be responsible for planning and management of its programs and operations; the quality of service to students, faculty and community organizations; program planning; budgeting and fundraising. The Director recruits, supports, leads and manages a diverse staff of 21, more than 30 part-time student employees and volunteer mentors.

Qualifications include a passion for public service education; demonstrated leadership; a clear position on national leadership in the arena of public service, the non-profit sector, and/or education-relevant public service programs; and the ability to engage faculty in the pedagogy of service-learning in an academic setting. Experience in designing and teaching college-level service-learning courses is highly desired. Additional requirements include a desire to work with university students; an in-depth understanding of the relationship between a research university and its surrounding communities at the national, state and regional levels; the ability to represent the Haas Center effectively to diverse constituencies; an understanding and appreciation of cultural and ethnic diversity; successful management experience, including financial management, recruitment, development and supervision, program planning, design and implementation; and demonstrated successful experience in fundraising and stewardship necessary to support a $1 million organization. An advanced degree is strongly preferred.

Applications will be reviewed beginning January 15, 2000, and accepted through the end of January. For complete position description and additional information about the Haas Center, visit http://haas.stanford.edu. Salary commensurate with experience. Applicants should submit a letter describing their personal philosophy of public service in education and resume to: Haas Center Director, c/o Ms. Suzanne Schaffler, Office of the Vice Provost for Student Affairs, 459 Lagunita Drive, Suite 6, Stanford, CA 94309. Equal Opportunity Employer. Women and minorities encouraged to apply.

Oak Knoll School of the Holy Child
Summit, NJ
Director of Development

Oak Knoll School of the Holy Child, an independent Catholic school in North-Central New Jersey for grades K-12, seeks a Director of Development beginning January 2000. Reports to the Head of School and supervises a staff responsible for annual giving, endowment campaign, alumni relations, volunteer and parent relations, public relations, special events, and cultivation. The school of 260 students is coed K-6 and young women in grades 7-12. This position requires excellent skills in organization, planning, leadership, and written and oral communications. The candidate should demonstrate qualities of initiative and enjoyment of teamwork and have proven success in staff development. Independent school development experience and familiarity with Blackbaud Raiser's Edge are preferred. Send cover letter and resume to Head of School, Oak Knoll School of the Holy Child, 44 Blackburn Road, Summit, NJ 07901, e-mail: (908) 277-3838.

Columbia University Research Scientist

For Workplace Ctr of Columbia Univ. Under general supervision, develop and direct research agenda on work and disability issues. Soc. Sci. Ph.D. and 5 years' exper. research and admin. Fax resumes (212) 854-2975.

Columbia is an affirmative action/equal opportunity employer.
Position Announcement

HEAD
SCHOOL OF INDUSTRIAL ENGINEERING

The Schools of Engineering at Purdue University invite nominations and applications for the position of Head, School of Industrial Engineering. The successful candidate should possess outstanding leadership qualities, communication skills, administrative abilities, and understanding of the current needs and future directions of the industrial engineering profession. Candidates should be eligible for appointment as full professor with immediate tenure based on a distinguished record of teaching, research, and service.

Located at West Lafayette, Indiana, between Indianapolis and Chicago, Purdue is one of the nation’s leading land grant universities with a full range of academic majors and over 50,000 students. The School of Industrial Engineering has approximately 35 faculty members, 430 undergraduate students, and 125 graduate students. Annual research expenditures exceed two million dollars. Consistently ranked among the top industrial engineering programs in the US, the School’s teaching and research activities cover a broad range of topics including engineering economy, human factors, manufacturing engineering, operations research, and production systems.

We seek to fill the position as soon as possible. Applications will be considered until the position is filled; screening will begin February 1, 2006. Nominations and applications with names of at least three references should be sent to:

Professor James J. Sollberg, Chair
11 Head Search Committee
School of Industrial Engineering
Purdue University
West Lafayette, IN 47907-1287

Purdue is an equal opportunity employer, and applications from women and underrepresented minorities are particularly encouraged.

FACULTY POSITIONS FOR 2000-2001

Green River Community College is located on a 168-acre wooded site in East Washington, about 30 miles from both Seattle and Tacoma. The college opened in 1955 with an enrollment of 6,000 students. It includes 11 instructional divisions and offers 50 vocational programs. The college is committed to diversity, student development, job placement, excellence, and meeting the needs of community, industry, and government.

Green River is a comprehensive community college that supports its students as they begin their lives through education. The college assists students in achieving their personal goals as they train to enter the job market, prepare to transfer to other colleges, universities, build their basic skills, and seek personal enrichment, through instructional programs, student services, opportunities to our community and beyond.

The college seeks innovative, creative, experienced faculty who are dedicated to students achieve excellence in their academic work, who are able to employ alternative instructional methods and approaches, and who are committed to a variety of teaching situations of the following full-time, part-time faculty positions available beginning Sep 2000 and continuing with annual nine-month contracts:

ABE/GED/READING - Teaches reading skills at the ABE and GED levels and/or develops reading courses and assist as lead faculty in the Adult Center. Min qual: Bachelor’s degree in ed major or education or equivalent degree with an emphasis in reading or three years (or equivalent part-time) experience teaching adults in a community college.

ANATOMY/PHYSIOLOGY - Teaches anatomy/physiology as a variety of levels for a wire of programs/students including medical office assistant, health reporting, physical assistant, occupational therapy, practical nursing, and four-year college transfer. Min qual: Master degree in biological sciences with a clear and strong focus in human or animal and two years experience (part-time or full-time) successful college-level teaching experience (not in teaching assistant position), including one year of (part-time or full-time) anatomy/physiology.

ART - Responsible for all curriculum in the Drawing and Design areas of the Art Program budgeting for instructional programs and activities. Min qual: Master’s degree in Fine drawing, design, or related field.

BUSINESS EDUCATION (COMPUTER) - Teaches systems administration and support, business-related applications, and business computer literacy. Min qual: Bachelor’s degree in computer science with a minimum of two years recent work experience in business management and a business degree in business education with a strong foundation in business computing.

COMPUTER SYSTEMS ADMINISTRATION (Beginning Spring 2000) - Provides information systems at a variety of levels for a wire of programs including program design, systems analysis, and support for computer technologies. Min qual: Bachelor’s degree in computer science, computer information systems, or related field and two years (part-time or full-time) successful level teaching experience (not in teaching assistant position).

ELECTRONICS (Open Until Filled - Beginning Winter 2000) - Teaches a variety of electronics courses including electronics fundamentals (Ohm’s Law, AC & DC circuits), semiconductor circuitry, linear amplifiers, and power amplifier design, digital circuitry, telecommunications, networks, and computer hardware. Min qual: Bachelor’s degree in electrical engineering, vocational education, or related field and three years of practical experience in industry.

JOURNALISM (Open Until Filled - Beginning Winter 2000) - Teaches a two-semester introductory course in journalism to first-year students. Min qual: Master’s degree in journalism or communications and experience as a journalist. Min qual: Master’s degree in journalism or communications and experience as a journalist.

MATHEMATICS - Teaches courses ranging from introductory level to more advanced level. Courses include developmental and college transfer classes. Min qual: Master’s degree in mathematics.

PHYSICAL THERAPY ASSISTANT - Teaches courses in physical therapy, including courses in human anatomy and physiology. Min qual: Master’s degree in physical therapy and relevant experience. Min qual: Master’s degree in physical therapy and relevant experience.

PHYSICS - Teaches physics at a variety of levels. May also teach other topics in interdisciplinary science. Min qual: Master’s degree in physics and college-level physics experience in both laboratory and non-laboratory settings. Knowledge of recent developments in physics education.

SALARY RANGE: $33,100 - $47,618

CLOSING DATE: Monday, February 7, 2000 (until positions are filled)

Complete job application and materials, and a letter of interest, are submitted to the Office of Human Resources for screening. Applicants are encouraged to visit the Green River College web site at www.greenriver.edu for more information.

GRCC is an Equal Opportunity Employer/Affirmative Action Women and Minority Recruitment/Completion Program.
DEAN
SCHOOL OF EDUCATION

University of Colorado at Colorado Springs invites applications for the position of Dean of the School of Education (SOE). The University of Colorado at Colorado Springs is a dynamic, modern, community-based institution located in southeast Colorado Springs. The 500-acre campus sits on the eastern plains and the Garden of the Gods. CU Colorado Springs is the designated growth campus of the four-campus CU system. The School of Education is one of seven colleges on campus. The University has an enrollment of approximately 6,700. Colorado Springs, the second largest city in the state of Colorado, is home to the U.S. Olympic Training Center, the United States Air Force Academy, NORAD, and a rich tapestry of natural and cultural attractions.

The School of Education offers undergraduate and post-baccalaureate teacher licensure preparation programs and graduate training. The professional development school model is an integral part of teacher preparation within the College. Professional licensure programs lead to endorsement in school counseling, reading, middle school, special education, gifted and talented education, and educational administration. Students may earn a Master of Arts degree in Curriculum and Instruction, Counseling and Human Services, and Special Education. A Ph.D. program in Educational Leadership is offered in collaboration with the University of Colorado at Denver. The School of Education budgets for full-time faculty as well as extended tenure resulting in a combined total of 1.5 million dollars. Programs are accredited by the National Council for the Accreditation of Teacher Education and approved by Colorado Department of Education.

BASIC QUALIFICATIONS:
- Earned doctorate in education or related field from a regionally accredited institution.
- Excellent administrative leadership in higher education or state/federal educational agencies.
- Evidence of excellence in teaching, service, scholarly achievement sufficient for appointment to the rank of tenured full professor.
- Commitment to service in faculty and student body.
- Demonstrated ability to manage a budget in an era of limited resources.

PREFERRED QUALIFICATIONS:
- Experience in fostering the collaborative participation of people to achieve organizational goals.
- Notable experience in K-12 schools.
- Commitment to and knowledge about requirements for state and national (NCATE) accreditation.
- Demonstrated ability to maximize internal and external resources.
- Commitment to the integration of teaching into the teaching/learning process.
- Understanding of national trends and issues related to K-12 education and counseling services.

SALARY: Salary will be commensurate with experience and qualifications.

APPLICATION: An application package must include a letter of interest, detailed summary of your qualifications, and indications of your leadership experiences, how these experiences have influenced your orientation and philosophy of educational leadership; and how this will translate to your leadership of the SOE in a dynamic, diverse, and collegial environment. The package should also include a current vitae including names, addresses, telephone numbers, fax numbers, and e-mail addresses (if available) of five persons who can provide recommendations upon request. The successful candidate will need to provide copies of transcripts and verification for employment in the USA. Screening of applicants will commence January 15, 2005, and continue until the position is filled.

The University of Colorado at Colorado Springs is an Affirmative Action/Equal Opportunity Employer and encourages a diversity of applicants. Nominations and application should be addressed to: Joseph C. Ballo, Ph.D.
Dean, College of Business/Chair
School of Education Dean Search Committee
University of Colorado at Colorado Springs
P.O. Box 7150
Colorado Springs, Colorado 80933-7150
Email: jballo@mail.uccs.edu
Phone: (719) 262-3113
Fax: (719) 262-3494

---

UNIVERSITY OF HOUSTON

Cullen College of Engineering
Department Chair Positions

Applications and nominations are invited for the following openings. Candidates should have an established national and international reputation in research, and academic and professional leadership experience. Credentials appropriate to the rank of Professor are required.

DEPARTMENT CHAIR, CHEMICAL ENGINEERING
Detailed information is available at http://www.chee.uh.edu. The Committee will accept and review applications until the position is filled. Send nominations and applications, including current vita, to: Dr. Stuart A. Long, Chair of the CHEE Search Committee, Cullen College of Engineering, University of Houston, Houston, TX 77204-4814 or e-mail to stlong@uh.edu.

DEPARTMENT CHAIR, INDUSTRIAL ENGINEERING
Detailed information is available at http://www.eng.uh.edu. The position requires an undergraduate degree in engineering and an earned doctorate in industrial engineering or closely related field. The search committee will accept applications until the position is filled. Send nominations and applications, including current vita, five references, and a philosophical statement on strategies for program and research opportunity development to: Dr. Charles Dalton, Chair, INDE Search Committee, Cullen College of Engineering, University of Houston, Houston, TX 77204-4814, or e-mail to dalton@uh.edu.

Positions are available beginning Fall 2000, with competitive salary and benefits. UH is an equal opportunity, affirmative action employer. Minorities, women, veterans, and persons with disabilities are encouraged to apply.

---

Professional Positions Available at NJIT

America's Most Wired Public University

Assistant Director/Counselor, University Learning Center/University Research Experience
Program. Under general supervision, the incumbent will coordinate day-to-day administrative and operational activities of the Ronald E. McNair Post-Baccalaureate Achievement Program (PBAP) and advise interested students. Responsibilities include counseling and advising students; recruiting, training, mentoring, and providing academic counseling to students; coordinating tutoring and mentoring programs; and promoting the program. The successful candidate will have a bachelor's degree in counseling, psychology, sociology, social work, or related field and a minimum of 2 years of experience in counseling students in an academic environment. Bachelor's degree in counseling psychology, sociology, social work, or related field is preferred. Submit resume to: Personnel Office, University of Texas at Dallas, MC-3300.

Counselor/Tutoring Coordinator, Student Support Services Program. Under the direction of the Dean of Student Life, the incumbent will be responsible for developing, implementing, and evaluating a tutoring program for students. The successful candidate will have a bachelor's degree in counseling psychology, sociology, social work, or related field and a minimum of 2 years of experience in counseling students in an academic environment. Bachelor's degree in counseling psychology, sociology, social work, or related field is preferred. Submit resume to: Personnel Office, University of Texas at Dallas, MC-3300.

Assistant Director/Coordinator, University Learning Center/University Research Experience Program. Under general supervision, the incumbent will coordinate day-to-day administrative and operational activities of the Ronald E. McNair Post-Baccalaureate Achievement Program (PBAP) and advise interested students. Responsibilities include counseling and advising students; recruiting, training, mentoring, and providing academic counseling to students; coordinating tutoring and mentoring programs; and promoting the program. The successful candidate will have a bachelor's degree in counseling, psychology, sociology, social work, or related field and a minimum of 2 years of experience in counseling students in an academic environment. Bachelor's degree in counseling psychology, sociology, social work, or related field is preferred. Submit resume to: Personnel Office, University of Texas at Dallas, MC-3300.

NJIT: A Public Research University
New Jersey Institute of Technology
University Heights
Newark, NJ 07102-1982
ARAPAHOE COMMUNITY COLLEGE

Dean of Business and Professional Services

Full-time, 12 months

The Business and Professional Services division coordinates the instructional activities of 30 full-time and 85 part-time instruct.

department of accounting, business administration, computer information sciences, criminal justice, police academy for science, 

tourism, management and logistics, paralegal, and auto, automotive technology and communication technology.
The Dean reports to the Vice-President for Instruction, responsible for directing daily operations of the Division including strategic, 

teaching and organizational program coordinating, departmental budgeting, supervising and evaluating divisional personnel.
The member of the Vice-President's Instructional Council, which is responsible for developing and implementing comprehensive curric.

PROGRAMS for the College.

MINIMUM REQUIREMENTS:

- A Master's degree in any of the disciplines under the Business and professional services (listed in the job description).
- A combination of five years teaching/administrative experience.

PREFERRED REQUIREMENTS:

- Strong written and oral communication skills.
- Demonstrated ability in curriculum and program development.
- Knowledge of current trends in higher education.
- Experience maintaining compliance with accrediting agencies.
- Experience administering rules and regulations in the operation of divisional instructional programs.
- Experience working in a shared governance environment.
- Previous experience supervising a diverse workforce.
- Ability to project a strong institutional perspective.
- Commitment to developing a diversified workforce.
- Sensitivity to the student as an adult learner and consumer.
- Demonstrated leadership ability and a commitment to the role and mission of a comprehensive community college.
- Ability to bring a business perspective to division.-...

Professional community involvement.

Candidates will be evaluated on the basis of their qualifications as related to the duties and responsibilities of the position. Final 

candidates will be invited to travel to the College, to the College's expenses, to interview with the Screening Committee, the Vice 

President, the Instructional Council, the President. Start date is July 1, 2000. Anticipated hiring range $45,000 to $56,500 based on experience and 

education.

All applicants must submit a detailed letter of application addressing the job description in addition to a resume, transferal 

to the college application form. Information will be required of all finalists. Only those applications with complete files will be 

forwarded to the Screening Committee for consideration. All materials must be received by February 14, 2000. For information and a 

application form (303) 759-5720, mberkel@arapahoe.edu, AA/EOE.

PHYSICAL EDUCATION/KINESIOLOGY

ASSISTANT/ASSOCIATE PROFESSOR

SOCIAL SCIENCE OF SPORT AND EXERCISE

The Department of Kinesiology at the University of Maryland, College Park is seeking a faculty member with

expertise in the social science of sport and exercise to become part of a strong innovative research program. We seek 

a candidate who will be a productive scholar in order to the 

sociological, psychological and/or managerial aspects of sport and exercise, as well as being a strong teacher and mentor for 

undergraduate, Masters and Doctoral students.

QUALIFICATIONS: Doctorate in related social science domain, evidence of a focused research program, demonstrated 

scholarly record, strong writing skills, and the potential for external funding. Women and minorities are strongly encouraged to apply. Candidates should submit a curriculum vitae, a statement of research focus, current and planned research activities, copies of selected research/scholarly articles, graduate transcripts, and three letters of recommendation by January 15, 2000. This is a 9/12 month, tenure-track position begins August 17, 2000. The search will continue until a suitable candidate is identified. Send to:

Chair, Social Science of Sport/Exercise Search Committee, Department of Kinesiology, University of 

Maryland, College Park, MD 20742-2611, Phone: (301) 405-2650, Fax: (301) 343-1167; Email: 
dk226@umail.umd.edu or cv@umail.umd.edu.

<http://www.inform.umd.edu/HLHP/KNES>

AGNES SCOTT COLLEGE

DIRECTOR OF ALUMNAE RELATIONS

Agnes Scott College seeks a Director of Alumnae Relations to provide strong leadership for traditional and new 

alumnae programs that engage Agnes Scott's alumnae body in the ongoing life of the College.

The director oversees an office that provides support to alumnae classes and regional associations offers a growing 

number of opportunities for alumnae education; facilitates alumnae participation in various forms of service to the College; 

encourages active communication among alumnae and the College; and coordinating procedures that select alumnae for 

alumnae leadership and are a variety of alumnae awards. The Director serves as the executive officer of the Alumnae 

Association Board of Directors; supervises a two-member staff; and engages and supports superior volunteer leadership.

This position requires strategic planning, event planning and management experience, a capacity to work effectively with volunteers, demonstrated ability in and effective use of technology, a 

commitment to the College's overall mission, the ability to work evenings and weekends, to travel and to balance competing priorities under deadline pressures. Prior association with Agnes 

Scott College and familiarity with its mission and traditions are highly desirable.

For full consideration, please submit nominations and application materials by January 31 to 

Dr. Lewis Thayne, Vice President for Institutional Advancement, c/o Office of Human Resources 

Agnes Scott College, 141 East College Avenue, Decatur, GA 30030-3757

Agnes Scott College is a highly selective, independent, national liberal arts college for women located in metropolitan Atlanta. Offering "the word for women," Agnes Scott College encourages participation in diverse, interconnected disciplines, across campus and across communities. Founded in 1889 by Presbyterians, Agnes Scott is a diverse and growing residential community of scholar with one of the largest endowments per student of any U.S. College or university.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age or disability in its employment.

Agnes Scott College has a strong commitment to diversity and seeks members of underrepresented groups to apply. An Equal Opportunity Employer.

www.AgnesScott.edu
DIRECTOR OF RESIDENCE LIFE AND HOUSING

Kean University, a publicly-supported, comprehensive university is seeking a Director of Residence Life and Housing. The Director is responsible for providing leadership and direction to an office that has a residential population of over 1,200 full-time, undergraduate students. The Director has responsibility for the overall management of the Residence Life Program that serves resident students and the University.

Responsibilities: The successful candidate should demonstrate creative management, planning, and problem solving ability. Strong interpersonal and communication skills, proficiency with computer applications, and an extensive knowledge of budget management, purchasing and vendor agreements. The Director should have experience and a record of success in selecting, leading and training professional staff to provide exemplary services to a diverse residential population. Active participation in professional associations.

Qualifications: Master’s degree. A minimum of five years managerial experience in Residence Life and Housing in a college/university setting. Review of applications will begin immediately until the position is filled. Application materials should include a cover letter, current resume and names, addresses, and telephone numbers of three references. Official transcripts and three current letters of recommendation are required before appointment. Apply to: Patrick J. Ippolito, Vice President for Student Affairs, Director of Residence Life and Housing Search, Kean University, 1000 Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Kean University is an EEO/AA Institution.

DIRECTOR OF HUMAN RESOURCES

RARITAN VALLEY COMMUNITY COLLEGE (RVCC)

is a dynamic and growing institution at the hub of educational and cultural life of Somerset and Hunterdon counties. Set on 240 rolling acres just outside Somerville, NJ, RVCC serves the educational needs of a diverse student body exceeding 10,000. The Director of Human Resources reports directly to the President of the College.

The Director will supervise the professional staff, is expected to collaborate with a variety of administrators and other constituents, and commit to RVCC as a teaching and learning community. Must have strong interpersonal and organizational skills, demonstrated ability to lead a comprehensive transformation of the human resources function, and the ability to work well in a challenging environment. The successful candidate will be an experienced professional with cutting-edge human resource knowledge who enables the College to successfully manage change and preserve high quality.

Requirements: Master’s degree in Industrial Relations, Human Resource Management, or similar field, with at least five years progressively responsible experience in human resource management, preferably in an institution of higher education; excellent interpersonal and organizational skills; creative problem-solving ability; technologically current and experience in computerized human resource systems.

Please send resume to: Human Resources, Raritan Valley Community College, P.O. Box 3500 HO, Somerville, NJ 08876, or Fax to (908) 526-4266, or Email to jobinfo@raritanval.edu AA/EOE.

UNIVERSITY OF HOUSTON
DEPARTMENT OF MECHANICAL ENGINEERING

The Department of Mechanical Engineering invites applications for two tenure track faculty positions effective as early as the fall, 2000. Appointments are expected to be made for two endowed Assistant Professors. Appointments at the Associate or Full Professor level may be considered but only in extraordinary circumstances. The primary qualifications for these positions, in addition to an earned doctorate, are demonstrated ability to perform top quality research, a commitment to excellence in teaching at both the undergraduate and graduate levels, and the potential to acquire support for research. We are seeking individuals with research interests in materials science and engineering, intelligent systems, or biomechanical engineering. Applicants should send a detailed resume, a summary of research and teaching interests and a list of at least three references to: Faculty Search Committee, Department of Mechanical Engineering, University of Houston, Houston, TX 77204-4792. Review of applications will begin on February 1, 2000, but applications will be accepted until these positions are filled. Applicants are encouraged to visit our website at http://www.me.uh.edu for more details on each of these positions.

The University of Houston is an Equal Opportunity Affirmative Action Employer. Minorities, women, veterans and persons with disabilities are encouraged to apply.

AMHERST COLLEGE
ASSISTANT ARCHIVIST

Amherst College, a private undergraduate liberal arts college for men and women, with 1,600 students, invites applications for the position of Assistant Archivist. The College, located in western Massachusetts, is associated with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium. Reporting to the Archivist of the College, the Assistant Archivist manages and organizes all aspects of the college's Archival Collections. The position is responsible for the acquisition, description and preservation of all archivai material. Applicants should have a Master's degree in Library Science or an equivalent combination of education and experience. Experience in archiving, cataloging and applying archival principles is preferred. A willingness to participate in all activities is essential. The position requires a high level of interpersonal and organizational skills, the ability to work independently in a team-oriented environment, and the ability to manage a variety of tasks while meeting deadlines. The College, located in Amherst, MA, offers a competitive salary and benefits package. Applications should be submitted to: Assistant Archivist, Amherst College, 500 College St., Amherst, MA 01002. Inquiries should be sent to: Archivist, Amherst College, 500 College St., Amherst, MA 01002. Application review will begin on September 1, 2000 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action Employer and encourages women, minorities and disabled persons to apply.
OHIO WESLEYAN UNIVERSITY
DEPARTMENT OF MODERN FOREIGN LANGUAGES
ASSISTANT PROFESSOR OF SPANISH

Ohio Wesleyan University invites applications for a full-time, tenure-track position of Assistant Professor in Spanish. Major teaching responsibilities include beginning and intermediate language courses, culture and conversation classes as well as literature courses at the intermediate and advanced levels. Ph.D. or ABD with Ph.D. by August 2000 with a concentration in Golden Age literature. Candidates must demonstrate a commitment to research and publication in their field of specialization. All—teaching is at the undergraduate level. All applicants should have native or near-native fluency in Spanish and a strong interest in language teaching. Please send letter of application, vita, three letters of reference, transcripts and example of scholarship to: Donald Lenfest, Chair, Department of Modern Foreign Languages, Ohio Wesleyan University, Delaware, Ohio 43015. Applications must be post-marked by February 15, 2000. Appointment will be made by April 1, 2000. Starting date will be August 15, 2000. In its continuing efforts to enrich its academic environment and provide equal educational and employment opportunities, Ohio Wesleyan University actively seeks and encourages the applications of women and minorities.

Boise State University
NURSING FACULTY: First year Medical/Surgical position. Boise State University invites applications for a full-time, tenure-track position in an NLN accredited AS or BS program beginning August, 2000. Master’s degree in nursing required, doctorate preferred. Teaching experience in nursing and clinical experience within the last five years preferred. Clinical assignments vary. Salary and rank commensurate with experience and qualifications. Deadline March 1, 2000 or until filled. Send letter of interest, curriculum vitae and names and phone numbers of 3 references to:

Dr. Anne Payne
Chair, Department of Nursing
Boise State University
Boise, Idaho 83725-1840
or call (208) 426-3900
or e-mail apayne@boisestate.edu

EO/AA institution.
http://www.boisestate.edu

FACULTY POSITIONS
Available September 1, 2000

School of Education
Associate Professor
Salary: $42,616 – $69,174
Curriculum & Teaching: Administration and Supervision—expertise in supervision of curriculum & instruction and legal & financial implications of administering schools
Assistant Professors
Salary: $32,703 – $57,049
Curriculum & Teaching: Science Education—elementary & secondary methods courses & undergraduate courses within the School of Arts & Sciences
Curriculum & Teaching: Early Childhood Education
Curriculum Visits to: Chair of appropriate department, School of Education, Hunter College, 696 Park Avenue, New York, NY 10021

School of Arts and Sciences
Assistant Professors
Salary: $32,703 – $57,049
Economics: Accounting
Economics: Finance & Applied Industrial Organization
English: 19th Century British Literature
Geography: Environmental and physical geography
History: Pre-20th Century Modern, Medieval & Culture
History: Islamic History
History: British or French 1648-1815
Psychology: Applied Developmental, Developmental Psychopathology, C. Motor or Health Psychology
Theater: Scene design, costume design, stage design skills preferred
Instructor
Salary: $29,997 – $40,234

School of Social Work
Assistant Professor
Salary: $32,703 – $57,049
Social Welfare Policy and Services, Human Behavior and the Social Environment and/or Social Research
Curriculum Visits to: Dean of the School of Social Work, 129 East 70th Street, New York, NY 10021

Schools of Health Professions
Assistant Professor
Salary: $32,703 – $57,049
Nursing: RN with community health credentials
Health Science: Physical Therapy license required
Curriculum Visits to: Dean of the Schools of Health Professions, 425 East 25th Street, New York, NY 10010

HUNTER
The City University of New York

MINNESOTA STATE UNIVERSITY,
MANKATO
Mankato, MN

College of Social and Behavioral Sciences has positions available in Anthropology/ethnic studies (joint appointment). Corrections (correctional counseling, treatment; Geography (GIS); History (19th Century U.S.); Political Science (public administration); Psychology (biopsychology); psychology (cross-cultural, multilingual, social work); sociology (social organizations). Complete information can be obtained from:

Becky Gunderman
(507) 389-6307
VTTY (800) 627-3529
website under Administration on http://www.mankato.mnsu.edu
Florida Gulf Coast University
Faculty Positions

Join a new, growing, and innovative university on the beautiful southwest coast of Florida. Florida Gulf Coast University opened in August 1997 as the tenth member of the Florida public university system. A comprehensive university offering a broad range of undergraduate and graduate programs, it has 170 full-time faculty and 3,300 students. The 760-acre campus, located between Ft. Myers and Naples, is in the midst of a continuing capital expansion that will provide two additional academic buildings, a fine arts complex, a student activities center, and athletic facilities to support an expected enrollment of 8,000 students by 2003. Mandated by the Florida Board of Regents to experiment with innovative ideas and technologies, from multi-year faculty appointments to distance learning, FGCU is forging an academic culture that maintains traditional foundations but supports thinking and acting outside traditional boundaries. Florida Gulf Coast University received accreditation by the Southern Association of Colleges and Schools effective January 1999.

Applicants should be committed to quality, learning-centered education; have experience in, knowledge of, or openness to the uses of information technology and interdisciplinary approaches to teaching and learning; be willing to participate in a collegial working atmosphere and broaden professional identity beyond discipline/department boundaries; be flexible beyond lecturing and traditional professorial and institutional preferences in meeting student learner needs; support the University's commitment to diversity and its other founding principles; and possess an overall willingness to experiment, assess, and change. Appointments will be made on a multi-year renewable contract basis. The application deadline date is January 25, 2000 unless otherwise noted.

College of Arts and Sciences

In addition to the application materials requested below, for each position in the College of Arts and Sciences in which you are interested (see specific notes under Art), please submit one copy of the following: a statement of educational and assessment philosophy; two syllabi you have either taught or developed, and copies of student evaluations of your teaching, if available.

Computer Science - Ph.D. in computer science and significant experience in the field. Specific expertise in software engineering req. Masters degree in computer science with exceptional industrial experience will be considered. Knowledge of computer networks, Internet technology, or compiler technology desirable. Asst./Assoc. Professor rank. Position #12019.

Biological Sciences - Ph.D. or AB.D. (degree to be completed prior to contract start date) in any biological sciences discipline. Prefer applicants with interests in integrating organismal biology with molecular biology (no phylogenetic preferences). Candidates dedicated to supervising undergraduate research are encouraged to apply. Asst./Assoc. Professor rank. Position #3139. Also include a statement of research interests articulating how you will involve undergraduates.

Economics - Ph.D. or AB.D. near completion of Ph.D. Experience teaching principle courses in microeconomics and macroeconomics. Demonstrated ability to teach upper division courses in microeconomics. Candidates with interests in environmental economics are preferred. Interdisciplinary teaching and outcomes based pedagogy experience is likewise desirable. Asst./Assoc. Professor rank. Position #3162.


Statistics - Ph.D. in statistics conferred by August 2000 with specialty in statistics or operations research. Prefer experience using computer algebra systems and/or statistical software in instruction. Ability to direct undergraduate research projects is a plus. Asst./Assoc. Professor rank. Position #31149 (ready).

Art - MFA in 3-D area or graphic design. Broad range of technological experience appropriate to area of expertise. Commitment to teaching the visual arts within a liberal arts educational context. Prefer demonstrated involvement in pedagogical and student assessment issues. Asst./Assoc. Professor rank. Position #31620. Also include a single set of the following four items (required for consideration): 20 slides/examples of your own work; two syllabi of courses you have taught/developed; a statement of educational and assessment philosophy (no more than 2 pages in length), and if available, five samples of your students' work, either visual or written, with a brief description of the assignment and student's educational level and SASE. Deadline: 7/10/00.

Spanish - Ph.D. in Spanish. Native fluency in spoken and written Spanish. Experience teaching lower and upper level language courses in Spanish. Solid background in Latin American/Hispanic civilization, culture and literature. Fluency in spoken and written German and ability to teach lower level German courses desirable. Asst./Assoc. rank. Position #31623.

Theatre - Ph.D. or MFA in theatre or related field. Demonstrable interest in teaching acting and experience in one of the following: musical theatre, dance, cinema, arts management or television. Prefer professional experience (ARA, AFTTRA, SAG) with training in teaching acting. The ability to teach major voice and movement concepts. Asst./Assoc. rank. Position #31624.

English - Ph.D. in English, Renaissance literature with background in Shakespeare and Composition. Prefer interdisciplinary teaching and curriculum development experience. Asst./Assoc. rank. Position #31956.

College of Education

The College of Education is committed to site-based preparation of teachers, counselors and educational leaders. Faculty are expected to be excellent teachers, responsive to community and local school district needs, and committed to the effective use of technology including distance learning. In addition to the application materials requested below, for each position in the College of Education in which you are interested, please submit one (1) copy of a statement of your educational and assessment philosophy.

Science Education - Earned doctorate in science education or closely related field, 3 years experience in secondary teaching in science, teaching at the college level. Academic preparation in and experience with environmental education required. Prefer experience with school partnerships and/or professional development schools. Asst. Professor rank. Position #31626. Deadline: Open until filled. Screening will begin on 1/28/00.

ESOL - Earned doctorate in ESOL, multicultural education, second language acquisition, applied linguistics or closely related field and 3 years experience in public school teaching, administration or equiv. Asst. Professor rank. Position #31625. Deadline: Open until filled. Screening will begin on 1/28/00.

Special Education - Earned doctorate in special education or related field and 3 years teaching experience in public schools teaching individuals with disabilities. Prefer experience in higher ed., recent experience with students with developmental disabilities or behavior disorders. Asst. Professor rank. Position #31134.

Social Studies Education - Earned doctorate in social studies education or related field and 3 years experience in secondary teaching in social studies. Prefer experience with school partnerships and/or professional development schools. Asst. Professor rank. Position #31277.

College of Health Professions

Occupational Therapy Chair - Masters in appropriate discipline, relevant experience in an OT academic program and Florida license (or elig.). Prefer earned doctorate, experience as an administrator in an OT academic program. Asst./Assoc./Full Professor rank. Position #31100.

Occupational Therapy - Advanced masters degree in OT or related discipline, 5 years OT practice experience, 2 years full time teaching experience in a four-year college or university program and Florida license (or elig.). Prefer an earned doctorate, experience in geriatric, orthopedics, and/or community-based practice. Asst./Assoc./Full Professor rank. Position #31630. Deadline: Open until filled. Screening will begin on 1/28/00.

Library Services

Technical Services Team Leader - MLS and 3 years exp. Prefer exp. in library mgmt. or mgmt. exp. in public or non-profit agencies. Manages and directs Technical Services with responsibility for overall effectiveness. Position #11136. Deadline 1/31/00.

TO APPLY: Applicants and nominees should submit an original and a copy of the following: a letter expressing interest and qualifications for the position, current curriculum vitae, and a list of at least five professional references to Florida Gulf Coast University, Position #, HR Dept., 10501 FGCU Blvd. South, Ft. Myers, FL 33965-6655. Additional information can be obtained by visiting our website at www.fgcu.edu or call our 24-hr jobline at 941-590-1111.

Florida Gulf Coast University is an Equal Opportunity Employer and encourages women, people of color, and people with disabilities to apply. The search is being conducted under the Public Records Act and the Government in the Sunshine laws of the State of Florida.
East Stroudsburg University of Pennsylvania
DEAN
SCHOOL OF HEALTH SCIENCES AND HUMAN PERFORMANCE

East Stroudsburg University of Pennsylvania invites nominations and applications for the position of Dean at the School of Health Sciences and Human Performance.

Founded in 1855, East Stroudsburg University, with an enrollment of 4,000 students, is one of the universities in the Pennsylvania State System of Higher Education. Approximately 60 undergraduate degree programs are available and graduate studies are offered in 15 areas of specialization. The University is located in the Pocono Mountains of northeastern Pennsylvania, 75 miles west of New York City and 100 miles north of Philadelphia.

The Dean reports directly to the Provost and Vice President for Academic Affairs and is the chief academic and administrative officer for the School of Health Sciences and Human Performance which includes the departments of Health, Movement Studies and Exercise Science, Nursing, and Speech Pathology and Audiology. The School has approximately 1,000 undergraduate and graduate majors. This is a senior management position without faculty rank.

The Dean is responsible for the leadership in planning, organization, administration, and evaluation of the educational program of the School. The successful candidate will possess:

REQUIREMENTS:
• An earned doctorate from an accredited university
• Seven years of experience as a faculty member in higher education
• A minimum of three years experience in higher education as a department chair, assistant or associate dean

PREFERENCES:
• An earned doctorate in an appropriate discipline
• Extensive experience in curriculum development at the undergraduate and graduate levels
• Experience in budgeting, program development and evaluation, personnel supervision and evaluation, student service and advocacy
• A commitment to the principles of social equity and to quality education for a multicultural society
• An understanding of and appreciation for the application of the shared governance process
• Substantial experience working in a collaborative bargaining environment
• Demonstrated ability in grant writing and research activities
• Experience in establishing relationships with internal and external constituencies
• An understanding of the application of new technologies in education

Projected starting date for this position is July 1, 2000. Competitive salary plus excellent benefits. Final selection will be based on final interview. Qualified candidates must submit a letter of application, current vita, transcripts, three professional letters of recommendation, and the names, addresses, and telephone numbers of three additional references to: Ms. Renee Riedel, Human Resources, Position #14-99-FEO, East Stroudsburg University, 200 Prospect Street, East Stroudsburg, PA 18301. All materials must be received by February 4, 2000.

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply. Visit our homepage at www.esu.edu

THE WESTERN MICHIGAN UNIVERSITY

The Western Michigan University School of Social Work is recruiting for the following faculty positions:

ASSISTANT/ASSOCIATE PROFESSOR OF SOCIAL WORK
This tenure-track position involves teaching courses in Policy, Planning, & Administration Concentration, i seminar in Program Planning and one in Advanced Administration. Other responsibilities include g evaluating students in the preparation of grant application proposals and teaching macro course.

ASSISTANT PROFESSOR OF SOCIAL WORK
This tenure-track position involves teaching Interpersonal Practice and/or BS/W degree program. I selected for this position will teach and do research p the graduate level. Clinically oriented preferred.

CONSIDERATION as well as in the Foundation and BSW

BACCALAUREATE PROGRAM COORDINATOR
This tenure-track position involves coordinating the BSW program. The BSW program is selective, admitting students each year. The coordinator will be responsible for the admissions committee, scheduling, curriculum review and other BSW administrative functions.

Each of the above-named positions requires a doctorate in social work and an ability to teach at the bachelor's level. Applicants are encouraged to apply.

NEW PALTZ FACULTY POSITIONS

State University of New York at New Paltz is a small, selective public university whose essential character is shaped by its location in the Mid-Hudson Valley region. SUNY New Paltz maintains a strong commitment to the primacy of undergraduate and graduate teaching, as ethnically and culturally diverse campus population, and international studies. It serves about 6,000 undergraduate and 1,300 graduate students, both traditional and non-traditional.

SUNY New Paltz has created a fund to enhance the diversity of its faculty. We are striving to better reflect the ethnic distribution of our student body. Currently, eight tenure-track positions are available for Fall 2000 for excellent teachers/scholars who meet the departmental teaching needs and assist the university in meeting this goal. The departments with faculty position authorizations are as follows:

- Anthropology
- Business Law
- Psychology
- Education Administration
- Biology - Physiology
- History
- Strategic Management-Operations Research
- Mathematics Education

The successful candidate must hold a Ph.D. in the designated discipline to be appointed in a professional title. ABD candidates may be considered for lecturers. The University emphasizes a balance between teaching and research. Although primary responsibility is on teaching, ongoing research/publication record is essential for tenure. Teaching duties will be assigned in both upper and lower division courses.

Searches begin immediately and continue until position authorizations are filled. Please send a vita and three letters of recommendation to: Chair F997X, SUNY New Paltz, 75 South Main Street, New Paltz, NY 12561.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.
ITHACA
ROY H. PARK SCHOOL OF COMMUNICATIONS
Cinema and Photography Department
Two Film Production Positions

Two tenure-eligible film production positions starting August 15, 2000 offer successful applicants the opportunity to teach and produce work in a lively, creative, and engaging environment and to take part in shaping an evolving curriculum in one of the strongest undergraduate communication programs in the country.

The Department of Cinema and Photography at Ithaca College offers both B.S. and B.F.A. degrees. Our degree programs have a strong commitment to integrating production and critical studies. We offer courses in 16mm production and post-production, film sound post-production, directing, screenplay writing, and computer animation. Other specialized areas of study include narrative, documentary, experimental, and hybrid forms. Our program has significant resources, including contemporary digital technology and support staff for both traditional 16mm production (including an on-site 16mm black-and-white processing lab) and post-production (e.g., Avids and Telecine).

The Park School and the College actively promote and support faculty development, made possible by a $17 million bequest from the late Justice B. Pendleton to the Park School. The Pendleton Endowment provides significant internal grant support for faculty and student production and research. Additional funding is provided by the College through a series of grant programs.

POSITION DESCRIPTION

MFA in filmmaking or related discipline and a strong record as a practicing filmmaker are required. Candidates with other graduate degrees as well as significant teaching experience may be considered. It is required that they have outstanding records of exhibition and creative accomplishment.

An ideal candidate should demonstrate evidence of: 1) teaching effectiveness appropriate for an undergraduate film program; 2) significant experience in traditional and/or digital filmmaking technology and techniques; and 3) a strong commitment to encouraging filmmaking as a creative practice within cinema as an academic discipline.

Primary teaching responsibility will be across the range of film production and post-production courses at all curricular levels. Additional teaching responsibilities may include courses in the candidate's areas of expertise.

Each candidate will also act as an academic advisor to students and serve on department, school, and college committees.

Tenure-eligible positions: Assistant/Associate Professor rank; salary competitive, depending upon experience and qualifications.

Applicants should forward a resume/ vita, statement of interest including areas of teaching and professional experience, names and phone numbers of at least three references, and sample of creative works (on film or video) to: Janice Levy, Chair, Film Production Search Committee, Cinema and Photography Department, Roy H. Park School of Communications, Ithaca College, Ithaca, New York 14850-7251. Additional samples of creative works and other supporting material may be requested at a later date. No faxed or electronically transmitted application materials will be accepted. Screening will begin January 28, 2000 and will continue until the position is filled.

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,000 students. It is located in the scenic Finger Lakes Region of central New York.

The Roy H. Park School of Communications is one of four professional schools within the College, and enrolls approximately 1,200 students in the majors of three undergraduate departments (Cinema and Photography, Television, Radio, and Organizational Communications, Learning, and Design); a B.A. in Journalism, a B.S. in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and a B.A. in Media Studies are also offered. The Ithaca College Los Angeles Communications Program offers an internship-based full-semester program to junior and senior communication students. The Graduate Studies program offers an M.S. in Communications. Recent grants and bequests from the Park Foundation and the estate of James B. Pendleton, totaling over $25 million, have positioned the Park School as one of the strongest undergraduate communication programs in the nation and created state-of-the-art support facilities in audio, video, film, photography, multi-media and telecommunications.

ITHACA COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER MEMBERS OF UNDERREPRESENTED GROUPS INCLUDING PEOPLE OF COLOR, PERSONS WITH DISABILITIES, VIETNAMESE VETERANS AND WOMEN ARE ENCOURAGED TO APPLY.

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Florida Gulf Coast University (FGCU), the State University System's newest member institution, seeks an energetic and accomplished academic leader to serve as Provost and Vice President for Academic Affairs. The position is the senior vice president and chief academic officer of the university reporting to President William C. Merwin.

The university is a new, comprehensive public university offering a broad range of undergraduate and graduate areas of study, with a mandate from the Florida Board of Regents to employ innovative ideas and technologies in the development and delivery of programs and services. FGCU opened for classes in August 1997 and received accreditation by the Southern Association of Colleges and Schools in June 1999. The 760-acre campus, located in one of the fastest growing regions of the United States, complements the natural beauty and ecology of Southwest Florida. In only its third year of operation, FGCU boasts a student body of 3,300 students, a full-time faculty of 170 and an annual operating budget of $36.5 million. A capital expansion program will provide two additional academic buildings, a fine arts complex, a student activity center, and athletic facilities to support the expected enrollment growth to 8,000 students by 2003.

The Provost is expected to continue the advancement of FGCU's unique mission and guiding principles, to facilitate the work of an energetic faculty in a student learning environment, and to bring strong, innovative, and imaginative leadership to the university community. In order to gain additional insight into the position requirements and the university, applicants should access the Provost Search Web site at www.fgcu.edu/provost. The following units report through deans or directors to the Provost: the colleges of arts and sciences, business, education, health professions; the school of public and social services; the office of student services, library services, instructional technology, planning and evaluation, and research and sponsored programs.

The university seeks candidates who possess an earned doctorate from an accredited institution, preferably in a field represented at the university, and with strong academic teaching and scholarship credentials. Candidates must present evidence of successful experience within complex organizations in positions of increasing responsibility in all aspects of academic administration, budgeting, and resource allocation, and have at least three years of distinguished academic leadership at a dean or equivalent level, with five years highly desirable. Candidates must be able to demonstrate a commitment to participatory management and diversity, possess exceptional interpersonal and communications skills, and partnership building.

Screening of applications began on December 8, 1999 and will continue until the position is filled. The anticipated starting date for the position is July 1, 2000. Applications should be received by January 31, 2000 to assure full consideration in the screening process. Electronic mail inquiries may be addressed to: provost@fgcu.edu.

Applicants and nominees should submit a letter expressing interest and qualifications for the position, current curriculum vitae, and a list of at least five professional references to:

Provost Search Committee
Florida Gulf Coast University
Human Resources, Pos. #11227
A. D. B. Oates Hall
10501 FGCU Boulevard South
Fort Myers, Florida 33965-6665

Florida Gulf Coast University is an Equal Opportunity Employer and encourages women, people of color, and people with disabilities to apply.

The search is being conducted under the Public Records Act and the Government in the Sunshine laws of the State of Florida.
HILLSBOROUGH COMMUNITY COLLEGE

Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. Located in the Tampa Bay Area on Florida's west coast, HCC assists individuals in developing academic excellence by providing university parallel, technical and continuing education programs complemented by comprehensive student support services. The College supports community growth and development through participation in programs dedicated to environmental conservation, promotion of fine arts, development of a productive and contributing citizenry, joint economic development initiatives with business and industry partners and cooperative arrangements with other educational and health care institutions. For more information about the College and Tampa Bay, access the HCC Web Site at www.hcc.edu or call the HCC JOBLINE at (813) 253-7185.

CAMPUS ADMINISTRATOR OPPORTUNITIES

Dean of Academic Affairs, Brandon Campus

The Brandon campus is home to the College's Honors Institute and the Distance Learning Program. The main campus located on an 82-acre site off Falkenburg Road between SR 60 and SR 574, serves the central portion of Hillsborough County and the developing corporate-industrial corridor along Interstate 75 and 4. This position supervises and coordinates the operations and administration of the Academic Affairs program for the Brandon Campus to ensure effective delivery and management of all campus instructional programs. Responsible for Academic Affairs programs activities including, but not limited to: curriculum development and evaluation; academic planning and outcome assessment; budget management; faculty and support staff development and evaluation; and scheduling and staffing of classes. Requires Master's degree and a minimum of five years of experience. Preference will be given to candidates with a doctorate in a related discipline. Probable starting salary is $52,407 pending Board of Trustees approval.

Dean of Associate in Science Degree Programs, Dale Mabry Campus

HCC's largest campus is located on Dale Mabry Highway, adjacent to Raymond James Stadium, home of the Tampa Bay Buccaneers and to the center of a major professional sports complex including the spring home of the New York Yankees. The campus specializes in health sciences and technology and intercollegiate athletics, and offers the required courses for both the Associate in Arts and the Associate in Science degrees. This position supervises and coordinates the efforts and resources of the Division of Technical Programs. The Division of Technical Programs supports multi-faceted programs in architectural design and construction, electronics, biotechnological engineering, computer sciences, hospitality and tourism management, culinary management, accounting and business. Responsible for program activities including, but not limited to: curriculum development and evaluation; academic planning and outcome assessment; budget management; faculty and support staff development and evaluation; and scheduling and staffing of classes. Requires Master's degree and a minimum of five years related work experience. Preference will be given to candidates with a doctorate degree in a related discipline, with an advanced degree in one of the disciplines supported by the Division. Probable starting salary is $52,407 pending Board of Trustees approval.

Dean of Arts and Sciences, Plant City Campus

The Plant City Campus is located on SR 55 and SR 56 on Park Road, one-half mile south of Interstate 4 off Exit 14 in Plant City. A full range of university transfer and technical courses are offered as well as a large variety of continuing education courses. This campus contains the College's horticultural greenhouse and the Institute of Florida Studies Program, which features the Florida Studies Center and the College's environment centers. This position supervises and coordinates the operations and administration of the Arts and Sciences and College Preparatory programs for the Plant City Campus to ensure effective delivery and management of all campus instructional programs. Responsible for program activities including, but not limited to: curriculum development and evaluation; academic planning and outcome assessment; budget management; faculty and support staff development and evaluation; and scheduling and staffing of classes. Requires Master's degree and a minimum of five years of experience. Preference will be given to candidates with a doctorate degree in a related discipline, small campus/College experience, hands-on management style and an understanding of and experience with transfer and development programs ("prep" programs) in Florida's community colleges. Probable starting salary is $52,407 pending Board of Trustees approval.

DISTRICT ADMINISTRATOR OPPORTUNITIES

Dean of Continuing Education Programs

This position is responsible for the College's continuing education programs and services. This position supervises and develops program coordinators, oversees class development; prepares new courses for approval; and plans advisory meetings. Responsibilities also include design and implementation of informational materials, and maintaining contact with local, state and regulatory agencies. Requires a Master's degree and five years of prior related work experience. Preference will be given to candidates with a Doctorate in a related discipline and prior supervisory experience in a community service program. Probable starting salary is $52,407 pending Board of Trustees approval.

Dean of Learning Resources

This position plans, directs and evaluates all aspects of the daily operation of a campus library and district-wide library services. This includes providing and coordinating acquisition, cataloguing and processing of material; and audiovisual and automation services. Reviews, trains, supervises and evaluates all assigned campus and district library services faculty and staff; and communicates and strengthens relations for the campus library and district library services. Requires a Master's degree in library or information science from an ALA accredited program and five years of prior related work experience. Probable starting salary is $52,407 pending Board of Trustees approval.

Executive Director of Economic Development

Through management of the College's VISION initiatives, establishes and implements education and training services which maximize employment opportunities; enhances economic development efforts and increase productivity and productivity of local businesses and industry. Assures labor organizations in establishing economic development efforts to increase productivity and productivity of local businesses and industry. Requires a Master's degree and a minimum of seven years of related work experience. Probable starting salary is $52,407 pending Board of Trustees approval.

International Education Program Director

Responsible for the professional coordination of international education programs at the College. Develops proposals and serves as liaison to establish and maintain international partnerships for student work and internships. Requires a Master's degree and a minimum of three years of related work experience. Probable starting salary is $45,427 pending Board of Trustees approval.

To apply, send a letter of interest, detailed resume and three professional references received or postmarked by February 21, 2000 to:

HILLSBOROUGH COMMUNITY COLLEGE, EMPLOYMENT OFFICE, P. O. Box 3127, Tampa, Florida 33601-3127
(813) 253-7030 www.hcc.cc.fl.us

HCC is an equal opportunity/affirmative action employer. Persons of color, women, and persons with disabilities are strongly urged to apply.

Framingham State College

MATHEMATICS DEPARTMENT

Tenure-track Assistant Professor of Mathematics, beginning September 2000

The Mathematics Department invites applications for a tenure-track, assistant professor appointment beginning Sept. 2000.

Applicants must have a doctoral degree in mathematical sciences and show evidence of a strong commitment to excellence in teaching and continued scholarly growth. The successful candidate would teach courses throughout the mathematics curriculum, including courses satisfying the college's mathematics requirement. The teaching load is three courses per semester (12 hours per week).

To apply, please send vita, official transcripts, a statement of teaching philosophy, and three letters of reference, at least one of which comments on teaching ability, to Search Committee, Department of Mathematics, Framingham State College, Framingham, MA 01701. The closing date for applications is Feb. 29th.
Senior Evaluation Officer

The Wallace-Reader’s Digest Funds, NYC

The evaluation department manages the Funds’ efforts to elicit major lessons from its grant-supported work in order to bring about improvements in the Funds’ fields of interest and in public policy. To leverage the combined fruits of research and evaluation, grant-funded work, and effective communication on behalf of a major philanthropy, this senior, strategy-level position is responsible for identifying strategic learning opportunities in the Funds’ fields of interest, linking Fund-supported research and evaluation to field leaders and policymakers; and getting the most productive work from outside research firms.

Ph.D. in a social science discipline related to the Fund’s areas of interest strongly preferred. At least ten years’ experience as a manager or principal investigator on multi-year, multi-site research projects or evaluations of programs in education, community and youth organizations, other community and human services, and/or arts and cultural organizations. A facility for policy analysis and other ways of understanding major issues of importance to the Funds (e.g. school leadership, out-of-school time, arts participation), and for thinking analytically about how organizations or sectors such as education change. Also required: highly developed organizational skills; grounding in data collection, statistical analysis and databases; flexibility about method, rigor about results; exceptional interpersonal, communication and administrative skills; proven facility for collaborative work, developing rapport with research subjects, and shaping appropriate evaluation designs that serve the interests of all parties.

Competitive salary; generous benefits. Reports to the Director of Evaluation.

Nominations or resumes promptly in confidence to: Ned Rightor, MXCIX, 111 Fairchild Street, Needham, MA 02492. Suggestions welcome. Telephone: 781-449-4448. Fax: 781-449-3112. E-mail: mxcix@medaone.net. Closing date: 12/8/00.

The Funds are an equal opportunity employer, committed to maintaining a diverse workplace where differing perspectives are a source of strength. People of color and women are strongly encouraged to apply.

SAN FRANCISCO STATE UNIVERSITY
DEAN
COLLEGE OF EXTENDED LEARNING

Nominations and applications are invited. To receive a full position description, visit our website: http://www.sfsu.edu/hr/www/jobs/career OPP. Send letter of application and resume to: Chair, College of Extended Learning Search Committee, c/o Office of the Provost and VP for Academic Affairs, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132-4111.

THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

is accepting applications for the following academic positions:

- Accounting
- Flight Attendant
- Air Conditioning/History
- Refrigeration/Human Services
- Art/Librarian/
- Art/Computer Graphics/Circulation Dept
- Automotive Technology/Mathematics
- Biology/Music - Piano
- Biology/Horticulture/Music - Vocal Jazz
- Chemistry/Nursing
- Computer Information/Office Technology
- Systems/RE - Pep Squad
- Construction Technology/RE - Football
- Cosmetology/RE - Volleyball
- Counselor/Political Science
- Counselor/Psychiatric Technician
- High School Outreach/Psychology
- DSPS/Reading
- Adaptive Computer/Sociology
- Earth Science/"Spanish"
- Economics/Speech
- *English

Tenure-track positions, 100% contract, beginning Fall Semester 2000. Initial salary placement range is $36,056-$59,999 for instructor positions and $39,764-$66,170 for counselor positions.

Completed District application required by February 15, 2000 (*February 8, 2000). Application is available on our web site or contact:

Office of Human Resources
North Orange County Community College District
1000 N. Lemon Street
Fullerton, CA 92832-1351
(714) 578-8416
e-mail: hr@nocccd.cc.ca.us
(No e-mail resumes accepted.)
Web site: www.nocccd.cc.ca.us

GAINESVILLE COLLEGE
EDUCATION

Tenure-track teaching position in Education at Gainesville College, a two-year college of the University System of Georgia. See www.gc.peachnet.edu for a complete description and application procedures.
Emerson College seeks candidates for a tenure track faculty position in Audio/Radio and two tenure track faculty positions in Film in the Department of Visual and Media Arts starting Fall of 2000. The Department has over 1200 undergraduate and graduate students, 183 with an Audio/Radio concentration and 608 with a Film concentration.

**AUDIO/RADIO/RECORDING INDUSTRY**

Candidates must teach production as well as theory or business courses. Specialization should include at least three of the following: studio or live recording and production, field recording, psychosound, digital audio, and aural and visual studies. Teaching experience and a record of creative scholarly or professional work. Ph.D. or M.F.A. or equivalent professional experience is required.

**FILM PRODUCTION/DIRECTING**

Candidates must be able to teach 16mm synchronous film production from the beginning to advanced levels and have expertise in one or more of the following: cinematography and lighting, film sound, animation, video production, digital post production, directing, multi-media production or new technologies. Candidates must demonstrate an ability to articulate creative work in the context of media studies and contribute to the overall interdisciplinary focus of the department. Ability to teach a cross-media introductory production course required. Rank is Assistant or Associate Professor. Applicants must have college level teaching experience and an established record of creative work. M.F.A., Ph.D. or equivalent professional experience required.

Reply to Jan Roberts-Breslin, Chair, Search Committee, Department of Visual and Media Arts, Emerson College, 100 Beacon Street, Boston, MA 02116. Rank and salary will be based upon qualifications and experience. Closing date for applications is January 15, 2000. Emerson College offers a competitive salary and benefits package. Visit our web-site: www.emerson.edu

---

**UNIVERSITY OF LOUISVILLE**

**VICE PRESIDENT FOR DEVELOPMENT AND ALUMNI**

The University of Louisville (UofL) invites nominations and applications for the position of Vice President for Development and Alumni. Founded in 1798, The University of Louisville is a state-supported institution with a private endowment ranking in the top 80 of all American universities. UofL has the mission of becoming a pre-eminent metropolitan research university. It offers more than 160 degree programs in 11 schools and colleges, including four professional schools (Medical, Dental, Law, and Engineering). The University enrolls 21,000 students and has an operating budget of $420 million and an endowment of $375 million—the largest endowment of any public university in Kentucky.

The Vice President for Development and Alumni reports to the Provost, and as a member of the executive leadership team works directly with the President on the solicitation of major gifts. The Vice President is responsible for the overall leadership and management of the University's development and alumni relations programs.

We are seeking an individual with a significant leadership experience in a senior development position with a complex university or college and a proven record of fundraising. Candidates for this position must also possess excellent communication skills; demonstrated ability to work with other members of the management team, the Boards of Trustees, the Foundation, the Overseers and other volunteers; and the ability to build effective relationships with varied constituencies. A baccalaureate degree is required, an advanced degree is preferred.

The University offers an extremely attractive and comprehensive benefits package. Nominations and resumes should be forwarded to:

Neil A. Stein, Vice President
R.H. PERRY & ASSOCIATES
2607 31st Street, NW
Washington, DC 20008
Tel: (202) 965-6644
Fax: (202) 338-3953

University of Louisville is an affirmative action equal opportunity institution.
University of Wisconsin-Extension
CHANCELLOR

The University of Wisconsin System (UWS) invites applications and nominations for the position of Chancellor of the University of Wisconsin-Extension (UWE). Unique in public higher education, UW-Extension is one of fifteen institutions in a higher education system, which also includes two doctoral universities, 11 comprehensive universities and a network of freshman-sophomore transfer colleges. The Chancellor of each UWS institution reports to the President of the UW System.

Headquartered in Madison, Wisconsin, UW-Extension embodies the "Wisconsin Idea" (i.e., the boundaries of the campus are the boundaries of the state). UW-Extension coordinates and funds a statewide extension/outreach program with the other 14 UW institutions, the 72 county Extension offices, public broadcasting, and a host of public local, state, and federal agencies and other groups and private partners. This statewide responsibility is organized around the following programming divisions/units: Business & Manufacturing, Continuing Education Extension, Cooperative Extension, and Wisconsin Public Radio and Public Television.

In FY98, UW-Extension and its educational partners used a variety of instructional media and methods to extend UW resources to over one million Wisconsin residents in the state's urban centers and rural communities. UW-Extension employs 1,969 full-time-equivalent employees, including faculty, academic staff, and classified staff. The UW-Extension annual operating budget is approximately $153 million and includes student fees, gifts, contracts and support from federal, state and county governments.

UW-Extension seeks a chancellor with the capacity to lead an energetic institution within a large and dynamic public higher education system. Applicants or nominees should have:

- Academic credentials and accomplishments of a quality which will command the respect of the academic community, including scholarly contributions in extension/outreach, teaching, research, and public service, and administrative and academic tenure may be granted upon the recommendation of the appropriate department;
- Desire and ability to advance the institution's mission of extension/outreach, to provide leadership to the faculty in advancing the scholarship of extension/outreach, teaching, research, and public service, and to extend the UW's educational programs beyond the campus boundaries;
- Significant administration experience, including the ability to lead faculty, staff, administrators, and other constituents in implementing the current and future strategic plan;
- Commitment to utilizing distance education (e.g., multiple applications of technology) to achieve the outreach goals of the UW System;
- Understanding and acceptance of Wisconsin's tradition of shared governance with faculty and academic staff;
- Recognition and acceptance of the need to work collaboratively and share decision-making with the other UW chancellors on programs using integrated faculty and resources.
- Ability to represent the institution effectively to its many internal and external constituencies, including UW System Administration, the Board of Regents, community and business partners, and other educational institutions, governmental agencies, legislative and executive branches of the state and federal government;
- Evidence of accomplishments of creating, and work experiences resulting in, an inclusive workplace and work environment, and development of multicultural educational programming;
- Personal qualities including integrity, intellectual curiosity, compassion, resilience, and energy.

The position is available July 1, 2000. Application materials should include a letter addressing the attributes noted above, a curriculum vitae, and the names, addresses, and telephone numbers of at least five references which include faculty and community leaders. Evaluation of applications will begin on February 1, 2000 (date revised). In accordance with Wisconsin's open records law, requests for confidentiality by nominees and applicants will be honored, except that names and titles of the finalists must be disclosed, if so requested.

Requests for information, and submission of nominations and application materials should be directed to: Professor Lee Cunningham, Chair, UWEX Chancellor Search & Screen Committee, 527 Extension Building, 632 North Lake Street, Madison, WI 53706-1498; Tel: (608) 262-3788; Fax: (608) 262-5722; E-mail: chancellorsearch@uwex.edu.

Dr. Jean Dowdall, A.T. Kearney Executive Search, is assisting the Committee. Questions may also be directed to Dr. Dowdall or to her associate, Elizabeth Moseley, at (763) 739-4725, 333 John Carlyle Street, Alexandria, VA 22314; jean.dowdall@atkearney.com; elizabeth.moseley@atkearney.com.

Further information about the position, the application process, and the institution is available at http://www.uwex.edu/chancellorsearch.

The University of Wisconsin is an Affirmative Action/Equal Opportunity employer and actively seeks and encourages applications from women, minorities, and persons with disabilities. It is our policy to provide reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment.

ASSISTANT PROFESSOR IN HUMAN PERFORMANCE AND FITNESS

- The University of Massachusetts Boston invites applications for a full time tenure track position beginning Fall 2000. Candidates with experience teaching physical education in the public schools are encouraged to apply. An earned Doctorate in Physical Education or related field, undergraduate and graduate teaching experience and evidence of a clearly established research agenda is required. Candidates are expected to teach undergraduate courses in motor learning and methodology. They are also expected to supervise student teachers as well as teach graduate courses in philosophical issues, curriculum development, and research methods in physical education. Candidates are also expected to develop a nationally visible research program and participate in College and University service. Salary and academic rank will be commensurate with experience. Completed applications will be reviewed beginning Spring 2000, and will continue until the position is filled. Please send a cover letter, curriculum vitae, and three letters of recommendation to: Office of Human Resources, University of Massachusetts Boston, Search 970-140, 100 Morrissey Blvd., Boston, MA 02125-3393.

U Mass Boston

ASSOCIATE VICE PRESIDENT FOR HUMAN RESOURCES

Dartmouth College invites nominations and applications for an Associate Vice President for Human Resources. This senior level position reports to the Vice President and Treasurer and manages the functions of Faculty and Staff Benefits, Employee Relations, Employment, Training and Development, Salary Administration, and Information Processing Services.

The Human Resources office provides programs, consultation, and information that empower and support managers, faculty, and staff to meet the goals of the campus. Serving as a supportive partner in the teaching, research, and public service mission of the College, the role of Human Resources is to provide vision and leadership that promotes an environment that values excellence, diversity, autonomy, creativity, and productivity at all levels of the organization. To achieve the mission of the office, the Associate Vice President must possess a flexible and diplomatic leadership style, a belief in inclusive decision making, a commitment in balancing the interests of the College with the needs of its employees, and well developed organizational skills. The Associate Vice President must be an effective, solution-oriented project manager, able to execute efficient judgment in identification of best practices and management of changes that may be required to implement these changes. The successful candidate for this position must be a person of outstanding professional and personal integrity who acts with sensitivity, judgment, and appropriate flexibility in all associated contexts. Experience in human resources strategic planning with the ability to conceptualize, articulate, and implement a human resources vision for Dartmouth College that is consistent with the institution's mission and culture is key to this position.

A Bachelor's degree is required, and there is a strong preference for a Master's degree in Business Administration, Human Resources Administration, Organizational Psychology, or other related areas. The successful candidate must possess at least twelve years of experience in a career of increasing responsibility, with a minimum of six years in higher education or academic medical centers, experience as a human resources generalist and as a specialist in two or more of the typical human resources functions is essential.

The review of applications will begin immediately. Nominations and applications should be sent to: Associate Vice President For Human Resources Search Committee, 601 South Parkhurst Hall, Hanover, NH 03755.

Dartmouth College is an Equal Opportunity/Affirmative Action employer, and thus applications from women and members of minority groups are strongly encouraged.
Assistant Director
for The Office of Cooperative Education,  
Division of Academic Planning and 
Placement, New Jersey City University.

Under the daily supervision of 
the Associate Director for Cooperative 
Education, the Assistant Director 
aids students in developing career goals, 
recruits appropriate cooperative education 
jobs that provide work experience 
related to students' field of interest, 
acts as a liaison to academic departments 
to ensure that faculty understand the 
program, and works to improve the 
NICU Cooperative Education Program.

Specific areas for placement are the 
social sciences, humanities, and natural 
sciences. Areas of recruitment may 
change based on program needs.

Preferred Qualifications: Master's 
Degree in Counseling or a related field. 
Recruitment experience in cooperative 
education or career placement. Experience 
within a two- or four-year urban institution.

Salary: Competitive

Applications: Please forward a resume and 
two letters of recommendation to:

Dr. Jennifer Jones, Director 
Academic Career Planning and 
Placement Office 
New Jersey City University 
2039 Kennedy Boulevard 
Jersey City, NJ 07305

Deadline for applications: January 21, 2000 
New Jersey City University is an Equal Opportunity Employer

---

FDU
Fairleigh Dickinson University
DEAN 
UNIVERSITY COLLEGE 
Teaneck, New Jersey

Fairleigh Dickinson University invites qualified 
applicants for the position of Dean of University 
College: Arts, Sciences and Professional Studies at 
the Teaneck-Hackensack campus, located on 100 
acres in a park-like setting along the Hackensack 
River, just 10 minutes from Manhattan.

University College, the largest of FDU colleges, 
consists of the Schools of Psychology; Natural 
Sciences; Communication Arts; History; Political 
& International Studies; Nursing; Computer 
Science and Information Systems; Engineering 
& Engineering Technology; Education; and 
the Programs in Sociology and Criminal Justice. 
The Teaneck-Hackensack Campus boars a culturally 
diverse student body including 600 international 
students from more than 60 countries. 
The College offers 2 doctorates and a variety of 
masters' and bachelors' degrees.

RESPONSIBILITIES

Reporting to the Provost, the primary 
responsibility of the Dean is Academic 
Leadership. The Dean has responsibility for 
collaborating in budget-building and 
insuring fiscal accountability; participating with other 
Deans and academic administrators in the 
formation of University-wide policies; working 
closely with school and program directors, other 
faculty committees, and with students; directing 
curriculum development toward encouraging 
global vision for students and faculty; 
covering pedagogical excellence; and 
enhancing the scholarship and professional 
activities of the faculty.

QUALIFICATIONS

Applicants must have an earned doctorate in one 
of the academic disciplines represented in the 
College, an outstanding teaching and 
administrative record with scholarly publications. 
The ability to relate effectively with multiple 
comstituencies is essential. Experience in global 
initiatives and design including the delivery of 
innovative programs is highly desirable.

SALARY

Competitive and commensurate with qualifications.

The anticipated appointment date is July 1, 2000. 
Minorities and women are encouraged to apply. 
A letter of application, full curriculum vitae and 
names, addresses, and phone numbers of three 
references should be sent to Prof. Anthony 
Adriguolo, Chair, Dean's Search and Screen 
Committee, 1000 River Road, Robinson Hall 
Room 35 - T120C, Teaneck, NJ 07666. 
Resumes will be accepted until the position is filled.

FDU is an Affirmative Action/Equal Opportunity 
Employer committed to a diverse workforce.

---

ITHACA
ROY H. PARK SCHOOL OF COMMUNICATION

The Television-Audio Department in the Roy H. 
School of Communications at Ithaca College has a 
recently recruited position in the fall of 2000 for an 
associate professor to teach scriptwriting, as well as 
a combination of courses in media production and/or 
theory/technology. 

Successful candidate will interface as coordinator 
of scriptwriting concentration, advise students and 
serve department, school and college committees. 
Maintaining an active scholarship and professional 
profile is also required.

Ph.D., M.F.A. or Master's degree in video/film 
related discipline and a strong record in the practice 
video/film writing required. Successful teaching 
expertise is required, and a commitment to a liberal 
education within a professional program is expec.

Applications must be submitted by January 15, 2000, 
including a curriculum vitae, statement of teaching and 
research interests, three letters of recommendation, 
and samples of work. 

Send application to: 
Professor William G. Good, Chair 
Department of Television-Audio 
36 S. Harrison Street, Suite 106 
Ithaca, NY 14850.
East Stroudsburg University of Pennsylvania

DEAN OF GRADUATE STUDIES AND RESEARCH

East Stroudsburg University of Pennsylvania (ESU) invites applications and nominations for the position of Dean of Graduate Studies and Research.

Founded in 1893, East Stroudsburg University, with an enrollment of 9,000 students, is one of 14 universities in Pennsylvania State System of Higher Education. Approximately 60 undergraduate degree programs and 20 graduate programs are offered in 20 areas of specialization. The University is located in the Pocono Mountain northeastern Pennsylvania, 75 miles west of New York City and 100 miles northeast of Philadelphia.

The Dean reports to the Provost and Vice President for Academic Affairs and is responsible for the administration, leadership, and advocacy of graduate education and grant activities across the University. RESPONSIBILITIES include collaboration with academic deans in new graduate programs; long-range planning; development and implementation of recruitment, admissions and retention strategies for graduate students; review and implementation of institutional polices for graduate education; grants administration; and development of external funding sources to support graduate education and graduate education awards.

Requirements:

- An earned doctorate from an accredited university
- Familiarity with scholarly and academic research
- Knowledge of trends and trends in graduate education, for example, collaborative inter-institutional program technological applications in graduate education
- Demonstrated ability to work collegially with faculty and administrators in a collective bargaining environment
- Experience with private and public fund-raising activities
- Demonstrated commitment to the principles of social equity and to quality education for a multicultural society
- Minimum of 3 years experience as a faculty member in higher education

Projected starting date for this position is July 1, 2000. Competitive salary plus excellent benefits. Initial review of applications begins June 1, 2000. E-mail or submit applications, three current professional letters of recommendation, current curriculum vitae, transcripts, and telephone numbers of three additional references to: Ms. Renee Biega, Office of Human Resources, Position #1A-99-3190, East Stroudsburg University, 200 Prospect Street, East Stroudsburg 18301. All materials must be received by February 4, 2000.

ESU is an equal Opportunity employer. Minorities and women are strongly encouraged to apply. Visit our homepage at www.esu.edu

Community College of Philadelphia

THE COLLEGE OF WEST VIRGINIA

ASSOCIATE/ASSISTANT VP PRESIDENT
OF ACADEMIC AFFAIRS

The College of West Virginia seeks applicants for the position of Associate/Assistant VP of Academic Affairs. CWV is located in the beautiful mountains of southern West Virginia and is the largest private college in the state, with graduate, baccalaureate and associate degree programs in a variety of fields. The Associate/Assistant VP heads the newly named Massey School of Business, exercises curricular leadership, develops and administers the budget, oversees and monitors faculty development, manages full-time and adjunct faculty recruitment and evaluation, and participates in overall academic planning. The Associate/Assistant VP will be responsible for the following academic areas: Accounting, Banking, Broadcasting Technology, Economics, Management, Marketing, Office Management, Secretarial Studies, Travel and Tourism, and Word Processing. The Associate/Assistant VP will report directly to the VP of Academic Affairs. CWV offers generous benefits and a competitive salary, which is based upon qualifications and experience.

Qualifications:

An earned doctorate in a discipline within the School of Business: a minimum of 3 years experience as an academic manager; excellent interpersonal skills; a strong commitment to excellence in teaching, research and creative activity; an ability to work with students, faculty, administration and the local and regional business community.

Send letter of application, current vita, and three letters of reference to: Roxanne L. Hudson, Personnel Coordinator, The College of West Virginia, P. O. Box AG, Beckley, WV 25802. FAX 304-253-0789, email roxanne@cww.edu.

DICKINSON COLLEGE

LUCE DISTINGUISHED VISITOR SCHOLAR
DIASPORA & COMMUNITY STUDIES

Dickinson College invites applications for appointment as Henry Luce Foundation Distinguished Visiting Scholar in Diaspora & Community Studies for the 2001-2002 academic year. The Visiting Scholar will play a central role in a college-wide initiative in "Crossing Borders" that aims to combine global education and study of U.S. diversity in innovative ways.

The Luce Visiting Scholar will be expected to teach one course in the field of Diaspora Studies each semester, lead a faculty seminar on Diaspora & Community Studies, share research prospectively with faculty and students through the college's Common Studies Center. The successful candidate will have research expertise in at least one Diaspora experience and demonstrated ability to lead students and faculty in comparative, interdisciplinary projects. Appointment will be at the level of Associate or Assistant Professor depending upon qualifications.

Dickinson is a top tier national liberal arts college of 2,000 students located in Carlisle, Pennsylvania. The college is particularly distinguished by its international education program (including ten centers abroad in Asia, Africa, Europe, and Latin America), interdisciplinary programs, and field work especially through its Community Studies Center. Dickinson is also the host site of "Frontiers: The Interdisciplinary Journal of Study Abroad" and of the national headquarters of the Oral History Association. Dickinson is a "Crossing Borders" initiative, supported by grants from the William and Flora Hewlett Foundation and the Henry Luce Foundation, includes the development of research seminars on unity and diversity, superior-level courses in cross-cultural study and student field work in communities locally and globally.

Candidates should submit a letter of application indicating the nature of their research and potential course offerings on Diaspora, a current vita, and three letters of reference to Neil Weisenstein, Dean of the College, Dickinson College, Carlisle, PA 17013. Applications will be accepted until January 20, 2000. Dickinson is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.
UNIVERSITY OF COLORADO AT BOULDER
SCHOOL OF EDUCATION
2000-2001 FACULTY POSITIONS

The School of Education at the University of Colorado at Boulder announces the following tenure track positions for the 2000-2001 academic year. The UCB School of Education is located at the major comprehensive research campus in Boulder. The School has 34 faculty members and offers initial teacher licensure/certification programs, and graduate degrees (M.A. & Ph.D.) in four degree areas - Social Multicultural Bilingual Foundations, Instruction and Curriculum, Educational Psychology, and Research and Evaluation Methodology. The primary goal of the School is to remain a distinguished educational research center, recognized for the quality and importance of the scholarly contributions made by its faculty and students, and to have exemplary, research-based teacher education programs that are an integral part of the life of the School and university.

Qualifications: Candidates for the positions must have an earned doctorate in the specialized area or the equivalent and either a record of research or potential for a career of research and scholarship. The School is seeking applicants at the Assistant and Associate Professor levels. Applications at all levels will also be considered from those who would strengthen the School's diversity.

Requirements: Candidates for the positions must be willing to contribute to teaching and program development in the teacher education and graduate programs, conduct research, publish in significant refereed journals and seek outside funding. Candidates must be committed to working with culturally and linguistically diverse populations.

Salary: Negotiable, commensurate with education and experience.

Literacy Education: Candidates for this position must have an earned doctorate in reading/reading with an emphasis on early reading. Candidates should have a strong background in the teaching and learning of beginning reading including phonemic and phonological awareness, as well as other decoding processes related to early reading acquisition. Candidates should also have either a record of research or potential for a career of research and scholarship in the area of early reading. Experience teaching at the elementary level with diverse populations, students who are learning English as a Second Language, and/or in urban settings is highly desirable. Equally desirable is experience in developing and implementing standards-based literacy programs and assessments.

Contact for Literacy Education:
Dr. Kathy Escamilla (303) 492-0147,
e-mail Kathy.Escamilla@colorado.EDU

Bilingual Special Education: Candidates for this position must have an earned doctorate in Education and must have strong preparation in Moderate Needs Special Education with training and experience in Bilingual and/or ESL Education. Candidates will also be expected to have an active research agenda or potential for a career of research and scholarship related to special education for diverse populations. Candidates for this position will be expected to teach courses in learning disabilities and bilingual assessment as well as special education classes for regular education teachers. Preference will be given to candidates with bilingual special education teaching experience in public school settings with diverse populations.

Contact for Bilingual Special Education:
Dr. Leonard Baca (303) 492-3353,
e-mail Leonard.Baca@Colorado.EDU

Application Materials: Completed applications must include a letter of application specifying the desired position, a curriculum vita, and three letters of recommendation. Applications should be sent to:

Dean William B. Stanley
School of Education
Campus Box 249
University of Colorado at Boulder
Boulder, CO 80309-0249
Fax: 303/492-7090

Closing Date: The review of applications will begin on December 1, 1999 and continue until the positions are filled.

The University of Colorado at Boulder is committed to diversity and equality in education and employment.

INFORMATICS FACULTY POSITIONS

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER
AT HOUSTON (IN THE TEXAS MEDICAL CENTER)

The University of Texas Health Science Center at Houston is seeking additional faculty members in the Department of Health Informatics. The Positions are at any level. The individuals should possess a doctoral degree in Health or Medical Informatics or a related cognate field, i.e., Nursing, Dentistry, Bioinformatics. Applicants with substantial expertise in the sub areas of bioinformatics, biomedical computing, neuroinformatics, educational uses of technology or cognitive sciences in biomedicine or healthcare are encouraged to apply. A record of external funding and evidence of graduate level teaching abilities are preferred for more junior positions and required for more senior ones. The faculty member will be expected to develop an active interdisciplinary investigative and teaching program in the sub area of expertise. The positions will remain open until filled. Applicants should send their curriculum vitae with the names of three references to:

Randolph H. Scott, Ph.D., M.B.A
Assistant Dean for Management
The University of Texas Health Science Center at Houston
7000 Fannin, Suite 600
Houston, Texas 77030
Fax: (713) 500-3907
Randolph.H.Scott@uth.tmc.edu

EOEA/AA/Smoke Free Environment
Women and Minorities are encouraged to apply.

Foothill-De Anza Community College District

Sociology Instructor

(2 positions)

The Foothill-De Anza Community College District is currently accepting applications for the position of Sociology Instructor.

At De Anza College, provide classroom instruction in both western and non-western perspectives in Sociology as well as an understanding of and sensitivity for cultural and gender differences among social groups. Job# 2K-029

At Foothill College, teach a variety of college-level sociology courses leading to the fulfillment of the General Education or an Associate's of Arts degree requirement. Unique to this position is the responsibility of evolving the division's Ethnic Studies major. Job# 2K-076

For application materials contact:
Employment Services
12345 El Monte Road
Los Altos Hills, CA 94022
(650)949-6217
employment@fda.edu
www.fhda.edu/district/hr/employment.html
AA/EOE
Baldwin-Wallace College invites applications for the position of Vice President for Academic Affairs and Dean of the College. The new VPAA will serve as the institution’s chief academic officer, collaborating with the President and CO to set the intellectual tone and promote a vital educational climate.

B-W is a private educational institution offering liberal arts-based undergraduate and graduate study. Located near Cleveland, B-W is one of the first Ohio colleges established to admit students without regard to race or gender. That spirit has flourished while B-W has developed as a comprehensive college, combining strengths of its liberal arts heritage with opportunities for career preparation and pre-professional training. U.S. News & World Report lists B-W among the top colleges and universities in the Midwest, as well as one of the region’s college values. B-W highly values excellence in classroom teaching and supports innovative, award-winning programs.

B-W has a student body of 4,000 undergraduate and 600 graduate students from across the U.S. and around the world. The College is committed to the highest standards of student success. B-W is governed by a 45-member board of trustees and has a full faculty of 164, with a student-faculty ratio of 14:1. B-W’s faculty and staff support programs and systems that students at their present levels and encourage them to attain their highest possible intellectual and personal growth. The College has a record of operating within a balanced budget, and the recently completed Campaign for the 21st Century generated $55 Million, exceeding its goal by 25%.

B-W seeks a creative, visionary VPAA with a successful commitment to the intellectual and personal growth of students to the values of a rigorous liberal arts education. The successful candidate should possess an earned doctorate, preferably in an academic discipline, significant undergraduate teaching experience, excellent written and oral communication skills, and a record of solid institutional and strategic planning. The candidate should be a team player, committed to diversity, fairness, equal opportunity, and a history of proactive leadership on issues of race, ethnicity, gender, and sexual orientation.

Compensation will be highly competitive and commensurate with the successful candidate’s experience. Baldwin-Wallace College is an EOE/AA employer and actively seeks a diverse pool of candidates in this search.

The College expects to announce the selection of the new Academic Dean in the spring of 2004. For more information, please contact John Issacson, President, Nancy S. Issacson, Associate, Miller, 334 Boylston Street, Suite 500, Boston, Massachusetts 02116. Email: jisaacs@bw.edu; Telephone: (617) 262-6500. Fax: (617) 262-6501.

Additional information can be found on the Internet at http://www.baldwinwalex.edu and at www.specjobs.com/baldwin-walace-vice.html

SOUTHWEST TEXAS STATE UNIVERSITY

Southwest Texas State University invites applications for one tenure-track Assistant Professor position with expertise in one or more of the broadly construed areas of applied sociology: evaluation research, social impact assessment, and community research. Secondary specializations should include criminology, deviance, social control, juvenile delinquency, industrial, medical, or aging. The Ph.D. should be completed by September 1, 2000. Evidence of strong commitment to excellence in teaching is required. To apply, send a letter indicating the position for which application is being made and suitability for that position, as well as a curriculum vitae, a statement of teaching philosophy, and names of three references to Dr. Audra Anderson, Department of Sociology, SWT, San Marcos, TX 78666. Review of applications will begin March 1, 2000, and will continue until the position is filled. Southwest Texas State University is an Equal Opportunity/Affirmative Action employer.

ACCOUNTING: ABD in accounting with completion of doctorate at time of appointment. Ph.D. or DBA in accounting preferred. CPA, a minimum of two years of full-time equivalent teaching experience in accounting at the university level. Review of applications begins 9/1/00.

FINANCE: ABD in finance with completion of doctorate at time of appointment. Ph.D. is preferred. CPA, a minimum of two years of full-time equivalent teaching experience in finance or accounting at the university level. Review of applications begins 2/7/00.

AA/EO
President
Spokane Community College
Spokane, Washington

The Board of Trustees of Washington State Community College District 17 invites applications and nominations for the position of President of Spokane Community College (SCC), one of three publicly funded educational institutions comprising Community Colleges of Spokane. At SCC, the president is the chief executive and reports to the district chancellor/chief executive officer. The chancellor reports to a five-member board of trustees appointed by the governor for five-year terms.

The board, along with the chancellor and SCC administrators, faculty and staff, seeks an individual who possesses exceptional personal and leadership qualities, a reputation for innovation and effectiveness in academic, student services, and business operations. The candidate must possess a strong commitment to the mission and goals of SCC and be experienced in leading an institution in the competitive marketplace.

Application Information: Applicants must request a presidential search brochure, which includes details about Spokane Community College, challenges at the college, a presidential profile, and application instructions, by contacting the search committee. Application materials must be submitted by the deadline.

The Internet address for Spokane Community College is: www.scc.spokane.cc.wa.us

Nominations and applications will be accepted until the position is filled. However, the SCC Presidential Search Committee will begin reviewing applications on February 1, 2020. The SCC president will be appointed by the chancellor/CEO in consultation with the CCS Board of Trustees.

For additional information, contact: Del M. Anderson, Search Consultant, Association of Community College Trustees (ACCT), 4100-10 Redwood Road, #251, Oakland, CA 94619; Telephone: 510-638-5288; Fax: 510-382-9637; e-mail: delimiter@webtv.net.

All inquiries, nominations, and applications will be held in strictest confidence.

Community Colleges of Spokane provides equal opportunity in education and employment. Applications and nominations of individuals who would increase the richness of the district's diversity are welcome.

---An ACCT Search---

Assistant Director of Residence Life
UNIVERSITY HOUSING

The Assistant Director with a team of four other Assistant Directors implements departmental objectives and reports to the Associate Director for Residence Life. The position provides centralized leadership, coordinates student and professional staff education and development, and oversees the supervision of a residence hall complex. Additional responsibilities include strategic planning, development of curriculum and learning communities, selecting and training of professional/student staff, and developing new programs. The Assistant Director is a member of the Counseling Center's wellness team.

Position Requirements:

- A minimum of four years' experience in residence life administration
- A bachelor's degree
- Previous experience with diversity education

Salary: $70,000 - $75,000

Application Deadline: January 31, 2020

Applications may be submitted online at https://www.unljobs.org. For more information, contact the Office of Human Resources, University of Nebraska-Lincoln, Lincoln, NE 68588-0622. The University is committed to AA/EEO and ADA/504. If you require an accommodation, please call (402) 472-3885.

---

Vice President for Academic Affairs and Provost

Wesleyan University seeks nominations and expressions of interest for the position of Vice President for Academic Affairs and Provost (VPAA). Wesleyan University is a highly selective liberal arts institution located in Middletown, Connecticut. It has 2,700 undergraduate students, 150 graduate students, and 270 faculty.

Applicants must be distinguished scholars, qualified for tenure at Wesleyan. The ideal candidate will have outstanding leadership and communication skills, as well as relevant experience in a highly selective liberal arts institution. Commitment to diversity and liberal learning and a thorough understanding of the goals of Wesleyan's liberal arts education are required.

The VPAA will provide intellectual leadership for implementing the recently completed Strategy for Wesleyan. Candidates are encouraged to read more about Wesleyan's strategic planning by visiting the university's website at http://www.wesleyan.edu and clicking on the "Strategy" button. In addition to the Strategy for Wesleyan, candidates will be interested in the Wesleyan Education for the 21st Century, which can be found on the same website.

The VPAA oversees policy, budget, and personnel matters within Academic Affairs. Academic departments and units are formed into three divisions, each with a dean. Academic Affairs also oversees major university departments such as the Center for the Arts, the Graduate Liberal Studies Program, the School of Architecture, and the School of Education. As an officer of the university, the vice president will report to the president and serve as a member of the senior staff.

The search committee will begin the screening process in January and continue until the position is filled. Please forward nominations, inquiries, and expressions of interest, in confidence, to:

Vice President for Academic Affairs and Provost
Wesleyan University
Shelly Weiss Storbeck
C/O A.T. Kearney, Inc.
33 John Carlyle Street
Alexandria, VA 22314
Phone: 703-739-4613
Fax: 703-318-4782
E-mail: s.storbeck@atkearney.com

Wesleyan University is proud of its commitment to diversity and especially seeks nominations and applications from women and persons of color.
Washington State University

2000 Summer Doctoral Fellows Program

Washington State University invites applications and nominations from doctoral candidates who have completed all requirements for the degree other than the dissertation. Summer fellowships are available in Education, Business and Economics, Agriculture and Home Economics, Engineering and Architecture, Liberal Arts, Nursing, Pharmacy, Sciences, or Veterinary Medicine. Selected doctoral candidates will have an opportunity to work closely with faculty mentors at Washington State University in preparing for academic careers as future faculty members. Fellows will be actively engaged in seminars on the changing roles and expectations of faculty, the future of the profession, the changing nature of higher education, and issues facing faculty of color and women in higher education. Fellows will be expected to design individualized programs for enhancing their ability in teaching, research, and scholarship during the six-week summer term. June 18-July 22, 2000.

Eligibility:

All requirements other than the dissertation should be completed by June 1, 2000.

Terms:

$3,000 stipend plus University housing provided.

Application:

Candidates should submit a curriculum vita, graduate school transcript, three letters of recommendation, and a 1-3 page career goals and research interest statement to the following:

Dr. Karen E. DePaauw, Dean
v/c Lynda Curry
PO Box 641050
Washington State University
Graduate School
Pullman, WA 99164-1030

The program is designed primarily for U.S. citizens from diverse backgrounds.

Notification:

Candidates will be notified in April 2000.

Application Deadline:

March 15, 2000

Dean-Graduate Studies

The Dean is the chief executive and academic officer for Graduate Studies reporting to the Vice President for Academic Affairs. The Dean provides academic leadership for Graduate Studies, supervises its personnel, and administers graduate programs and graduate student services. The Dean has responsibility for academic program quality, enrollment management, program planning, budget, faculty and staff assignment and evaluation, and determining equipment and facility needs.

Empire State College is a national leader in non-traditional higher education. Graduate Studies offers five master’s degree programs delivered in a combination of weekend residencies and distance learning: master’s arts in social policy, business and policy studies, labor and policy studies, liberal studies, and a master of business administration. Graduate Studies serves 300 students, has five full-time faculty and three professional staff and draws on faculty throughout the College for teaching services.

Earned doctorate in subject related to the graduate program fields: substantial college-level administrative and teaching experience, experience in program development, demonstrated interest in education of adult students and interdisciplinary programs, familiarity with learning technologies, distance education and innovative program delivery, capacity to work collaboratively. Anticipated start date: June 1, 2000, 6-18.

Competitive salary and benefits. Apply by submitting letter of application and resume to: Dr. Marjorie W. Lavin, Vice President for Academic Affairs, SUNY Empire State College, One Union Avenue, Saratoga Springs, New York 12866. Review of applications will begin January 28, 2000, and continue until the position is filled. For more information, see College’s web site at www.escc.edu. AA/EOE

Empire State College

State University of New York

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

invites applications and nominations for the following positions:

- PRESIDENT, LOS ANGELES MISSION COLLEGE

FILING DEADLINE: MARCH 1, 2000.

The Los Angeles Community College District is seeking a President to serve at Los Angeles Mission College. Interested individuals who possess the required training and experience are invited to submit applications.

REQUIREMENTS: Applicants must have an earned doctorate from an accredited college or university or a master’s degree combined with exemplary professional experience. Also required are three years of full-time experience in higher education in administrative positions as Dean or above, and two years of full-time faculty experience with some classroom experience.

SALARY: A revision of salary and benefits for President that is now underway will make the compensation package highly competitive.

FILING AN APPLICATION: A detailed brochure is available. To apply, send (1) a letter of application, preferably five pages or less, which includes a statement of background and experience that demonstrates how your knowledge and expertise apply to this position, (2) a current resume of professional experience, educational background and other pertinent information, (3) a list of eight references with business and home telephone numbers, including two supervisors, two subordinates (including one support staff member), two faculty and two community members. All materials should be received no later than 4 p.m. on Wednesday, March 1, 2000, but applications will continue to be accepted consistent with the process until the position is filled. Completed applications will be sent to additional application materials. If selected, additional documentation, such as original transcripts will be required. Send to: Human Resources Division, Los Angeles Community College District, 7700 E. Imperial Highway, Los Angeles, CA 90017. Letters of nomination may be sent to the same address. For additional information, contact Human Resources at (310) 917-2533. FAX (310) 981-8411. Our website is www.laccd.org on Internet.

For confidential inquiries, contact Dr. Al Fernandez of Community College Search Services at (805) 650-5546; fax (805) 650-8469; email: atdnche@msn.com

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER. WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

Western Michigan University

CAREER AND TECHNICAL EDUCATION: ASSISTANT PROFESSOR

Western Michigan University invites applications and nominations for a tenure-track position beginning August 2000, contingent upon final budget approval. Salary competitive commensurate with qualifications and experience. A full range of benefits, including TIAA/CEF contribution, provided. Earned doctorate in career and technical education (C or a discipline within the field of CTE, i.e., business education, family and consumer sciences education, marketing education and industrial technology. Successful teaching experience in secondary, adult or post-secondary level. Evidence of research/scholarly and leadership activity. Grant writing experience and experience integrating technology into teaching and/or other forms of instructional delivery are preferred. Teach on- and off-campus undergraduate graduate courses in CTE. Develop and present courses through compressed video interactivity, develop/coordinate research agendas and provide leadership. Develop new initiatives and grant-funded activities, work cooperatively with state department of education and agencies/business/industry, and serve to university, college, community, and profession organization. Submit letter of application, current vita, transcripts, placement file (if smite reprints of publications, and three current letters of recommendation which directly address applicant’s competencies and potential in the areas specified. Letters of recommendation should be mailed directly by the author. Placement files should originate directly from the referrer. Review of applications will begin immediately and continue until the position is filled. Apply to: Dr. Linda Dannison, Chair, Department of Family and Consumer Sciences, Western Michigan University, Kalamazoo, MI 49008-5067. Telephone (616) 337-04; FAX (616) 687-3353; e-mail: linda.dannison@wmich.edu.
DEPARTMENT OF COMMUNICATING ARTS

The University of Wisconsin-Superior is the northernmost campus of the University of Wisconsin System and is nestled on the scenic shore of Lake Superior. As Wisconsin's public liberal arts college, we require a strong liberal arts core curriculum for all undergraduates. Communication is a key asset at UW-Superior, and we strive to offer quality programs in an environment of trust and cooperation that centers on the worth of all individuals. We are seeking candidates who will contribute to the achievement of this goal.

Tenure track position, academic year, teach courses in Mass Communication, Television, Film and Appreciation and the Department's Introduction to Speech Communication course. Responsibilities include advising students, supervising cocurricular video productions, assisting students directed video productions for course assignments, and other university faculty responsibilities in governance and service. Candidate's ability to work in additional Communicating Arts disciplines is preferred. The Department of Communicating Arts encourages a multidisciplinary approach in education for its students and an expectation that its faculty will provide the broad perspective necessary to assist that process. Women and minorities are encouraged to apply.

Doctorate or MFA required. Evidence of excellence in teaching and appropriate scholarly activity. Professional and/or academic video experience and supervision of video projects required. Rank and salary are dependent upon qualifications and experience.

Send a letter of application, including a statement of qualifications, resume, transcripts, and an example of your video work. Have three letters of reference sent. We may also contact others for additional information. We request examples of student work under your supervision. Send materials to Stewart Plattner, Chair, Search Committee, PO Box 2000, University of Wisconsin-Superior, Superior WI, 54880-4500. Incomplete applications cannot be considered. Application deadline is February 15, 2000. We are required to provide a list of nominees and applicants if requested. A written request can exclude one from this list. Names of all finalists must be disclosed if requested. AA/EOE.

LIBRARIAN OF WISCONSIN

Provide reference assistance and instruction; work with electronic resources; prepare publications; serve as liaison to academic departments; serve on committees. Tenure-track.

Qualifications: Required: MLS from ALA-accredited school, previous library experience. Preferred: second master's degree, foreign language, communication/interpersonal skills, initiative, creativity, commitment to professional activities. See http://www.montclair.edu.

Salary Range: Negotiable within range.

Reviews begin: January 17, 2000

Send letter and resume and 3 references (include V#1) to Dr. Judith Lin Hunt, Dean of Library Services, Box C316-V#062/HO, Harry A. Sprague Library, Montclair State University, Upper Montclair, NJ 07043.

An Equal Opportunity/Affirmative Action Institution

STATE UNIVERSITY

LIBRARIAN FOR WISCONSIN

Provide reference assistance and library instruction; work with electronic resources; prepare publications; serve as liaison to academic departments; serve on committees. Tenure-track.

Qualifications: Required: MLS from ALA-accredited school, previous library experience. Preferred: second master's degree, foreign language, communication/interpersonal skills, initiative, creativity, commitment to professional activities. See http://www.montclair.edu.

Salary Range: Negotiable within range.

Reviews begin: January 17, 2000

Send letter and resume and 3 references (include V#1) to Dr. Judith Lin Hunt, Dean of Library Services, Box C316-V#062/HO, Harry A. Sprague Library, Montclair State University, Upper Montclair, NJ 07043.

An Equal Opportunity/Affirmative Action Institution

STATE UNIVERSITY

Writing

PENDING APPROVAL AND FUNDING, the Department of English at the University of San Francisco invites applications for a full-time tenure track position in Writing at the Assistant Professor level, anticipated to begin in the Fall 2000.

The Writing Emphasis, a track in the English major, is distinct from Expository Writing and prepares students for fields in law, publishing, and other careers in writing. It consists of required courses in theories of writing and language as well as elective courses in creative writing.

Responsibilities include coordinating and teaching in the Writing Emphasis for English majors. Primary teaching may include intermediate composition courses in three areas: textual analysis and rhetoric; theoretical issues in writing; and creative writing workshops and advanced composition. Since this program may be redesigned in the near future, the department is particularly interested in applicants with innovative ideas for structuring a writing curriculum.

Qualifications: University teaching experience, an earned doctorate or MFA by Fall 2000 with a specialization in writing and theories of writing; evidence of a strong commitment to teaching; publications, experience and willingness to work in a culturally diverse environment; and an understanding of and commitment to support the mission of the University are required.

We particularly encourage minority and women applicants for all positions. The University of San Francisco is an Equal Opportunity/Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent publications, statement of teaching philosophy, evidence of teaching ability, including copies of teaching evaluations, and three letters of recommendation to:

Writing Search Committee
O/C Carolyn Brown
Department of English
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1089.

Applications must be received by February 15, 2000, in order to ensure full consideration.

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8000 students in the arts and sciences, business, education, nursing, law, and professional studies. The University is a private, Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment.

UNIVERSITY OF WISCONSIN

Superior

DEPARTMENT OF COMMUNICATING ARTS

LIBRARIAN REFERENCE LIBRARIAN

LIBRARIAN OF WISCONSIN

LIBRARIAN FOR WISCONSIN

SCC

SEMINOLE COMMUNITY COLLEGE

VICE PRESIDENT, EDUCATIONAL PROGRAMS

DEAN OF ARTS AND SCIENCES

DEAN OF BUSINESS, INFORMATION TECHNOLOGY, AND CORPORATE SERVICES

Due to expansion and growth, Seminole Community College has openings for three top-level positions. SCC is a comprehensive, learning-centered institution located just north of Orlando, Florida. With a commitment to supporting Seminole County's workforce development, the college serves nearly 30,000 students annually with a wide range of college credit, career, continuing education, vocational training, and adult education programs.

The Vice President of Educational Programs is the chief executive officer, promoting academic excellence and providing leadership college-wide.

The Dean of Arts and Sciences provides overall leadership and direction for curriculum and programs within the Arts and Sciences division and the Associate of Arts Degree.

The Dean of Business, Information Technology, and Corporate Services supports industry workforce development through college credit, noncredit, and continuing education programs.

To request a job announcement and application materials, please send your email to www.seminole.edu (note: jumps to Employment Opportunities) or contact Human Resources at e-mail hr@seminole.edu or call 407-396-2101.

Application screening will begin January 28, 2000. Applications received after that date may not be eligible for consideration. EEO/AA.
BROWARD COMMUNITY COLLEGE

Broward Community College is a large, multi-campus urban institution in Broward County located in Southeast Florida. Founded in 1964 as the first public higher education institution in the county, Broward Community College functions as the principal provider of undergraduate higher education for the residents of Broward County. Through a wide variety of degree and certificate programs and continuing education courses, the college attracts a great diversity of students, including individual planning to complete a bachelor's degree program, people seeking to acquire job-entry skills, employees desiring to upgrade skills for promotion or career changes, and individuals seeking education for their personal enrichment. In addition, the college is also a source of cultural enrichment, a resource for community development, business, and industry, and an avenue for continued skill upgrading and enhancement and retaining. As a public comprehensive community college, the college serves well its role as a significant segment of Broward higher education effort.

EQUITY POSITIONS

Broward Community College is seeking candidates to fill tenure-track positions. These positions are for a 165-day contract, and will begin as full-time. Minimum salaries are $25,000 (Master's degree with 3 graduate semesters hours in discipline), $30,000 (Doctorate degree with 5 graduate semester hours in discipline).

MASS INSTRUCTION: Master's degree with 18 graduate hours in math. Must be able to teach pre-calculus calculus, business math and trigonometry. Experience with computers preferred. Position Number 9.52.

GRAPHIC DESIGN TECHNOLOGY INSTRUCTION: Master's degree with 18 graduate hours in Graphic Design, Instructional design or comparable field. Preference for design ability and knowledge of current software in field, able to work with Mac and PC platforms. Will teach introductory and advanced courses in graphic design and computer graphics. Position Number 9.73.

OUTDOOR EDUCATION TECHNOLOGY INSTRUCTION: Master's degree in Business Education Information Technology. 18 graduate semester hours in Computer/Computer Education preferred. Experience in computer application, office skills, records management. Schedules may include day, evening and weekend classes. Position Number 4.25.

EDUCATION INSTRUCTION: Master's or Doctorate degree in Education. Must possess the ability to teach Introduction to Education, Teaching Diverse Populations and Educational Technology. Computer technology skills required. Position Number 2.68.

COMPUTER SCIENCE INSTRUCTOR: Master's degree with 18 graduate hours in Computer Science or closely related discipline. Certification to teach Microsoft (MCSE and/or MSDT), Novell (NCE), Oracle (OBA and/or Applications Development) Class (ODF), or A+, or the ability to obtain certifications within one year of employment highly desirable. Certification will be given to candidates with the desired certification. (A), who hold a lesser academic degree. Position Number 3.67.

TECHNICAL THEATER FACULTY: Master's degree required, MLA and minimum of 3 years college teaching and professional experience preferred. Must have technical leadership for stage production, supervise introductory level students in the theatre productions, supervise introductory level students in the implementation of scene, lighting, and sound design in a DPAC-scale theatre. Teach introductory level stagecraft, lighting and scenic design. Must be conversant with CAD and ETC expression lighting consoles. Design opportunities available. Position Number 2.16.

ADMINISTRATIVE POSITIONS

Salaries are dependent upon qualifications and experience.

VICE PRESIDENT FOR ACADEMIC AFFAIRS (under general direction of the President), serves as the chief academic officer providing direct administrative direction for all Academic/Liberal Arts programs including college transfer and international education. Develops and maintains relations with four-year institutions, secondary and technical schools, as well as local private and public employers. Acts as college liaison for instructional programs on a local and national basis. Recommends long and short range goals consistent with the mission and philosophy of the College.

The successful candidate will possess an advanced degree with administrative management experience in a higher educational setting. Must have a demonstrated commitment to high standards in student learning and faculty development.

DIRECTOR OF STUDENT FINANCIAL AID: Reporting directly to the Vice President for Student Affairs, this position will administer the college’s financial aid office. Supervising a large staff of three campuses and ten centers, this position should be prepared to become involved in an enrollment management operational philosophy in the centers of a campus-based college operation.

This position requires a Master's degree and 6 years of professionally increasingly responsible full-time financial aid experience at the assistant or associate director level.

Applications should include a cover letter, detailed resume, a list of references and photocopies of academic transcripts. All applicants must complete a BOC employment application be considered. Application will be accepted until 6/15/01. Letters of interest should be sent to: Human Resources, Downtown Campus, Broward Community College, 255 East Las Olas Boulevard, Fort Lauderdale, Florida 33301. Our phone number is (954) 761-7950, and our E-mail address is https://www.broward.cc.fl.us/home

Broward Community College is dedicated to the concepts of equal opportunity. The College will not discriminate on the basis of race, color, religion, gender, age, national origin, disability or veteran's status.

UNIVERSITY OF THE PACIFIC

The University of the Pacific, the first chartered institution of higher education in California (1851), is a growing, comprehensive university with a commitment to excellence in teaching and scholarship. It enrolls approximately 5,800 students diverse academic settings which comprises a College of Arts and Sciences, a School of Music, A Graduate School, and Schools of Business, Dentistry, Education, Engin International Studies, Law, and Pharmacy and Health Sciences, along with Un College, a school for adult re-entry students.

The University is currently conducting searches for full-time faculty and administrative positions beginning March 2000.

To apply, send letter of application, resume, and three reference contacts to Chairperson, appropriate department, University of the Pacific, 3601 Pacific Ave Stockton, CA 95211.

University of the Pacific is an equal opportunity/affirmative action employer, encouraged diversity through excellence.

FACULTY POSITIONS

Start Fall 2000

COLLEGE OF THE PACIFIC

- Department of Art History, assistant or associate professor, illustration/animation, tenure track
- Department of Biological Sciences, microbiology, assistant professor, tenure track
- Department of Chemistry, assistant/associate professor, bio-organic/biochemical general chemistry, tenure track
- Department of History, assistant professor of History and Director of the John Muir Trust, tenure track
- Department of Modern Language & Literature, assistant professor of Japanese, ten permanent
- Department of Religious Studies, assistant professor, World Religions, tenure track
- Department of Sport Sciences, assistant professor, tenure track

BERKELEY SCHOOL OF BUSINESS

- Fletcher Jones Endowed Chair, professor, tenure track
- Marketing, assistant professor, tenure track

CONSERVATORY OF MUSIC

- Director of Opera Theater, tenure track
- Professor/Chair Music Management/Business, tenure track

SCHOOL OF EDUCATION

- Educational Resource Center, Instructional Coordinator of Math Resource Center, tenure track
- Bilingual Education/Second Language Education, assistant professor, tenure track
- Ed Administration and Foundations, assistant professor, tenure track
- Educational and Counseling Psychology, assistant/associate professor, tenure track

SCHOOL OF ENGINEERING

- Department of Electrical Engineering, visiting professor

SCHOOL OF PHARMACY AND HEALTH SCIENCES

- Department of Pharmacy Practice, 3 positions, assistant professor, tenure track
- Department of Medicinal Chemistry, assistant/associate professor, pharmaceutical/pharmaceutical science, tenure track
- Assistant professor, medicinal chemistry, tenure track
- Assistant professor, pharmaceutical/natural products chemistry, tenure track
- Department of Physiology/Pharmacology, assistant professor, cell/molecular biology, tenure track

UNIVERSITY LIBRARY

- Reference Librarian, assistant/associate professor, tenure
- Librarian, one-year, non-tenure

ADMINISTRATIVE OPPORTUNITIES

- Dean, Conservatory of Music-Contact: Jean Pursell, Search Committee Chair
- Dean, School of Education-Contact: Phil Oppenheimer, Search Committee Chair
- Dean, School of Engineering-Contact: Dave Fletcher, Search Committee Chair
NON TENURE TRACK POSITIONS
FULL TIME TEMPORARY

Mass. Maritime Academy has several openings for Instructor/Assistant/Associate Professor of Marine Transportation, both full-time and part-time (non-tenure track), beginning 1 March 2000. Min. qual req: current USCG lic. as 3rd Mate, Any Tonnage, Oceans, with recent at-sea exp. on the lic., a bachelor's degree from a regionally-accredited institution, and a strong desire to teach at the nation's premier state maritime academy. Additional qual: which are highly desired are a USCG Unlimited Master's lic. with command at sea, a Master's degree in a relevant discipline, and teach, exp. at the undergraduate level, incl. the use of full-mission and part-task simulation. Full-time appt. will be for one year, renewable for no more than one add'l yr. depending upon performance. Teaching assignments may be in the areas of seaman ship, navigation (piloting, celestial, or electronic), rules of the road, GMDSS, ARPA, and radar observer, with lab sessions in the Academy's state-of-the-art full-mission bridge simulator, or underway on the Academy's training vessels Ranger, Sal, and rank dependent upon qual. Appl., detailed resume, incl. copies of all lic. and cert. the names, addresses, and tele. # of at least 3 professional references. Send appl. material to Dir. Human Resources or email to rskarney@mmsa.mass.edu. Visit our web page at http://www.mmsa.mass.edu for more information about MMA and its programs. No calls. 101 Academy Dr., Buzzards Bay, MA 02532 A/AEOE

HISPANIC ASSOCIATION FOR HIGHER EDUCATION OF NEW JERSEY, INC.

22nd ANNUAL CONFERENCE

"Examining the Past, Forecasting the Future: A Holistic Approach to Latino Professional Development"

February 24-25, 2000
Somerset Marriott
110 Davidson Avenue
Somerset, NJ 08873

For further information, please contact:
Ms. Anne Rosario, 2000 HAHENJ
Conference Co-Coordinator
Office: (201) 915-9291
Email: Rosario_A@spcvxa.spc.edu

HISPANIC OUTLOOK
1999 - 2000

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. No cancellations or changes will be accepted after closing dates. Refer to schedule for deadlines.

CLOSING DATES

<table>
<thead>
<tr>
<th>Issue Date</th>
<th>Closing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24</td>
<td>Sept. 7</td>
</tr>
<tr>
<td>October 8</td>
<td>Sept. 21</td>
</tr>
<tr>
<td>October 22</td>
<td>Oct. 5</td>
</tr>
<tr>
<td>November 5</td>
<td>Oct. 19</td>
</tr>
<tr>
<td>November 19</td>
<td>Nov. 2</td>
</tr>
<tr>
<td>December 3</td>
<td>Nov. 16</td>
</tr>
<tr>
<td>December 17</td>
<td>Nov. 30</td>
</tr>
<tr>
<td>January 7</td>
<td>Dec. 14</td>
</tr>
<tr>
<td>January 28</td>
<td>Jan. 11</td>
</tr>
<tr>
<td>February 11</td>
<td>Jan. 25</td>
</tr>
<tr>
<td>February 25</td>
<td>Feb. 8</td>
</tr>
<tr>
<td>March 10</td>
<td>Feb. 22</td>
</tr>
<tr>
<td>March 24</td>
<td>March 7</td>
</tr>
<tr>
<td>April 7</td>
<td>March 21</td>
</tr>
<tr>
<td>April 21</td>
<td>April 4</td>
</tr>
<tr>
<td>May 5</td>
<td>April 18</td>
</tr>
<tr>
<td>May 19</td>
<td>May 2</td>
</tr>
<tr>
<td>June 2</td>
<td>May 16</td>
</tr>
<tr>
<td>June 16</td>
<td>May 30</td>
</tr>
<tr>
<td>June 30</td>
<td>June 13</td>
</tr>
<tr>
<td>July 14</td>
<td>June 27</td>
</tr>
<tr>
<td>July 28</td>
<td>July 11</td>
</tr>
<tr>
<td>August 11</td>
<td>July 25</td>
</tr>
<tr>
<td>August 25</td>
<td>Aug. 8</td>
</tr>
<tr>
<td>September 8</td>
<td>Aug. 22</td>
</tr>
<tr>
<td>September 22</td>
<td>Sept. 5</td>
</tr>
</tbody>
</table>

HOW TO PLACE ADVERTISEMENTS

By Mail—All materials should be sent to:
Hispanic Outlook in Higher Education; Display Advertising
210 Route 4 East; Paramus, NJ 07652

By E-Mail—outlook@sprintmail.com

By Fax—Transmit to (201) 587-9105 seven days a week

To Confirm—Call (201) 587-8800 (x102 or x106)
Monday – Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.
### ADVERTISING INDEX

#### POSITIONS

<table>
<thead>
<tr>
<th>State</th>
<th>Institution</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALIFORNIA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Football-De Anza Community College District</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Long Beach City College</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Loyola Marymount University</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Mission College, Los Angeles Community College District</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>North Orange County Community College District</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Rancho Santiago Community College District</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Rio Hondo College</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>San Francisco State University</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>San Mateo County Community College District</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Santa Monica Community College</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Stanford University</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>University of California, Davis</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>University of California, San Francisco</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>University of San Francisco</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>University of The Pacific</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Yosemite Community College District</td>
<td>56</td>
</tr>
<tr>
<td>COLORADO</td>
<td>Arsaphoe Community College</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>University of Colorado at Boulder</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>University of Colorado at Colorado Springs</td>
<td>82</td>
</tr>
<tr>
<td>CONNECTICUT</td>
<td>Southern Connecticut State University</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Western Connecticut</td>
<td>78</td>
</tr>
<tr>
<td>FLORIDA</td>
<td>Broward Community College</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Florida Gulf Coast University</td>
<td>66, 88</td>
</tr>
<tr>
<td></td>
<td>Hillsborough Community College</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Seminole Community College</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>The University of West Florida</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>University of South Florida</td>
<td>54</td>
</tr>
<tr>
<td>GEORGIA</td>
<td>Agnes Scott College</td>
<td>58, 63</td>
</tr>
<tr>
<td></td>
<td>Gainesville College</td>
<td>65, 70</td>
</tr>
<tr>
<td></td>
<td>Georgia Perimeter College</td>
<td>51, 54</td>
</tr>
<tr>
<td></td>
<td>George State University</td>
<td>51, 54</td>
</tr>
<tr>
<td>IDAHO</td>
<td>Boise State University</td>
<td>65</td>
</tr>
<tr>
<td>ILLINOIS</td>
<td>Aurora University</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Black Hawk College</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>DePaul University</td>
<td>45, 56</td>
</tr>
<tr>
<td></td>
<td>Illinois State University</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Marquette University</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>University of Illinois at Chicago</td>
<td>56</td>
</tr>
<tr>
<td>INDIANA</td>
<td>Indiana University</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Purdue University</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Wabash College</td>
<td>77</td>
</tr>
<tr>
<td>KENTUCKY</td>
<td>University of Louisville</td>
<td>71</td>
</tr>
<tr>
<td>MARYLAND</td>
<td>University of Maryland</td>
<td>62</td>
</tr>
<tr>
<td>MASSACHUSETTS</td>
<td>Arnhem College</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Emerson College</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Framingham State College</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Massachusetts Institute of Technology</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Massachusetts Manufactur Academy</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Tufts University</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>University of Massachusetts Boston</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Williams College</td>
<td>50</td>
</tr>
<tr>
<td>MICHIGAN</td>
<td>Central Michigan University</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Western Michigan University</td>
<td>67, 79</td>
</tr>
<tr>
<td>MINNESOTA</td>
<td>Metropolitan State University</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Minnesota State University</td>
<td>65</td>
</tr>
<tr>
<td>NEBRASKA</td>
<td>University of Nebraska Lincoln</td>
<td>78</td>
</tr>
<tr>
<td>NEW HAMPSHIRE</td>
<td>Dartmouth College</td>
<td>72</td>
</tr>
<tr>
<td>NEW JERSEY</td>
<td>Fairleigh Dickinson University</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Kean University</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Montclair State University</td>
<td>54, 80</td>
</tr>
<tr>
<td></td>
<td>New Jersey City University</td>
<td>51, 73</td>
</tr>
<tr>
<td></td>
<td>New Jersey Institute of Technology</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Oak Knoll School of the Holy Child</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Raritan Valley Community College</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>The College of New Jersey</td>
<td>46</td>
</tr>
<tr>
<td>NEW YORK</td>
<td>Assumption University</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Columbia University</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Hunter College/CUNY</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Iona College</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Ithaca College</td>
<td>66, 73</td>
</tr>
<tr>
<td></td>
<td>Onondaga Community College</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>St. John's University</td>
<td>47, 48-49</td>
</tr>
<tr>
<td></td>
<td>SUNY, Empire State College</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>SUNY, New Paltz</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>SUNY, Pittsburgh</td>
<td>52, 55</td>
</tr>
<tr>
<td></td>
<td>The Wallace-Reader's Digest Funds, NYC</td>
<td>70</td>
</tr>
<tr>
<td>OHIO</td>
<td>Baldwin Wallace College</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Ohio Wesleyan University</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>The College of Wooster</td>
<td>74</td>
</tr>
<tr>
<td>PENNSYLVANIA</td>
<td>Bryn Mawr College</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Clarion University</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Community College of Philadelphia</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Dickinson College</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>East Stroudsburg University of Pennsylvania</td>
<td>67, 75</td>
</tr>
<tr>
<td></td>
<td>Kutztown University</td>
<td>57</td>
</tr>
<tr>
<td>TEXAS</td>
<td>Southwest Texas State University</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Texas A&amp;M University</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>The University of Texas Health Science Center at Houston</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>University of Houston</td>
<td>29, 62, 64</td>
</tr>
<tr>
<td></td>
<td>University of Texas Medical Branch at Galveston</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>University of Texas-Pan American</td>
<td>54</td>
</tr>
<tr>
<td>VIRGINIA</td>
<td>George Mason University</td>
<td>58</td>
</tr>
<tr>
<td>WASHINGTON</td>
<td>Cascadia Community College</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Community Colleges of Spokane</td>
<td>54, 57, 60</td>
</tr>
<tr>
<td></td>
<td>Eastern Washington University</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Green River Community College</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Renton Technical College</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Spokane Community College</td>
<td>78</td>
</tr>
<tr>
<td>WISCONSIN</td>
<td>Ripon College</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>University of Wisconsin-Extension</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>University of Wisconsin-Superior</td>
<td>80</td>
</tr>
<tr>
<td>WEST VIRGINIA</td>
<td>The College of West Virginia</td>
<td>75</td>
</tr>
<tr>
<td>BOLIVIA-SOUTH AMERICA</td>
<td>Prince University of Bolivia (APUBS)</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>CARLSTAD COLLEGE</td>
<td>MN</td>
</tr>
<tr>
<td></td>
<td>Washington State University</td>
<td>WA</td>
</tr>
<tr>
<td></td>
<td>CONFERENCES</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Hispanic Association for Higher Education of New Jersey, Inc</td>
<td>82</td>
</tr>
<tr>
<td>OTHER</td>
<td>VarsityBooks.com</td>
<td>2</td>
</tr>
</tbody>
</table>
As we finish the millennium, the world’s population continues to increase, and our industrial activities perceptively change our surroundings near and far. There is heated discussion on possible effects on “global climate.” Other, more tangible effects—such as increased air pollution, diminishing fisheries, deforestation, and problems with water resources—are being felt in many places. How do we deal with these effects? The first thing we need to do is develop a deeper understanding of connections between physical, chemical, biological, and geological processes that make our world work.

This is the work of science. Indeed, scientists play a unique role in society because they are responsible for figuring out how things work. The principles discovered through basic science are the foundation for new technologies that progressively improve the quality of our life on this planet.

Opportunities abound for scientists to do socially relevant work—to develop new concepts and new technologies and to participate in great scientific adventures. For example, NASA is about to launch its most significant tool to help manage Earth’s resources (the Terra and Aqua satellites). Simultaneously, geologists are digging in the deeper parts of the ocean for oil and gas resources, physicists are uncovering secrets of weather and ocean motions, and chemists are making great strides in the development of new chemicals and methods for detecting the most minute concentration of various key substances. These observations and models need to be guided by very sound scientific questions.

So, where has the Hispanic scientist gone? Is he or she taking part in the new opportunities for science adventure?

Even though in the U.S. there has been a steady increase in the number of doctoral science and engineering degrees awarded to minorities (American Indians, Blacks, Hispanics, and Asians), Hispanics remain severely underrepresented. In the natural sciences alone, of about 14,500 doctorates awarded in 1996 to U.S. citizens and U.S. residents with permanent visas, only 1,261 were earned by Hispanics. Blacks, Hispanics, and American Indians are disproportionately likely to earn degrees in the social sciences (defined by the National Science Foundation as degrees in science and engineering) and to be employed in social services occupations (e.g., social worker, clinical psychologist) that are defined by the NSF as non-science/engineering occupations. A problem is that the social sciences are less likely to offer employment in business or industry. In academic settings, Hispanics represented only about 2% percent of full-time, ranked, doctoral science and engineering faculty in 1995.
ANTICIPATED OPENINGS FOR FALL 2000

ASSISTANT PROFESSOR, ART HISTORY
Develop and teach courses in Contemporary Art and New Media, Introduction to Fine Arts and other specialized Art History areas. Contractual skills for active art exhibition series preferred. Ph.D. required. The successful candidate will be expected to maintain an active program of scholarly work and must have excellent teaching skills.
CODE: ARTHIS

ASSISTANT PROFESSOR, BIOLOGY - CELL PHYSIOLOGY
Develop and teach on updated general and comparative physiology taught in anatomy, physiology, and related courses. Ph.D. required. Contractual experience preferred.
CODE: BIOPHYS

ASSISTANT PROFESSOR, BIOLOGY - MOLECULAR CELL IMMUNOLOGY
Develop and teach new molecular biology lecture/ laboratory. Biotechnology experience required. Students have the opportunity to participate in the development of a new Master’s degree program in Biotechnology. The successful candidate will have a commitment to undergraduate and graduate teaching and research, and to provide extra-curricular funding for students.”
CODE: BIOMIM

ASSISTANT PROFESSOR, BUSINESS
Assist in curriculum development and teach courses in business and computer applications. Teaching/scholarship may vary depending upon programmatic needs. Ph.D. or JD required. Emphasis expected in International Business preferred. The successful candidate will have a strong knowledge of computer and business applications.
CODE: BUSINESS

ASSISTANT PROFESSOR, CHEMISTRY
Teach instrumental analysis or organic chemistry, advanced electives, be able to maintain an active research program supported by external funding. Ph.D. required. Post-doctoral research experience preferred.
CODE: CHEM

ASSISTANT PROFESSOR, ECONOMICS - HEALTH MANAGEMENT
Teach courses in health economics, health management, and related courses. Knowledge of basic economics theory is essential.
CODE: ECONOM

ASSISTANT PROFESSOR, ENGLISH/WRITING
Teach courses in composition and advanced writing, including Business Writing, and carry out related activities as appropriate to rank. An appropriate doctorate is required.
CODE: ENGLISH

ASSISTANT PROFESSOR, ENVIRONMENTAL HEALTH SCIENCE
Teach undergraduate courses in environmental health science, environmental management, environmental health science. Ph.D. required. The successful candidate is expected to maintain an active program of research and to contribute to the development of a new Environmental Health Science program. The successful candidate will also be expected to contribute to the development of a new interdisciplinary graduate program in Environmental Health Science.
CODE: ENVHE

INSTRUCTOR OR ASSISTANT PROFESSOR, HEALTH EDUCATION
Teach courses in Health Education major, including Health Behavior, Health Counseling, Drug Use, and Abuse, Stress and Health, and Program Planning and Evaluation. For appointment to Instructor: Master’s degree is required. For appointment to Assistant Professor: A Doctorate in health education is required.
CODE: HEH

ASSISTANT PROFESSOR, HEALTH EDUCATION K-12
Play a leadership role as the development and program of teachers of health education (K-12) and in the professional development of faculty in schools. Lead a team of faculty in schools and develop courses in health education. Ph.D. preferred. The successful candidate will have a strong commitment to the development of a new interdisciplinary graduate program in Health Education. The successful candidate will also be expected to contribute to the development of a new interdisciplinary graduate program in Health Education.
CODE: HEK

ASSISTANT PROFESSOR, MEDICAL COMPUTER STUDIES
Teach computer science courses, conduct research, participate in department and college committees and activities. Ph.D. preferred. An appropriate doctorate is required.
CODE: MCS

ASSISTANT PROFESSOR, MEDICAL TECHNOLOGY
Teach courses in clinical pathology, clinical immunology, parasitology, clinical chemistry and microbiology, research/scholarship, advise students, assist with research and grant writing, Ph.D. or M.S. with ACP certification or equivalent required. The successful candidate will have experience in clinical teaching and in a medical technology setting.
CODE: MCT

ASSISTANT PROFESSOR, NURSING
Teach undergraduate courses in Medical-Surgical/Adult Health Nursing and other related courses in the baccalaureate program for RN’s. Conduct research and clinical instruction. In addition to teaching and research/scholarship, the successful candidate will also be expected to contribute to the development of a new interdisciplinary graduate program in Adult Health. Ph.D. preferred. An appropriate master’s degree, licensure as a registered nurse, and appropriate clinical experience required. The successful candidate will be expected to maintain an active program of research and teaching and to contribute to the development of a new interdisciplinary graduate program in Adult Health.
CODE: NURSING

ASSISTANT OR ASSOCIATE PROFESSOR, COORDINATOR OF OCCUPATIONAL THERAPY PROGRAM
Exceptional administrative and leadership abilities with excellent teaching skills. Responsibilities include planning, developing, directing, and coordinating activities of the Occupational Therapy Program. The successful candidate will have a commitment to research/scholarship and teaching and to the development of a new interdisciplinary graduate program in Occupational Therapy.
CODE: OCOT

ASSISTANT PROFESSOR, OCCUPATIONAL THERAPEUTIC PHYSICAL DISABILITIES (K-12)
Teach undergraduate courses in physical disabilities occupational therapy and related courses. Ph.D. or clinical experience required. The successful candidate will have a strong commitment to the development of a new interdisciplinary graduate program in Occupational Therapy. Ph.D. preferred. An appropriate master’s degree in Occupational Therapy, and appropriate clinical experience required. The successful candidate will have a commitment to research/scholarship and teaching and to the development of a new interdisciplinary graduate program in Occupational Therapy.
CODE: O17

ASSISTANT PROFESSOR, PHYSICAL EDUCATION AND DIRECTOR OF ATHLETICS
Teaching responsibilities include but are not limited to: teaching physical education, coaching, and administrative duties. The successful candidate will have a commitment to research/scholarship and teaching and an appropriate master’s degree in physical education. The successful candidate will have a strong commitment to the development of a new interdisciplinary graduate program in Physical Education and related courses. Ph.D. preferred. An appropriate doctorate is required.
CODE: P

ASSISTANT PROFESSOR, PSYCHOLOGY - CLINICAL/COUNSELING
Teach courses in Clinical/Counseling Psychology (Human Development, Personality, Group Dynamics, Assessment, Test Development, and other related courses). Ph.D. preferred. The successful candidate will have a strong commitment to the development of a new interdisciplinary graduate program in Clinical/Counseling Psychology.
CODE: PSY

ASSISTANT PROFESSOR, THEATRE - THEATRE DESIGN
Teach courses in Theatre Production, Theatre Design and Technical Theatre. Ph.D. preferred. An appropriate master’s degree is required. The successful candidate will have a strong commitment to the development of a new interdisciplinary graduate program in Theatre Design.
CODE: DTH

SALARY RANGE:
Instructor: $29,997 - $48,204
Assistant Professor: $32,703 - $57,049
Associate Professor: $42,616 - $68,174

For more information, visit our website at www.york.edu/advocacy/cunyjobs.
FEATURES

Gates Give $1 Billion for Minority Scholars Program
This largest-ever such fund will support many minority college students.

Uncle Sam Wants Usted!
The Army co-sponsored a Ricky Martin concert as one way to recruit more Hispanics. Another way is to get the word out about college benefits.

COSTEP Student Loans Invaluable for Hispanics
Three of four borrowers in the South Texas program are Hispanic.

New Era for Hispanic Scholarship Fund
$30 Million from Lilly and 20-Year Plan from Gates

Government Wired For Students
Offers one-stop online gateway for government services for lifelong learning.

Wilson’s Economist at University of Oregon
New career in academia for Philip Romero, who welcomes the heightened competition among business schools.

Excellence Through Passion and High Standards
SUNY Binghamton professor puts student brains to work.

Expanding the Pie
New minority alliance formed to present a united front and work for the common good.

Estrada: Ethical, Energetic Entrepreneur
Poor children, farmers, U.S. national parks, and Hispanics at Georgia Tech benefit from his generosity.

DEPARTMENTS

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW
Hispanics, Financial Aid, and Higher Education

Honor Roll: University of Pennsylvania:
A woman now leads this revered institution, whose founders include Benjamin Franklin.

People, Places, Publications, Conferences

Book Review: The Fence and the River: Cultus and Politics at the U.S.-Mexico Border

PUNTO FINAL
Trustee Diversity: A Quiet Crisis
Upcoming Issues

Our 10th year covering Minority Issues

Women in Higher Education

February 25th
Ad Deadline February 8th

Council of Independent Colleges

March 10th issue
Ad Deadline February 22nd

High visibility advertising for staff and faculty recruitment

Call for advertising info:
201.587.8800
ext. 102 or 106
Fax: 201.587.9105

Visit our Web site!
www.HispanicOutlook.com
Hispanics, Financial Aid, and Higher Education

by Gustavo A. Mellander

We all know the importance of education. It is and has always been the "open sesame" to a better life. As we swim full speed ahead into a technologically-driven age, education is all the more crucial for those who want to control their destiny.

And education never ends. It is a lifelong adventure. We really must inculcate that mind-set, that belief, not only among the young but in all of us.

Centuries Past

Education has long been a valued and a valuable asset. But for many, it was very hard to come by. Abraham Lincoln attended school for less than a full year.

At the beginning of this century, only 15 percent of our population completed high school. Boys and girls, yet unformed, were pushed into the workplace. It was pretty tough. Not only were they denied an opportunity to study while they were young, but since so few continuing education opportunities existed, they were in effect doomed. Doomed never to reach their highest potential.

What about the lucky ones?

What of those privileged ones who were able to finish high school? Well, even among those lucky ones, only one in ten high school graduates went to college. One reason was that no government financial aid existed.

No wonder power and influence remained within a small sliver of the population. The ruling elite—mostly Anglo-Saxons—were firmly in control of the levers of power and influence well into this century. Their children attended America's elite universities. Their financial aid came from their families.

The Beginnings

Only in the Midwest and West did we see the influence of the Morrill Act, passed during Lincoln's presidency, which established land grant colleges. Low tuition, non-class-related institutions began to open doors for America's rural population. That is, if you were White, the doors opened. Hispanic farm and migrant workers most assuredly did not go to college until well after the 1950s.

Harry S Truman, a man who never went to college, wanted to open higher education to the masses. One of his initiatives led to the establishment of community colleges. Between that and the salubrious effect of the G.I. Bill of Rights, millions of Americans went to college. The dreams of their grandparents and their parents came to fruition. Somebody from the family finally went to college.

Sputnik

The U.S. government, aside from the Morrill Act and the G.I. Bill of Rights, had not been very successful in providing financial aid to college-bound students. Further, the constitution's failure to grant the national government a role in education, the clear separation of church and state, and other time-honored guidelines kept Congress from aiding the nation's youngest who wanted to go to college.

That would all change in 1957. In that year, the Soviet Union surprised the world and scared America by launching Sputnik. The cold war was propelled into a different arena, and America felt it was lagging behind. Something had to be done to energize and focus higher education on science. Congress passed a series of wide-ranging defense spending bills. More money for armaments but funds to train college students to enter fields that would assist the U.S. in the Cold War.

It was that marriage of defense and education that opened the floodgates of financial assistance to college students and to their institutions. It would change financial aid and colleges forever.

Assistance was now widely available to those who wanted to go to college. New generations would benefit from federal assistance.

The First Steps

The success rate of these programs was phenomenal. Ambitions that had been pent up for generations blossomed. Many economists trace the prosperity that the United States has enjoyed for the past 50 years to the intellectual ferment and focused achievement that was forged in the 1950s and '60s. It would never have been possible on such a massive scale without the creation of federal financial assistance.

That was also the era when Hispanics, mostly World War II veterans at the beginning, were able to appear on campuses nationwide in large numbers. In some states, such as Texas, the universities and colleges were in the Anglo parts of the state. Although a deterrent, that did not keep thousands of Chicano and Chicana from seeking the American dream. Their success rate was comparable to that of the rest of the population.

The '90s

By the 1990s, although they had not yet seen the much-vaulted "decade of the Hispanics," the doors had opened wide for Hispanics nationwide. In parts of Florida, New Jersey, New York, and Illinois, there were colleges that had become predominantly Hispanic.

In the Southwest and the West, Chicano and Chicana students were widely represented in all sectors of higher education. Much of this was possible because of financial aid.

Financial aid for students at institutions is very much part of the fabric of higher education in this country. It is also an unheralded success story.

Dr. Mellander is a professor at George Mason University.
Gates Gives $1 Billion for Minority Scholars Program

By Amalia Duarte

When you are the richest man in the world, you can make a decision and change the lives of thousands of people.

In September, the world’s wealthiest man, Microsoft Chair and CEO Bill Gates, made just such an historic move. He pledged $1 billion to create the Gates Millennium Scholars Program. Aided at African American, Hispanic, and Native American students, the landmark program is the largest such fund ever established for higher education. It will provide financial assistance to 1,000 new students each year over a 20-year period. At any one time, there will be 4,000 Millennium Scholars receiving aid.

In making the announcement, Gates cited the dearth of minorities in his own high-tech industry as one impetus for creating the Millennium Scholars Program. “It is critical to America’s future that we draw from the full range of talent and ability to develop the next generation of leaders,” said Gates. “The Millennium Scholars Program is intended to ensure that we build a stronger America through improved educational opportunities.”

While Gates has been criticized for not giving away more money earlier in his life, his timing for this effort couldn’t have been better. With attacks on affirmative action from Texas to California reducing scholarship opportunities for many minority students, the program seems especially important. Indeed, the affirmative action debate has played out right in Gates’ own backyard. In Washington state, where Microsoft is based and Gates makes his home with wife Melinda, voters in the fall of 1998 passed Initiative 200, which banned the consideration of race, gender, or ethnicity in admissions at the state’s public universities.

But Jack Faris, director of community strategies for the Bill and Melinda Gates Foundation, which established the Millennium Scholars, said the program’s origins go back a number of years and predate Initiative 200. “The announcement was not meant as a statement about affirmative action,” said Faris. “I would say it was meant as a statement about how important it is that our nation’s leadership in the future is reflective of our country and the full range of our nation’s potential.”

Such far-reaching goals are the mainstay of the Bill and Melinda Gates Foundation, which places a major focus on helping to improve people’s lives through education and health. In 1994, Gates started the William H. Gates Foundation, named for his father and led by the elder Gates. The Foundation supports causes on a global and local scale. Significant Foundation projects include a $750 million vaccination program for children in developing countries; a $50 million commitment to prevent pregnancy-related deaths of women in developing countries; and the Gates Library Initiative, a major effort to bring the Internet to poor communities in Canada and the United States. More than 700 underserved libraries have been supported through this endeavor.

Now Gates makes a similar big move into higher education. The Foundation wants to close the gap for the thousands of minority students who are not attending college annually because of financial limitations. The Millennium Scholars Program will be operated by three organizations, each with a successful track record of raising money and awarding financial aid to minorities.

The United Negro College Fund was chosen as the lead organization and will administer the scholarships. A consortium of 39 private, accredited historically Black colleges and universities, it is the nation’s oldest and most successful African American higher education assistance organization. At the time of the announcement, an excited William Gray, president and CEO of the United Negro College Fund, called the Millennium Scholars Program “earth-shattering.” He said, “This is a historic effort to improve the diversity of higher education. All of society benefits when the doors of education are opened to a group of kids who wouldn’t otherwise get the chance.”

Chosen to play a supporting and partnership role were the Hispanic Scholarship Fund (HSF) and the American Indian College Fund. HSF was
founded in 1975 and has awarded more than 34,000 scholarships totaling almost $35 million. The Denver-based American Indian College Fund was created to raise desperately needed scholarship, endowment, and operating funds for 30 tribal colleges across the country.

These groups are charged with promoting the program and recruiting candidates from within their respective communities. In addition, a six-member advisory board was chosen to develop policy, make fiscal funding decisions, and administer the final application review. The board’s members are: Santa Monica College President Piedad F. Robertson; Ruth Simmons, Smith College president; African American scientist Walter Massey; Gilberto Cardenas, director and Julian Samora chair of Latino Studies at Notre Dame; James Larimore, dean at Dartmouth; David Chang, Polytechnic University president; and Patty Stonesifer, co-chair of the Bill and Melinda Gates Foundation.

For Sara Martinez Tucker, CEO and president of HSF, it has been like an early Christmas. The Gates announcement came on the heels of another windfall for HSF in the form of a $50 million grant unveiled this summer from the Lilly Endowment, Inc., the largest single donation to promote Hispanic higher education, and the largest amount given to a Hispanic organization. In addition, it was the single biggest gift to a non-Indian entity in the Endowment’s history. Martinez is ecstatic about both donations, but she said Gates has effectively changed the landscape for Hispanic students. “What Gates has allowed us to do is tell a college student, ‘We will support you throughout your college experience.’ Latinos are the best at working and the worst at taking out student loans,” said Martinez Tucker. “This program really frees them up from those financial obligations. They can spend more time studying and participating in activities on campus.”

A Web site, toll-free number, posters, targeted letters to Hispanic organizations, speaking engagements, and lots of media interviews are just some of the ways HSF plans to get the word out among the Hispanic community about this new program. HSF’s stated goal is to double the rate of Hispanic college graduates from where it stood in 1996, at nine percent, to 18 percent in 2006, and Martinez Tucker is hopeful these mega donations will not only fund programs but also encourage others to give. “With only nine percent of Latinos holding a college degree, we need this infusion of cash and credibility for our cause,” said Martinez Tucker.

In its first year, the Millennium Scholars Program hits the ground running. This coming fall, scholars will be chosen from among current sophomores, juniors, and seniors. After that, scholars will be picked from the year’s crop of high school seniors. For undergraduates, the fields of study are open. Grad students are also eligible but must be in math, the sciences, engineering, library science, or education. Support is for up to four years and can include doctoral degree work.

Gates’ goal is to foster a generation of leaders that represents the full talents of society. As a result, the scholarships are not being awarded just on the basis of outstanding academic achievement or because of severe financial hardship. The scholars must be well-rounded young people with financial needs who also possess uncommon ability both inside and outside the classroom. Students must maintain a minimum grade point average of 3.3 and must be applying to an accredited college or university. Candidates must demonstrate significant financial need and must be nominated by a teacher or principal. A 500-word essay outlining their career goals, a major life event, and stipulating their commitment to community service, among other things, must be submitted. Additionally, students need to demonstrate leadership skills through participation in community service, extracurricular activities, or activities that reflect leadership abilities.

Initially, community college students were not clearly eligible for the program. Because many Native American and Hispanic students enrol in two-year schools, however, the program has been modified to allow their participation. Students attending community college must be on an academic track to qualify.

Advisory board member Piedad F. Robertson emphasized that the college panel is only representative of a community college, and applauded the charity “Community college students are the same, and usually taking care of families, and they succeed, it’s despite the odds,” she said.

But for all minority students, Robertson said this is not a case of affirmative action but an “act of excellence policy.” Gates is saying, “If you have the brains, I will open the financial doors.”

Andy Ferrer grew up with a distinct impression of the armed forces. There were the scenes of combat, the soldiers on the front-line protecting the nation's interests. The portrait wasn't always pretty, but it was an honorable endeavor.

"I've wanted to go into the military since I was a little kid," admits Ferrer, on the day he is sitting in an upstairs Army recruitment office in the borough of the Bronx in New York City. "My father had me growing up watching Army movies. That's why I decided to go. I wanted to do what they did."

So on this day—only a few after many of his fellow 20-year-olds across the nation stepped into college classrooms for the new semester—Ferrer enlisted in the Army. He arrived with his family's blessing, seven years' experience with the New York City Cadet Corps, and with an open wallet ready to receive better benefits than he originally could have imagined.

"My friends in the military say it's like a regular job. You do your job, and when you finish, you can do whatever you want," says the soft-spoken Ferrer. The experience, he hopes, will hone skills so that he can eventually seek a career in law enforcement, and possibly become a New York City police officer.

It's a transition that many young Latinos, primarily men, are now making: joining the armed forces in much greater numbers. Nationally, the number who enlist in the Army, Air Force, Marines, and Navy has plummeted dramatically over the last decade. But as the nation's Latino population has grown, the percentage of Latinos who have enlisted has similarly made an upswing.

"There is no doubt that the Latino community is growing faster within the service," says First Sgt. Miguel Ramos of the Army. "They've shown a higher propensity for staying on active duty for their second and third terms, and enlistments are increasing with the Latino community."

Still, that news is overshadowed by a more disturbing trend: a dire shortage of military recruits. In late September, Pentagon officials revealed that the Army's recruitment efforts had fallen for the second year in a row. While Ramos estimated that the number could be around 80,000, it apparently was 5,500 shorter.

Last fall, government reports exposed a similar wane in recruits in the Navy and Air Force, although Marine recruits remained steady. The shift left military officials worried about the future of the armed forces, and looking for methods to reverse the downward spiral.

Experts reasoned that the drop was precipitated by a shrinking pool of the youngest available enlistees, men and women between the ages of 18 and 22. Those numbers fell by five million over the last two decades. Couple this with a booming economy, one that has shrunk the unemployment rate dramatically, and it seems apparent why fewer have been showing up at recruitment stations across the nation.

The news did not surprise the military, which had observed the decline and begun to devise instruments to attract new recruits. At the same time, studies indicated a need to consider who is filling its ranks, because Latinos remained a highly underrepresented presence.

A recent report by the National Council of La Raza pointed out that Hispanics continue to be underrepresented in the Department of Defense workforce and in most of the active and reserve components, and that despite a distinct desire in the Latino community to serve, Hispanics were but a small percentage of the Army's officer corps.

"Thirty years ago, we had the same underrepresentation of African Americans: officers in the Army, but since we established a relationship with the Historically Black Colleges and Universities, we're at the point where African Americans are well represented," says the report's author, Colonel Hector Topete.

He says that the picture has been improving. "The glass is really half full. We're doing well, but we have to keep the momentum going."

Topete, who was born in Mexico, graduated from West Point in 1976 and is an Army pilot selected to serve as the Brigade Commander of the 3rd ROTC Brigade in California. He is now in charge of the Army's ROTC programs in California, Arizona, Nevada, and Utah.

Topete questioned why the ranks of the Army's officer corps don't reflect true diversity, given that the Hispanic American population will
become the largest minority group in America in the next six years, and is already the largest among youth 18 and under.

While Hispanic Americans represent 11.4 percent of the U.S.—12.8 if Puerto Rico is included—they are only 35 percent of the Army Officer Corps.

"The visibility was just not there until we realized how much the Hispanic population is growing in this country," Topete says. "Once demographics showed that Hispanics will become the largest minority by the year 2005, I think all governmental agencies started looking at how well represented they are and realized that holly-moly, they were not. There was a realization that this group was growing by leaps and bounds."

Topete, who interviewed dozens of officials, held focus groups, and questioned ROTC members over nine months, came to the firm conclusion that Hispanic American youth know little about the Army and therefore don't see a place for themselves there. This stretches beyond the barracks to ROTC programs and the West Point academy.

Experts say that the findings are reflected in other branches of the military and that similar methods are being undertaken to address the problems.

Among the other findings in the landmark report:

- Few Hispanic parents or family members are Army veterans, so Hispanic youths have considerably less knowledge of the military than other youth. They also are unaware that they don't have to put off college but can attend under a military scholarship, earn a degree, and then enter the service.

- School counselors often are not armed with ample—or correct—information. One counselor, the report indicates, simply directs his charges to a recruiter when asked about the service. Counselors might know about economic incentives but have little to offer students wondering about the "officer side" of the Army.

- The Army experience is often invisible to those attending two-year colleges, where ROTC scholarships are not available. And base closings, particularly in California, have led to decreased exposure.

- There is a drastic "void" of Hispanic American senior officer role models. At present, there are only three active Hispanic American general officers in the Army. But there are 28 African American and 275 White general officers.

- But once in the Army, Hispanic Americans have a stellar record. They represent the largest percentage of Medal of Honor recipients, and they have the highest retention rates. Topete points out that 28 percent of the name the Vietnam Memorial in Washington, D.C., are Hispanic American.

- There are cultural barriers. Hispanic students had a greater tendency to stay near home to help out with family responsibilities. Many also follow the work force early. Hispanic men represented the highest labor force participation of any group of American male workers.

Two years ago, 80 percent of Hispanic males over age 16 were working or looking for work, the highest of any group, according to Topete's research. This has discouraged many from continuing high school and entering careers that require a college degree. So the military life often was even a bleep on their radar screen.

Often, parents are unable to offer much guidance because of the impressions of the Army, he says.

"Families can help if they realize that their kids can make a lot of money if they stay in school, stay in college, perhaps become an officer. The ROTC program," Topete says. "Parents can help by not influencing them to drop out of school to go to work, and by showing them they can make a lot of money if they stay in school."

The recruitment station in the Bronx boasts the highest number of recruits of New York City's five boroughs. But of the 2,000 people who through its doors or make inquiries each year, only 10 percent—a 200—eventually enlist.

OFFICERS IN THE ARMY

Generals

Colonels

Lieutenant Colonels

Majors

Sources: US Army General Office Management Office January 25, 1999 and Defense Focus
Opportunity Management Institute Patrick AFB March 1998
Joel Figueroa, shortly after beginning his first day as the station commander at the East Fordham Road office, explains: “A lot has to do with the generation of parents. Parents right now have grown up during the Vietnam era and had seen a lot of kids go into Vietnam who didn’t come back. They think the Army is the same.”

“Right now we’re going into the 21st century, and parents still think the Army is in the 1960s,” he says.

Yet he won’t have a difficult time attracting Latinos to enlist because the surrounding neighborhood, the South Bronx, is heavily Latino. Around 40 percent of the station’s recruits each year are Latinos, often drawn by the promise of good educational fortune.

“We have kids that are looking for a way to go to college, and basically right now we’re offering anywhere from $18,000 to $50,000 for college if they enlist for two to five years,” he says. “The recruiter has to basically sell himself and get the trust of the applicant himself.” The recruiters tell their own story and what they’ve been through since joining the Army—“showing them that we made it.”

Figueroa tries to dispel any fears by his words and by his presence. He talks to schools and recruits, but also to parents.

“We try to talk to parents as well as the applicants to let them know the Army has changed as far as technology,” he says. At the station, and over the phone, the discussions involve descriptions of Army life and the avenues one could pursue. It’s a common misconception that enlistment will send someone immediately out to the front-lines.

“We put that in perspective,” he says. “You create a model, and most of these kids don’t have fathers to look up to, so you do get that also, where you are looked up to as a figure of authority.”

“You figure if a recruiter came from Boise, Idaho, over here and tried to recruit, the kids would look at him and say ‘This guy isn’t from here—you can tell that.’”

“I use an approach to where they need me the most. I say, ‘Listen, I really care about what your future is about. I know you don’t have a plan, and I have a way in which in two to three years you can have a concrete plan on how to succeed in life—if you use the Army to your advantage.’”

For Figueroa, his experience is a major selling point. His family did not want him to enlist. His mother feared he could be injured, or worse, and that it would be her fault. Those fears diminished eventually. But he harbored the same desire that many still do—a decision that was based on economic logic.

“I was out there trying to go to college, and my mother was on welfare, and it was hard for me to go to a very good college,” he says. “I had fear that if I wanted to go to college, I would need money from my mother, and she would have to send it to me, and I would have to get a part-time job.”

So, the Army became an appealing avenue.

Army officials say that the percentage of Hispanics who enlist is steadily growing, though overall numbers of recruits are down. In 1985, 35 percent of enlistees were Hispanic. Ten years later, that number was at 77, and in 1998, 10.2 percent.

The seeds of change have been planted. Recruiting commanders have started Hispanic Leadership Summit Conferences on a national level. Recruiters are forming alliances with community leaders.

Advertising is more targeted. The ROTC Cadet command has increased the number of ROTC scholarships for Hispanic Americans and also emphasized the National Guard and Reserve commissions. West Point has begun bringing in Hispanic students as a group to visit the site (overall, 85 percent of those who visit accept and attend West Point).

The Army has set up programs to reach out to “at-risk” students who have dropped out of high schools. The program helps them earn GEDs. Other programs are designed with the premise that younger recruits might have a greater influence on their peers.

Corey Woods has only been in the Army for a few months and, even as a private, has been returning to schools to talk with youth.

“They think the Army’s a difficult thing, and it’s not,” says Woods, a 20-year-old private who has become part of the hometown recruiting program. He has met with hundreds of teenagers so far. Often they come armed with misperceptions. “They don’t think they will be able to take being away from home.”

Type that outreach is a recommendation offered by the Topete report. The author believes that the Army needs to do a better job reaching out, and that effort is one that can be replicated by the other branches of the military. Among those recommendations:

- The Army should beef up advertising and disseminate more information about ROTC programs, and give greater exposure to Hispanic American veterans in areas with high Hispanic populations, such as California and Texas. This fall, for instance, recruiters blitzed a Ricky Martin concert at Madison Square Garden in Manhattan. The Army...
co-sponsored the event, a banner was strung outside, and Latino concert-goers were handed pamphlets as they walked inside.

- ROTC programs should forge better ties with Hispanic groups, such as the Hispanic Association of Colleges and Universities, and should establish more mentoring programs.

- The Army should devise plans to boost the number of Hispanic American senior officer role models and should establish a timetable to double the number of officers within the next decade.

- It should also target specific divisions to bring more Hispanics into them, such as Airborne, Ranger, Green Berets, and Special Forces. These are areas with higher numbers of Hispanics.

- Recruiters from the Army, Navy, Air Force, and Marines should work more closely together to steer candidates to ROTC or West Point. And West Point's admission goals should be reviewed and altered. Topete faults the process for seeking to enroll four to six percent Hispanic Americans, maintaining that it should be higher.

- The Congressional Hispanic Caucus should also urge members of Congress to use more of their nominations to recommend Hispanic American candidates for West Point.

"If I look at every one of the recommendations, I would say that something is being done now," Topete says. In fact, he also recommended that the Hispanic Association of Colleges and Universities (HACU) collaborate with the Army to boost enrollment in ROTC programs, and this past fall, the Army planned to attend HACU's conference in Miami.

At the Bronx recruitment center, there is a slow stream of people, more recruiters than recruits. But when visitors step inside, they are given a great deal of attention, shown pamphlets, and engaged in conversation about their life and their interests.

First Sgt. Ramos says he joined for the same reason that many still do: He wanted to travel abroad and also to defray college expenses. He dropped out of college to join.

"I got a $20,000 college fund in 1982, a $3,000 enlistment bonus, a guarantee to go to Germany," Ramos says. "I thought it was great." He adds, "I have thoroughly enjoyed my 17 years in the service."

"Right now we're offering anywhere from $19,000 to $50,000 for college if they enlist for two to five years."

Joel Figueroa, Station Commander, East Fordham Road, The Bronx

THE ARMY OFFERS AN EDUCATION FOR LIFE...

...AND THE FUTURE OF YOUR CHOICE.
COSTEP Student Loans Invaluable for Hispanics

South Texas Program Stepped up When Banks Balked

BY GARY M. STERN

Nana Guerra Valdez was teaching math in the early 1980s at a private high school in Texas and was interested in studying for her master's. She turned to the Council for South Texas Economic Program (COSTEP) for financial aid.

"The private school didn't pay as much as most public schools," she said, explaining why a loan was essential. Now a math teacher at Nickki Rowe High School, a public school in McAllen, Texas, she acknowledges that without the $5,000 loan, she would not have been able to afford her master's from the University of Texas-Pan American. Her straight 4.0 average underscored that she was an excellent student who just needed financial incentives. "COSTEP's purpose is to help those in need of furthering their education. It exists to help people succeed," she said.

When most commercial banks realized that the loan provisions of the Higher Education Act of 1965 would earn them only a minimal profit, they balked at being the prime suppliers of loans. In response to the banks' resistance, states established nonprofit organizations to offer and service loans. The Council for South Texas Economic Progress (COSTEP), established in 1975 by then-Senator Lloyd Bentsen, has been in the forefront, enabling South Texas students, nearly half of whom are minority—and 75 percent of those are Hispanics—to gain financial aid towards a college education. Since COSTEP started, it has granted more than 40,000 student college loans.

"At least 75 percent of its borrowers were Hispanic in 1995," said Dr. Griffith. The average loan was $5,500. Students used these loans for 120 different institutions. Most were in Texas, but loans can be used for out-of-state colleges as well.

"They offer exceptional customer service...[and] have been instrumental in helping our institution minimize loan defaults."

ARNOLD TREJO,
DIRECTOR OF FINANCIAL AID, UT-PAN AMERICAN

Why borrow from COSTEP rather than a traditional bank? Borrowers who take a loan from the South Texas Higher Education Authority (STHEA) and make timely payments over three years, their
rate goes down by three percent. If a student opts to repay by automatic checking or savings, the interest rate is reduced by another quarter of a percent. Lastly, if a student can't afford the guaranteed $50 a month payment, COSTEP will renegotiate a lower fee and guarantee the loan.

Not only has COSTEP maintained its commitment to granting loans to qualified students—its mission has intensified over the last few years. Granting loans to students in South Texas “is increasingly important because we know that most Hispanics don't come from families that are highly educated. They are poorer than the average person in the state of Texas,” said Dr. Susan Griffith, chief planning officer at COSTEP. “If the state of Texas wants to be successful in the twenty-first century, it has to educate its Hispanic students.” Dr. Griffith noted. As Austin and other South Texas cities become technological centers, the need for Hispanic students to gain a college education increases.

COSTEP provides an invaluable service. “COSTEP provides a specialized service, an ability for a student to get a loan at a cheaper rate. We will also work with students in a period of hardship. We'll rather see them pay something than go in default,” stated Robert F. Ziemski, president of COSTEP, who had spent more than 20 years in corporate finance at several banks before joining COSTEP in 1995.

Working closely with COSTEP is the South Texas Higher Education Authority, the tax-exempt financing arm that issues bonds and has its own board of directors. There are 39 higher education authorities in the United States (seven are in Texas) that raise funds to finance college loans. Most recently, the South Texas Higher Education Authority issued a $35 million bond in April 1999. “First we must receive a commitment from banks, savings and loans, and credit unions that they will sell us the loans,” Ziemski noted.

COSTEP serves a vital role to the University of Texas-Pan American, primarily because close to 50 percent of loan volume goes through its servicing program,” asserted Arnold Trejo, its director of financial aid. “They offer exceptional customer service. In addition, they have been instrumental in helping us realize that defaulting might damage their credit rating for seven years and make them unable to take out a loan or buy a car.

Since Texas passed an education law that as of 1998 required high schools to offer financial aid counseling, COSTEP is playing a more active role with guidance counselors in high schools. We can offer students counseling. Whatever they need is help. We don't want to do is to take money as a barrier to college out of the equation. If you want to go to college you can get the money. We do just sell loans. We offer scholarships and grants searches and show students how to arrange package,” said Dr. Griffith.

Offering loans to students in South Texas is critical to enabling Hispanic students access to a college education. In The Hispanic Outlook's annual list of the 100 colleges granting the most bachelor degrees to Hispanics, 13 of the 25 schools were located in South Texas, which includes areas where unemployment is 17 percent to 2 percent, nearly five times the average unemployment in most states. “Along the border, there are pockets of Hispanics who live in colonia rural slums dominated by substandard housing, often without running water. Without a loan, these students would never gain an education,” Ziemski affirmed. More than 250,000 people reside in the 1,200 colonias in South Texas. Of those who are 17 years or older, only 17 percent are high school graduates, and only 80 percent have attended college. That's why COSTEP offers students specialized outreach counseling.

Many of the high schools in South Texas are located in rural communities that have no Internet access. COSTEP's Netmobile van that circles through the area, possesses a computer in which students can learn about financial aid and have counselors work with them to perform a scholarship search. “Consultant charge $300 to $500 for the searches. With us, they're free,” Ziemski said. In fact, students who apply for federal assistance directly through the Internet, “it takes weeks via computer and six weeks through the mails,” said COSTEP president. COSTEP counselors help students fill out an application.

“All of our outreach counselors are bilingual,” said Dr. Griffith. “That's particularly important when communicating with parents, many of whom speak only Spanish.
Students in South Texas still must apply for a loan at a local bank, like Broadway Bank, explained Diana Perez, the coordinator of financial assistance at the School of Law at St. Mary's University in San Antonio, Texas, and a member of COSTEP's advisory board. But after the bank or credit union grants the loan, COSTEP becomes the servicer of the loan for those banks who originate and sell to South Texas Higher Education Authority. "COSTEP becomes the owner of that loan. They adopt the student and will be with that student from the day they borrow until they repay," Perez noted. COSTEP operates as a "support system. It offers the personal touch," she said. Most students get frustrated dealing with automated voice-activated mail systems and an inability to reach a human voice.

Its Web site, accessible at www.costep.org, provides invaluable information to students on how to apply for loans and how to perform a scholarship search; it provides links with Texas colleges and lists lenders as well. "The Web site helps students navigate the loan maze," said Dr. Griffith.

After the student is granted a loan, COSTEP does not fade from the picture. It sends out bills and works with students to help them repay their loans. "If they're in trouble, we help them gain deferment and forbearance," said Dr. Griffith. If a student encounters a problem like a severe illness, COSTEP performs "default prevention. "As soon as the loan is 30-days late, we start calling them to counsel them," Dr. Griffith asserted.

COSTEP was always a very important initiative to Senator Penisten, said Jack Devore, his press secretary from 1972-1993, speaking for the senator, who was ill and unable to comment. "South Texas is his home country. He was a country judge there, was educated there, and went to war from there. If you look at the statistics, the metropolitan areas of South Texas are some of the poorest in the country, especially along the border. One of their big problems has always been affordable education. COSTEP was his way to help resolve that issue," said Devore, who is now a public affairs consultant with PSI based in Austin.

If COSTEP didn't exist, undoubtedly fewer students and fewer poorer students would be able to afford college. Ironically, Ziemski said that COSTEP is as much about economic development as it is about education. "We've zeroed in on education," Ziemski said. COSTEP reports that a typical worker who has gained a four-year diploma earns over 70 percent more than does a high school graduate over his or her working years. In fact, a few years of college will boost income by 30 percent. "We fill the void that helps working-class kids and parents finance their higher education. With our outreach and inexpensive loans, we're assisting students who would not otherwise pursue a higher education," Ziemski stated.

University of Texas-Pan American's Trejo remembers when banks didn't want to offer secondary student loans because the profit margin wasn't high enough. If COSTEP couldn't offer loans through issuing bonds, "we might have a scarcity of banks willing to offer student loans," he said. "COSTEP is out there in the Rio Grande area of South Texas doing outreach. The mentality there," said Perez, a financial aid officer for 23 years, "is often that education is not affordable. COSTEP, along with financial aid officers, tells them, 'Yes, it is affordable. You can gain assistance. They don't deal just with loans; they deal with a student's psychology.'

---

**Water Resources Faculty Position Available**

The Department of Civil and Environmental Engineering at UC Davis invites applications and nominations for a tenure-track position in water resources engineering with specialization in computational environmental hydrodynamics. The position is open at all levels for outstanding candidates. Requirements include a doctorate in civil engineering or related field and a demonstrated record of success in, or evidence of outstanding potential for, both teaching and building a vigorous independent research program. The successful candidate will have a strong background and interest in computational fluid mechanics and hydrodynamics and will also have a background and interest in the modeling of turbulent transport as related to environmental flow and transport processes. He/she will join departmental colleagues in teaching undergraduate courses in water resources engineering and graduate courses related to fluid mechanics and numerical applications.

To be assured of consideration, applications must be submitted by January 21, 2000.

Applicants should submit a complete resume, including a statement of teaching and research interests, transcripts, a list of relevant professional experience and publications, and the names and addresses of three references to:

Professor Bruce E. Larock
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

E-mail inquiries may be addressed to belarock@ucdavis.edu

Information about the department can be found at [http://cee.engr.ucdavis.edu/](http://cee.engr.ucdavis.edu/)

UC Davis and the Department of Civil and Environmental Engineering are interested in candidates who are committed to the highest standards of scholarship and professional activities, and to the development of a campus climate that supports equality and diversity. The University of California is an affirmative action/equal opportunity employer.
New Era for Hispanic Scholarship Fund

$50 Million from Lilly and 20-Year Plan from Gates

BY ED BRENNEN

Sara Martinez Tucker, president and CEO of the Hispanic Scholarship Fund, is quick to admit that "I couldn't have planned this year better."

And how could she? In July of 1999, the HSF was awarded a $50 million grant from the Lilly Endowment Inc., the single largest amount ever given to promote Hispanic higher education and the largest amount ever pledged to a Hispanic organization.

While that windfall alone would make 1999 a banner year for the HSF, there was more.

Just two months later, in September, the Bill and Melinda Gates Foundation announced that the HSF was one of three organizations included in the newly formed Gates Millennium Scholars Program, a 20-year plan to provide financial assistance to high-achieving minority students in need of financial aid. The program, which also includes the United Negro College Fund and the American Indian College Fund, will begin in the fall of 2000, giving financial assistance to 1,000 new students per year with an annual investment of $50 million.

Not a bad year indeed for the HSF. But as Martinez Tucker quickly points out, the work has just begun.

"Just to put it in [perspective], last year, which was our best year ever, we gave out $35 million in scholarships," a slightly fatigued Martinez Tucker said during a November telephone interview from the HSF's San Francisco headquarters. "This year, with Lilly, we're going to jump up to $9 million. And my expectation is [that] with Gates, next year we're going to jump into the $25-30 million scratch the surface of what community needs. So I know got a long way to go before I sleep. And the HSF staff won't be to truly sleep well until it fulfill:"

Approximately $25 million of the Lilly grant will go to students already attending college through the HSF College Retention Program.
have imagined.

Founded in 1975 by Ernesto and Dora Robles, HSF has awarded more than 36,000 scholarships totaling nearly $38 million over the past two decades. With 1999’s Lilly grant alone, the HSF will be expanding on those numbers by leaps and bounds over the next five years. Of the $50 million grant, $45 million will be awarded for program expansion. The additional $5 million is a challenge grant to create a $10 million endowment for HSF (contingent on HSF’s raising $5 million).

Approximately $25 million of the Lilly grant will go to students already attending college through the HSF College Retention Program, which will provide an additional 2,000 academic scholarships per year over a five-year period to current four-year college students in all 50 states and Puerto Rico.

The HSF’s Community College Transfer and High School Programs, meanwhile, will together receive an additional $12.5 million over the next five years. The Community College Transfer Program, which assists Latinos in making the transition from community college to four-year institutions, will receive an additional 600 scholarships, while the High School Program, designed to assist Latinos making the transition from high school to college, will be expanded to approximately 25 school districts in cities throughout the U.S.

In addition, the HSF plans to spend $75 million on ongoing education research and targeted initiatives that promote community participation. One way to do that is by decentralizing its operations, expanding from its current San Francisco headquarters with a half dozen new regional offices across the U.S. While no locations had been finalized as of November, Martinez Tucker said they were leaning heavily toward New York, Miami, Chicago, and Los Angeles, as well as Texas and the Southwest.

With regards to education research, the HSF recently completed its first qualitative analysis of its scholarship recipients from 10 cities across the U.S. Martinez Tucker said that the results were enlightening.

“I think the thing that I’ve learned is that the Latino students who are making it to college have been able to find the inner strength that they’re facing.”

“But as I’m spending time with the students who are not yet at the four-year institutions, whether it’s sitting with high school students or community college students, the social and academic support are as crucial as the financial support,” Martinez Tucker added. “So we’ve got to be able to mobilize our alumni and get them out there so they can be that visible embodiment of the work that we’re doing so students can say, ‘If she can do it or if he can do it, I can do it.’ At the scholarship fund, we’re fully committed to raising the money that our kids tell us that they need, but we also know that if we’re going to serve the community and deliver on the mission of doubling, we’re going to have to mobilize the community to provide that social and academic support for our kids.”

One student who is helping deliver that message is Xavier Peña. A native of Mission, Texas, Peña applied for his first HSF scholarship as a senior in high school back in 1992.

Peña went on to the University of Texas at Austin, where he graduated in 1997 with a bachelor’s degree in accounting and a master’s degree in tax. Each year throughout his studies, Peña received an HSF scholarship of between $1,500 and $2,000.

After graduating in 1997, Peña worked for two years as a tax consultant for Arthur Anderson in Dallas. In 1998, however, he returned to the University of Texas to attend law school. And once again, the HSF was there to help defray the cost.

“It would be seven years this year if I get the scholarship again,” the 25-year-old Peña said in November. “It’s been quite a trip with them. They’ve just stayed really dedicated to me.”

To help repay the favor, Peña agreed to be a guest speaker at an HSF fundraiser in Dallas two years ago. He returned to speak at the 1999 Dallas fundraiser, as well as another one during the fall near his

Thanks to the publicity from the Lilly and Gates gifts, the number of scholarship applications that the HSF distributed in 1999 skyrocketed from 40,000 to 60,000.
hometown of Mission.

"I tell people it's important to support organizations like HSF who are trying to make a difference," said Peña, who plans to go into corporate law. "I just tell my story, I tell how college wasn't necessarily very easy for me to pay for, how my family couldn't necessarily help that much, and how I was very dependent on trying to work hard to get scholarships."

By speaking at the fundraisers, Peña realizes that he is not only helping spread the HSF message, he is also putting a face to its cause. "At the last event that I spoke at, a lot of people were there—Jay Leno was one of the guest speakers—and it was a big fundraiser," said Peña, who added that he might have found his "second calling" as a public speaker. "But you kind of lose track of what you're doing. You lose sight of the purpose of the whole event, which was to raise money for the scholarship fund. So it's nice to have someone who can tell their story, to be able to let everyone who's donating the money see a face behind it all. And it's nice to be able to let people know how much the organization meant to me and probably means to a lot of other people, too."

And with the recent Lilly and Gates donations, Peña is happy to see the HSF enjoy such unprecedented success of its own.

"It's just really neat to see what they're doing. I think it's been great to see the organization grow as well," he said. "They're so much larger now than when I first started with them. The goals that they've set for themselves are pretty impressive."

But, as Martinez Tucker points out, the work has just begun. Thanks to the publicity from the Lilly and Gates gifts, the number of scholarship applications that the HSF distributed in 1999 skyrocketed from 40,000 to 60,000. (Scholarship information can be downloaded from the HSF Web site at http://www.hsf.net or by calling 1-877-HSF-INFO.)

"In a typical year for the scholarship fund, a staff of 13 to 15 could handle the volume of work," said Martinez Tucker, who has served as HSF president and CEO since August of 1997. "We had a small fundraising arm, and then our scholarship department would take all the applications and administer all the programs that we did.

"But this fiscal year, we're going from 13 people to 28 people," she added. "And that's before we even start thinking about the regional offices that the Lilly gift is making possible on top of this."

The back-to-back contributions have not only helped the HSF coffers; they've also given the organization increased credibility. "I'm getting my phone calls returned a lot faster now," Martinez Tucker said. "People are willing to carve out time and hear the students' stories."

While the Lilly and Gates donations will go a long way in helping the HSF reach its goal of doubling the Hispanic college graduation rate by 2006, Martinez Tucker has done the math and realized that it's still just a drop in the bucket. By doing a statistical analysis of the Class of 1996—those who would be seniors in college this year—Martinez Tucker came to the following realization.

"Of the 2 million Latinos who graduated from high school in 1996, 1.3 million will drop out. Of the 700,000 who start college, 400,000 will start at a community college. Less than 35,000 will get their associates degree, and then less than 9,000 of those will transfer to the four-year institution. They'll join the 300,000 who started there, but ultimately only 68,000 will get their college degree to double that 68,000, it would provide $35 billion in scholarships."

"If I were back to that original two out of 10 high school graduates and 18 percent of them should get college degree, I've got a $9 billion proposition."

"So growing the school from $35 million to $30 million is a terrific first step," she said. "Lilly and Gates are giving down payment to move the country to a nice neighborhood we've got to afford the mortgage."
University of Pennsylvania

Many Firsts, Including Its President

BY ROGER DEITZ

University of Pennsylvania is a university of significant
firsts, and an institution with a brilliant past. Founded in
1740 by a group of colonists that included Benjamin
Franklin, Penn was the first school in America designated as a uni-
versity. That was back in 1779. Penn is also among the nation's four
oldest institutions of higher learning.

America's first medical school was launched at Penn as well as
the country's first collegiate school of business. The medical school
was established in 1765 by John Morgan, which makes it the first in
the colonies. The Wharton School was the nation's first collegiate
school of management when it was established in 1881. Penn also
instituted higher education's first botany department in 1768, as well
as departments of hygiene and public health, and medical research.

The world's first psychological clinic was opened at the University of
Pennsylvania in 1896. Then too, Penn can take credit for creating the
first modern liberal arts curriculum, the first journalism program,
and the first university teaching hospital.

Another significant first is Judith Rodin, the president of the
University of Pennsylvania. Dr. Rodin is the first woman to head an Ivy
League institution as well as the first Penn alumna to lead the university.

Dr. Rodin is most concerned that the first-rate education that students
receive at Penn be as affordable as possible. For the 1999-2000 academic
year, total student charges increased only 3.7 percent, the lowest in more than three decades. For that and
for all that is first and foremost about the University of Pennsylvania, The Hispanic Outlook has selected
Penn to the Honor Roll.

President Rodin reports that Penn is holding the line on costs. She says that the tuition and fees
for undergraduate students have increased 2.2 percent, from $23,254 to $24,330. Average room
and board increased 2.2 percent, from $7,206 to $7,362. That means that total student charges went
up 3.7 percent, from $31,960 to $34,692. "This maintains our commitment to limit the rate of
increase for both tuition and total student charges for our undergraduates at Penn," observes Dr.
Rodin. She notes that the 3.7 percent increase in charges is slightly below last year's growth rate for
per capita personal income, which registered about 4.1 percent across the nation. President
Rodin stresses that total student charges at Penn for the 1999-2000 academic year are the lowest in
the Ivy League, based on charges announced at Brown, Cornell, Dartmouth, Harvard, Princeton, Yale, and Columbia.

Dr Rodin says that with the active support of the trustees, Penn "is able to maintain its need-blind admission policy," continuing to provide financial aid packages to those students who demonstrate need throughout their undergraduate experience. Penn's undergraduate need-based budget for the 1999-2000 academic year will exceed the $55 million budgeted last year, reflecting the university's commitment to enrolling the most talented students without regard to their financial circumstances.

In 1998-99, more than 40 percent of Penn's undergraduates received grant support from the university. Dr. Rodin says that the trustees are "resolve based efforts to Penn's campaign to raise $200 million to further enhance Penn's endowment for undergraduate financial aid, one of the goals of the Agenda for Excellence, the university's strategic plan. She states that more than $75 million has been raised to date in the campaign due to the leadership of P. Roy Vagelos, M.D., former chair of the Board of Trustees and former chair of Merck & Company, Inc., who has made building the undergraduate financial aid endowment his personal priority.

Dr. Rodin adds that new applications to the class of 2005 ran well ahead of the prior years—a six percent increase. There is no question that prospective students and their parents are responding very positively

Honor Roll Facts in Brief

INSTITUTION
University of Pennsylvania

LOCATION
3451 Walnut Street
Philadelphia, PA 19104
(215) 898-5000

ESTABLISHED
1740

ENROLLMENT
21,642 Total (Class of 2003 is 36 percent minority. Total enrollment is 4.68 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$24,230 annual in-state

FACULTY
4,326

SEVERAL DEGREE PROGRAMS
Anthropology
International Business
Marketing
Management and Technology
Physics

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Cantor-Fitzgerald Center for Research on Diversity in Education
Wharton Latino Undergraduate Association

INTERNET ADDRESS
www.upenn.edu

to the scope and breadth of the educational opportunities afforded undergraduate students at Penn." observes Dr. Rodin. "And our applicant pool is exceedingly broad-based." The president says that extraordinarily talented students from around the world are applying to Penn in record numbers. She believes that with the support of the trustees, several new financial aid initiatives instituted at the university can maintain its financial program as one of the largest and most competitive in the country.
"The trustees," Rodin maintains, "continue to send a very clear, strong, and positive message to present and future Penn students, which is "This institution will continue to recruit and enroll the finest students, and no student will need to decline the opportunity to participate in and benefit from the Penn experience for financial reasons." The president concludes, "We are holding the line on our costs, and we are maintaining our financial aid program as one of the nation's best to continue to keep Penn's doors open to the nation's most qualified students."

Financial aid initiatives include the Trustee Scholarship for the most academically gifted students with demonstrated financial need. Trustee Scholars receive aid packages that contain no loan component; grants and work-study opportunities cover the full amount of the students' demonstrated need. More than 90 Trustee Scholars are enrolled at Penn with an estimated commitment of more than $365 million for their financial aid throughout their four undergraduate years. The Mayor's Scholarships are for exceptionally gifted students from public, private, and Archdiocesan high schools in Philadelphia, with demonstrated need. These scholars, too, receive loan-free aid packages. Last year, the 145 Mayor's Scholars at Penn included 43 first-year students with a commitment of about $3 million throughout their four years.

Annenberg Scholarships, made possible through the generosity of the Hon. Walter H. Annenberg and his wife, the Hon. Leonore Annenberg, are given to exceptional students with outstanding leadership potential and demonstrated financial need. These scholars receive "strong, highly competitive" financial aid packages, including the maximum grant award possible. These scholarships began with the class of 2003 Leadership Grants, which contain no loan component, are awarded for exceptional students who have shown "impressive" leadership skills in high school—through excellence in the performing or visual arts, athletics, community service, student government, or similar activities—and who have maintained strong academic records.

Penn's total enrollment includes 9,177 full-time undergraduates, 8,110 full-time graduate and professional students, and 4,455 other students, a total of 21,742. In 1997-1998, the total international enrollment was 2,010 students from 114 countries. About 36 percent of those accepted to the Class of 2005 are either African American, Hispanic, Asian, or Native American. Hispanics make up 4.08 percent of the entire enrollment. Women comprise 49.6 percent.

There are 2,110 standing and 2,236 associated faculty for a total of 4,346. The most recently available student-faculty ratio is 10:1. Measures of faculty distinctions include 53 members of the Academy of Arts and Sciences, 50 members of the Institute of Medicine, and 50 members of the National Academy of Sciences. There are 87 Guggenheim Fellows, 10 members of the National Academy of Engineering, seven MacArthur Award recipients, three Nobel Prize recipients, and two Pulitzer Prize winners. Penn has 20,793 alumni of record.

Penn's four undergraduate schools—the College (School of Arts and Sciences), the School of Engineering and Applied Science, the School of Nursing, and the Wharton School—are among the most selective in the country. About 15 percent of all applicants matriculate each year. The total number of undergraduate majors being pursued is 79. Penn offers 63 study-abroad programs in 26 countries. Of the more than 10,000 students who are enrolled in Penn's 12 graduate and professional schools, 84 percent are leaders in their fields. The Wharton School consistently ranks among the nation's top three business schools. The School of Nursing is one of the two best in the United States, and the School of Arts and Sciences, Law School, and School of Medicine rank among the top ten in their respective categories. Penn is one of only two private institutions in the country with a school of veterinary medicine. Penn's other graduate and professional schools are the Annenberg School for Communication, the School of Dental Medicine, the School of Engineering and Applied Science, the Graduate School of Education, the Graduate School of Fine Art, and the School of Social Work.

Penn's 262-acre "urban park" campus: West Philadelphia includes many notable landmarks. Houston Hall is the nation's first student union, and the University of Pennsylvania Museum is one of the fine art and anthropology museums: the country. Franklin Field is the oldest college football field still used in the country's first double-decked college stadium. There are 122 buildings on campus. In addition to being Philadelphia's largest private employer, Penn is also a major part of the West Philadelphia community and a major part of the model university-community-school program that is being emulated nationally. Through the West Philadelphia Improvement Corps, community residents and public school pupils receive enhanced education opportunities, and programs at Penn incorporate real-world research into their academic studies. Penn also participates in several other programs designed to preserve the livability and economic health of the community.

The Cantor-Fitzgerald Center for Research on Diversity Education was established in 1996 in cooperation with the Anti-Defamation League (ADL), with funding from the Cantor-Fitzgerald Foundation. A primary responsibility of the Center is to design and conduct a national longitudinal evaluation of ADL's A World Difference Institute. In addition, the Center conducts an ongoing Seminar on Diversity in Education at Penn. This is an "intellucent greenhouse" that reviews a variety of assumptions and approaches to diversity education, generating working papers on basic issues and diversity education.
IT’S YOUR LIFE,
Why spend it waiting?

Tired of hunting for the
government information you need?

Feel that if you spend one more minute
waiting on the phone you’ll scream? Had it
with long lines to get a simple piece of
paper?

Access America for Students is the solution!
Log onto www.students.gov and discover how
information technology is transforming the
federal government.

Access America for Students is a U.S.
government-wide initiative to provide services
and information online to postsecondary
students – on your time, on your desktop.
Through this innovative program, the
government is out to change the way it does
business with you.

A few years ago, there was talk on the stump and inside the Beltway of
"reinventing government." And that talk has turned into action.

Spurred by Vice President Al Gore, federal agencies have been brain-
storming jointly on how to improve their products and services—specifically,
at this juncture, on how to ensure instant access to those products and
services by all citizens, everywhere. One venture is AAFS, Access America
For Students.

An early result of their combined thinking is a work-in-progress Web
site—www.students.gov—that holds enormous promise for narrowing the
information gap when it comes to minorities and higher education.

HO’s visit to the “beta” model of the Web site, soon to be supplanted by
a new, improved version, began with this welcome:

“AAFS is a one-stop Internet gateway (www.students.gov) linking stu-
dents to U.S. government services. Through AAFS, students can find infor-
mation on everything from paying for school to finding internships to fil-
ing their taxes. Led by the U.S. Department of Education in collaboration
with 11 other government agencies, AAFS is already processing stu-

HO talked with two AAFS team members, Charles Coleman, directe
Access America at the Department of Education, and Carole Kuziak
who manages the content of the Web site.

The opening question, said Coleman, was “How can our citizens ac-
their government electronically?” One way to take a look at our citizen
is by demographics—like students and seniors and small business—
start to put together some ideas about how we could serve those var-
demographic groups.”

Students are “early adapters to information technology,” he said, as
such, would offer a good test across federal agencies. Working with
DOE on this are the Department of Labor, the U.S. Postal Service, Vete-
Affairs, IRS, and more. “The Department of Labor has a whole host of
ices for nontraditional students,” said Coleman. “What it’s about is

Government Wired For Students

by Adalyn Ho
How do people plan for jobs? What are the salary ranges?” America's Job Bank, he said, had already started to build around the private sector.

Carole Kuriatnikova described it as "government agencies coming together to figure out new ways of serving the public. The Post Office can say, 'I'm going to develop an electronic certification so customers can change their address online. Or the VA says that veterans can file for benefits over the Web.'"

"We're not reinventing the wheel." What Access America does, she says, is produce services that otherwise would entail contacting--by phone, by mail, by in-person visit--10 or 25 agencies. She calls the collaborative approach not so much a "new movement in government" but rather "the way things have to be now" for economies of scale.

Participating Schools

"How do we get to students?" was an early question, said Coleman. "We put together a program with 11 universities to be partners the first year to test out some of these ideas on our products and services on our Web site, as well as other things that we are trying to test, for instance, how to get the money to the school in an effective way so the students have more idea of what kind of aid they're getting.

"And eventually, we'd like to conduct some testing around electronic certificates—something like the PIN that banks use to get into your ATM—so people could do more transactions with the government over the Internet.

"Very cutting-edge.

Initial pilot schools were: DeVry Institute of Technology, Iowa State University, New York University, Tarrant County College, the Universities of Florida, Missouri-Kansas City, Northern Colorado, and Western Governors. Pilot schools have direct input into the potential national roll-out design of Access America for Students including the development of an electronic signature process.

"We have some new ones coming on board," said Coleman. "We tried to expand geographically and tried to get a diverse student population, working with two- and four-year schools, public and private."

"Carol put together some stats on the universities we're including as current and future pilot participants, and we had fairly good representation from the Hispanic community." Part of the AAFS mission is to increase access to information for postsecondary students of Hispanic origin. "Twenty-three percent of DeVry's student body is Hispanic. At Florida State, of their 30,000 students, 1,800 are Hispanic. And the University of Alaska surprised me. Eight percent of their population is Hispanic!"

Asked how the schools were selected, Coleman said, "We sent out a letter to all schools that are eligible for federal funding and said 'We've got this program going on.' Schools then volunteered for the project. Some of the schools that we have are supposed to be on the cutting edge of new
things. And I'm sure that one of the reasons [they joined in] is to test for their own business cases."

In addition to the pilot schools, George Washington University, the University of Maryland-College Park, and Tennessee State are helping AAFS in an advisory capacity.

Last semester, the AAFS pilot schools began to implement the Education Department's Student Account Manager (SAM) and the VA's Web-Automated Verification of Enrollment (WAVE). SAM handles student financial aid and dollar transfers at seven colleges and universities. WAVE will allow students to electronically verify their enrollment over the Internet. At present, every month, more than 12,000 students receiving VA benefits must verify their enrollment before a monthly benefit check is issued. Currently, the VA prints and mails the student a form that has to be returned and processed prior to payment. WAVE should reduce the burden on both students and the VA processing staff—it is slated to begin in January.

Web Site Action

Students.gov was launched in April. Coleman said it's getting nine or ten thousand hits a month simply by word of mouth.

"This whole thing is being done on what private corporations would consider a shoestring budget," said Kurianikova. "We ourselves have a lot of talent internally, and a lot of our business partners have cut us some good deals in putting it together."

"On our new site," she said, "we're going to have the Financial Aid Super Center. We have information in there ranging from scholarships and grants to loans, and we've got this information targeting special populations as well. Another Access America product that we'll have is called InternNet, an attempt to draw together federal, state, and local internship opportunities. Right now, there is no one place you can go to to research government internships. You have to go from agency to agency to agency. They hope to have InternNet up this summer. This venture involves the Department of Labor, Office of Personnel Management, and GITC-Government Information Technology Services.

The High School Connection

"Part of what our Web site and our project will do is move toward the self-help model," said Charles Coleman, AAFS Director for the Department of Education.

"Part of what our Web site and our project will do is move toward the self-help model," said Coleman. He speculates that middle school and high school counselors who are familiar with AAFS could help many students merely by pointing them to students.gov. Students needing more information might then get help from the counselors.

Kurianikova said, "We also feel it is important to reach libraries and the American Library Association because when you're dealing with minority populations, you have to be very careful that you are keeping in mind the 'digital divide.' Not every family and perhaps not even the school has access to computers and the Internet. Public libraries need to know about students.gov."

"Part of what our Web site and our project will do is move toward the self-help model," said Coleman. He speculates that middle school and high school counselors who are familiar with AAFS could help many students merely by pointing them to students.gov. Students needing more information might then get help from the counselors.

Kurianikova said, "We also feel it is important to reach libraries and the American Library Association because when you're dealing with minority populations, you have to be very careful that you are keeping in mind the 'digital divide.' Not every family and perhaps not even the school has access to computers and the Internet. Public libraries need to know about students.gov."

Currenty the Department of Education offers the following publications in Spanish: Preparing Your Child for College; The Student Guide Federal Student Aid; and The Free Application for Federal Student Aid (FAFSA), and Spanish-speaking operators are available at the Education Department's toll-free hotline, 1-800-4-FED-AID.
Wilson's Economist Now at University of Oregon

BY WENDY MITCHELL

Philip J. Romero became dean of the University of Oregon's Lundquist College of Business in August 1993. He freely acknowledges that he was a very nontraditional candidate: "I had not come up through the faculty ranks, which is both a blessing and a curse." But, as he contends in the accompanying article, business schools are increasingly turning to business and government for their leadership. "Like several other industries that are suddenly having competition thrust upon them—think of utilities or banking, for example—business schools are looking outside for fresh ideas and skill sets."

Romero, a second-generation product of Spanish immigrants, has spent his career crossing professional cultural boundaries. In his early career, he trained to be a defense policy analyst. After a bachelor's degree in economics and government at Cornell, he spent the 1980s performing studies of defense issues for the Pentagon, the White House, and the CIA, at a consulting firm in Washington, D.C., and at the RAND Corporation, one of the world's original "think tanks."

"I was very lucky to get my Ph.D. at the interdisciplinary RAND Graduate School, which required students to work on major policy analysis projects to complement classroom learning," Romero said. "The tremendous value of learning and practicing concurrently deeply impressed me. In fact, at Oregon, we have revolutionized our curriculum so that the majority of learning occurs in student teams working on projects for real companies, with active coaching by their faculty."

But Romero's plans for a Pentagon career collapsed in 1989 for the best of reasons—because the Cold War ended. "That's when I appreciated my interdisciplinary training. Suddenly, I needed to find a whole new market."

"It is ironic that one of the last industries to experience hyper-competition is the business education industry itself. But in the late 1990s, it is finally here...."

PHILIP J. ROMERO, DEAN, LUNDQUIST COLLEGE OF BUSINESS

To his surprise, that market was corporate strategy at the CEO level, where Romero says that multidisciplinary perspectives are critical. "Most functional specialists in business look at problems myopically—finance, marketing, etc. But a CEO must, by definition, consider all disciplines. Romero became a strategic planner for a division of United Technologies and quickly came to the attention of its chair. "I had a bull. Business strategy is intellectually so much richer than defense; and I had a remarkable mentor."

Then plans changed again, this time not because of a forcing event but because of an opportunity. While at RAND, Romero had turned down an offer from Senator Pete Wilson to be his national security adviser in favor of joining the corporate world. In 1990, Wilson was elected governor of California and approached Romero with a different idea: to run analysis and research of economic policy. As Romero put it, "I just couldn't refuse a chance to play with a $1 trillion box of toys. If California was a separate country, it would be the seventh largest economy in the world."

Romero played two main roles in California government. In Pete Wilson's first term, Romero was chief economist and second-in-command or acting director of the state office of planning and research. Romero led studies on a variety of policy topics. His personal favorites were those that designed improvements in California's "atrocious business climate."

In the early 1990s, California was gripped by its worst recession in 60 years, and was losing 1,000 jobs per day. In response, Romero developed a package of tax cuts to spur investment in new firms that The Economist termed "the most significant tax legislation since Prop. 13." Within a few years, California was adding 1,000 jobs a day.

During Wilson's first term, Romero worked on
two issues that received special notoriety in the Hispanic community: NAFTA and illegal immigration. "On NAFTA, I was in accord with most Hispanic leaders: NAFTA would be good for Mexico's economy and for most Hispanics in the U.S.," Romero said. However, his study of the fiscal impact of illegal immigration—that found that illegal immigrants in California typically consumed far more in state-funded services than they paid in state taxes—put him at odds with many Hispanic leaders. "Unfortunately, some characterized my study, and the stands my boss took based on it, as 'racist' or 'xenophobic.' Generally, the criticisms were based on the sophistry that opposition to illegal immigration is synonymous with opposition to all immigration, or even more ludicrously, to Hispanics." Despite criticism, in 1995, Romero received a federal award for Outstanding Leadership by a Latino.

In Wilson's second term, Romero continued serving as chief economist but otherwise moved from analysis to operational management. He became Gov. Wilson's deputy cabinet secretary, overseeing 11 state agencies with business or economic responsibilities. During this period, he led the "restructuring"—the opening to competition—of California's electricity and telecommunications industries. He also directed a blue-ribbon panel on HMO reform that generated more than 100 pieces of state legislation.

With Wilson term-limited out of office at the end of 1998, Romero expected to return to the corporate world, "but I realized that I am passionate about ideas, so I needed to work in the ideas industry."

He is candid about his goal for the University of Oregon's business school: "to achieve a reputation and stature commensurate with Oregon's emerging role in the Pacific Rim economy." He stresses the critical importance of strong partnerships with the business community. "If any business school doesn't ultimately provide value to its core constituency, it will be outshone by a competitor that can."

Defense, corporate strategy, economic policy; and business education—Romero adds value by bringing the best from each profession into the next. "The settings might change, but the skills needed are very similar. And in any industry, understanding your suppliers or your customers can be a great competitive advantage. I hope this other kind of multiculturalism can also be an important part of our B-school experience."

Dean Philip J. Romero Updates the Business School Missi

Business schools need to serve the "underrepresented"—including Hispanics—and business itself.

The virtues of competition are well known to most scholars. Increased competition lowers prices and raises quality for consumers, and challenges producers to continuously improve their business. This has been demonstrated by massive amounts of research by economists and corporate strategists in the nation's business schools. It is ironic, therefore, that one of the last industries to experience hyper-competition is the business education industry itself. But in the late 1990s, it is finally here, which is good news for several communities poorly represented in B-schools—including, in some cases, actual businesses.

The signs of increased competition among business schools are not hard to find:

Supply has outstripped demand. Enrollment in MBAs climbed steady through the 1980s; and universities were happy to oblige. But growth slowed in the early 1990s, and supply growth hasn't throttled back commensurately. Thus more B-school seats are chasing (relatively) fewer students.

New competitors have entered the market. Forprofit providers of educational services, such as the University of Phoenix, DeVry, and ITT have very successfully gained market share from less aggressive incumbents. So far, their success has been concentrated at levels below that of top MBA programs, but it is only a matter of time. Evidence that traditional B-schools take these upstarts seriously is that forprofits have joined the American Association of Schools and Colleges of Business, the premier trade association of B-schools.

Geographic barriers to entry are eroding. Communications technology will allow institutions thousands of miles away to offer education to the most remote market. In fact, overcoming geography is behind at least two well-capitalized "distance learning" initiatives, the Western Governors University (a consortium of Western states seeking to offer higher ed to rural learners) and California's Virtual University (which markets courses at premier California universities to students living overseas.) If you have a solid educational brand, you can probably fill a niche in even very distant markets.

My own appointment as dean of the University of Oregon's Lundquist College of Business is symptomatic of the competitive response of traditional business schools. I was a corporate strategist (the chair of Landmark Technologies Corp.) and a public policy skeptic (for the governor of California) before I joined UO. In each case, my job was to implement strategies to help my boss get the most for his money at the best price. It is not coincidence that the two business schools that I have been associated with are the same region of the country (and more even than that). In any effective organization, competition forces it to cease looking inward and instead look outward—towards its customers. The corner of any B-school is business.

In my brief tenure, I have hired B-school graduates, explored new academic models, and focused on building new relationships with companies and students. It is not a coincidence that the two business schools that I have been associated with are the same region of the country (and more even than that). In any effective organization, competition forces it to cease looking inward and instead look outward—towards its customers. The corner of any B-school is business.

In any effective organization, competition forces it to cease looking inward and instead look outward—towards its customers. The corner of any B-school is business.

In any effective organization, competition forces it to cease looking inward and instead look outward—towards its customers. The corner of any B-school is business.

In any effective organization, competition forces it to cease looking inward and instead look outward—towards its customers. The corner of any B-school is business.

In any effective organization, competition forces it to cease looking inward and instead look outward—towards its customers. The corner of any B-school is business.

In any effective organization, competition forces it to cease looking inward and instead look outward—towards its customers. The corner of any B-school is business.

In any effective organization, competition forces it to cease looking inward and instead look outward—towards its customers. The corner of any B-school is business.
Excellence through Passion and High Standards

Binghamton Professor Puts Students' Brains to Work

BY KATIE ELLIS, DIRECTOR OF MEDIA RELATIONS, BINGHAMTON UNIVERSITY

A photo of Kelvin Santiago-Valles hung on the "Wall of Fame" in the Administration Building at Binghamton University, State University of New York (SUNY), all last year, though it's doubtful that he ever went by to check it out. He was too busy preparing for his classes, teaching, and meeting with students.

His presence on the wall resulted from his being selected for a SUNY Chancellor's Award for Excellence in Teaching—a well-deserved accolade, according to those who've been in his classroom.

Nominated by his students for the award, Santiago-Valles said he felt a bit awkward at the surprise, but after he got over the shock, he was flattered. "Most of the students involved were no longer taking courses from me," he said. "Their letters resonated with what I try to do, but that's the way I teach. I'm not tailoring my classes for good evaluations."

Santiago-Valles is an associate professor of sociology who came to Binghamton in 1984. He is the first in his family to attend college. "I was an active and visible advocate of students as a mentor, advisor, and speaker, supporting such student organizations as the Latin American Student Union and such academic programs as the Equal Opportunity Program.

He has published one book and numerous chapters in scholarly anthologies and articles and is a past director of the Latin American and Caribbean Area Studies program. His interests include cultural studies, colonialism, political economy, Caribbean and U.S. Latin/o studies, the African Diaspora, critical race theory, gender and sexuality, urban studies, and the sociology of education. One colleague wrote, "Not only is his own work thoroughly historical and not only does he provide professional expertise in Latin American and Caribbean histories, but such is his theoretical scope and interest that his work and his teaching are more than germane to students in other fields."

Another colleague noted that his work "revealed to me detailed, peoples, textured accounts of Puerto Rico from challenging viewpoints. Such familiarity shows Santiago-Valles as a highly original contributor. The accounts also show him a marvelous interpreter, able to tease meaning out of detail and place the detail in a large frame work. The accounts show his capacity to bring to bear on the interpretation several strands of thought in a highly interdisciplinary manner."

Santiago-Valles challenges his students to think, but he is also known for challenging his students to think for themselves. "I give them a hunch out at the beginning of each course that says students can say anything they want in class, but it has to be informed," he said. "I'm willing to challenge them in the right direction, but they have to do the work."
Students registering for courses taught by Santiago-Valles are also the recipients of what most would call demanding guidelines for written assignments. Requirements that he expects students to meet include: proper use of grammar and punctuation; precision in footnoting and endnoting and/or providing a bibliography as applicable; adequacy vis-à-vis brilliance; and coherency and consistency. He assesses penalties for sexism and ethnocentrism in word usage, and for missed deadlines.

Along with these guidelines, Santiago-Valles distributes a syllabus for each course. Excerpts from his syllabus for the course Representing 'Race' and U.S. National Identity provide a glimpse into what students can expect during the semester. "The course is intended to complicate the way we think because it complicates the way we make sense of a history, which has profoundly affected our own identities and those of other peoples. I am aware that this might be difficult for some of you, but I will do all I can to help you get a handle on the course content: during class discussion and during my office hours. PLEASE NOTE: You don't have to agree with me, nor with any of the scholars we are going to be reading and discussing...you will be expected to substantiate your opinion (a) by referring to the existing research (feel free to use reference material from outside this course) and/or (b) by coming up with original interpretations of your own."

His student nominators commended him for having high expectations of them—serving students, helping them to grow, holding them to high academic standards, and inspiring them to excel. One student wrote, "Yes, the material was complex, and yes, there was a lot of it, but it was balanced by his willingness to meet students on a one-to-one basis." Another student commented that "his classes taught me how to think critically. When you enter his classroom, you know—visual, direct experience, dialogue."

After class, Fountain said, students "literally mob him for his office hours, just to talk, debate, and discuss more." Such interaction was life-altering for Fountain. "He really helped me as an individual— to really see the ability within myself and to push myself more. It was helpful to walk out of his class believing in myself."

Though his background is middle-class, Santiago-Valles understands the struggles of the underdog and is familiar with the movements in the 1960s and '70s that forced job openings for people like him—non-White. He feels a debt to them and is paying that debt by teaching what he does, the way he does. For that reason in particular, he likes the variety of teaching at both the undergraduate and graduate levels.

"I like undergraduate teaching because it keeps me honest," he said. "It's important to work with students for the rest of my life," she wrote. "I only hope that I can pass on a fraction of what I have learned from him to those who cross my path in my own career as an educator."

Santiago-Valles himself has mixed feelings about being a mentor. "It's a joy when you see students shifting in terms of seeing the world differently," he said. "There's a major reward in seeing students go from that glazed look to running with an idea—those Eureka! moments."

But he also has concerns that his students might follow his same path, which hasn't been an easy one. "The painful moment is when you end up promoting illusions you know will be shattered. I don't think it's going to be easy to be like me, he said."

Perhaps that's because Santiago-Valles doesn't truly feel comfortable living in the United States. Unable to embrace the White culture, or to be embraced by it, he has not had department. But about a year half ago, he began working behind the scenes to try to the tensions and misunderstandings in the department. Apay full of faculty and students with conflicting opinions and interests as well as with many different personalities and backgr

"Until very recently, I had given respect and had absolute illusions about acceptance," he said. "When asked why he hadudev..."
Expanding the Pie

Minority Institutions Form New Alliance for Equity

BY
Inés Alicea

A new alliance representing the higher education needs of the largest minority groups has been created, and Latino leaders involved in the organization say that it should help improve the overall educational offerings to Latino youth and other minorities.

“It is a good idea to do this,” said Dr. Fiedad Robertson, president of Santa Monica College in California, which is an Hispanic-Serving Institution with nearly 30,000 students. “It will assure we create a united minority voice. The best thing we can do is help each other.”

“This was much needed and long overdue,” said Dr. Antonio Flores, president of the Hispanic Association of Colleges and Universities (HACU), a member of the coalition. Founded in 1986, HACU is a membership organization of more than 200 institutions—more than half which are HSIs—located in Puerto Rico, H states, and six countries. As an association representing Hispanic-Serving Institutions, HACU’s work is to promote nonprofit accredited colleges and universities where Hispanics constitute a minimum of 25 percent of the enrollment. “HACU is optimistic about the success of the coalition. We are glad to be a part of it.”

The organization, formally called the Alliance for Equity in Higher Education, will promote the interests of 75 Hispanic-Serving Institutions (HSIs), 118 Historically Black Colleges and Universities and other predominantly Black institutions, and 31 Tribal Colleges and Universities. Combined, these colleges educate 42 percent of all Hispanic students, 24 percent of African American students, and 16 percent of American Indian students. Together, they represent about 10 percent of all students enrolled in American higher education.

“Forged out of unique purposes and circumstances, the members of the Alliance for Equity in Higher Education have joined together to advance our common bonds and goals and reinforce our individual efforts,” said a statement from the Alliance. “By working together, we are uniting for America’s future and the invaluable contributions that our students and institutions can make toward that future. Together, we will work to develop a nation that is more economically competitive, socially stable, and culturally rich for all Americans.”

The Alliance is comprised of HACU, the American Indian Higher Education Consortium, and the National Association for Educational Opportunity in Higher Education. The Alliance is coordinated by the Institute for Higher Education Policy, a Washington-based nonprofit educational group. The institute will help the coalition’s logistics and make sure that the group’s work remains on track, said Flores. Each organization has assigned representatives...
conduct the coalition's work through a working group that will meet on a regular basis. The leaders of each of the individual organizations involved in the coalition also will meet regularly. The W.K. Kellogg Foundation provided start-up funding for the Alliance in the coming year.

"The emphasis of the coalition is on policy issues," said Flores. "This will ensure that [the government's], regulations and legislative initiatives do reflect the needs and best aspirations of people of color."

Flores said that the coalition came about because the coalition's members learned a lot from the reauthorization of the Higher Education Act, which was signed into law in October 1998. The reauthorization showed them that there needed to be a more united effort among the different minority groups. The coalition should have a larger impact on the next reauthorization of the law.

"Instead of coming from different directions, we are unifying our efforts and voices to make sure the so-called 'pie' is not viewed as a zero sum game but as an expanding pie," said Flores. "We want to be more proactive to get a fair share of resources."

Robertson said that each of the groups brings different strengths. For example, she said that the African-American groups already had a strong presence and many contacts in Washington while "Latino organizations were slow in coming forward and having a voice."

Flores said that the coalition's initial challenge will be to "identify a common agenda embraced by all of us with enthusiasm and commitment."

But the group has agreed that one of its first missions is to call for urgent and expanded support for the nation's "seriously underfunded" minority-serving colleges and minority students.

Robertson said the three groups that joined forces realized access to low-income and underserved populations and have higher student success rates than do mainstream colleges, despite underfunding. Alliance member colleges awarded nearly 188,000 degrees in 1996. Also, despite record enrollment increases at these institutions, Alliance member colleges receive 36 percent less revenue per student than do other U.S. colleges. By 2015, Hispanic student enrollments are expected to increase by 73 percent, and African American enrollments will increase by 20 percent while enrollments for White students will rise 5 percent.

In the year 2000, minorities will comprise 28 percent of all Americans. By 2020, people of color will reach 36 percent, and by 2050, will account for 47 percent of all Americans.

Dr. Max Castillo, president of the Hispanic-Serving Institute 8,700 students, said that biggest challenges the Alliance faces is in increasing awareness in the society and among policymakers that minority institutions have a significant role to play in providing access and opportunity for students and communities.

"This initiative will all take time and hard work, but the coalition is well-positioned to make a difference," said Castillo, president of the University of Houston-Downtown's Hispanic-Serving Institute.

"Instead of coming from different directions, we are unifying our efforts and voices to make sure the so-called "pie" is not viewed as a zero sum game but as an expanding pie," said Flores.

Robertson said that each of the groups brings different strengths. For example, she said that the African-American groups already have a strong presence and many contacts in Washington while "Latino organizations were slow in coming forward and having a voice."

Flores said that the coalition's initial challenge will be to "identify a common agenda embraced by all of us with enthusiasm and commitment."

But the group has agreed that one of its first missions is to call for urgent and expanded support for the nation's "seriously underfunded" minority-serving colleges and minority students.

Robertson said the three groups that joined forces realized access to low-income and underserved populations and have higher student success rates than do mainstream colleges, despite underfunding. Alliance member colleges awarded nearly 188,000 degrees in 1996. Also, despite record enrollment increases at these institutions, Alliance member colleges receive 36 percent less revenue per student than do other U.S. colleges. By 2015, Hispanic student enrollments are expected to increase by 73 percent, and African American enrollments will increase by 20 percent while enrollments for White students will rise 5 percent.

In the year 2000, minorities will comprise 28 percent of all Americans. By 2020, people of color will reach 36 percent, and by 2050, will account for 47 percent of all Americans.

Dr. Max Castillo, president of the Hispanic-Serving Institute 8,700 students, said that biggest challenges the Alliance faces is in increasing awareness in the society and among policymakers that minority institutions have a significant role to play in providing access and opportunity for students and communities.

"This initiative will take time and hard work, but the coalition is well-positioned to make a difference," said Castillo, president of the University of Houston-Downtown's Hispanic-Serving Institute.
policy goals; promote student access, success, and equal opportunity through increased student financial assistance and fair admission standards; enhance teacher preparation, faculty development, and leadership; and strengthen institutional infrastructures.

The Alliance expects to release several reports and studies and will strive to influence public policy on higher education issues that are of common interest.

Many Alliance member colleges strive to keep tuitions affordable for students even as they struggle to increase revenues from non-tuition sources. They charge an average of $3,180 in tuition, 30 percent less than the average of $4,561 at all institutions. Meanwhile, total institutional revenues from all sources at Alliance member institutions are 36 percent lower than the U.S. average—$12,700 per student at Alliance member colleges, compared to about $20,860 at all postsecondary institutions.

Moreover, endowment revenue for Alliance member colleges is quite low, averaging $68 per student, compared to $437 per student at all postsecondary institutions.

The W.K. Kellogg Foundation
provided start-up funding for the Alliance in the coming year.

"These institutions represent the vanguard of the nation's emerging majority population in the new millennium," said a statement released by the Alliance. "The colleges serve high proportions of low-income, educationally disadvantaged students and offer a pathway to educational and life success despite significant underfunding and often limited physical facilities.

A high percentage of students of color come from the lowest income groups: 41 percent of American Indian, 41 percent of Black, and 38 percent of Hispanic undergraduates come from families in the lowest income quartile, compared to 19 percent of White students.

The percentage of American Indians, African Americans, Hispanics 25 and older who have a bachelor's degree or higher is matically lower—nine percent percent, and 11 percent, respectively, than for Whites, 25 percent.

"The shared values and experiences of these colleges and universities include commitment to community ideals and civic responsibility; dedication to student access and success; emphasis on teaching and scholarly excellence; belief in the power of colleges and universities to provide personal and spiritual fulfillment; devotion to the elimination of poverty; and encouragement of cultural diversity," said a statement release the Alliance. "These shared values experiences mandate that we work together to build the strength of the institutions and our communities."
Estrada: Ethical, Energetic Entrepreneur

Georgia Tech Alum Creates Opportunities

BY ADALYN HIXSON AND VICTOR ROGERS

"I worked in many different countries—England, Holland, Brazil, Spain—and became acquainted with a lot of different ways of thinking and of going about work and all kinds of activities. That is a terrific experience."

ALFREDO ESTRADA

This month marks the second semester of the Fred and Teresa Estrada Young Professorship in the College of Engineering, Georgia Tech. The Professorship supports the development of a leading Hispanic faculty member at Georgia Tech, providing $30,000 a year for five years, encouraging innovation, education, and research.

The first to receive the scholarship is Dr. Jorge Vanegas, an associate professor in the School of Civil and Environmental Engineering. A graduate of the Universidad de los Andes, Santa Fe de Bogota, Colombia, with a bachelor's in architecture, Vanegas continued his education at Stanford, earning a master's and doctorate in civil engineering.

Alfredo Estrada, who, with his wife of 42 years, opened this opportunity for Vanegas, took a somewhat different route on his way to success as a businessman and a community leader.

HO recently talked with the gracious Mr. Estrada—chair and CEO of Pan American Enterprises, a diversified holding company with substantial interests in publishing, management consulting, banking, construction, and the environmental protection industry—about his college years, his life thereafter, and his charitable works.

First off, HO asked Estrada what circumstances took him from Cuba to Georgia Tech, from which he graduated in 1954 with a degree in mechanical engineering.

"My father was an engineer," he said. "So we were kind of inclined to go into engineering. This is when we were living in Cuba. I have two older brothers. One went to Georgia Tech before me, and everything worked fine. This was in the '40s. I graduated from high school [a Jesuit school] in 1950. When I decided to go into mechanical engineering, it was not available in Cuba at that time. The Cuban universities only had civil, architectural, and electrical engineering. So when I decided, it was almost automatic that I should go to Georgia Tech. Georgia Tech was then and still is a highly selective and prestigious engineering school—perhaps most eminent of its kind in the South," says A Comparative to American Colleges, 3rd ed. And to many students, then as an engineering curriculum received as being especially rigorous.

HO asked Estrada if he pointed early influences that were critical to his success as a businessman. "By the time I got ready to go to college, to Georgia Tech, ultimately, my father had died," he...
"He died when I was a junior in high school. And my mother had to make a tremendous effort to send me to university at Georgia Tech. With my father having died, we were reasonably well off, but not wealthy. For my mother, it was quite a sacrifice to send me from Cuba. So I felt the obligation to study very hard and to go through very fast—to spend less money, or the least amount possible."

The Shell Oil Company hired the young Estrada shortly after he graduated, assigning him to engineering and management posts at its refineries in several countries, including Cuba, over five years. Between ’59 and ’61, after the oil industry was expropriated, he was appointed director of petroleum refining for the Cuban government.

In ’61, Alfredo Estrada decided to leave Cuba for political reasons, and went to work for Marathon Oil, then Mobil Oil, then Occidental Petroleum, C.E. Lummus, and Beker International, in positions of increasing responsibility.

"I worked in many different countries and became acquainted with many cultures while in the oil industry and in the chemical industry—England, Holland, Brazil, Spain. I became acquainted with a lot of different ways of thinking and of going about work and all kinds of activities. That is a terrific experience."

But, says Estrada, it took a long time for him to become an independent businessman. "I started working in 1954. And I didn’t become an independent businessman until 1980."

He decided, he told Blue, "that what I was doing for corporations, I could do for myself. And that’s when I went into business for myself. Fortunately, I was able to succeed. I had acquired enough experience on how to do business, because in my last job I was president of the international division of a large company. I knew all the aspects of setting up and running a business, so I decided to do it for myself. I didn’t get into it right after college."

"But always when you go into business by yourself, the element of luck and timing is always very important. And don’t let anyone tell you differently! You might have the best experience, the best intentions—but if things don’t fall into place.... I was lucky. I had a very lucky career."

"That son, Alfredo J. Estrada, is presently taking a sabbatical from the magazine but will return to head up the Hispanic Publishing Group. But the magazines are only part of Estrada’s Pan American Enterprises, which frequently take him to Mexico, for his environmental business, and to Puerto Rico, to supervise his banking and construction companies. Traveling in his own corporate jet makes the commuting manageable."

And then there are his philanthropic enterprises.

Returning to Georgia Tech

"For many years after I left Georgia Tech," said Estrada, "I never even visited it again. And then at one point when I was back in the United States and things were going well, I thought, Georgia Tech helped me get to what I am now. So maybe I can do a little bit for Georgia Tech."

The same way where I went to high school in Cuba. A lot of the activities that were in Cuba are now sort of activated in Miami, in one way or another. So a Jesuit school in Havana, which has been closed down—the same organization now has a school in Miami. It’s the best school in Miami. I am very active with the board of directors of that school."

Estrada’s support for Georgia Tech included funding for a garden in memory of former Dean of Students George Griffin. And the Alfredo Estrada Academic and Service Awards for Hispanic Graduate Students. Begun in 1994, the scholarship is awarded annually to Georgia Tech students who demonstrate above-average achievements academically and show a concern for the issues and welfare of the Hispanic community by being active volunteers and/or role models. The purpose of the scholarship is to help create a camaraderie and to develop strong and productive relationships that will extend beyond the college years.

In bestowing the 1995 awards, which went to Hispanic students of civil engineering, physics, and electrical engineering, Mr. Estrada made this charge: "In accepting these awards, I ask that you are able, you pass on to others the hope and help to become the ethical leaders of tomorrow.”

Alfredo Estrada’s support for Georgia Tech is only part of his philanthropic and community endeavors. Chair and founder of the Hispanic Educational Fund, he is also on the executive committee of Corporate Supporters of SER Jobs for Progress; a managing trustee of the Democratic National Committee; and a member of the board of directors of the National Park Foundation and of the board of advisors of Helen Jesuit School of the U.S. Vice President’s Residence Foundation, and of the National Park Foundation.

"As far as philanthropy is concerned, to be very candid, for many years I was really so busy trying to get established, I didn’t even think..."
about philanthropy. But at some point in my life, maybe six or seven years ago, I felt that I was established and could afford to get into philanthropic activities.

"I began to look around and see where I can help. And I've been selective in the things that I do. I do a lot of things primarily because I think it is my obligation. And because I can afford to. I concentrate on educational activities, give scholarships and things like what I'm doing at Georgia Tech. And I have several other programs.

"I help very young children to become computer literate—first and second grade. Disadvantaged families here in Miami. It's a very interesting program, that I created and have been funding for about six years. I do things like that, I donate to the arts, too, and I participate in a number of foundations where you not only contribute but you put a lot of time into.

"I also help in the Dominican Republic and I am on the board of an organization that provides medical services and training for farmers in some of the poorest areas of that country."

HO asked Estrada how he happened to join the board of the National Park Foundation.

"I am interested in the environment. Some of my business is environmental, and through associations with different people...It's never just one thing. These things evolve. But the central idea there is that I felt that I had been very lucky in this country, and profited greatly from all the opportunity I had here, and I felt I just had to give something back."

Asked what aspect of his enterprises is most satisfying, Estrada didn't miss a beat before answering. "What brings me the most pleasure is to provide gainful employment to people. I have created a number of new enterprises in several countries. Right now my businesses are in the United States, Puerto Rico, and Mexico, and to the extent that I can, I really get a good sense of doing that."

New York, ones lives in Austin, Texas, and one lives in Colorado. Geography [makes it] a hard thing to get together with our children. But I am lucky. Because of my businesses, I am free to travel. I can spend a lot of time with my family.

"We were very fortunate that we were able to leave the country and come to the United States. A lot of us have been able to make a new life here, which in many ways has been very, very rewarding. We were very, very lucky, and I am absolutely happy that we are in this country and that I have grown my family in this country. We are fortunate. We are fortunate."

The Most Important Part

"I love my family, my wife, my children, my grandchildren. We have been married 42 years and been through a lot together. We went through the experience of early exile, which was very, very tough, you know. And well, I guess that is the most important part of my life.

"I have a close family and a loving wife and loving children. And they have always supported me. When I was going all over the world, and moving from one job to another, she was always right behind me and helped me, taking care of the children and all that. One hell of a good partnership."

The Estrada Professorship

"I became very enthusiastic about the program and decided to fund it," said Estrada. "Because it supports not only the university and the development of a deserving young professor, but also the many students who someone like Dr. Vanegas will be able to advise and guide with his bilingual and bicultural abilities."

And Vanegas' abilities are well documented. His honors and awards include: Visiting Eminent Scholar, Universidad Autonoma de Yucatan, Merida, Mexico, 1997; Construction Industry Outstanding Instructor Award, 1995; Visiting Eminent Scholar, The Del E. Web School of Construction, Arizona State University, 1995; National Science Foundation National Young Investigator Award, 1992; and the GE Foundation Junior Faculty Fellowship, Faculty for the Program 1992-93. SHPE, the of Hispanic Professional En Purdue Chapter, recognize two years running for "E. Contribution as a Faculty"

"I firmly believe that ability follows recognition. Professor Vanegas on his comment as Fred and Teresa. Professor. Consequently respond to the generosity of Alfredo Estrada, to the spirit and upon which the professor is established, and to the faith that Georgia Tech me. This appointment has in new level of energy and pass me," said Vanegas.

If Jorge Vanegas can career replicate the energy and passion of Alfredo Estrada, surely become one of the leaders of his generation.
PEOPLE

Reyes Receives HACU Award

Frank G. Reyes, governmental affairs assistant to Chancellor Stuart M. Bundy, San Bernardino Community College District in California, was honored by HACU for his work with the chancellor to help influence the release of federal money for major district construction projects. HACU president Antonio Flores presented Reyes with an Educational Leadership Award named for P. Gus Cardenas, HACU's chief operating officer. Reyes serves on HACU's government affairs committee.

New Provost at George Mason University

Peter N. Stearns, former dean of the College of Humanities and Social Sciences at Carnegie-Mellon, is the new provost at George Mason University (Va.).

The chief academic officer belongs to many professional organizations, including the American Historical Association, the Society of French Historical Studies, the Social Science History Association, and the International Society for Research on Emotion. Books by Stearns include The Battleground of Desire: The Struggle for Self-Control in Modern America; Fat History: Bodies and Beauty in Western Society; The Other Side of Western Civilization; and World History: Patterns of Change and Continuity.

Stearns earned his undergraduate and graduate degrees and doctorate at Harvard University.

Vega Performs at Bronx Community College

Latin jazz musician Ray Vega and his quintet performed at Bronx Community College in New York.

Growing up in the South Bronx, Vega studied the trumpet in junior high school and graduated from the High School of Music and Art.

Vega has played with Ray Barretto's New World Spirit Band and with the orchestras of Tito Puente and Mongo Santamaria. Many of his arrangements have been recorded. Last year his own group performed at the Museum of Modern Art and in concert halls around the country. His recording, Boperation, was released last summer.

Brazilian Activist Lectures at Stetson

STETSON. Brazilians official Jesus Mario de Almeida Lima, during a lecture at Stetson University (Fla.), described his government's efforts to "democratize democracy" by including the city's poor and working population in decisions about municipal administration. Stetson's Latin American Studies Program presented the lecture.

A founding member of the Workers' Party in the Brazilian state of Minas Gerais, Lima was vice mayor during the first Workers' Party administration in Betim, 1992-1996, and elected mayor in 1996. Since 1992, Betim has built and maintained a new hospital offering free medical care, constructed a decentralized system of public health centers and emergency care facilities, upgraded the public transportation system, and improved city services such as electricity, underground utilities, trash collection, and roads.

Gracia Lectures at Austin College

Hispanic philosopher and author Dr. Jorge J.E. Gracia gave a lecture, "Hispanic/Latino Identity: Foreigners in Our Own Land," at Austin College (Texas).

Gracia, Samuel P. Capen chair and distinguished professor of philosophy at State University of New York-Buffalo, drew upon his book, Hispanic/Latino Identity: A Philosophical Perspective, which discusses topics such as the nature of ethnicity, the origin of the Hispanic/Latino identity, the role of mestizaje in Hispanic/Latino identity, the history of discussion of Latin American identity, and the status of Hispanics/Latinos in American philosophy today. The book is interdisciplinary, drawing on recent research in anthropology, sociology, history, philosophy, literature, and Latino studies.

(See Eduardo Mendieta's review of Hispanic/Latino Identity in the December 3, 1999, issue of The Hispanic Outlook, page 41.)

Jimenez Conducts Concert at Western Connecticut

The music department at Western Connecticut State University and the Danbury Council of Veterans presented the Western Symphonic Band in a concert, "A Salute to Our Veterans' Heritage of Freedom."

Conducted by Dr. Luis Fernando Jimenez, director of Western's music department's bands and orchestra, the program represented an eclectic collection of American music and pageantry. The Danbury High School ROTC was present with its honor guard.

Martinez Speaks at Technical Assistance Conference

Consuelo G. Martinez, Texas A&M University-Kingsville special programs director, discussed its College Exploration Program (CEP) at the conference "Creating Partnerships with Hispanic Serving Institutions to Build America's 21st Century Workforce," in Santa Monica, Calif.

Organized by the U.S. Department of Labor Employment and Training Administration and the Hispanic Association of Colleges and Universities (HACU), the conference provided
a forum for information sharing and discussion on workforce development activities at the national, state, and local levels.

The CEP offers graduating high school seniors from area school districts the opportunity to enroll in college courses and work on campus at Texas A&M-Kingsville.

Garcia and Sanchez Receive UNM Zia Awards

Nasario Garcia (l.) and Michael Sanchez (r.) were among those receiving Zia Awards.

given to celebrate the accomplishments of University of New Mexico (UNM) alumni.

Garcia is a professor of Spanish at New Mexico Highlands University. He has published more than 50 works, including 10 books, and writes mostly about brujas, bufones, and y bracas. He holds a bachelor’s degree and master’s from UNM, and a doctorate from the University of Pittsburgh.

Sanchez, elected to the New Mexico State Senate in 1997, is a member of the conservation, judiciary, and water and natural resources committees, and interim member of the criminal justice committee. He helped establish the Legislative Success Scholarships. Sanchez earned a bachelor’s degree and a Juris Doctor from UNM.

Other awardees included Margaret Duke, Debbie Johnson, Myrna Smer, and Thomas Steele.

Argentine Studies Center at UT-Austin

Jorge Rodriguez, minister of the cabinet and former minister of education of the Argentine Republic, and Larry R. Faulkner, president of the University of Texas (UT)-Austin, hosted a reception to announce the formation of a new Center for Argentine Studies at UT-Austin.

The center will have four main goals: to facilitate exchange of faculty and students between Argentina and UT-Austin; to provide mechanisms to improve research on Argentina; to enhance Argentina’s visibility in the United States; and to strengthen the binational community that exists between both countries.

The center will join three other semi-autonomous centers already in the Institute of Latin American Studies at UT-Austin—the Mexican Center, the Brazil Center, and the Center for Environmental Resource Management in Latin America.

Cantú Named Distinguished Law Graduate

St. Mary’s University School of Law (Texas) Professor Charles Cantú, the most senior Hispanic faculty member of any law school in the U.S., was named the 1999 Distinguished Law Graduate for his outstanding contributions to the legal profession over four decades.

Cantú, who was chosen by the Law Alumni Association for the honor, received his Juris Doctor from St. Mary’s in 1964 and has taught there since 1966. In 1994, he became the younger law professor in the nation. After a Fulbright Fellowship to Bolivia.

Cantú was also named the South Texas Professor of Law, a new post endowed through a recent anonymous $1.7 million gift to the law school.

Rivera Presents at National Research Council Forum

Charlene Rivera, director of George Washington University’s Center for Equity and Excellence in Education, in D.C., was one of more than 20 researchers and policymakers presenting information at a National Research Council forum on how to include limited-English-proficient (LEP) students in standards-based reform efforts particularly testing.

Title I of the Elementary and Secondary Education Act specifically requires “the inclusion of LEP students, who shall be assessed to the extent practicable, in the language and for most likely to yield accurate and reliable information on what such students know and can do.”

Many of the states’ written LEPs are so vague that they leave import unresolved, says Rivera.

White in First Fulbright Administrative Exchange

Peter White, vice president of student at Grossmont College (Calif.), participate first Fulbright Administrative Exchange between the United States and Mexico, a venture designed to foster international understanding and cooperation and ongoing ties between colleges and educators.

White spent six weeks “job shadow” his counterpart, Higinio Ordonez, a student at Escuela Normal de Ayalcomulco, Mexico City. This spring, Ordonez, a student at Grossmont College, spent six weeks at Grossmont College.

White, fluent in Spanish, has studied in Spain, Peru, and Ecuador.

Salvadoran Labor Organizer Speaks at Siena

Irina Orellana, a maquiladora organizer of the Melida Araya Montes Movement in El Salvador, spoke at Siena College in New York. Orellana is a program coordinator with the Women’s Garment Worker Project, which educates women workers about their rights as workers at maquilas/maquiladoras.

Movimiento de Melida

Hansul, a woman from El Salvador, served as her translator.

Gutierrez and Jesurun Visit Cal State-L.A.

California State University—Los Angeles invited two MacArthur Fellows to speak on campus during the Third Annual Latino/Latina MacArthur Fellows Reunion.

The Department of Chicano Studies hosted Ramon A. Gutierrez who...
spoke to students, staff, and faculty on Mexican and Chicano cultural history in the context of present-day race relations in the U.S. Gutiérrez is an award-winning author, a cultural historian, the founder and director of the Center for the Study of Race and Ethnicity, and associate chancellor at the University of California-San Diego.

The Department of Theatre Arts and Dance hosted John Jesurun (pictured), who spoke to beginning acting students. Jesurun is a theater director, writer, and designer who combines elements of film, literature, and television into unique performance pieces filled with imagination, humor, and aesthetic challenges.

**Ramirez New Principal at St. Martin Hall**

Robert Guerra Ramirez is the new principal of St. Martin Hall in Texas, a pre-K through eighth grade school located across the street from Our Lady of the Lake University (OLLU), and a demonstration facility for OLLU education majors who gain experience working with the school's students and faculty.

Guerra Ramirez, employed by the Alamo Heights Independent School District for 22 years, holds a bachelor's degree from Trinity University and a master's from Texas A&M University.

St. Martin Hall is accredited by the Texas Education Agency since 1965, the Texas Catholic Conference Education Department, and the Southern Association of Colleges and Schools.

**New Student Center at Essex County**

Essex County College's new Clara E. Dasher Student Center—designed by the Newark, N.J., architectural firm Grad Associates—reflects a growing optimism in the future of Newark, said Grad president B. Allen Trousdale.

The 20,000-square-foot building takes its inspiration from a 19th-century meeting house or “revival” tent, with its octagonal shape and exposed outer beams. Featuring a curved glass wall offering views of the landscaped inner courtyard, and glass stairwells that let passers-by glimpse the activity within, it replaces the previous student center—a “megasstructure” that had a “fortress” quality with few windows.

**Vigleias Serving California Community Colleges**

Dr. Kenneth Vigleias, Golden West College (Calif.) president, has been serving a three-year term as vice president of the South on the board of directors of the California Community College Chief Executive Officers.

The executive committee of that body consists of the president, immediate past president, vice president of the North, and vice president of the South. The board—which members are elected by their presidential peers in the nine regions of the California system—advises State Community College Chancellor Thomas Nussbaum on the views of the 107 California community colleges and their presidents.

President/CEO of Golden West since 1996, Vigleias is a member of the Policy Council of the Commission of Athletics of the California Community Colleges.

**Negrete Presents Results of Floristic Survey**

Texas A&M University-Kingsville biology graduate student Irma Negrete presented a paper at the Native Plant Society of Texas' annual meeting on her survey of the university's biology department field station (Site 55).


Dr. Alice Hempel, assistant biology professor, said that the previous plant list for Site 55 contained only 76 species and that Negrete thus far has documented 136.

**Fuentes Publishes in Spain**

Two books on Spanish literature were published in Spain by Victor Fuentes, chair of the Spanish and Portuguese department at the University of California-Santa Barbara (UCSB).

*La Regenta*, a critical look at the 19th-century Spanish novel of the same title by Leopoldo Alas “Clarín,” was published in August, followed in November by *Poesía Bohemia Española: Antología de Temas y Figuras* (Spanish Bohemian Poetry: An Anthology of Themes and Figures). The poems by bohemian writers included in the anthology were written in the mid- to late-1900s through the 1930s.

Fuentes, a UCSB faculty member since 1965, specializes in 19th- and 20th-century Spanish literature and film and contemporary Latin American drama and poetry.

**Moreno Attends Speech-Language-Hearing Conference**

Juliet Marie Moreno, a senior communication disorders student at New Mexico State University (NMSU), attended the American Speech-Language-Hearing Association's national conference in California, as a 1999 Minority Student Leadership Program fellow.
Moreno participated in leadership-focused educational programs and activities, interacting with professionals in audiology, speech-language pathology, and speech-language, and hearing sciences.

Moreno is pursuing a bachelor’s degree through NMSU’s College of Education. She is NMSU Crimson Scholar and a member of the Golden Key National Honor Society and the NMSU chapter of the National Student Speech-Language-Hearing Association.

PLACES

Latina Health Study Published

The first national study of pregnancy-related deaths in Hispanic women in the United States by the Centers for Disease Control and Prevention found that pregnancy-related deaths occur more frequently in Hispanic women than in non-Hispanic White women.

The November 1999 issue of Obstetrics and Gynecology released the study “Pregnancy-Related Mortality in Hispanic Women in the United States,” based on a review of all reported pregnancy-related deaths occurring between 1979 and 1992 in states reporting Hispanic origin for each year of the study.

Because Hispanic women have a higher risk of death associated with pregnancy, more research and surveillance are needed to determine the medical and non-medical factors that contribute to the problem, according to the study’s authors.

international Business Conference at Lewis University

Attorneys, bankers, directors, and executives from Brazilian, Mexican, and U.S. agencies and corporations were featured in a conference, “International Opportunities: Practical Aspects to Doing Business in Mexico and Brazil,” at Lewis University (Ill.). The conference addressed management and financial strategies, markets, barriers to doing business internationally, and creative solutions to these issues.

Lewis University president Brother James Gaffney (pictured with Brother Lucio Tasser, FSC, president of Universidad La Salle Mexico), presented during opening remarks at the conference.

Juan Randazzo, director of international business for Jordan Industries, took part in a panel discussion, “Breaking into the Mexican Market.”

NJPAc Hosts Interpreter of Flamenco

The musical ensemble Paco de Lucia and Septet performed at the New Jersey Performing Arts Center (NJPAc) as part of “World Festival III: Vision of New World-Spanish Routes and Rhythms.”

Paco de Lucia is known worldwide for his interpretation of flamenco, the rhythmic improvisational style of Spanish playing. The Flamenco guitarist has been both hailed and criticized for his forays into other styles. “The training ground for a Flamenco guitarist is the music around you,” said de Lucia. “It’s the music made by the people you see, the people you make music with. You learn it from your family, from your friends, in la juerga (the party).”

At NJPAc, de Lucia’s ensemble included Ramon de Algeciras, Duquende, Jose Banderas, Jorge Pardo, Ruben Dantes, Carlos Benavent, and Joaquin Grilo.

Garden City Holds Hispanic Student Day

Garden City Community College (GCC) in Kansas held its 12th annual Hispanic Student Day, an opportunity for high school students to learn about support services at GCC, programs at Kansas State University and Fort Hays State University; empowerment; bilingual advancement; and possible civilian and military careers.

Eduardo Garza (pictured), Midwest business coordinator for the U.S. Hispanic Leadership Institute, was the main presenter. Garza is an advocate of Latino community empowerment and is credited with pioneering the Hispanic Leadership Opportunity Program, a high school level, student-run effort to develop leadership skills and increase community involvement.

St. Thomas Given HACU Award

Monseignor Franklyn M. Casas, president of St. Thomas University (Fla.), was presented with the 1999 Outstanding Member Institution Award, given by the Texas-based Hispanic Association of Colleges and Universities (HACU) at its 15th Annual Conference in November.

“I feel honored to receive this very prestigious award for St. Thomas University,” said Casas. “This first-time award recognizes efforts to ensure a university education for the Hispanic American community.”

Virginia Commonwealth Hosts Latino Leadership Conference

Virginia Commonwealth University (VCU) preparing the Latino community and its future leaders for what is being called “The Hispanic Century” by the U.S. Hispanic Chamber of Commerce, hosted its third annual Latino Leadership Conference. Renowned public school teacher Jaime Escalante delivered the keynote address.

Dr. Consuelo Navarro (pictured), assistant professor in VCU’s department of foreign languages, and Dr. Harrel Greer, VCU’s associate professor of Latin American history, led a panel discussion, “History, Identity, and Education: The Making of Today’s Latinos.”

The panel discussion “The Political Agenda: A Look at Public Policy Issues and Latino Participation” was led by Teresa Martinez and Juan Herrera, among others.

**Washington State Program Recruits Minority Teachers**

Future Teachers of Color (FTOC), an outreach program sponsored by the Washington State University (WSU) College of Education, hosted a recruitment reception in Seattle for students of color interested in becoming teachers or attending WSU.

Ken Alibadi, a Seattle businessman and philanthropist who has supported FTOC since its inception, provided the keynote address.

Workshops were held for minority educators who are interested in graduate degrees in education. Known as Future Leaders of Color, this separate program is designed to facilitate graduate studies for teachers and administrators of color.

**Cal State-Dominguez Hills and El Camino Receive Funds for Teacher Prep**

California State University-Dominguez Hills (CSUDH) and El Camino College (ECC) received a five-year $3.15 million federal grant designed to bolster their teacher education programs.

The “cooperative arrangement” between the two-year college and the four-year university will focus their efforts on recruiting, transferring, and educating students to become teachers, from the day they enroll at ECC to the day they graduate from CSUDH.

A considerable percentage of the ECC and CSUDH students are Hispanic, and the grant aims to repair what the application called “the leaking pipeline of Hispanics as teachers.”

**$250K to Claremont for Scholarships**

Claremont Graduate University (CGU) in California received a five-year grant of $250,000, to be paid over a five-year period, from The Rose Hills Foundation in support of a merit scholarship fund. The fund serves to recognize and support academically gifted individuals from the San Gabriel Valley who wish to attend a master’s degree program at CGU.

The university will award two full scholarships annually, granting one year of tuition remission to qualified students, said Steadman Upham, CGU president.

The Rose Hills Foundation supports qualified tax-exempt charitable organizations for the benefit of the people in Southern California, with an emphasis on the greater San Gabriel Valley.

**$1.2 Million to Texas Wesleyan for Bilingual/ESL**

Texas Wesleyan University’s bilingual program received a $1.2 million grant from the Office of Bilingual Education and Minority Affairs of the U.S. DOE. The five-year grant will provide about $280,000 in scholarships and $80,000 for technology and program support. Annually, Scholarships are available for undergraduate and graduate students and for teachers currently working in the field who seek bilingual/ESL certification.

“This program will help students fund their education as well as give support to local school districts, which will benefit from hiring highly trained graduates,” said Carlos Martinez, assistant professor and director of Wesleyan’s bilingual/ESL program.

**Yale and Latino Research Center Sponsor AIDS Symposium**

The National Latino Research Center (Conn.) and the Yale University School of Medicine (Conn.) are sponsoring a free but competitive seminar series for Hispanic researchers addressing drug use and HIV/AIDS within the Hispanic population.

The teleconferenced symposium, linking the San Diego and New Haven communities, began Nov. 19. The series has provided a unique opportunity for national scholars to discuss health and drug use and HIV/AIDS within the Hispanic population.

Hispanics account for 38 percent of the AIDS cases reported to the Centers for Disease Control as of June 1990. Of male Hispanics with AIDS, 42 percent are categorized as injecting drug users. Drug use is one of the primary means of spreading HIV among Latinos.

**Latin American Economies Conference at Princeton**


Participants in the symposium, which was organized by the Program in Latin American Studies, explored the current transformations of Latin American economies and the microfoundations of growth. The event focused on the supply-side changes within market factors and changes in the microeconomic policy climate, capital markets, and technology. Specific topics included private savings and inequality, capital markets and banking, technology and manufacturing, and fiscal and regulatory policy.

Pictured left to right: Pedro-Pablo Kuczynski, president and CEO of the Latin America Enterprise Fund, L.P.; Armindo Fraga, governor of the Central Bank of Brazil; and Guillermo Calvo, distinguished university professor and director of the Center for International Economics, University of Maryland-Collage Park.

**San Mateo Reaches out to Latino Parents**

Individuals from educational institutions throughout San Mateo County, Calif., attempted to demystify higher education for Latino parents who, because of language and cultural obstacles, are generally unfamiliar with and often feel closed off from the system.

The conference “Educación Sin Barreras” held at the College of San Mateo, featured a keynote address by Cañada College interim president Rosa Pérez (center). Three loosely structured “conversations”—Understanding Your Teenager.
Realities of Life After High School, and Understanding the System of Higher Education—offered parents the opportunity to ask questions.

"Parental buy-in to pursuing a college education is critical to the success of Latino students," said organizer Martha Gutierrez, counselor and instructor at the College of San Mateo.

**Cleveland State Holds Hispanic Awareness Week**

Cleveland State University (CSU) in Ohio recognized and honored Hispanics during its Hispanic Awareness Week.

Cuban artist Augusto C. Bordelois (pictured) exhibited his works and lectured on the socio-political-cultural environment for Cuban artists.

As part of "La Promesa de las Culturas Latinas en el Siglo 21," sponsored by the CSU Office of Minority Affairs and Community Relations (OMACR), a Latino Awards Luncheon was held. Attendees included Maritza Perez, multicultural programming coordinator, OMACR; students Michelle Gray, Vanita Thompson, and Marlayna Jacinto, all of whom have participated in study abroad programs in Spain and Mexico; and Donna Whyte, assistant vice president, OMACR.

**Play of Argentinean Struggle Opens in NYC**

The full-length play *I Hear (Oigo)*, written by Adina L. Ruskin and produced by Asa Productions, will begin a six-week run at the John Houseman Studio (N.Y.) in February.

*I Hear (Oigo)* is the story of a deaf songwriter, Isabella, in Argentina in the 1970s. She is shot for writing a song about freedom of expression. Her spirit returns to introduce five characters—a Jewish journalist, a Catholic teacher, and some Mothers and Grandmothers of the Plaza de Mayo—through whom we learn the very human stories of the Argentinean people struggling to survive the repression.

The play is performed in American Sign Language and English, and through singer/songwriter Gerard Edery (pictured at l. with Jackie Roth), we hear the passionate music that emanates from Isabella's soul.

For ticket reservations, call (212) 721-7886.

**APA Offers Summer Fellowships for Minorities**

The American Psychological Association (APA) Minority Fellowship Program (MFP) will be conducting two summer programs to support the training of researchers and practitioners.

**Summer Program in Neuroscience, Survival, and Ethics (SPINES)—**funded by the National Institute of Mental Health—is a month-long program, from June to July, at the Marine Biological Laboratory in Woods Hole, Mass. SPINES is designed to broaden knowledge of neuroscience, scientific ethical issues, and scientific survival skills. Those selected for a Neuroscience Fellowship are required to attend SPINES. Deadline: March 1.

Summer Institute on Aging—funded by the National Institute on Aging—is a one-week institute/research in July designed to introduce undergraduate juniors and seniors and first- and second-year graduate students to aging research in the field of psychology. Deadline: March 15.


Guardians of the Other Am:
**Essays on the Military Force in Latin America**

by Russell W. Ramsey

These essays were written and/or edited throughout 35 years of scholarly research and teaching contact with the military forces of Latin America. Ramsey contends that the region's armed forces have been an escort to modernity within freedom that is different from that of North America, yet equally valid in broad Judeo-Christian context.


Cocaine Quagmire: Implement the U.S. Anti-Drug Policy in North Andes-Colombia

by Sewall H. Menzel

This study of the U.S. anti-drug policy in Colombia suggests that the drug war continues to be lost, not because of the amount of effort expended but because of an improper focus on the center of gravity of trafficking supply and demand relations.

called his goal a "confluence" of literature and journalism.


The Fencing Master
by Arturo Pérez-Reverte

Set in Madrid in the torrid fall of 1868, this is the story of fencing master
Don Jaime and his encounter with a beautiful and mysterious woman
who draws him into a plot that includes seduction, politics, secret documents, and murder.
Translated from Spanish by Margaret Jull Costa.


An Affair of State: The Investigation, Impeachment, and Trial of President Clinton
by Richard A. Posner

President Clinton’s year of crisis, which began when his affair with
Monica Lewinsky hit the front pages in January 1998, engendered a host of
important questions of criminal and constitutional law, public and pri-
moral morality, and political and cultural conflict. This book attempts to present a balanced and scholarly understanding of the crisis with the freshness and immediacy of journalism.


The United States and Latin America: The New Agenda
Victor Bulmer-Thomas and James Dunkerley, eds.

The end of the Cold War removed hemispheric security from the top of the agenda of U.S.-Latin American relations.

Democracy, trade and investment, drugs, and migration rose in importance. Pressures to eliminate the anachronistic U.S. embargo on Cuba increased. The new agenda also includes Latin America’s growing ties to the countries of the European Union and other regions. This book contains 15 essays by dis-
tinguished scholars on each of these issues.

paper. Harvard University Press. (800) 448-2242.

Sor Juana's Second Dream
by Alicia Gaspar de Alba

This novel unravels the mystery and complexity of the woman whom Carlos Fuentes calls "the first great Latin American poet." Sor Juana Inés de la Cruz (1648-1695), poet, playwright, rhetorician, and musician, is often equated with Sappho, the lesbian poet whom Plato baptized the "Tenth Muse." The Mexican nun has fascinated readers around the world for centuries.

1999, 480 pgs. ISBN 0-8263-2091-0. $24.95
cloth. University of New Mexico Press. (800) 248-7737.

Eating Landscape: Aztec and European Occupation of Tlaxcalan
by Philip P. Arnold

In 16th-century Mexico, Aztec and Spanish conceptions of land formed the bases of their cultural identities and established the traumatic character of cultural contact. This new study on the subject explores how rituals enabled the Aztecs to meaningfully occupy the material world in such a way as to critically reflect on European and European American understandings of land.

1999, 307 pgs. ISBN 0-87049-518-0. $45.00

Latin American Classical Composers: A Biographical Dictionary
Miguel Ficher, Martha Furrman Schleife and John M. Furrman, eds.

This book contains biographical data on hundreds of composers from Latin America: dates of birth and death, information on their background and training, a selective listing of their works, and sources for further study.

1996, 410 pgs. ISBN 0-8103-3185-6. $56.00
cloth. Scarecrow Press. (800) 462-6420.

The United States and Latin America: A Select Bibliography
by John A. Britton

This book provides a convenient description of the contents of books and articles in the areas of United States-Latin American relations.

cloth. Scarecrow Press. (800) 462-6420.

Early U.S.-Hispanic Relations, 1776-1860: An Annotated Bibliography
by Rafael E. Tarragó

Going back to 1776, when the 13 rebel English colonies in North America sought the help of the Spanish crown, this selective bibliography includes many printed primary sources, as well as monographs and journal articles.

1994, 170 pgs. ISBN 0-8103-2882-0. $30.00
cloth. Scarecrow Press. (800) 462-6420.

English Usage and Style for Editor:
by Virginia S. Thatcher

This book presents authoritative answers to some of the troubling prob-
lems of usage that the manuscript editor faces daily. For authors, editors, and these
learning to write.


by the U.S. Department of Labor

This reference provides access to information on jobs held by 90 percent of the workforce, a key career exploration resource that can be used in classroom settings as well as by individuals.


by the U.S. Department of Labor

This bookstore version of the *Occupational Outlook Handbook* provides additional information on projections for the 500 largest occupations and employment trends for all major industries.


Many publications featured in this section are available through amazon.com.

---

**CONFERENCES**

**AAHE 8th Conference on Faculty Roles & Rewards**

February 3-6

This year's theme: "Scholarship Reconsidered: Update and New Directions," emphasizing the scholarship of teaching and learning, of engagement, of integration and synthesis, and of discovery, plus academic careers for a new century. At the Hyatt Regency Hotel, New Orleans.

Contact: (202) 293-6440; Web site: www.nawe.org

**NAFEO 25th National Conference**

February 13-17


Contact: (301) 650-2440; Web site: www.nafeo.org

**NAHE 2000/Millennium Conference**

February 15-19

The National Association for Bilingual Education's five-day event includes keynote speakers and more than 200 workshops, symposia, papers, and demonstrations focusing on the education of language-minority children and the development of multilingualism and cultural understanding. In San Antonio, Texas.

Contact: NABE, (202) 698-1829; Web site: www.nabe.org

**NAHLS National Conference**

February 21-26

The National Association of Hispanic and Latino Studies’ national conference will take place this year in Houston, Texas.

For additional information: Dr. Lemuel Berry, Jr., Executive Director, NAHLS, Morehead State University, (606) 783-2650

**1999 NAAW Conference**

February 24-27

The National Association of Women in Higher Education presents its annual conference on Advancing Women in Higher Education. Featured speakers will be Judith Gurnick, director of ACE's Office of Women in Higher Education, and Sheila Kaplan, president of Metropolitan State College of Denver, in Denver, Colorado.

Contact: NAAW, (202) 659-9350; e-mail: info@naww.org; Web site: www.naww.org

**ACE 82nd Annual Meeting**

March 18-21


Contact: ACE, (202) 939-9410; Web site: www.acenet.edu

**NAHIP Convention 2000**

March 29-April 1

The National Association of Hispanic Publications presents "the Hispanic prize event of the new millennium." At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Execut Director/CEO, (202) 662-7250

**AAHE 2000 National Conference**

March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning." In Anaheim, Calif.

Contact: Kerry Newberry, conferences manager, (202) 293-6440; Web site: www.aahe.org

**NCA-CHE 105th Annual Meeting**

April 1-4

The North Central Association of Colleges and Schools Commission on Institutions Higher Education presents "The Quest: Quality, Mission, the Commission, and a New Century." In Chicago, at the Hyatt Regency Chicago.

**AACC 80th Annual Convention**

April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," an academic marketplace at the Hilton Washington in Washington, D.C.

Contact: Web site: www.aacc.nche.edu
COMMUNITY COLLEGES OF SPOKANE

Vice President of Instruction, Spokane Falls Community College (Search Shortly) The Vice President is the college’s chief academic officer and is responsible for the operation and management of all instructional programs and personnel assigned to the college, consistent with Washington State Law, Washington Administrative Code, policies of the District Board of Trustees and procedures and guidelines established by the district and the college. Minimum qualifications include an earned master’s degree from an accredited institution, three years of successful, relevant administrative or management experience, including fiscal management, and three years of successful teaching experience, including some at the post-secondary level. Closes February 4, 2000 or until filled.


For position details, qualifications requirements, and official application, contact:
Human Resources Office
Community Colleges of Spokane
2000 N. Greene Street
Spokane, WA 99217-4999
(509) 533-7429, TDD (509) 533-7466
or access our website at http://ecs.spokane.cc.wa.us
AA/EOE

UNIVERSITY OF NEW HAMPSHIRE

Dean
College of Life Sciences and Agriculture

The University of New Hampshire invites nominations and letters of application for the position of Dean of the College of Life Sciences and Agriculture. The College consists of eight academic units: the Thompson School of Applied Science, Animal and Nutritional Sciences, Biochemistry and Molecular Biology, Microbiology; Natural Resources, Plant Biology, Resource Economics and Development, and Zoology, enrolls 1,800 undergraduate majors, 400 graduate students, and 129 M.S. and 84 Ph.D. students. Reporting to the Provent, the Dean is responsible for the administration of the College’s academic programs in biological sciences, natural resources, plant biology, soil science, wildlife management, and animal sciences. The College, in collaboration with the Human Development and Community Studies College, offers interdisciplinary programs and applies research in its areas of expertise.

QUALIFICATIONS: Earned doctorate; record of teaching and scholarship appropriate to an appointment as a tenured professor in one of the College’s departments; leadership skills to work effectively with faculty, students, administration and diverse constituencies outside of the University. The successful candidate will have shown evidence of administrative experience including personnel and program management, evaluation and development, budget development and management, significant record of accomplishment in teaching and research.

APPLICATIONS: Nominations and letters of application should include the name, address, telephone, and email address of five references and should be submitted to:
COLSA Dean Search Committee
Office of the Provost and VP for Academic Affairs
Thompson Hall 207
University of New Hampshire
Durham, NH 03824

The Committee will begin review of applications immediately and continue until the position is filled. Date of appointment will be no later than July 1, 2000.

UNH is strongly committed to achieving excellence through diversity. The University actively encourages applications and nominations of women, persons of color, people with disabilities, and members of other underrepresented groups.

SUMMER 2000

Colégio Mayor Nebrija

MADRID - SPAIN

Scholarship Program for Teachers, Counselors & School Administrators

Three weeks of intensive Spanish language study from July 27 to August 17, 2000.
Includes: round trip airfare, three meals a day, room accommodations and instruction at Colégio Mayor Nebrija of Universidad Complutense. From: $1,995

For information. Write or Fax your request to:
Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451
Tel.: (201) 845-9744
Fax: (201) 368-0433

BLACKHAWK TECHNICAL COLLEGE

Vice President of Learning - Blackhawk Technical College is located in the heart of the Milwaukee - Chicago - Madison triangle of South Central Wisconsin. In addition to a central campus located between Beloit and Janesville, there are four satellite centers. Blackhawk Technical College is one of twenty 2-year colleges in the Wisconsin Technical College System.

The Vice President of Learning will provide leadership and direction for the Learning Team of six divisional deans and a staff of 100 full-time & 400 part-time instructors. This position is responsible for the learning process in the areas of curriculum, teaching and learning, student development, academic services, and support of the technical education programs.

QUALIFICATIONS: Candidate will have a master's degree (doctorate preferred), 1-3 years teaching experience in post-secondary level, 1-2 years of full-time teaching experience, 1-2 years of educational administration experience outside the field of education. 3-5 years of educational administration experience is preferred.

APPLICATION PROCESS: To request an application packet, contact:
Human Resources Department
Blackhawk Technical College
6004 Prairie Road R.O. Box 5009
Janesville, WI 53547-5009
(608) 757-7775
E-mail: dreve@blackhawk.terc.wi.us
Or visit us on the World Wide Web at http://www.blackhawk.terc.wi.us

Review of applications will begin on February 28, 2000. Applications will be accepted until position is filled. The anticipated starting date is June 1, 2000.

Equal Opportunity/Affirmative Action Employer
Book Review

by Javier A. Martínez, Ph.D.


The Fence and the River examines representation of the U.S.-Mexico border in literature, art, and mass media. The author points out that "an abstract, metaphorical 'border' has gained widespread currency in academic writing, particularly in cultural studies, but this usage is rarely tied to the U.S.-Mexico border region." Fox makes the case that the border needs to be understood as a "polylemical location" or as "a place where urban and rural, national and international spaces simultaneously coexist, often in complex and contradictory ways.

Moving from this premise, the author examines a variety of artistic representations about the border and its ever-changing nature.

Chapter One, "Cultural Exemptions: Cultural Solutions," explores the impact of NAFTA and GATT on artistic importation and exportation. More specifically, Fox discusses the reactions of some Mexican intellectuals to Free Trade and the consequences, both positive and negative. For Mexico, historical reactions to NAFTA are brought up to date in Fox's readings of the photographic art of Karl Beveridge and Carole Conde. Fox's interpretation of the artists' work helps illuminate some of the anxieties that surround Free Trade, including exploitation of workers, especially women.

These same types of concerns abound in the various multimedia artistic productions that Fox examines in Chapter Two, "Establishing Shots of the Border: The Fence and the River." The author's reading of multimedia artist Terry Allen's work echoes some of the internalized stereotypes that many artists bring to their conception of the Border. Allen's work, while intriguing, is marred by recurring stereotypes and an underlying implication that the Border is a type of no-man's-land, a place from which to escape civilization. Fox is quick to point out this flaw but is just as quick to make that concept a means of investigation into how artists who genuinely care about the Border and its people fall into colonialist traps of representation.

Chapter Three, "U.S.-Mexico Border Conflict in U.S. Popular Culture," is perhaps the book's most fascinating chapter. Fox argues that images and photographs from the Mexican Revolution 1910-20 coincided with the rise of mass media in the U.S. and, as a consequence, images of that war have forever entered and to some extent marred the North's perception of the country to the south. Fox claims that "developments on the border are perceived to be symptomatic of the overall status of the U.S.-Mexico relations." Fox examines the rise of the picture postcard industry and its portrayal of "dead or stained Mexicans, burnings, lynchings, and executions. Often these were editorialized with captions featuring racist epithets." From these images, she argues, the construction of Mexico was born and exists to this day in popular culture. A current example that Fox examines for its subtle racism are mislaid of Mexican history is the television series Young Indiana Jones.

In Chapter Four, "Narratives of Cross-Border Migration during Revolution's Development Stage," Fox turns her attention to Mexican novel and cinema and its representation of border cross. The book is the classic Murieron a mitad del río (1948) by Luis S. Fox's reading helps uncover the underlying machismo of the novel that promotes an idealized Mexican nation even as it documents lence against women and, ultimately, their dismissal. The Border, in the novel, works as a barrier preventing Mexican men from achieving desires. Similar themes are uncovered in Fox's reading of the film, Espaldas Mojadas, in which "betrayal and redemption by [the primary driving force of the film]." In these narratives, we see function as a catalyst to action or as an anathema to it. N if it seems, are they ever fully realized. This interpretation nothing new, but it does cast light on how the Border been constructed as an essentially male space.

In the fifth and final chapter, "Mass Media, Specificity, and Representations of the U.S.-Mex Border," Fox turns her attention to Border constructed of today. She offers a refreshing approach by focusing Terri Windling's Bordertown, a fantasy lands shared by many fantasy genre writers, Bordertown as a role reversal that nevertheless has very real assoc tions with the export-crossing zone of the U.S. Me Border. Fox also focuses on the performance art of the most singular and fascinating Chicano artist, Guillermo Gómez-Peña. Fox helps suture Gómez-Peña's work in a postnational world dominated by technology. Her rea serves as both an introduction for those unfamiliar with the artist as an elaboration for those already familiar with his work.

Fox's book would be of use in a graduate class in Cultural Studies, academic or otherwise. Those who focus on contemporary art and its construction of ethnicity, The : ve pages are devoted to videos about free trade and related issues. resource for those with a political science and economic background.

Overall, Fox's book is a valuable piece of scholarship that smoothes over between disciplines.

Dr. Martínez completed his B.A. at the University of Texas at Austin, his M.A. at the University of Texas-Pan American, and his Ph.D. at Ohio State University. He is currently the assistant to the president at the University of Texas at Brownsville and Texas Southmost College.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.
Students at Harrisburg Area Community College can look forward to a bright future.

Chart your future at Harrisburg Area Community College. HACC students benefit from the most affordable tuition in Central Pennsylvania, caring and highly experienced faculty, and convenient locations in Harrisburg, Lancaster, Lebanon, and Gettysburg.

- Choose a career path in business administration, nursing, criminal justice, computers, early childhood education, engineering technologies, the arts, and more.
- Obtain job skills training in the trades and technologies through short-term programs.
- Earn your 2-year degree at HACC. Credits transfer to four-year universities nationwide.
- Join the full- and part-time HACC students who receive almost $11 million in financial aid each year.
- Fit college into your schedule. HACC offers convenient day and evening classes.

Our Distance Learning opportunities include videocourses and courses offered on the internet.
- HACC's Weekend College allows students to earn a transferable degree or career certificate by attending classes scheduled entirely on weekends.

For more information, call the Office of Admissions at 717-780-2410.
Or visit our website http://www.hacc.edu

---

Colorado
University of Colorado at Boulder

Excelencia por medio de la diversidad—Excellence through diversity

- Offering more than 2,500 courses in 150 fields of study
- Outstanding minority programs and services
- Precollege, undergraduate, and graduate research opportunities
- Five-year bachelor's/master's degree programs
- One of the country's "best buys" in public higher education (1999 Fiske Guide)

303-492-6301
apply@colorado.edu

---

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and staff positions. For more information about the University's vacant positions, please visit our Web site: http://www.usf.edu/positions or call our Job Line for staff positions at 813-974-2870.

USF is an equal opportunity/equal access affirmative action institution, committed to excellence through diversity in education and employment.
Our graduates aren't just well-educated — they're well-prepared.

PREPARE

The College of Arts and Sciences and Professional Studies
- Undergraduate education for traditional- and nontraditional-age women. (617) 521-2051
- Graduate education for women and men in education, communications management, and liberal arts. (617) 521-2910

Simmons College
300 The Fenway • Boston, MA 02115

FICION WRITING FACULTY

COLUMBIA COLLEGE CHICAGO invites applications for a tenure-track Fiction Writing position available to funding approval.

Teaching Fiction and Creative Nonfiction Writing undergraduate and graduate students in a rapidly expanding Fiction Writing Department, the successful candidate will have significant teaching experience and publication as an MA, MFA or the equivalent. A strong background in Story Workshop methodology is preferred.

Columbia College is a diverse, open admissions institution of 8,000 undergraduate and graduate students emphasizing the arts and communications in a setting that values diversity.

We offer a competitive salary and excellent package. Minority and Women applicants are encouraged to apply. Submit curriculum vitae, 1 application, a writing sample and the names and of 3 references to:

Fiction Writing Search
Fiction Writing Department
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

NATIONAL INSTITUTES OF HEALTH
UNDERGRADUATE SCHOLARSHIP PROGRAM

Undergraduates can train and be mentored at the cutting edge of biomedical research while receiving scholarship support.

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government’s premier biomedical research and research agency. NIH offers scholarships to qualified undergraduates who are committed to a career in biomedical research.

Scholarships of up to $20,000 per year support tuition, educational, and qualifying expenses (food, board, transportation) while students pursue an undergraduate degree.

For each award year, scholars work 10 weeks (with salary/benefits) in our research laboratories in Bethesda, MD. They are assigned mentors, participate in developmental and science enrichment seminars, and are provided with housing transportation. After graduation, they work 1 year of full-time employment at NIH for each year of scholarship award.

WE SEEK YOUR ASSISTANCE IN IDENTIFYING STUDENTS WHO:
- Are committed to a career in biomedical research;
- Are from a disadvantaged background;
- Have a GPA of at least 3.5 or are in the top 5 percent of their class;
- Are a U.S. citizen, national, or permanent resident; and
- Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

FOR MORE INFORMATION, CONTACT THE UGSP AT:
- Internet: http://ugsp.info.nih.gov
- E-mail: ugsp@nih.gov
- Phone: 1-800-526-7689
- TTY: 1-888-352-3001

This is a special opportunity for special students.

NIH is dedicated to building a diverse community in its training and employment programs.
Rice University seeks a professional for the position of Registrar.

Located in Houston, Texas, Rice University is a private, coeducational, research university dedicated to undergraduate teaching and to graduate studies in selected fields.

The Position: Reporting to the Vice President for Enrollment, the Registrar is responsible for the maintenance and integrity of all student academic records, the administration of the registrar's office, and establishing policies and procedures for the equitable and consistent administration of University academic policies and procedures as they relate to the registration process. Responsibilities include the assignment of classroom space and the overseeing of classroom maintenance. The Registrar also serves as the officer in charge of retention studies and is an integral part of the enrollment management unit, participating in the strategic plan for the University. The Registrar demonstrates the ability to balance institutional traditions and academic integrity with the individual needs of students and faculty and will articulate a vision for a registrar's office within the larger institutional context that embraces the use of technology in information management, the concept of service to campus constituents, and the role of faculty and students in developing academic policies and procedures.

Qualifications: The successful candidate will possess a Bachelor's degree, a Master's degree is preferred, with previous supervisory and management experience in a registrar's office at an accredited institution of higher education. Thorough knowledge of federal and state laws regarding student records, and experience in the design and implementation of computerized student records. Excellent interpersonal and communication skills, as well as the ability to foster effective campus and external relationships, are also required.

Application and Nomination: Review of applications will begin immediately and will continue until the position is filled. Nominations of individuals for this position may be made to the Spelman & Johnson Group as indicated below. Applications for this position should include two resumes and cover letters and should be sent to:

The Spelman & Johnson Group
Registrar - Rice University
William Spelman, President
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-534-7089, Email address: mail@spelmanandjohnson.com
Applications may be submitted on-line at: www.spelmanandjohnson.com
Visit Rice's website at: www.rice.edu

Rice University is committed to affirmative action and equal opportunity in education and employment. Rice does not discriminate on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability, or veteran status.

THE SPELMAN & JOHNSON GROUP


FLORIDA COMMUNITY COLLEGE SYSTEM
PUTTING MINDS TO WORK

GREEN RIVER COMMUNITY COLLEGE

FACULTY POSITIONS FOR 2000-2001

Green River Community College is located on a 168-acre wooded site near Auburn, Washington, about 30 miles from both Seattle and Tacoma. The college opened in 1965 and enrolls over 8,000 students. It includes 11 instructional divisions and offers 50 vocational programs. The college is committed to diversity, student development and job placement, teaching excellence, and meeting the needs of community, industry, and government.

Green River is a comprehensive community college that supports its students as they transform their lives through education. The college assists students in achieving their personal and professional goals as they train to enter the job market, prepare to transfer to other colleges and universities, build basic skills, and seek personal enrichment, through innovative programs, responsive services, opportunities to our community and beyond.

The college seeks innovative, creative, experienced faculty who are dedicated to helping students achieve excellence in their academic work, who are able to employ alternative instructional methods and strategies, and who adapt to a variety of teaching situations. Most of the following full-time, tenure track faculty positions are available beginning September 2000 and continuing with annual nine-month contracts.

Aviation (Contingent upon funding) Five years of professional (paid) experience in the aviation industry, minimum one-year successful teaching experience in either a college setting or in a FAA approved course directly related to pilot or airline certification or in airline operations. Knowledge of Code of Federal Regulations.

Library (contingent upon funding) Collection Development Librarian: Master's degree in library science or equivalent, with three years, professional experience in an academic library environment.

Math: There are three different math positions available. Master's degree in mathematics or equivalent or a Master's degree in math education.

Salary range: $32,107 - $47,618

Closing: Friday, March 17, 2000 (For most positions). For complete job description and application materials, call the Office of Human Resources' job opportunity line at (253)382-3380 or TDD (253)388-3345, or visit:


GRCC is an Equal Opportunity Employer/Affirmative Action Women and people of color are encouraged to apply.
WICHITA STATE UNIVERSITY

Wichita State University invites applications and nominations for the position of Dean of the College of Engineering. The Dean provides leadership for the College’s faculty and students and reports directly to the Vice President for Academic Affairs and Research. The Dean is responsible for strategic planning and creating a long-term vision for the College; enhancing and sustaining the quality of the College’s undergraduate, graduate, and research programs; promoting professional development opportunities for faculty; managing financial matters of the College; and advancing and supporting excellence in teaching, research, and service.

Wichita State University is located in a metropolitan area with a population of more than 400,000. It currently enrolls 14,500 students, of which about one in five is a graduate student, and employs more than 700 full-time faculty. The College of Engineering serves more than 900 undergraduate and graduate majors with 50 faculty members. Each of the four engineering departments, Aerospace, Electrical and Computer, Industrial and Manufacturing, and Mechanical offers degrees including the B.S., B.S.E., and B.S.M.E. degrees. The University is also the home of the National Institute for Aviation Research (NIAR), which enhances research opportunities for faculty and together with the College will generate about $10 million in external funding this year. More than 100,000 Kansas students are employed in the aircraft, materials, or information and communications industries, about 45,000 are employed in four major aircraft companies in Wichita. This industrial base provides great potential for growth in the College. Additional information about WSU, its College of Engineering, and NIAR can be found at http://www.wichita.edu.

Qualifications: Candidates for the position must possess an earned doctorate in engineering and meet the requirements for an appointment to the rank of professor in the College. Also required are successful teaching experience in an academic institution and appropriate research experience; demonstrated leadership skills and administrative experience appropriate to the position of dean, demonstrated success in obtaining external funding; evidence of ability to form working relationships with individuals and teams in business, government, and academia; and successful experience with diverse populations. The Dean’s experiences must demonstrate a commitment to educational excellence, diversity, and support for a strong research program. Excellent communication and interpersonal skills are a must. Successful experience in an industrial or commercial setting is preferred.

Applicants should submit a letter of interest, curriculum vitae, and the names, mail and e-mail addresses, and telephone numbers of at least four people who can provide professional references. The starting date for the position is July 1, 2000. The deadline for the receipt of applications is March 3, 2000. Please send all applications and nominations to:

Dr. Gerald Loper
Associate Vice President for Research
Wichita State University
Wichita, KS 67260-0007

Inquiries may be directed to Dr. Loper by e-mail or by phone at 316-978-205.

Wichita State University is an Affirmative Action/Equal Opportunity Employer.

ANTICIPATED TENURE TRACK FACULTY OPENING SPRING 2000

Manhattan College is an independent Catholic coeducational institution the Lasallian tradition located in the Riverside section of NYC.

COMPUTER SCIENCE: Rank and salary dependent upon qualifications and experience. Ph.D in Computer Science preferred. ABD or closely related field with recent M.S. in Computer Science will be considered. Strong commitment to excellence in teaching required. Please submit letter of application, CV, 3 letters of recommendation (at least 2 of which should address teaching ability) undergraduate and graduate transcripts, and a statement of teaching philosophy by 2/14/00 to the Chair of the Committee, Dept of Mathematics and Computer Science, Sch 11, Manhattan College, Riverdale, New York 10471.

EDUCATION- Assistant Professor Elementary Genera:
Preference given to candidates who can teach literacy, integrate me and supervise student teachers. Dr. Judith Evans, Chair. Committee, Dept H

SECONDARY EDUCATOR- Preference given to candidate with expertise in English, Humanities and/or Social Studies and can supervise student teachers. Dr. Daniel Gallop, Chair. Department of Education and Human Services Review of applications begins on 2/14/00 and continue in until position is filled.

PSYCHOLOGY- Applied developmental psychologist with clinical research interests to teach developmental courses and supervise undergraduate research. Ph.D. preferred, ABD acceptable. Prove writing skills a plus. Send C.V. plus 3 letters of recommendation to Dr. Eileen Brady, Chair of Psychology, Dept H

MANHATTAN COLLEGE
Riverdale, New York 10471
An AA/EEO Employer M/F/D/V.
Women & Minorities encouraged to apply.

SUL ROSS STATE UNIVERSITY invites applications following Faculty and Staff positions:

Assistant/Associate Professor of Biology
Part time instructor of Music/Communications
Lecturer/Assistant Professor of Computer Science
Assistant Professor of English
Circulation Services Librarian
Educational Technology Specialist/Title III
Residential Living, Assistant Director
Scientific Illustrator
Student Intervention Specialist/Title III

The following Staff positions are available at the SRSU/Rio campuses at Del Rio, Eagle Pass, and Uvalde:

Business Development Specialist
Counseling and Career Services Director
Education Technology Specialist/Title III
ExCET Coordinator/Title III
Small Business Development Center Director
Student Intervention Specialist/Title III

To request an application or announcement contact Sul Ross University, Human Resources, Box C-13, Alpine, TX 79832 837-8658. To view complete announcements and information regard Sul Ross State University visit our website at http://www.sulross.edu. Sul Ross is a member of the Texas State University System.
COLEGE OF ARTS AND SCIENCES
POSITION DESCRIPTION - DEAN

The University of Toledo (UT), one of 13 state-assisted institutions in
Ohio, invites applications and nominations for the position of Dean of
the College of Arts and Sciences. The Dean is the chief administrative officer and academic
leader of the College and reports directly to the Provost and Vice President for Undergraduate
and Graduate Education who is the chief academic officer of the University. Responsibilities
include the administration and development of academic, research, and public service
programs; budget and resource allocation; fund raising and external development; and
representation of the College to various constituencies.

The College of Arts and Sciences, the largest of the University’s eight colleges, is divided into
four divisions, with 19 departments, 10 programs, and an annual budget of over $25 million.
Reporting to the Dean are the Associate Deans for the Humanities, the Natural Sciences and
Mathematics, the Social Sciences and the Visual and Performing Arts; the department chairs
and program and center Directors; and the Directors of Student Services and College Computing.

The new Dean, working with the new President and Provost, will have a unique opportunity to
shape the College and the University faculty during this period of transition and to enhance
already strong academic and research programs. Baccalaureate degrees are offered in all
departments. Graduate degrees are offered in most departments. Six departments offer the Ph.D.

The Dean will have the opportunity to hire significant numbers of tenured and tenure-track
faculty. Candidates for the position of Dean must possess the credentials to qualify for tenure
at the rank of full professor in one of the departments of the College. Candidates also must
have a record of excellence in teaching and scholarship, demonstrated leadership abilities,
and administrative experience. Candidates should be student-oriented and be able to relate to
and work collaboratively with the faculty of the college, the University administration, and other
groups within and outside the University.

The starting date is negotiable. Salary and other considerations will be consistent with the
commitment of The University of Toledo to recruit and select the best qualified candidate.
Consideration will begin on January 21, 2000. The Search Committee will begin screening
applications on that date and will continue to review applications until the Dean is selected.
Transcripts will be required of candidates who are invited to the campus for interviews.
Applicants should send (1) a letter describing how they meet the required and preferred qualifications, (2) curriculum vitae, and (3) the names and addresses of at least three references to:

Dr. Samir Abu-Abi
Chair of the Dean of Arts and Sciences Search Committee
Department of English Language and Literature
The University of Toledo
2801 W. Bancroft Street
Toledo, Ohio 43606-3390

UNIVERSITY COLLEGE
POSITION DESCRIPTION - DEAN

The University of Toledo currently has an opening and invites nominations and applications
for the position of Dean, University College. The Dean is responsible for the academic leadership
of the college. The duties would include, but are not limited to, academic policy,
administration of instructional and research resources, personnel matters, fiscal and personnel
management of the college, student recruitment and retention.

The preferred candidate will also demonstrate the following characteristics:

• ability to promote excellence in teaching, scholarship, and professional activity in the
college.
• ability to manage a complex budget strategically.
• ability to secure external support.
• ability to provide leadership in the use of new educational technology.
• ability to build and maintain effective teams.
• ability to resolve complex personnel issues.
• ability to foster trust and respect.
• a creative and energetic style of management.
• excellent communication and interpersonal skill.
• commitment to diversity and the advancement of multicultural and interdisciplinary
  programs.

The Dean will report directly to the Provost and Vice President for Undergraduate and
Graduate Education.

University College is located on the Scott Park Campus, in a park-like setting 5 minutes from
the main campus.

The University of Toledo is actively a partner and innovator in community/school/business/relationships. The University College faculty and staff have close ties to schools and work with numerous educational and human service organizations. The Dean is expected to support functions and carry out the administration of University College to the fullest extent. Candidates should be qualified for appointment as Professor in one of the divisions of the college.

The starting date is negotiable. Salary and other considerations will be consistent with the
commitment of The University of Toledo to recruit and select the best qualified candidate.
Consideration will begin on January 21, 2000. The Search Committee will begin screening
applications on that date and will continue to review applications until the Dean is selected.
Transcripts will be required of candidates who are invited to the campus for interviews.
Applicants should send (1) a letter describing how they meet the required and preferred qualifications, (2) curriculum vitae, and (3) the names and addresses of at least three references to:

Dr. Earl Murray
Vice Provost for Faculty Development
Search Committee for Dean, University College
2801 West Bancroft Street
University Hall 3330
Toledo, Ohio 43606

COLLEGE OF HEALTH AND HUMAN SERVICES
POSITION DESCRIPTION - DEAN

The University of Toledo currently has an opening and invites nominations and applications
for the position of Dean, College of Health and Human Services. The Dean is responsible for
the academic leadership of the college. The duties would include, but are not limited to,
academic planning, enhancement of programs and curriculum, accreditation, interviewing of
potential faculty, budget management, improvement of physical facilities and equipment, health
programs, human service programs, and allocation of resources. Additionally, the Dean must
have excellent vision for the future, a strong commitment to scholarship and research, and
outstanding leadership skills.

The Dean will report directly to the Provost and Vice President for Undergraduate and
Graduate Education.

The University of Toledo is actively a partner and innovator in community/school/business/relationships. The University College faculty and staff have close ties to schools and work with numerous educational and human service organizations. The Dean is expected to support functions and carry out the administration of University College to the fullest extent. Candidates should be qualified for appointment as Professor in one of the divisions of the college.

The starting date is negotiable. Salary and other considerations will be consistent with the
commitment of The University of Toledo to recruit and select the best qualified candidate.
Consideration will begin on January 21, 2000. The Search Committee will begin screening
applications on that date and will continue to review applications until the Dean is selected.
Transcripts will be required of candidates who are invited to the campus for interviews.
Applicants should send (1) a letter describing how they meet the required and preferred qualifications, (2) curriculum vitae, and (3) the names and addresses of at least three references to:

Dr. Earl Murray
Vice Provost for Faculty Development
Search Committee for Dean, University College
2801 West Bancroft Street
University Hall 3330
Toledo, Ohio 43606

The University of Toledo is an Equal Opportunity/Affirmative Action Employer.
COLLEGE OF EDUCATION
POSITION DESCRIPTION - DEAN

The University of Toledo seeks a creative, dynamic leader to take its College of Education into the 21st century. We seek a leader who possesses a balanced record of scholarly productivity and a working knowledge of how to develop and enhance the abilities of its current faculty and hire new faculty. Due to a university-wide restructuring, the College of Education anticipates hiring a substantial number of new tenure/tenure-track faculty over the next five years.

The College of Education will be a major participant in the long-term strategic plan of The University of Toledo. This will specifically mean developing doctoral and master's programs for the institution's flagship College is the production of doctoral degree graduates. The new Dean will be expected to forge consensus and provide for these endeavors.

The Dean will report to and work with the Provost and Vice President for Undergraduate and Graduate Education. The duties would include, but not be limited to:

- Enhance existing graduate and undergraduate programs;
- Support outreach efforts to promote and conduct training and life-long professional development;
- Augment the professional development of faculty, consistent with the University's desire to enhance its research status and increase its level of external funding;
- Maintain the College's consistent record of national program accreditation and program approval within the State of Ohio;
- Develop and support a strategic planning and resource allocation process that promotes faculty, program-level, and department-level excellence;
- Foster College- and University-wide initiatives in technology;
- Develop educational partnerships with other Colleges within the University.

ABOUT THE COLLEGE

The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and a member of the University Council on Educational Administration. It offers over 50 programs at four degree levels (baccalaureate, master's, education specialist, and doctorate) for continuing education needs. The College is recognized as a leader in teacher reform, urban education, and educational policy studies. It maintains on-campus clinicals and a teacher education center that provide materials and curriculum for student use. The College enjoys a tradition of strong, positive relationships and active partnerships with school districts, colleges, universities, and appropriate agencies within the Northwest Ohio community.

POSITION REQUIREMENTS

The new Dean must have an earned doctorate and be capable of achieving status as a tenure full professor in one of the departments within the College. Candidates also must have a record of excellence in teaching and scholarship, demonstrated leadership abilities, and administrative experience.

PREFERRED QUALIFICATIONS

The new Dean should demonstrate evidence of: a) an ability to maintain and develop strong fully-accredited graduate and undergraduate academic programs; b) an ability to promote the intellectual development of students; c) an understanding of how to enhance faculty members professional development; d) oral and written communication skills to work effectively with internal and external constituencies in developing consensus regarding missions, functions, and programs; e) significant scholarly work that includes published research; f) a commitment to cultural diversity and its role in the educational process; g) an ability to engage area educational agencies and institutions in forging strong partnerships; and h) experience in financial budgeting, fund-raising, and externally funded activities.

The starting date is negotiable. Salary and other considerations will be consistent with the commitments of The University of Toledo to recruit and select the best qualified candidate. Consideration will begin on January 21, 2000. The Search Committee will begin screening applications on that date and will continue to review applications until the Dean is selected.

Proposed candidates will be required to provide letters demonstrating the ability to meet the expected qualifications. They should send (1) a letter describing how they meet the required and preferred qualifications, (2) curriculum vitae, and (3) the names and addresses of at least three references to:

Dr. Earl Mury
Interim Vice Provost for Faculty Development
2801 West Bancroft Street
University Hall 3330
Toledo, Ohio 43606

ABOUT THE UNIVERSITY AND COMMUNITY

The University of Toledo is a public university with an enrollment of approximately 20,000 students. The University is one of America's 100 most wired colleges according to U.S. News & World Report. Toledo is a major manufacturing center located in the heart of the Great Lakes region. The city of Toledo has a rich cultural life with its own symphony, opera, theater, and art museums. It is less than a 30 minute drive to any of the large metropolitan areas of Ohio, Michigan, or Indiana.

QUALIFIED WOMEN, MINORITIES, VETERANS AND PEOPLE WITH DISABILITIES ARE ENCOURAGED TO APPLY.
Dean

Bouvé College of Health Sciences

The Dean is the chief academic and administrative officer of the College and reports to the Provost and Senior Vice President for Academic Affairs. The Dean is responsible for curricula, budgets, personnel matters and planning in the College, as well as external relations and fund raising.

The Bouvé College of Health Sciences was formed by the combination of the Bouvé College of Pharmacy and Health Sciences and the College of Nursing. The College is to achieve national leadership as a comprehensive, practice-oriented college of health sciences. The new College houses 148 faculty, 2,070 undergraduates, and 869 graduate students. It offers 40 bachelor's, master's and doctoral degrees (Ph.D., Pharm.D.) and certificate programs. The College's programs include athletic training, biomedical science, cardiology, physical medicine and rehabilitation, therapeutic and special education, school and counseling psychology, speech-language pathology and audiology, and therapy. The College has an outstanding record of contributions to research with extensive funding from government, industry and foundations.

The successful candidate must possess an earned doctorate in a health-related discipline and an outstanding record of research, teaching, and scholarship appropriate for appointment at the rank of Professor with tenure in one of the departments in the College. The candidate should be prepared to provide evidence of substantial administrative experience. Candidates should have strong interpersonal and communication skills and the ability to represent the College within the University and the professional community, to attract external support, and to administrate the diverse academic and professional programs within the College. A commitment to cooperative education, a history of success in promoting the goals of Northeastern University, a clear commitment to University affirmative action program and an active involvement in University administrative activities and/or responsibilities.

Salary and benefits are highly competitive and commensurate with qualifications. Applicants should submit a cover letter detailing administrative and academic experiences related to the position, complete curriculum vitae and list of publications. Review of applications will begin on February 1, 2000 and continue until the position is filled. Women and minority members are encouraged to apply. Appointment is expected to be effective on or before September 2000.

All materials, including nominations and inquiries, should be directed to: Professor Robert Schatz, Chair, Bouvé Dean Search Committee, 619 Human Resource Management, Northeastern University, 500 Columbus Place, Boston, MA 02115. Person-Area Consultants, Inc. has been retained to assist with the search. Maria Pezza can be reached at personar@bestweb.net. Equal Opportunity/Affirmative Action, Title IX Employer.

DIRECTOR OF DISTANCE LEARNING

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program and an expanding continuing education program. Faculty number almost 250.

Responsibilities: The director will report to the Vice President for Academic Affairs and will coordinate all aspects of distance learning. He/She will assist faculty with course design and will recommend specific software and hardware for the delivery of quality educational programs.

Minimum Qualifications: A Master's Degree in Instructional Technology, or related field, plus one year experience in the area of Distance Learning and Educational Technology that includes planning, design, and development of instructional models. Also, the applicant should have a demonstrated ability to work with multiple constituencies and an openness to innovation and change.

Applications: Applications are encouraged to submit a statement on how their experiences have prepared them for such a position. Exceptions to the degree requirement may be made for an exceptional candidate.

Send a letter of application, resume, and a list of references to:

Vice President of Academic Affairs
New Jersey City University
2030 Kennedy Boulevard, Jersey City, New Jersey 07305

An Affirmative Action, Equal Opportunity Employer, the College especially welcomes women and minority candidates.

The College of Health, Physical Education, Recreation, Teacher Education is seeking an Associate Dean/Dean of Teacher Education for the college.

Responsibilities: Reporting to the Dean, the Associate Dean and Director of Teacher Education is the primary campus officer for teacher education on a university-wide basis and has delegated responsibility for administration of leadership of department and programs in the School of Education. This person will also provide leadership responsibilities for NCATE accreditation and the Wisconsin Department of Public Instruction's licensing requirements. This position also involves leadership responsibility for coordinated external funding efforts.

Qualifications: Earned doctorate in one of the academic areas represented by the College. Minimum of five years experience (or equivalent) in higher education. Record of exemplary teaching, scholarship, and professional service that warrants appointment to the faculty; one of the departments at the rank of associate professor or professor. In addition, the Associate Dean must possess the following:

1) administrative experience in higher education and/or K-12 school settings with demonstrated exception leadership skills; 2) demonstrated knowledge of commitment to teacher education; 3) evidence of interdisciplinary cooperation and collaborative activity and/or with K-12 environment; 4) evidence of success in facilitating the acquisition of grants and external funding; 5) record of commitment to promoting ethnic diversity in education.

Other desirable qualifications: 1) teaching experience K-12 schools; 2) consultative skills to relate effectively with faculty, academic staff, administrators, and school district personnel; and community members; and ability to work cooperatively with external educational agencies and relevant state and federal agencies.

A complete applicant file must include: letter of application, vita, official transcripts; and 3-5 letters of reference. Materials should be directed Search Committee Chair to:

University of Wisconsin-Lacrosse
Dr. Joyce Shabaz, Chair
HPERI Associate Dean Search
124 Mitchell Hall
1725 State Street
La Crosse, WI 54601
http://persh.uwla.edu/dept

Applications must be received by: February 15, 2000. U.W. La Crosse is an affirmative action equal opportunity employer. Women, persons of color, and individuals with disabilities are encouraged to apply. If you have a specific need or accommodation to aid your participation in our hiring process, please contact someone from the committee at least one to make appropriate arrangements.
MIT Media Laboratory

Tenure Track Faculty Position

The Media Laboratory is seeking Faculty with records of world-class creative talent, communication skills, and productivity. Candidates should have demonstrated expertise in the study of interaction, expression, communication, or learning, and the development of technologies related to these areas. Of particular interest are human and machine learning, common sense reasoning, auditory and visual perception, design, and graphics. Applicants should have a Ph.D. degree or equivalent.

Responsibilities include: teaching (graduate and undergraduate), research, and supervision of graduate students. Appointments will be principally at the Assistant Professor level.

Qualified candidates should submit a resume, representative materials or portfolio, the names of three references, and a concise summary of their teaching and research interests by Wednesday, March 1, 2000 to: Faculty Search Committee, MIT Media Laboratory, E15-218, 20 Ames Street, Cambridge, MA 02139-4307. Inquiries should be sent to: search@media.mit.edu. For additional information about the Laboratory, see our web page: http://www.media.mit.edu. MIT is an equal opportunity/affirmative action employer.

Massachusetts Institute of Technology

UNIVERSITY OF WISCONSIN-STEVENS POINT
Assistant to the Chancellor for Equity & Affirmative Action

The University of Wisconsin-Stevens Point invites nominations and applications for the above named position. The successful candidate will serve as the campus spokesperson and advisor to the Chancellor on issues related to equity-affirmative action at this small-city campus with an enrollment of about 8,500 central Wisconsin, 110 miles north of Madison, 200 miles SE of Minneapolis. http://admin.uwsp.edu/affaction/positions/00-22AS29.htm for description.

QUALIFICATIONS include at least a Masters degree, but terminal degree preferred; experience in EEO and knowledge of regulatory statutes, guidelines, relevant court decisions; ability to investigate objectively and analyze complex high-level skills in written and oral communication as well as interpersonal skills; ability to take personal initiative and to maintain confidentiality. Medi experience preferred.

The salary is based on qualifications and experience for this full-time, an appointment beginning June 15, 2000.

APPLICANTS should send a letter of application addressing qualifications, resume, and copy of transcripts; should have letters sent from three reference; all based on formal candidates will need official transcripts and phone numbers of references. Send to

Chair, Search Committee for Equity & Affirmative Action
Office of the Chancellor; Old Main building
University of Wisconsin-Stevens Point
Stevens Point, WI 54481

Screening will begin February 15, 2000 and continue until the position is filled.

HIGHLINE COMMUNITY COLLEGE

Des Moines, Washington

Highline Community College, located in Des Moines, Washington is accepting applications for the following full time, tenure track positions for the 2000-01 academic year:

Engineering (Manufacturing & Drafting Technology)
Nursing
Office Occupations
Computer Information Systems & Computer Science
Accounting
American History
Math (General)
Math (Developmental)
Medical Assistant
Physics
Writing

To ensure review of your full application, materials should be received by 5:00 pm February 15, 2000.

For a detailed job description and application materials please call (206)870-3751, email personnel@hcc.cc.wa.us, or write to Human Resources, PO Box 98000, Des Moines, WA 98198-9800. Highline is an Affirmative Action employer and seeks applicants with diverse backgrounds who can contribute to the College’s diversity, multicultural understanding and student success.

BUSINESS

University of California, Davis

Chief Operating Officer

Division of Information Technology
$92,800 - $149,000 Year
open Until Filled, but no later than 3/31/00

Provides leadership of Division operations in support of academic, administrative computing and campus IT infrastructure; coordinate budget/HR/facilities functions of the Division. For further information visit: http://it.ucdavis.edu/empty.html

Benefits: Medical, Dental, Vision Insurance, Retirement Plan, Genera Vacation/Sick Leave, 403 (b) Option. For more info., see http://hrs.ucdavis.edu/benefits/08ICVRHTM

Attracts: UC Davis fee reductions for employees. Located in an attractive, progressive California university community noted for excellent elementary/high schools. Easy drives to the ocean mountains/Napa Valley/San Francisco; near state capitol; low-cost recreation facilities (aquatic center, swimming pool, workout area); campus library access; full schedule of arts/entertainment events; partial reimbursement of moving expenses. For more info., see: http://hr.emp/whydavis.htm Visit the UC Davis website at: http://www.ucdavis.edu/ Visit the UCD Information Technology website at: http://it.ucdavis.edu/

To apply, submit cover letter and detailed resume to Allison Mitchell Office of Information Technology, One Shields Annex, UC Davis, Davis, CA 95616

UC DAVIS
UNIVERSITY OF CINCINNATI
COLLEGE OF EDUCATION
(20UC6609) The University of Cincinnati College of Education is seeking to fill nine full-time Assistant Professor tenure-track positions at its main campus. Located in the historic gaslight district of Clifton, the University is one of the nation's public universities. With a population of nearly one million, metropolitan Cincinnati has been identified as one of the five most livable cities in the U.S., UC is a leader in comprehensive education and has an enrollment of approximately 36,000 students.

DIVISION OF TEACHER EDUCATION

ASSISTANT PROFESSOR - EARLY CHILDHOOD EDUCATION

Qualifications: PhD in Early Childhood Education related field, eligibility for licensure in the state of Ohio in Early Childhood Education or Early Intervention Special Education; related direct involvement with young children from diverse ethnic, cultural, ability and linguistic groups; evidence of successful college teaching; professional commitment to urban education; well defined research agenda, and experience in securing grant funds.

* Apply to: Send letter of application (noting control #), current vita, official graduate transcripts, samples of publications and reprints, and 3 current letters of reference to: Anne M. Bauer, Early Childhood Education Search Committee, University of Cincinnati College of Education, PO Box 210105, Cincinnati, OH 45221-0105.

ASSISTANT PROFESSOR MIDDLE CHILDHOOD EDUCATION

Qualifications: PhD with a specialization in literacy and 3 yrs. exp. teaching in grades K-8. Background in assessment/diagnosis, experience in securing grant funds; exp. working with culturally/linguistically diverse populations, and writing project exp. preferred.

* Apply to: Send letter of application (noting control #), current vita, official graduate transcripts and 3 current letters of reference to: Keith Barton, Chairperson, Middle Childhood Search Committee, Division of Teacher Education, University of Cincinnati, PO Box 210002, Cincinnati, OH 45221-0002.

ASSISTANT PROFESSOR ENGLISH AS A SECOND LANGUAGE

Qualifications: PhD with a specialization in ESL, Applied linguistics or a closely related field, record of research, publication and the potential for securing external funding; native or near-native proficiency in English language, teaching ESL at the university level, experience in cross-cultural research, sociopolitical issues in ESL, critical theory and/or the use of technology in language teaching.

* Apply to: Send letter of interest (noting control #), current vita, official graduate transcripts and 3 current letters of reference to: Mary S. Benedicti, EdD, Chairperson, TESL/ESL Search Committee, Division of Teacher Education, University of Cincinnati, PO Box 210002, Cincinnati, OH 45221-0002.

ASSISTANT PROFESSOR - SECONDARY EDUCATION SCIENCE EDUCATION

Qualifications: PhD with a focus in science education, 3 yrs. teaching exp. in grades 7-12; successful college level teaching; evidence of scholarship with a record of research and publications, and exp. in securing grant funds. Candidates who have worked with minority populations in public schools are especially encouraged to apply.

* Apply to: Send letter of interest (noting control #), current vita, official graduate transcripts and 3 current letters of reference to: Dr. Glenn Markle, Search Committee Chair, Division of Teacher Education, University of Cincinnati, PO Box 210002, Cincinnati, OH 45221-0002.

DIVISION OF EDUCATIONAL STUDIES

ASSISTANT PROFESSOR - EDUCATIONAL ADMINISTRATION

[emphasis-finance, policy, urban educational leadership, supervision]

Qualifications: PhD in Educational Administration from an accredited program; in active research agenda focused on urban education leadership issues; exp. in securing grant funds, educational leadership exp. with public schools and administrative exp. preferred.

* Apply to: Send letter of interest (noting control #), current vita, official graduate transcripts and 3 current letters of reference to: Dr. Nancy A. Evers, Chair, Educational Administration Search Committee, Educational Administration Program, College of Education, University of Cincinnati, PO Box 210002, Cincinnati, OH 45221-0002.

ASSISTANT PROFESSOR IN EDUCATIONAL EVALUATION

Qualifications: PhD in a relevant field by Sept. 1, 2000; exp. in conducting evaluation research in urban educational settings including those with ethnic, cultural and linguistic diversity; evidence of a well-defined research agenda; exp. in securing grant funds; evidence of successful college teaching; potential for graduate student advisement and university service and evidence of expertise in technology applications.

* Apply to: Send letter of interest (noting control #), current vita, official graduate transcripts and 3 current letters of reference to: Dr. Nancy A. Evers, Chair, Educational Administration Search Committee, Educational Administration Program, College of Education, University of Cincinnati, PO Box 210002, Cincinnati, OH 45221-0002.

ASSISTANT PROFESSOR IN QUANTITATIVE EDUCATIONAL RESEARCH

Qualifications: PhD in a relevant field by Sept. 1, 2000; exp. in conducting research in urban educational settings including those with ethnic, cultural and linguistic diversity; evidence of a well-defined research agenda; exp. in securing grant funds; evidence of successful college teaching; potential for graduate student advisement and university service, and evidence of expertise in technology applications.

* Apply to: Send letter of interest (noting control #), current vita, official graduate transcripts and 3 current letters of recommendation, and samples of scholarship to Educational Foundations Search Committee, College of Education, University of Cincinnati, PO Box 210002, Cincinnati, OH 45221-0002.

Applications for all positions will begin January 10, 2000 and continue until filled. All positions are expected to be filled by September 1, 2000.

For additional information on the University of Cincinnati College of Education and full text of the position announcements, visit our web site at: http://www.education.uc.edu. AA/EEO
PORTLAND STATE UNIVERSITY

DEAN

SCHOOL OF BUSINESS ADMINISTRATION

Portland State University invites applications and nominations for the position of Dean, School of Business Administration.

UNIVERSITY AND SCHOOLS: Portland State University aspires to be the best university in the 21st century. Our motto, "Let Knowledge Serve the City," epitomizes our leadership across the region, the state, and the nation. The University is strategically located in the population and business center of Oregon on a 22-acre campus with 41 major buildings in the tree-lined South Park Blocks district of downtown Portland. Total enrollment exceeds 35,000, including more than 3,500 graduate students. Portland State was granted university status in 1969 and is a relatively young and growing university with an active continuing education program. The Bratton Price Miller Library holds 1.265 million bound volumes and 9,000 serial subscriptions. As an urban university, Portland State serves as the center of the educational network in the Portland metropolitan area.

Distinctive features of the School of Business Administration include the integration of information technology and international business in teaching, research, and applications of business management practices. The School enjoys a fundamental commitment to competitive excellence, strategic challenges, and the globalization of the market place. All academic programs, undergraduate and graduate, are AACSB accredited. At the undergraduate level, the School offers special emphasis options within the business administration major. These options are accounting, finance, general management, human resource management, information systems, marketing, advertising management, and supply and logistics management. Other undergraduate special emphasis programs include international business studies certificate, food industry management certificate, and a paralegal certificate in accounting. At the graduate level, the School offers MBA degrees, the MISM (Master of International Management), MISP (Master of Science in Information Systems and Management), and specialized options within the MBA, namely, Management of Information and Technology, and International Business.

The School is a partner in the Oregon Executive MBA program and participates in the University's system science doctoral program. The School additionally offers non-degree programs through the University's School of Extended Studies and through the School's Food Management Institute and the Free Market Development Institute (worldwide). The approximately 2000 undergraduate and 700 graduate full- and part-time students are served by 90 full-time and 25 part-time faculty. The School is actively supported by the business community through sponsored projects, direct contributions, and through the Business Advisory Council and the Corporate Associates Program.

RESPONSIBILITIES: The Dean provides academic and administrative leadership to the School of Business Administration and reports directly to the Provost. The Dean is responsible for improving and promoting the quality and effectiveness of the School's teaching, research, and service missions. The Dean is also responsible for the financial growth of the MBA and development of industry and community partnerships.

QUALIFICATIONS:

- Candidates with an academic background must possess an earned doctorate and qualify for appointment as a tenured professor in the School;
- Candidates with a business background must have a strong record of leadership and achievement and a demonstrated commitment to and an understanding of higher education that would merit appointment as a tenured professor in the School;
- Demonstrated ability to lead, offer vision, and successfully manage professionals in diverse academic, corporate, community, and governmental organizations;
- Demonstrated success or related experience in securing external support and/or fund-raising with a commitment to broadening support for the School of Business Administration;
- Possess personal qualities that will facilitate collaborative relationships within the University, the School, and among business leaders and alumni;
- Demonstrated commitment to diversity.

SALARY: Competitive.

BEGINNING DATE: July 2000.

APPLICATIONS AND NOMINATIONS: Review of applications will begin January 15, 2000 and will continue until the position is filled. Applications received by February 29, 2000 will be given priority. Candidates should submit a letter of interest, curriculum vitae or resume, and names of three professional references to:

Bodderic C. Dixon, Search Chair
Vice Provost & Special Assistant to the President
Portland State University
Post Office Box 751
Portland, Oregon 97207-0751
Phone: (503) 725-4499 FAX: (503) 725-4499

Visit our Web site at http://www.pdx.edu to learn more about our institution.
College of Staten Island
The City University of New York

The College of Staten Island of The City University of New York invites applications for administrative, faculty, and professional staff positions for searches in progress in various areas. Candidates with credentials to meet the requirements of the following positions are asked to submit a letter of application, curriculum vitae or résumé, appropriate supporting materials, and the names, addresses, and telephone numbers of three references.

Administrative
Dean of Science and Technology
Assistant Provost

Required: doctorate.

Faculty
Art/Digital Imagery
Art History
Biology/Molecular
Business/Finance
Business/Information Systems
Business/Management, Small Business
Cinema Studies
Communications
Computer Engineering
Computer Science/Artificial Intelligence
Computer Science/Computer Architecture
Computer Science/Telecommunications
Dramatic Arts
Economics
Education/Curriculum
Education/Literacy
Education/Psychological Foundations
Education/Technology
English/African American Literature
English/Classical Drama
English/Journalism
English/Women's Literature
Library/Systems Librarian
Mathematics/Applied
Nursing/Adult Health
Physical Therapy
Sociology/Urban

Required: doctorate and specialization in prescribed area for all faculty positions, with the exception of English/Journalism, Nursing, and Library, which require appropriate advanced terminal degrees: commitment to teaching and to scholarly research. All faculty are expected to teach at the undergraduate level and, in some departments, at the graduate level, to advise students, to engage in a productive research agenda, and to perform department and college service.

Professional Staff
Chemistry College Lab Technician
Engineering Science College Lab Technician
Film/Video/Desktop Publishing Lab Coordinator
Instructional Support Systems Assistant
Language Lab Coordinator
Media Services Coordinator
Psychology Lab Coordinator

Required: baccalaureate degree for the Higher Education Officer ranks, and significant related experience: credentials and experience as prescribed for College Lab Technician positions.

Rank and salary for all positions have been established, based on responsibilities, qualifications, and credentials.

Please respond to:
Search Committee (title of position), room 1A-313b
College of Staten Island/CUNY
2800 Victory Blvd., Staten Island, NY 10314
EEO/AA/ADA employer
UNITED STATES MILITARY ACADEMY

The United States Military Academy was established in 1802. It is the only college specifically charged with preparing young men and women for service as officers in the United States Army. As such, it has a singular educational philosophy of graduating officers and leaders of strong moral character whose words are creative, ethical, and reassuring. Located just 50 miles north of New York City, this prestigious institution is nestled in the beautiful Hudson River Valley.

ASSOCIATE PROFESSOR (SYSTEMS ENGINEERING/ENGINEERING MANAGEMENT)

Candidates for this position will be evaluated according to the following factors: (i) Advanced degree (Ph.D.) in Systems Engineering, Operations Research, Industrial Engineering, Engineering Management, Simulation, Statistics, or closely related field. (ii) Ability to plan, develop, evaluate, and teach courses and programs in Systems Engineering. (iii) Ability to advise and mentor junior faculty on teaching, assessment, and scholarly development. (iv) Ability to conduct research in areas relevant to the Army and the Department of Systems Engineering, and report results in professional meetings, journals, publications, department seminars and relevant conferences. (v) Provide advice to the Head of the Department of Systems Engineering on curricular, pedagogical, professional, and research matters. (vi) Participation in the governance of the Academy through service on departmental and Academy-wide committees, and representing the Department of Systems Engineering and the Academy at professional meetings, conferences, seminars, and symposia. (vii) Must have high standards of scholarship, undergraduate teaching experience, relevant professional experience, and demonstrated potential for continued growth in the areas of teaching, scholarship, and service. (viii) Experience with Army or Department of Defense research, development, and acquisition is highly desirable. (x) Ability to counsel and support the personal growth and development of cadets outside the classroom. To receive full consideration please submit a Curriculum Vitae and personal statement, academic transcripts, three letters of recommendation and a DD214 (if claiming veteran preference) to the United States Military Academy, Department of Systems Engineering, ATT: Mr Betty Malta, West Point, New York 10996-1779, phone: (914) 938-2701, or email: edwards@usma.edu. All applications should arrive before February 29, 2000.

The above appointment is a three-year renewable appointment expected to begin in the June/July 2000 timeframe. This position is not restricted to U.S. citizens, but non-citizens will not be hired if qualified U.S. citizens are interested and available. Salary is commensurate with qualifications and experience.

The United States Military Academy is an Equal Opportunity, Affirmative Action Employer. Women and Minorities are encouraged to apply.

UNIVERSITY OF FLORIDA

The Florida Board of Regents announces a nationwide search to recruit a new President for the University of Florida.

The University of Florida is an AAU and Carnegie Research I institution. Located in Gainesville, the University is the sixth-largest and one of the most academically diverse in the nation. The University of Florida enrolls over 43,000 students; employs more than 4,000 faculty members, and has an annual operating budget in excess of $1.6 billion.

The University of Florida is a major research-intensive university with 22 colleges and schools. It offers more than 100 undergraduate majors, coordinates almost 200 graduate programs, and offers professional degree programs in architecture, dentistry, engineering, law, medicine, nursing, pharmacy, and veterinary medicine. It is the state land grant university with a distinguished record of developing Florida agriculture.

The President is the chief executive officer of the University and works closely with the Chancellor of the State University System. The President is charged with leading the University academically, administratively, and financially, guided by the University's mission and values. The next President is expected to provide leadership that incorporates vision and creativity. Candidates should have distinguished records of senior-level leadership in an educational institution of significant size and complexity.

Review of candidate materials will begin immediately and will continue until a new President is selected. For more information about the University of Florida go to www.ufl.edu. Expressions of personal interest with resumes and nominations should be sent to:

William (Bill) Funk
Education Practice Managing Director
Korn/Ferry International
500 N. Akard
3232 Lincoln Plaza
Dallas, Texas 75201
Fax: 214/954-1849
Email: krishna.creals@kornferry.com

The State University System of Florida is an equal opportunity employer and encourages women, people of color and people with disabilities to apply. The search is being conducted under the “Public Records Act” and the “Government in the Sunshine” laws of the State of Florida.

ANTICIPATED HIGHER EDUCATION FACULTY OPPORTUNITIES

Georgia Perimeter College is a two-year, multi-campus college located in M. Atlanta. The college was founded in 1964 serves students from a 10-county area.

All positions require at least a Master degree with a minimum of 18 semester hours of graduate credit in teaching field. College teaching experience and knowledge of instruction technology is strongly preferred.

The following tenure-track positions available for 2000-01. Salary, placement commensurate with education experience, entry-level salaries range from $33,828-33,466 based on discipline experience. The starting date for all post is 8/14/00. The College reserves the right to extend searches, or in the event of our restrictions, not offer any of advertised positions advertised.

Accounting #01-20 - Principles of Accountant and additional graduate hours in Business Information Systems preferred.

Chemistry #01-21 - Survey of Gen Chemistry. Introduction to General, Organic and Biochemistry.

APPLICATION DEADLINE: February 11, 2000

For your application to be considered applicants should reference position number and send the following as a single packet: letter of interest, (2) resume, (3) unoff copy of graduate transcript, (4) five professional references (3 names, addresses, e-mail addresses, and telephone numbers); to:

Judy Chastony
Human Resources Dept.
3251 Panthersville Road
Decatur, GA 30034

For more information on Georgia Perimeter College, please visit our web site at www.geppelin.edu

Perimeter College

An Associate Degree Granting College of the University System of Georgia

GA is an Open Records State
UNIVERSITY SPACE PLANNING SPECIALIST

Temple University is seeking an individual to develop strategies and plans associated with accomplishing the University’s short and long-range objectives in capital development and space planning/ utilization. Will provide “expert” level technical support, decision making and timely liaison with all areas of the University. Also responsible for coordination of University-wide space planning, space and data management, and staff support to University Administration.

Candidates should have a Bachelor’s degree in a related field, five years directly related experience including demonstrated success in high level analysis and planning in space analysis; and computer skills including database management and spreadsheets. An equivalent combination of education and experience may be considered.

Candidates should send letter of interest, resume, and salary requirements to Marlon Parker, Employment Rep., Room 414B, Temple University, 1901 N. Broad St., Philadelphia, PA 19122. Fax: (215) 204-6212.
EOE, M/F/D/V.

EDUCATION

Director, Education Department Laboratory School

Shape a growing program enrolling 100 in-plant, pre-school and elementary children. A passionate and creative person with teaching and leadership experience is sought.

Send resume and statement of professional philosophy and teaching philosophy. One-page letter outlining experience with working with inner-city elementary children.

Send resume and letter of application to: Director, Education Department Laboratory School, 900 West Main St., Oakland, CA 94613.

MILLS COLLEGE

Oakland, CA

FACULTY POSITIONS

Full-Time, Tenure-Track - FALL 21

Moraine Valley Community College is a fully accredited, comprehensive community college, and is a member of the Illinois Community College System. We are currently seeking candidates for the following full-time positions that will begin August 1, 2021.

- ART, DESIGN & PHOTOGRAPHY: Full-time faculty in the Art and Design Department, with a focus on artist and art history. Candidates must have a Master's degree in Art Education and be able to teach a variety of courses in drawing, painting, and sculpture. A Master's degree in Art History is preferred.

- ART, DESIGN & PHOTOGRAPHY: Full-time faculty in the Art and Design Department, with a focus on graphic design. Candidates must have a Master's degree in Art Education and be able to teach a variety of courses in graphic design, digital arts, and animation. A Master's degree in Graphic Design is preferred.

- BIOLOGY: Full-time faculty in the Biology Department. Candidates must have a Master's degree in Biology and a strong background in teaching. A Master's degree in Ecology is preferred.

- BUSINESS: Full-time faculty in the Business Department. Candidates must have a Master's degree in Business Administration and strong background in teaching. A Master's degree in Management is preferred.

- COMMUNICATIONS/ENGLISH: Full-time faculty in the Communications/English Department. Candidates must have a Master's degree in Communications and strong background in teaching. A Master's degree in Public Relations is preferred.

- COMPUTER INTEGRATED TECHNOLOGIES: Full-time faculty in the Computer Integrated Technologies Department. Candidates must have a Master's degree in Computer Science and strong background in teaching. A Master's degree in Information Systems is preferred.

- ENVIRONMENTAL/Earth Science: Full-time faculty in the Environmental/Earth Science Department. Candidates must have a Master's degree in Environmental Science and strong background in teaching. A Master's degree in Geology is preferred.

- MANAGEMENT INFORMATION SYSTEMS: Full-time faculty in the Management Information Systems Department. Candidates must have a Master's degree in Management Information Systems and strong background in teaching. A Master's degree in Information Technology is preferred.

- NURSING: Full-time faculty in the Nursing Department. Candidates must have a Master's degree in Nursing and a strong background in teaching. A Master's degree in Health Administration is preferred.

- SOCIAL WORK: Full-time faculty in the Social Work Department. Candidates must have a Master's degree in Social Work and a strong background in teaching. A Master's degree in Sociology is preferred.

- SPEECH: Full-time faculty in the Speech Department. Candidates must have a Master's degree in Speech and strong background in teaching. A Master's degree in Communication Disorders is preferred.

- TEACHING/LEARNING LIBRARIAN: Full-time faculty in the Library Department. Candidates must have a Master's degree in Library Science and a strong background in teaching. A Master's degree in Information Science is preferred.

- TEACHING/LEARNING LIBRARIAN: Full-time faculty in the Library Department. Candidates must have a Master's degree in Library Science and a strong background in teaching. A Master's degree in Information Science is preferred.

Please submit a letter of application and current resume to the Office of Human Resources at Moraine Valley Community College, 10900 S. 159th Avenue, Palos Hills, IL 60463.
MIDWESTERN STATE UNIVERSITY
Wichita Falls, Texas

PRESIDENT
Search Extended

The Board of Regents of Midwestern State University, a university of approximately 6,000 students offering degrees through the Master's level, has extended its search to find an individual to succeed Dr. Louis J. Rodriguez as President following his retirement on August 31, 2000. The President is the chief executive officer of the University, reporting directly to a nine-member Board of Regents appointed by the Governor of the State of Texas.

With an annual budget of over $41 million for the 1999-2000 academic year, Midwestern State is located in Wichita Falls, Texas, a progressive community of 100,000 people in North Central Texas. Founded in 1922, the University offers 47 undergraduate and 16 graduate programs in six colleges, including the Colleges of Business, Education, Fine Arts, Health Sciences, Liberal Arts, and Science and Mathematics. Detailed information regarding the MSU campus, student life and academic programs can be found at http://www.mstate.edu. Information on the City of Wichita Falls can be found at http://www.cwflis.com.

Preference will be given to applicants who have:

- An earned doctorate and evidence of successful teaching experience at the university level.
- Proven administrative abilities, to include planning and managing large budgets, preferably at a tax-supported, state university.
- The ability to communicate effectively with and elicit support from the local community, alumni, and state educational and legislative agencies.
- The highest degree of personal integrity, honesty and ethics in dealing with others, and the strength of character to stand by personal convictions and principles.
- A history of working closely with students to understand their problems and needs.
- An understanding of the changing nature and scope of higher education and its increasing use of distance education and the Internet to achieve educational goals.
- A demonstrated commitment to equal rights for all people.

Applications and nominations should be sent to:

Kathryn A. Yeager, Chair
Presidential Search Committee
Midwestern State University
P.O. Box 2100
Wichita Falls, TX 76307

Applications and nominations should be submitted by February 15, 2000, and should include a letter of application, resume, and at least three letters of reference. The appointment will be effective September 1, 2000. Telephone inquiries may be directed to Mr. Steve Holland, Director of Personnel, (940)397-4133.

Midwestern State University is an Affirmative Action/Equal Opportunity Employer.

WEST CHESTER UNIVERSITY

Associate Vice President
for Advancement

West Chester University of Pennsylvania seeks persons of energy, enthusiasm, and progressive vision as applicants for the position of Associate Vice President for Advancement. West Chester, the second largest of the fourteen universities, which comprise the Pennsylvania State System of Higher Education, is ideally located 25 miles west of Philadelphia. West Chester was founded in 1871 and provides a high quality comprehensive educational program to approximately 12,000 students.

The Associate Vice President for Advancement is responsible for overseeing the daily operation of the Department of Development, which consists of a professional staff of five and support staff of five, and the following programs: annual giving, major gifts and planned giving, corporate and foundation relations, and prospect research; the overall direction of revenue generation from constituencies such as alumni, parents, friends, corporations and foundations; and establishing goals, policies and procedures. Also, the Vice President, along with the Vice President for Advancement, will develop and implement capital fund-raising projects, including campaigns.

The successful candidate must demonstrate a record of accomplishment in the development area for the past five years with at least two years experience in involvement with a successful campaign. The candidate must possess exceptional interpersonal and communication skills; excellent management, supervisory and analytical abilities; technical competence and high integrity; a commitment to the University's mission, the ability to understand the University's external/internal environment, and commitment to diversity, social equity and equal opportunity. A willingness to travel is preferred. A Bachelor's degree is required; Master preferred. The entiance salary for this position is in the range of $83,000+, depending on qualifications and is negotiable. Excellent benefits package, including undergraduate tuition fee waiver for self and dependent. Finalist must successfully complete the interview process.

Applicants must submit a letter of interest describing relevant professional accomplishments, a current resume, and name and addresses and telephone numbers of at least three references to Ms. Valerie Dusko, Employment Manager, c/o Associate Vice President for Advancement, Search, Human Resource Services, 201 Carter Drive, West Chester University, West Chester, PA 19383; Applications will be handled confidentially; Review of applications will begin early February 2000 and will continue until the position is filled. Position is available on or before June 1, 2000.

West Chester University is actively building culturally diverse academic communities which fosters an inclusive environment that encourages a broad spectrum of candidates: including women, people of color, and people with disabilities to apply. For more information about the University and to see a more detailed description of the position, see our web site: http://www.wcupa.edu.

THE COLLEGE OF NEW JERSEY

ENGLISH DEPARTMENT
Faculty Position

The College of New Jersey has a tenure-track Assistant Professor position available for an Ameic with a specialty in Latin American, American Indian, or Asian American literature. Will teach courses in specializations as well as American Literature Survey and Phonics (combination of writing and public speaking); A Ph.D. is preferred if available at time of application. Position begins September 1, 2000. Deadline for applications is February 15, 2000. Please submit letter of application, c.v., graduate transcripts, three letters of recommendation, and statement of teaching philosophy to: Professor Bernard A. Bierer, Chair, English Department, The College of New Jersey, P.O. Box 7718, Ewing, NJ 08628-0718. To enrich education through diversity, The College of New Jersey is an Equal Opportunity Employer.

The College of New Jersey, a highly selective, comprehensive institution with 8,000 undergraduate students, is located on a 293-acre, tree-lined suburban campus within close proximity to Princeton with easy access to New York and Philadelphia.
ASSISTANT PROFESSOR OF SPANISH

Romance Languages Department seeks special-ist in 19th and 20th century Latin American literature, whose teaching and research place Latin American literature in a cross-disciplinary and broad historical context. One year, non-continuing faculty position beginning Fall 2000. Particular interest in poetry, women writers, film or theater. Requires: Ph.D. (in hand or expected by Fall 2000); interest and potential excellence in undergrad teaching; successful teaching experience at college level desirable. Send letters of application, C.V., graduate academic transcripts, and at least 3 recent letters of reference to Nelson de Jesus, Chair, Department of Romance Languages, Oberlin College, Oberlin, Ohio 44074 by 2/15/00. Late applications may be considered until position is filled. AAEOE

Smith College

Director of Admission

Smith College seeks an experienced professional for the position of Director of Admissions. Smith College, located in Northampton, Massachusetts, is a highly selective women's college serving 2,500 students. Founded in 1871, this private liberal arts institution offers outstanding programs in the arts and sciences and a strong commitment to diversity. Smith College is an equal opportunity employer encouraging excellence through diversity.

The Spelman & Johnson Group
Smith College—Director of Admission (C)
William Spelman, President
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7009
Email: mail@spelmanjohnson.com
Applications may be received on-line at: www.spelmanjohnson.com
Visit the Smith College's website at www.smith.edu

University of Northern Colorado

ASSISTANT DEAN FOR INTERNATIONAL AND GRADUATE EDUCATION

The Florida State University is classified as a Research 1 University by the Carnegie Foundation for the Advancement of Teaching and is located in the State Capitol. The College of Education has a long and proud history as the second-oldest College in the University. The institution and the unit hold numerous accolades.

The advanced graduate and research mission is central to the College with 21 doctoral degrees offered. Undergraduate education and the cooperative improvement of K-12 education are essential to the mission.

**ASSISTANT/ASSOCIATE PROFESSOR**

**SOCIAL SCIENCE EDUCATION**

(TENURE-EARNING)

The Department of Educational Theory and Practice is searching for a faculty member in Social Science program that grants Bachelor’s, Masters, Educational Specialist, and Doctoral degrees. A certification component is available to students at the Masters level. The position requires teaching graduate and undergraduate courses in a Social Science Education program; service on departmental, college and university committees; supervision of field experiences, involvement and service to the community; advising undergraduate and graduate students conducting research and publishing. Minimum qualifications include: earned doctorate in Social Science Education; three years public school teaching experience; evidence of continuous scholarly growth; ability to teach methods courses in Social Studies at secondary levels; willingness to work cooperatively in collegial endeavors.

Send application package, including letter of application, current vitae, and three letters of recommendation to: J. R. Basketball, Chair, Social Science Education Committee, Department of Educational Theory and Practice, 115 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306. Further information, contact him at (850) 644-8478, (850) 644-7736, or email jonb@fsu.edu. Applications for this position will close on February 25.

**ASSISTANT PROFESSOR**

**PROGRAM EVALUATION**

(TENURE-EARNING)

The Department of Educational Research at Florida State University is seeking a faculty member who has experience in qualitative methods of research and evaluation. Responsibilities include teaching graduate courses in program evaluation and qualitative methods, conducting a program of research, and engaging in the university and profession. Minimum qualifications include an earned doctorate degree. Candidates should demonstrate potential for scholarly achievement and the ability to secure external funding for research projects.

Send application package, including letter of application, current vitae, and three letters of recommendation to: Dr. Walter Wager, Chair, Program Evaluation Committee, Department of Educational Research, 307 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4458. For more information, contact him at (850) 644-4335, fax (850) 644-7736, or email wagnerw@fsu.edu. Applications for this position will close on February 25, 2008.

**ASSISTANT IN PHYSICAL EDUCATION**

**PHYSICAL EDUCATION**

(NON TENURE-EARNING)

The Department of Physical Education is seeking a highly motivated individual to teach full time in the teacher preparation program. This position provides opportunity to work with five faculty members in providing pedagogical instruction in a progressive clinical education setting. Candidate must have a strong background in K-12 public school teaching experience, and instructional technology expertise. Candidate must also have teaching experience in several of the following Instructional Methodology, Educational Games, Dance, Gymnastics, Foundations of Physical Education, Curriculum, Research Methods, Teaching Practice, and Teaching. Work in practice and student teaching will also involve the development of placement sites and the supervision of students at these sites. This is a part-time appointment with at least 100% teaching assignment. Minimum qualifications include Masters in Physical Education or Teacher Education; earned doctoral degree is not required.

Send application package, including letter of application, current vitae, and three letters of recommendation to: Dr. Susan Lynn, Chair, Physical Education Committee, Department of Physical Education, 122 Tully Gym, College of Education, Florida State University, Tallahassee, FL 32306-4200. For further information, contact her at (850) 644-3007, fax (850) 644-4975 or mail to slynn@coe.acsu.edu. Applications for this position will close on March 1, 2000.

**ASSISTANT IN RECREATION AND LEISURE SERVICES**

**RECREATION & LEISURE SERVICE ADMINISTRATION**

(NON TENURE-EARNING)

The Assistant in Recreation and Leisure Services will be responsible for the internship and field work courses which will include: the organization and administration of the college’s intramural and club sports programs; the placement and supervision of students, the evaluation of student performance, the identification and evaluation of quality internship and field work and travel for student visitation. Responsible for teaching an introductory course and others as needed and assigned. The coordination, organization, and advisement of incoming undergraduate majors will also be a responsibility of this position, along with the advisement of the student majors’ clubs. Minimum qualifications include earned Master’s degree in Leisure Services, Recreation, or Parks.

Send application package, including letter of application, current vitae, and three letters of recommendation to: Julie Dunn, Chair, Leisure Search Committee, Department of Human Services and Studies, 215 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4458. For further information, contact her at (850) 644-4244, fax (850) 644-7736, or mail to julee@aco.edu. Applications for this position will close on February 25, 2000.

Completed packages will include a thorough letter of application documenting interest and qualifications, a current vita, sample publication transcript, and addresses and telephone numbers of five references who may be contacted. Positions will begin no later than August 15.
ASSOCIATE DEAN

Eugene Lang College, the small undergraduate liberal arts division of New School University, seeks an Associate Dean. The Associate Dean is responsible for working with faculty in developing the curriculum, dealing with student concerns and working with a staff to develop and implement academic support programs. The Associate Dean is the Dean’s chief academic advisor and supervises one assistant dean. Candidates must have a Ph.D. in the Humanities or Social Sciences, teaching and administrative experience at an appropriate level in a college or university. Candidates must submit a cover letter, CV and names, addresses, e-mail addresses for four references to: Bea Banu, Dean, EUGENE LANG COLLEGE, 65 West 11th Street, New York, NY 10011. Eugene Lang College is committed to building a diverse community for learning and teaching. Affirmative action/equal opportunity employer.

New School University

INTERNSHIP TRAINING DIRECTOR

The University at Stony Brook is looking for an Internship Training Director for its APA-accredited psychology internship program in the University Counseling Center. Stony Brook is a large research university with an exceptionally diverse student body of 19,000, located on the beautiful north shore of Long Island, 60 miles from Manhattan. A multidisciplinary counseling staff collaborates to offer individual and group psychotherapy, outreach, consultation, training, and psychiatric services. Emphasis on relationally-based models of human development facilitates an exciting blend of psychodynamic and multicultural perspectives. We are seeking an energetic psychologist to coordinate and supervise our training programs, to administer the psychology internship program, and to provide supervision, clinical, and outreach services. This is a permanent position, with a calendar year appointment to begin Summer, 2000. Salary commensurate with experience, excellent benefits. Information about the Center and the internship is available at www.sunysb.edu/counseling. Review of applications begins 2/15/00 and will continue until the position is filled. Partial interview expenses included.

Minimum Requirements: Ph.D./Psy.D. in clinical or counseling psychology; licensed as a psychologist (or license eligible) in New York, APA internship. Three years clinical work experience, at least two of which must be postdoctoral clinical and supervisory or teaching experience.

Desired Qualifications: Experience and interest in multicultural approaches; prior counseling center experience; psychodynamic/developmental perspective; demonstrated skills in psychotherapy; good interpersonal and organizational skills.

To Apply: Send a letter of interest, a written psychotherapy case summary, vita, and three letters of reference to Cheryl Korash, Ph.D., Chair, Search Committee for Training Director, University Counseling Center, University at Stony Brook, Stony Brook, New York 11794-3100. The University at Stony Brook is an Affirmative Action/Equal Opportunity Educator and Employer.

UNIVERSITY OF MINNESOTA
LINGUISTICS, ILASLL

Assistant Professor in Linguistics, with specialization in syntactic theory in the Institute of Linguistics and Asian and Slavic Languages and Literatures, University of Minnesota. Effective fall semester, 2000. Contribution to Cognitive Sciences and expertise in language processing, semantic/pragmatics, computational linguistics, language acquisition, historical and/or sociolinguistics is highly desirable. Teaching duties consist of four courses over two semesters, including undergraduate and graduate courses. Other responsibilities include maintenance of research activities, advising of students, and service to the Institute, College and University. Applicants are required to hold the Ph.D. degree in linguistics, or related field, at the time of appointment. Also required is two years college-university level teaching experience. The position is a full-time 9-month tenure-track appointment with a beginning salary commensurate with experience. Completed applications including curriculum vitae, and, three letters of evaluation, sample publications and, if available, evidence of effectiveness in teaching must be received by February 14, 2000, at this address:

Jeanette Gundel, Chair, Search Committee
Linguistics, ILASLL
192 Klaeber Court
320 - 16th Avenue SE
University of Minnesota
Minneapolis, MN 55455

Further information can be obtained by letter to the above address.

The University of Minnesota is an equal opportunity educator and employer.

ELGIN COMMUNITY COLLEGE

ELGIN COMMUNITY COLLEGE - 50 years of excellence Located 40 miles west of Chicago's educational and cultural events and institutions. For further information see our web site: www.elgin.cc.il.us Persons committed to working in a multicultural environment are encouraged to apply. Seeking FT tenure-track instructors to begin August, 2000. HUMANITIES: MA minimum, Ph.D. preferred in Area Studies, Humanities (Global emphasis), Comparative Philosophy (both Western and non-Western), or Religious Studies. The candidate should also have significant graduate coursework concerning the cultures of at least 2 continents. At least 1 year of FT college-level teaching experience or equiv reqd. ART HISTORY: Teach 5 classes: a semester in Art Appreciation and Art History Survey. Participate in departmental administration and manage the department's visual resource collection. MA in art history with 3 years college teaching. Preference given to candidates with digital archiving and multimedia experience.

COMPUTER INFORMATION SCIENCE: Bachelor degree required; masters preferred in computer and info sciences with 3-7 yrs of exp in computer networking with Windows NT and/or Unix. Topics to be taught include computer and info science with an emphasis on computer networking & hardware. A complete application consists of a letter of application, all transcripts, C.V. and 3 letters of reference sent to Staffing Representative/FT Faculty Search, ECC, 1700 Spartan Dr, Elgin, IL 60123. Our faculty enjoy an excellent beginning salary - $32,750-$51,674 plus excellent benefit package! Review of completed applications begins on March 3, 2000. Applications will be accepted until positions are filled. EOE.
EXECUTIVE DIRECTOR
HONORS PROGRAMS AND ACADEMIC SCHOLARSHIPS
TEXAS A&M UNIVERSITY
COLLEGE STATION, TEXAS

Texas A&M University announces the search for an Executive Director for the Office of Honors Programs and Academic Scholarships. The review of applications will begin on February 15, 2020. The successful applicant is expected to start August 1, 2020.

Texas A&M University, a land-, sea-, and space-grant university has a 5,200-acre main campus with a research park, a study center in Santa Fe, New Mexico and a center in Mexico. With an endowment that totals more than $2.9 billion, TAMU has formal cooperative agreements with more than 100 institutions in 40 countries and currently ranks 9th nationally in value of research. Fall 1999 enrollment was 34,412 students of which approximately 11% are ethnic minorities.

The Office of Honors Programs and Academic Scholarships enables the enrollment of over 2,500 Honors eligible students in over 200 Honors courses that are taught by Honors faculty from across the university. Additionally, these students have the opportunity to enroll in their classroom experience through research programs, faculty mentoring, and national scholarship preparation. The Office of Honors Programs and Academic Scholarships is also responsible for recruiting and retaining high achieving students, especially National Merit Scholars. For the past ten years, Texas A&M has remained among the top ten universities enrolling National Merit Scholars. The office has an operating budget of $4,000,000 and awards over $7,000,000 in scholarships annually.

The executive director leads the development and implementation of diverse and enriching honors curricula within each college and designs and pursues novel recruitment programs to attract outstanding students. The director administers the university's principal comprehensive academic scholarship program, oversees the professional school advising program, and participates in external development activities.

Applicants must have a Ph.D. and should possess strong scholarly, teaching, and administrative records. Visionary leadership coupled with energetic and effective interpersonal skills is essential to build on the success of the present program.

Please submit application letter, curriculum vita, and three references to Dr. Ordain Ordonez, Honors Search Committee Chair, 206 Jack Williams Administration Building, Texas A&M University, College Station TX 77843-1125. Applications are also invited to include a brief statement describing their vision for an exemplary Honors program. Email inquiries to honors@atm.edu.

SEATTLE COMMUNITY COLLEGES
North Seattle Community College
Seattle Central Community College
South Seattle Community College

POSITIONS FOR FALL 2020
The Seattle Community Colleges, located in the Northwest, serve close to 39,000 students each. The colleges are nationally known for educational innovation, international curricula, learning communities, and multiple-credit education. We are committed to building a diverse faculty and staff, and are dedicated to recruiting faculty and staff who reflect the cultural diversity of our Puget Sound community.

We seek enthusiastic, student-oriented individuals committed to providing quality instruction and support for diverse student populations.

All positions will remain open until filled. To apply, submit application materials no later than 2/18/20.

ADMINISTRATIVE POSITIONS
Associate Dean of Humanities & Social Sciences #15
Associate Dean of Technical Education #1

FACULTY POSITIONS
Positions are full-time, tenure track, and require a master's degree or equivalent.
- Computer Programming #1
- Counselor #22 & #23
- Culinary Arts: Nutrition/ Sanitation #2
- Dining Room Services: Management #3
- English #17
- ESL #4 & #18
- Film & Video #5
- Graphic Design & Illustration #6
- Interpreter Training Program #7
- Marine Engineering Technology #21
- Mathematics #8 & #19
- Microcomputer Management #9
- Network Support #10
- Nursing #11 & #12
- Parent Education #20
- Respiratory Care Instructor/Clinical Director Speech Communication #14
- Webmaster Instructor #26

For applications and complete job descriptions (206) 965-1415 or e-mail to jobs@seccctc.edu. Refer to job number when requesting information.

A resume or vita will not be substituted for a complete application.

Seattle Community College District is an equal opportunity educator and employer. Members of protected groups strongly encouraged to apply.
ASSOCIATE DIRECTOR OF INTERNATIONAL STUDENT AND SCHOLAR SERVICES

INDIANA STATE UNIVERSITY, TERRE HAUTE

Indiana State University (ISU) is seeking an Associate Director of International Student and Scholar Services to advise students educated outside the U.S. Primary responsibilities include issuing immigration documents. The individual will be responsible for the maintenance of data bases required by the INS. The Associate Director will have advising responsibilities and will play a key role in community advocacy for international students and their dependents. Additionally, there will be some responsibility in the area of international student recruitment.

QUALIFICATIONS: Bachelor's degree (preferably with an international emphasis), with a minimum of three years of related experience, and a demonstrated record of achievement in an international student office. The candidate will demonstrate familiarity with changes in the immigration area and will have strong communication and computer skills.

ISU has nearly 500 international students and an additional 300 dependents that it serves through the International Affairs Center (IAC). The Associate Director reports to the Executive Director of the IAC. ISU offers a competitive salary and benefits package. Application deadline is March 6, 2000.

Interested candidates should send a resume and three letters of recommendation to:

Chair
Search Committee for Associate Director of International Student and Scholar Services
210 Pearson Hall
Indiana State University
Terre Haute, Indiana 47809

ISU is committed to diversity and quality in education and employment.

UNIVERSITY OF MINNESOTA

ENGLISH AS A SECOND LANGUAGE, ILASLL

Assistant Professor in English as a Second Language (ESL). Position available in the Department of Linguistics and Asian and Slavic Languages and Literatures, University of Minnesota. Effective fall semester, 2000 in ESL teacher preparation and research. Teaching duties consist of four courses over two semesters, including ESL methods and practice, plus two other courses (e.g. courses in language analysis, ESL materials, teaching oral and written skills in addition to second-language acquisition, language assessment). Other responsibilities include maintenance of research activities, advising of graduate students, and service to the Institute, College and University. Applicants are required to hold the Ph.D. degree in TESL or related linguistics or a related field at the time of appointment, and one year of teaching English at a university level and ESL experience teaching teacher-prep courses. The position is a full-time 9-month tenure track appointment with a beginning salary commensurate with experience. Completion of applications including curriculum vitae, sample publications, and three letters of evaluation addressing quality of teaching and research must be received by February 21, 2000, at this address:

Elaine Taran, Chair, Search Committee
ESL Program, ILASLL
192 Kischer Court
320 - 16th Avenue SE
University of Minnesota
Minneapolis, MN 55455

Further information and a complete announcement can be obtained by letter to the above address or e-mail directed to Professor Elaine Taran: etaran@cc.umn.edu.

The University of Minnesota is an equal opportunity education and employer.

BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK (CUNY)

FALL 2000

ANTICIPATED FULL-TIME TENURE TRACK FACULTY POSITIONS

Assistant Professor, Lecturer, or Curriculum Coordinator

DEPARTMENT

Biology & Medical Lab Tech (3)
Business (1)
Chemistry & Chemical Technology (2)
Communication Arts & Science (2)
Education & Health (3)
English (3)
Film, Physical Education & Wellness (1)
Mathematics & Computer Sciences (3)
Modern Languages (1)
Physics & Technology (3)
Student Development (2)

FIELD

General Biology; Anatomy & Physiology; Medical Lab Tech
General Business
general course work required
General Chemistry; Organic Chemistry
Speech Communication; TV Technology
Adult Health & Wellness; Early Childhood, Elementary, English as a Second Language
Foreign Language; English/ESL
Physical Education; Therapeutic Recreation
Modern Language; Math
Mathematics; Computer Science
Spanish; Italian
Electric Technology; Automotive; Telecommunications

REQUIREMENTS

A 4-year degree in the field of study required. Experience preferred.

The Bronx Community College (BCC), of the City University of New York (CUNY), is a student-centered, learning-enhanced comprehensive community college that is committed to faculty diversity, the advancement of instructional technology as well as excellence and innovation in teaching. BCC enroll approximately 7,000 students, and is located on a 100-acre campus in the Bronx. Applicants are encouraged to apply. BCC is an equal opportunity employer.

Applications are invited for Full-Time Faculty positions to begin Fall 2000. Specific positions and the qualifications for various subject areas are listed below.

Physics: 2 positions
Mathematics: 2 positions
Modern Languages: Spanish
Veterinary Technology: 1 position

Applications are due by February 15, 2000.

Plattsburgh State University of New York

VP FOR STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

Plattsburgh State enjoys a rich history that reflects impressively on its current quality and provides direction for the future. Our college was founded in 1869 as an institution to train teachers and became an original member of the State University of New York system when the University of the State was created in 1948. Today, Plattsburgh State University is a comprehensive four-year, coeducational college that offers nearly 60 majors and a variety of special programs and services. Our academic community supports high standards of scholarship and expectations for our students in a caring and supportive environment. We are dedicated to advancing knowledge in a setting that is open and friendly. Our 300 faculty, over 90 percent of whom hold the highest degree in their fields, is devoted to both quality teaching and ongoing professional development and academic research.

Responsibilities: The Vice President for Student Affairs & Enrollment Management is the chief student affairs officer and provides leadership to the directors and coordinators of the division, including: Student Health Center, Counseling and Psychological Services, the Wellness Center, Greek Affairs, Career & Placement Center, the Registrar's Office, Student Life, Student Government Association, Intercollegiate Athletics, Intercollegiate Student Services, University Police, Judicial Affairs, Housing, College Center, Service Learning and Leadership, and Admissions. The Vice President has the primary responsibility for the development and implementation of an effective enrollment management plan in close cooperation with campus constituents.

Qualifications: An earned doctorate is required; demonstrated administrative experience and accomplishments appropriate for the position of vice president; demonstrated skills in enrollment, assessment, and fiscal management; strong interpersonal and communication skills; experience in working with media; evidence of success in working with student bodies, student governments, student organizations, faculty, and alumni; demonstrated commitment to effective team building; capability and willingness to provide a demonstrated commitment to achieving and sustaining diversity in all aspects of university life, especially in developing diversity in student body, faculty, staff and in student program activities, and organizations; and commitment to enhancing student campus life and services through traditional and non-traditional programs.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: Dependent upon qualifications and experience; excellent benefits. Review of applications begins immediately and continues until position is filled. Please send nominations or resumes, letters of application, and the names, addresses and telephone numbers of three references to: Chair, Search Committee (F) 3300-900, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, New York 12901-2681. Fax: (518) 564-3600.
ASSOCIATE PROFESSOR
PHARMACOLOGY & TOXICOLOGY

The University of Kansas

Applications are invited for a tenure-track position as Associate Professor of Pharmacology & Toxicology in the School of Pharmacy. Applications will be considered for this position at the University of Kansas rank forth nationally in NIH research funding among all such schools. The department is recruiting a faculty member with expertise in any of the following areas: Cellular/Molecular Pharmacology or Toxicology, Neuropharmacology, Neurotoxicology, Cellular/Molecular Neurobiology, Neurogenetics, Genomics, Cellular/Molecular Biology of Signal Transduction. The successful candidate must hold a Ph.D., M.D., or equivalent degree and have experience in research. As a faculty, the candidate will participate in collaborative research projects and teach at the undergraduate and graduate levels. Excellent core facilities exist within these departments for research in DNA sequencing, protein analysis, peptide synthesis, fermentation, cell culture, hybridoma production, confocal and electron microscopy, molecular modeling, NMR, mass spectrometry, and X-ray crystallography. Underrepresented minorities and women are encouraged to apply. Send curriculum vitae, a description of research plans, and the names of three references to: Dr. Mary L. Mickle, Department Chair, School of Pharmacy, The University of Kansas, Lawrence, KS 66045-2505; e-mails mml@ku.edu. Review of applications begins February 15, 2000. The University of Kansas is an Equal Opportunity Employer.

Cleveland State University's College of Education invites applications for the following position:

Chairperson for the Department of Counseling, Administration, Supervision and Adult Learning at Rank of Associate or Full Professor

DEPARTMENT DESCRIPTION: Cleveland State University is a large urban university serving the Cleveland metropolitan area and surrounding suburbs. This unique graduate department offers master's, specialist, and doctoral degrees in advanced literacy programs in Counseling, Administration, Supervision, and Adult Learning. The department's graduate programs provide the educational experiences, knowledge, and skills required for professionals in these positions. The College of Education provides the department and its programs with a strong base of students in its counseling, administration, supervision, and adult learning graduate programs. The Chairperson is responsible for the overall direction of the department and its programs. The successful candidate is expected to provide leadership in the development and implementation of the department's mission, vision, and goals. The Chairperson is expected to be a strong advocate for the program and to provide leadership in the development and implementation of the department's mission, vision, and goals. The Chairperson is expected to provide leadership in the development and implementation of the department's mission, vision, and goals. The successful candidate is expected to be a strong advocate for the program and to provide leadership in the development and implementation of the department's mission, vision, and goals.

Chairperson for the Department of Specialized Instructional Programs, at the Rank of Associate or Full Professor

DEPARTMENT DESCRIPTION: The Department of Specialized Programs houses the major teacher education programs at the College of Education. Faculty represents a variety of disciplines including early childhood, middle childhood, and adolescence education; literacy, mathematics, science, and social studies; special education, and ESL. CHAIRPERSON'S DUTIES: Administer departmental funds and set strategic direction for teacher education; collaborate with college and university administration; manage and direct departmental research and development; select, hire, and evaluate faculty members; and support research and scholarly activities. The successful candidate will be expected to have a Ph.D. in Education, with a specialization in the area of teacher education, and experience in the field of teacher education. The candidate must have a proven record of successful teaching and scholarly activities. The successful candidate will be expected to have a Ph.D. in Education, with a specialization in the area of teacher education, and experience in the field of teacher education. The candidate must have a proven record of successful teaching and scholarly activities. The successful candidate will be expected to have a Ph.D. in Education, with a specialization in the area of teacher education, and experience in the field of teacher education. The candidate must have a proven record of successful teaching and scholarly activities. The successful candidate will be expected to have a Ph.D. in Education, with a specialization in the area of teacher education, and experience in the field of teacher education. The candidate must have a proven record of successful teaching and scholarly activities.
HUMAN RESOURCE MANAGERIAL POSITIONS (3)

We are a progressive human resource organization in a dynamic and growing university. We have a unique opportunity to build a department by filling three key openings within our department with individuals who bring the best experience, abilities and talent to add to our established complement of human resource professionals. There are two senior and one mid-level human resource management positions available. The areas of work across those three positions include but are not limited to the following: classification, compensation, data base management, records, management, training, organizational development and general human resource project oriented work.

Our intention is to select from among those applicants who can demonstrate most effectively their ability to contribute to our organization and ultimately the university community, the three who, in combination with one another and existing staff, provide the strongest complement of areas of expertise, talent and commitment to human resource work. We therefore invite interested individuals to submit current vitae and any other supporting material that would enable us to identify your potential to contribute. Our organizational style is client-centered, creative and grounded in an organizational development model. We are looking for professionals who will not only be a good fit, but will also help us move the university forward by strengthening and deepening our employee resource.

Salary Range: Commensurate with the level of responsibility and negotiable based upon the candidate’s credentials and experience.

Send letter and resume (include V): to: Judith Hain, Vice President for Human Resources, Montclair State University, Box C316-V, WO66/HO, Upper Montclair, NJ 07043, or hain@montclair.edu

Starting Date: March 1, 2000

Apply by: Applications will be considered until all positions are filled.

An Equal Opportunity/Affirmative Action Institution

THE UNIVERSITY OF MICHIGAN-FLINT

COOPERATIVE EDUCATION AND CAREER CENTER

The University of Michigan-Flint, a regional institution of 6,300 students, invites nominations and applications for the position of Director of Cooperative Education and Career Center. The University of Michigan-Flint seeks a progressive, creative leader who will contribute to enhancing the University’s career services including cultivating working relationships with employers and the University Community. The selected individual will be responsible for the administration of a comprehensive education and career center. The Director will serve as a member of the Student Services and Enrollment Management leadership team.

QUALIFICATIONS: Significant management and leadership experience, master’s degree with relevant experience, demonstrated oral and written communication skills, experience with information technology resources, and ability to collaborate with faculty and external constituencies.

RESPONSIBILITIES: Provide leadership for the planning, direction, and administration of the operational, financial, and personnel functions of Cooperative Education and Career Center; develop and maintain sustained partnerships with faculty, staff and external constituencies; and develop/implement strategies to integrate students’ academic studies with career planning activities and work experiences. The individual must possess the ability to work proactively in an academic environment and the ability to work effectively as a leader and team member.

A complete application packet includes a UM-Flint application, resume, cover letter, salary history, and 3 professional references. Please submit to UM-Flint Human Resources, Attn: CE, C211 UCCEN, Flint, MI 48502-1950. Review of applications will begin February 1, 2000 and continue until the position is filled.

THE UNIVERSITY OF MICHIGAN-FLINT is a Nondiscriminatory/Affirmative Action Employer

CENTRAL MICHIGAN UNIVERSITY

ASSISTANT DIRECTOR/MINORITY STUDENT SERVICES

Central Michigan University seeks an Assistant Director in the Minority Student Services Office, which provides academic, personal, social and cultural support to students. To empower and retain students, the Minority Student Services team provides and enhances a campus environment where diversity is understood and celebrated.

The Assistant Director will coordinate cultural programs designed to educate the community about underrepresented peoples, oversee the Cultural Diversification Funding Committee, and perform other duties as assigned.

Required qualifications include a Bachelor’s degree and three years relevant experience with students, strong written and verbal communication skills, supervisory experience, effective organizational skills, knowledge of word processing software, and experience working with Latino/a, Asian, African American and Native American cultures. Desired qualifications include Master’s degree plus two years relevant experience and knowledge of assessment.


CNU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community.

www.cmich.edu/aamoe.html

Faculty Position in Biological Sciences

The Department of Biological Sciences at the University of Massachusetts Lowell invites applications for a tenure-track position to begin September, 2000. We seek candidates with expertise in the areas of molecular biology, genetics and/or molecular systematics, who utilize bioinformatics/functional genomics in their research. The successful candidate will be committed to undergraduate and graduate education and is expected to participate in developing a new program in Bioinformatics & Computational Biology. The individual will develop an externally funded research program, and participate in departmental teaching. We encourage collaborative efforts between our faculty and colleagues located at the numerous academic and industrial research laboratories concentrated in the nearby Boston, Cambridge and Worcester areas. Hiring rank and salary will be commensurate with experience. A curriculum vitae, copies of several recent publications, a statement of research & teaching interests not to exceed three pages, and the names of three references should be forwarded to: Professor Robert Lynch, Chair, Department of Biological Sciences, University of Massachusetts Lowell, One University Avenue, Lowell MA 01854. Position is contingent upon funding.

The University of Massachusetts Lowell is an Equal Opportunity/Affirmative Action Employer
NJ Medical School

DEAN

New Jersey Medical School
University of Medicine and Dentistry of New Jersey
Newark, New Jersey

New Jersey Medical School announces its search for a new Dean and invites nominations and expressions of interest in the position. Witt/Kieffer, an executive search firm focusing on health care and higher education, is supporting NJMS in this search.

New Jersey Medical School is the academic medical center of northern New Jersey, a focal point of the largest free-standing health sciences institution in the nation, the University of Medicine and Dentistry of New Jersey (UMDNJ). Its mission is to educate highly qualified physicians, conduct basic and applied research and provide health services to its community.

The Dean will
- drive a strong research agenda tied to the School’s broad-based mission,
- oversee the planning and staffing of an ambitious building program for new research facilities and infrastructure,
- lead and guide the adjoining 460-bed University Hospital,
- provide progressive academic leadership to the medical education program and enhance teaching excellence,
- develop partnerships within the University and with other higher education institutions, northern New Jersey hospitals, public and private entities and the community.

The 620 full-time faculty members of the School support 700 medical students and 500 residents. The faculty is the core faculty of the UMDNJ-Graduate School of Biomedical Sciences at Newark. The School has strong connections with a broad affiliated network of northern New Jersey hospitals and clinics, the nearby Science Park, and with other institutions that contribute to realizing the mission of the Medical School. It has contributed in major ways to the Newark renaissance.

The Dean will be a visionary and dynamic leader with senior experience in a complex medical school environment. She will be a demonstrably strong manager with deep understanding of financial issues. She will serve as a senior officer of the University, reporting to the Senior Vice President for Academic Affairs, and will work closely with the University’s President and Board of Trustees. The Dean will have been successful as an effective fund-raiser and shown the ability to enhance an institution’s national visibility. An earned M.D. or Ph.D. degree in an appropriate field is required as is a strong record of research. Superb communication skills are essential.

The search is underway and will continue until the position is filled. Expressions of interest and nominations should be sent, in confidence, to:

Chair
New Jersey Medical School Dean Search Committee
c/o Office of the President
University of Medicine and Dentistry of New Jersey
65 Bergen Street
Suite 1352, Newark, New Jersey 07103
or to NJMS@wittkieffer.com

NJMS is an affirmative action and equal opportunity employer.

TAYLOR UNIVERSITY

FACULTY POSITIONS

Taylor University seeks applicants for faculty positions beginning August

ON THE FORT WAYNE CAMPUS:
- Communication arts/print journalism
- Computing and system sciences
- Music/musicianship, theory, current technologies

ON THE UPLAND CAMPUS:
- Communication arts
- Education
- English
- Psychology
- Physics

Taylor University, a four-year liberal arts college, holds to a "liberal arts" evangelical Christian position. Inquiries, credentials, and supporting materials should be addressed to Dr. Dwight Jessup, Vice President for Academic Affairs, Taylor University, 236 W. Roade Avenue, Upland, IN 46989-1001; fax 765-998-4910; e-mail: dwjessup@taylor.edu.

Taylor complies with federal and state guidelines for nondiscriminatory employment. Women and minority candidates are encouraged to apply. Evaluation of applications will begin immediately and continue until the positions are filled.

NEW JERSEY CITY UNIVERSITY

College of Arts and Sciences

2039 Kennedy Boulevard
Jersey City, NJ 07307
Application Deadline: March 1, 2021

An affirmative action, equal opportunity employer.

VACANCY ANNOUNCEMENT

Search Extended

MEDIA

To teach Computer Graphics in Media.
A working knowledge of Adobe Photoshop and 2-D and 3-D Animation is essential. MS preferred. Experience in non-linear video editing desirable. The person will work with both Media and Art majors focusing on computer graphics and animation.

Applicants should send a letter of application, resume and the names, addresses and telephone numbers of three (3) references to:

Ansley W. LaMar, Ph.D., D
College of Arts and Scienc
2039 Kennedy Boulevard
Jersey City, NJ 07307
Application Deadline: March 1, 2021

An affirmative action, equal opportunity employer.
GEAR UP is an early college preparation initiative designed to give disadvantaged students and their families pathways to college by partnering middle and high schools with colleges and community organizations or through State-administered programs.

The National Council for Community and Education Partnerships (NCCEP), in coordination with the U.S. Department of Education, will sponsor four pre-application technical assistance workshops to provide prospective grantees with more program information, and guidance in preparing competitive proposals. Workshops will be held at the locations and dates listed below. Space is limited and advance registration is required.

Phoenix, AZ - February 10, 2000
Kansas City, MO - February 9, 2000
Jackson, MS - February 16, 2000
Washington, DC - February 18, 2000
Edinburg, TX - February 18, 2000

For more registration information or inquiries about the workshops, please contact:

The National Council for Community and Education Partnerships
One Dupont Circle, NW., Suite 118
Washington, DC 20036
Telephone: 202/939-9450
Fax: 202/530-0809
E-mail: gearup@nccep.nche.edu

REGISTER ON-LINE at www.edpartnerships.org

U.S. Department of Education
Pre-Application Technical Assistance Workshops for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP)
GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education at George Mason University is a dynamic, growing professional school committed to excellence in teaching, research, and service, especially through collaborative field-based projects with schools, businesses, and community agencies. Just 16 miles west of Washington, D.C., in Fairfax, Virginia, with additional programming at the University’s Arlington and Prince William campuses, the Graduate School of Education offers a variety of programs designed to meet the needs of educators, scholars, practitioners, and leaders in education for the challenges of the 21st century.

The Graduate School of Education is seeking to fill ten faculty positions (seven tenured, three pending funding) in its state-approved and NCATE accredited teacher education, school counseling, and instructional technology programs. All positions are tenure-track and have an initial start date of August 29, 2000. Rank is open for all positions. Current and successful candidates who have experience in education and anticipate tenure-track positions in the fall of 2000 should submit materials by June 1, 2000. Applicants should submit a letter highlighting their qualifications, a current vita, the names, addresses, and telephone numbers of three professional references, and a two-page statement that addresses the following: (a) your vision for teaching and advising at the Masters and Doctoral levels, and research in academic and administrative settings; (b) the specific program at the University that has attracted you; and (c) the potential for publication that you believe you will achieve in this position. All applications should be submitted by June 1, 2000. Materials will be reviewed until the positions are filled.

Early/Elementary Education: Applicants should have a broad background in child development and a demonstrated record of successful teaching and leadership in early childhood settings. Candidates are expected to have experience in pre-kindergarten, kindergarten, and first-grade classrooms.

Elementary Mathematics Education: The primary focus of this position will be on teaching and mentoring elementary mathematics methods courses, working with pre-service teachers in the Elementary Education program, and mentoring pre-service teachers in field placements.

Secondary Education Program Coordinator: The position involves the development and implementation of a comprehensive and integrated curriculum for secondary education programs. The coordinator will be responsible for curriculum development, assessment, and implementation.

Instructional Technology Program Coordinator: The position involves the development and implementation of an innovative and integrated curriculum for instructional technology programs. The coordinator will be responsible for curriculum development, assessment, and implementation.

Multilingual/Multicultural Education: nationally recognized teacher preparation programs serve a faculty member who can coordinate the ESL research base to effective teaching and assessment practices that reflect current trends and innovations in the field. Responsibilities include coordinating and delivering field-based research and teaching courses in second language acquisition, teaching methods, curriculum development, and assessment.

Special Education (EDAD): The position involves the development and implementation of a comprehensive and integrated curriculum for special education programs. The coordinator will be responsible for curriculum development, assessment, and implementation.
Assistant Dean for Development
College of Literature, Science, and the Arts
And
Assistant Vice President for Development
University Development Office
University of Michigan • Ann Arbor, Michigan

The University of Michigan seeks an Assistant Dean for Development, College of Literature, Science, and the Arts (LS&A) and Assistant Vice President for Development, University Development Office to assume the key leadership role in setting the strategic direction for all fundraising for one of the largest liberal arts colleges in the country.

Since 1818, the College has educated students in courses of study leading to a bachelor’s degree. Today the LS&A faculty of more than 1,000 offers more than 3,200 courses to its 15,114 undergraduates, nearly two-thirds of the total undergraduate enrollment on the Ann Arbor campus. Many of the departments in the College are ranked in the top five of all U.S. colleges and universities, and all are ranked in the top 25 in the United States. Research expenditures for LS&A from external sources, as well as those supported by University funds, were $145.8 million in fiscal year 1998.

The position has a dual reporting relationship to both the Dean of LS&A Shirley N. Newsman, and the Vice President for Development for the University, Susan Fragin, both exceptionally talented individuals. The primary objective of this office is to bring in gifts to the College that will enable it to enhance its research and instructional efforts, and to establish and maintain good relations with alumni(e)s and friends of the College by keeping them aware of its ongoing programs and goals. The primary functions include LS&A fundraising including major gifts, fellowships, and endowments; providing leadership to identify, cultivate, and close significant major gifts. The candidate must function effectively in a complex organizational environment; provide sound management for advancement activities; and be a key contributor to the University’s Development Officers as well as a key development leader for the University as a whole.

Inquiries, applications, and nominations should be directed to Samuel D. (Manny) Berger at 781-272-8999 or at mberman@icloud.com or to Annemarie E. (Tom) Farley at 508-573-6174 or at tom@vittlfeuer.com. Our Web site address is www.vicepier.com or www.ennemet.com.

Resumes and cover letters may be sent to The University of Michigan, Assistant Dean for Development, College of Literature, Science and Arts and Assistant Vice President for Development, University Development Office, 1282 MIP, 105 Wilder Hall, 100 West Ann Arbor, MI 48109-1282. The University of Michigan is an equal opportunity employer.

OBERLIN COLLEGE
STUDENT LIFE & SERVICES

Student Life and Services invites nominations and applications for 2 separate positions. Both are full-time, twelve (12) month positions. Experience must reflect ability to work collaboratively with other administrators and faculty, and to contribute to a socially diversified environment. Applications from women and minorities are especially encouraged.

**Director of Multicultural Resource Center/Asst. Dean of Students:** Requires a specialist who possesses knowledge and skill to support historically under-represented student communities as well as to lead the broader campus community in an open and broad-ranging discussion of social diversity and a generalist who will advise students concerning academic, social, and personal matters. The director will also be involved with the planning of Deans of Students’ Office activities and programs. Requires Masters degree with 3+ years of experience in student services, related field, or equivalent. Doctorate (ideally in field taught at Oberlin) desirable. Advanced degrees should be in fields reflecting knowledge of social diversity in America.

**Asst Dean of Students and Director of Orientation:** Requires a generalist who will advise students concerning academic, social, and personal matters as well as a specialist with familiarity with the planning and implementation of Orientation programs. The Director will be involved with planning of Deans of Students’ Office activities, programs and publications. Requires Masters degree with 3+ yrs experience in student services, related field, or equivalent. Doctorate (ideally in field taught at Oberlin) desirable.

**To Apply:** Send letter of application, resume, and names, addresses and telephone numbers of three references to Chair, Assistant Deans Search Committee, 105 Wilder Hall, Oberlin, OH 44074. Please specify the position for which you are applying. Review of applications will begin on 2/15/00 and may continue until positions are filled.

OBERLIN COLLEGE
COMMUNITY COLLEGE OF SOUTHERN NEVADA

The Community College of Southern Nevada comprehensive community college with an enrollment of more than 32,000 students. It includes 5 campuses and approximately 24 centers distributed throughout the four counties. CCNS is a multi-campus institution, so travel between campuses in the Las Vegas Valley may be required.

The following faculty positions begin in August:

**FALL FACULTY POSITIONS**

- **Anthropology**
- **Art-Painting & Drawing**
- **Art-Printmaking & Drawing**
- **Astronomy**
- **Automotive**
- **Biography**
- **Business**
- **Computer Information Technology-**
  - **Computer Programming**
- **Computer Information Technology-GIS**
- **Computer Information Technology-Networking**
- **Dance**
- **Denial Assisting**
- **Economics**
- **Education-Early Childhood**
- **Education-Elementary**
- **Education-Secondary**
- **Electronic/Eng/Sloth Repair Program**
- **Emergency Medical Services**
- **English**
- **French**
- **Health Information Technology**
- **History**
- **Mathematics**
- **Mathematics-Education Emphasis**
- **Music Technology Specialist**
- **Nursing-Nursing/Surgical**
- **Nursing-Pediatric**
- **Nursing-Practical Nursing**
- **Optometric Dispening**
- **Philosophy**
- **Photography-Commercial**
- **Psychology**
- **Psychology/Sociology**
- **Spanish**
- **Theater**

TO ENSURE FULL CONSIDERATION, APPLICANTS MUST BE RECEIVED NO LATER THAN TUESDAY, FEBRUARY 29, 2000 (5:00 p.m.): Apply online at www.ccsn.edu. The position for which you are applying appears within the last three years. Submit documents that summarize your degree and professional background. Applications must be submitted online or by fax to: Community College of Southern Nevada Human Resources Office 3200 E. Cheyenne Avenue North Las Vegas, NV 89030 Telephone: (702) 651-4312 Fax (702) 651-4310 Website: http://www.ccsn.edu

CCSN employs only U.S. citizens and lawfully授权 to work in the U.S.
Explore the opportunities available in the Nell Hodgson Woodruff School of Nursing at Emory University. Renowned for its strong tradition of academic and clinical excellence, the Woodruff School of Nursing prepares its graduates to be nurse leaders in promoting the health of our nation.

**Professor – Edith Honeycutt Chair in Oncology Nursing**

The Nell Hodgson Woodruff School of Nursing at Emory University is seeking candidates for the Edith Honeycutt Chair in Oncology Nursing. Applicants for the endowed chair position should be prominent researchers in the field of oncology nursing and have experience teaching at the doctoral level. This position requires an earned doctorate in nursing or a related field, and candidates should be eligible for tenure at the rank of professor.

**Professor – Independence Foundation Endowed Chair in Nursing**

The Nell Hodgson Woodruff School of Nursing at Emory University is seeking candidates for the Independence Foundation Chair in Nursing. Applicants for the endowed chair position should be prominent researchers in gerontology, community/public health, or other disciplines congruent with Emory's mission and have experience teaching at the doctoral level. This position requires an earned doctorate in nursing or a related field, and candidates should be eligible for tenure at the rank of Professor.

**NOMINATIONS, CANDIDATES, AND REQUESTS** for further information about the above positions should be directed to:

Chairperson of the Search Committee
Dr. Lynn Lotas, Director of the Office of Research Affairs, Emory University
c/o Nancy Whitcomb and Paula Carabelli, Educational Management Network / a division of Wirt/Kieffer
98 Old South Road, Nantucket, MA 02554-6000, Fax: (508) 228-6484

Applications should include a letter of interest; a current curriculum vitae; and the names, positions, and phone number of three references who will be contacted only with the candidate's approval. Questions regarding this search may be directed to the consultants supporting Emory: Paula Carabelli (949) 851-5070 or Nancy Whitcomb (508) 228-6700. Screening will begin immediately and will continue until an appointment is made. All communications will be treated confidentially. Emory University is an EEO/AA Employer.

---

**Associate Professor - Professor**

The Nell Hodgson Woodruff School of Nursing at Emory University is currently recruiting prominent researchers for its graduate and research programs, including its newly established doctoral program. Candidates for this position should be active researchers with a substantive track record of extramural funding and have experience in teaching at the doctoral level. Applicants with a focus on oncology, community/public health, and/or gerontology are preferred. This position requires an earned doctorate in nursing or a related field, and candidates should be eligible for tenure at the rank of Associate Professor or Professor.

**Associate Professor - Professor**

The Nell Hodgson Woodruff School of Nursing at Emory University is currently recruiting prominent researchers for its graduate and research programs, including its newly established doctoral program. Candidates for this position should be active researchers with a substantive track record of extramural funding and have experience in teaching at the doctoral level. This position requires an earned doctorate in nursing or a related field, and candidates should be eligible for tenure at the rank of Associate Professor or Professor.

**PLEASE PROVIDE** a letter of interest, a current curriculum vitae, and a list of three references to:

Dr. Lynn Lotas, Chair, Faculty Search Committee
Nell Hodgson Woodruff School of Nursing, Emory University
531 Ashbury Circle, Atlanta, GA 30322, Fax: (404) 727-3564, Phone (404) 727-6941.

Applications will be accepted until positions are filled. Emory University is an EEO/AA Employer.

---

**MCC Manchester Community College**

Founded in 1963, MCC is the largest of Connecticut's Community Colleges. MCC is in the process of building a state-of-the-art 26 million dollar Learning Resource and Technology Center, scheduled for occupancy summer 2000. MCC is seeking candidates for the position of:

**ACADEMIC DIVISION DIRECTOR, LIBERAL ARTS DIVISION**

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at www.mcc.commnet.edu/jobs, or call (860) 647-6153. Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community College
P.O. Box 1046, Manchester, CT 06045-1046

Must be postmarked no later than February 15, 2000.

**EOE/AAD/F**

---

**FACULTY**

**EVERETT COMMUNITY COLLEGE**, an equal opportunity affirmative action employer, anticipates the following full-time faculty positions in 2000-2001:

- Accounting
- Biology
- Business Skills and Tech.
- Chemistry
- Civil/Environmental Engineering
- Communication
- Computer Science
- Counseling
- Environmental Education
- Foreign Language
- History
- Mathematics
- Mathematics Technology
- Music
- Music Technology
- Nursing
- Physical Education
- Physical Education (p.
- Photography
- Philosophy
- Physics
- Political Science
- Psychology
- Psychology (p.
- Sociology
- Sociology (p.
- Social Work
- Social Work (p.
- Speech
- Speech (p.
- Theatre
- Theatre (p.

Application information, complete position descriptions, and application forms are available by contacting Office of Human Resources, Everett Community College, 2000 Tower St., Everett, WA 98203.

Phone: 425-358-2201 Closing date: March 6, 2001.
MESSIAH COLLEGE

As part of a campus-wide commitment to renewing our focus on student learning and to building on the strength of current programs, the Department of Student Life at Messiah College invites applications and nominations for the following positions:

ASSOCIATE DEAN FOR RESIDENTIAL EDUCATION

The Associate Dean provides vision and leadership in developing educationally purposeful living communities for 2200 residential students. Principal responsibilities include the supervision of 12 professional staff and over 70 student staff, coordinating educational programs, and developing and implementing policies for the college's 10 residential facilities. The position also serves as Dean in the Dean's absence. Required qualifications include skills in supervision, educational programming and assessment, budget development, developing campus partnerships, and strong verbal and written communication abilities. Commitment to the intellectual, faith, and interpersonal development of students and to the mission and identity of Messiah College is also required. A Master's Degree in student affairs or a related field and five years experience in higher education is required. Anticipated start date: June 1, 2000.

ASSISTANT DEAN FOR MULTICULTURAL STUDENT PROGRAMS

This position provides leadership in a wide range of multicultural student programs and serves to advance the College's mission for reconciliation in the areas of cultural, ethnic, and racial diversity. Responsibilities include student organization advising, implementing students learning programs, and coordinating retention initiatives, and hosting major events. The position provides oversight and supervision to International Student Programs. Required qualifications include skills in multicultural programming; commitment to the intellectual, faith, and interpersonal development of students; strong skills in coalition and consensus building; strong verbal and written communication skills; appreciation for the mission and identity of Messiah College. A Master's Degree in student affairs and four years experience in higher education is required. Anticipated start date: July 1, 2000.

Messiah College is a selective Christian college of the liberal and applied arts and sciences located in Grantham, Pennsylvania near the state capital of Harrisburg. Messiah College enrolls nearly 2700 students in over 50 academic programs. Additional information may be accessed through Messiah's website at http://www.messiah.edu

Applicants for either position should provide a letter of application summarizing interest in the college and the position, a comprehensive resume, and contact information for three references. Applicants should also submit a brief statement of faith and a statement of educational philosophy regarding program area (1-2 pages). Application materials should be sent to: Messiah Coll'g Human Resources, Grantham, PA 17027. Review of applications will begin February 7, 2000 and continue until positions are filled. EOE.

Princeton University

Human Resources Region Manager

The Human Resources Region Manager leads a small staff which is responsible for delivery of Human Resources services and programs to a departmental region of approximately 600 to 700 employees. These services include: Compensation - position classifications and promotions, annual salary review, salary equity; Employment - affirmative action recruiting and staffing strategies; Organizational Development - training, performance management, coaching and consulting with managers; process improvement, and organization issues; Employee and labor relations - policy development and review, oversight of the disciplinary and grievance processes, conflict management, and union issues; Benefits - administration of the plans, including case management of temporary disability and workers' compensation. A highly skilled human resources professional whose goal is to promote good employee relations and effective management within the region, the Region Manager offers a wide range of consulting services to departments and employee: and coordinates the activities and Professional development of the Human Resources team members so that there is effective delivery of service. The Region Manager works collaboratively with Human Resource directors to ensure timely development and revision to current policies, procedures, and programs that are responsive to a diverse and changing workplace.

Position requires a bachelor's degree and a minimum of 4-5 years of experience as a human resources professional or comparable combination of work experience. Basic knowledge of all human resources functions preferred, with emphasis in the areas of employment law, including the administration of collective bargaining contracts. Individuals should have proven analytical skills and be effective in both written and oral communications. Position requires initiative, flexibility, skill in setting priorities and ability to work under pressure within a matrix organization, and in a team environment. University experience is helpful.

Princeton provides an exceptional benefits package. Interested candidates should submit a resume and letter of application on plain white paper with standard 12 pt. New Times Roman or similar font with three (3) current references and a writing sample to: Human Resources, Clio Hall/99-0586-HHE, Princeton University, Princeton, NJ 08544-5264. For more information on how to apply, please see our Web site at: http://webware.princeton.edu/hr/howtoapply.htm or call our Employment Opportunities Hotline at (609) 258-6130. An equal opportunity employer Review of resumes will begin immediately and continue until position is filled.

International Business Faculty

METROPOLITAN STATE UNIVERSITY

Metropolitan State University invites applications for a full-time, tenure track faculty position in the International Business Department with a specialization in International Business. Requirements include at minimum a master's degree in international business or a master's business administration with a focus on international business, a minimum of five years of executive experience overseas, preferably in more than one country. A minimum of three teaching experience at the college level or experience conducting workshops, seminars, conferences or other venues for educating managers is required. Review of applications will begin February 5, 2000 and continue until positions are filled. EOE.
HARRISBURG AREA COMMUNITY COLLEGE

FACULTY 2000-2001

Harrsbug Area Community College (HACC) announces tenure-track positions available for 2000-2001. Believing a committed and diverse faculty to be the College's most important resource and teaching and learning its most important mission, the President and Board of Trustees seek to strengthen the institution by filling the full-time faculty positions listed below.

Established in 1964 as Pennsylvania's first community college, HACC is now a multi-campus institution offering a variety of degree, certificate and diploma programs that prepare students for the job market or continuing studies at a four-year institution. The college also plays a vital role in improving the quality of life in Central Pennsylvania by providing high-quality, low-cost educational opportunities, strengthening the local economy, training the region's workforce, and sharing our cultural and educational resources with the community to enable people to make the most of their potential.

The College's Wildwood Campus is located in Harrisburg; other campuses are located in Lebanon (35 miles from Harrisburg) and Lancaster (40 miles from Harrisburg), with the Gettysburg Campus located 42 miles from Harrisburg. Headcount enrollment (Fall credit) was 7,745 (Wildwood), 1,570 (Lancaster), 762 (Lebanon), and 622 (Gettysburg).

The College's priorities emphasize multicultural initiatives, workforce development, a strengthened student-centered learning environment, employee development and collegiality, and quality and consistency of standards. The College, a multi-campus institution with over 10,000 credit students, seeks enthusiastic faculty members who share a commitment to these beliefs and priorities.

TENURE-TRACK FACULTY POSITIONS AVAILABLE

All positions require a related Master's degree as specified in position announcement materials (unless otherwise indicated), a demonstrated knowledge of and commitment to the community college mission, and active involvement in collegial/committee activities and professional development activities. College teaching experience and knowledge of instructional technology are desirable. Salaries are generally between $31,000 and $34,750 for 9-1/2 month positions and between $38,700 and $43,388 for 12-month positions based on experience and education. All positions and salaries are pending Board approval. Excellent fringe benefits. Application review begins February 21, 2000. Position Identification Numbers follow each position title.

AVAILABLE JUNE 1, 2000, 12-MONTH POSITION
COUNSELOR, LANCAS TER CAMPUS (110-298-6)

AVAILABLE JULY 1, 2000, 12-MONTH INSTRUCTOR POSITIONS
COMPUTER INFORMATION SYSTEMS (NETWORKING), Wildwood Campus (110-204-2)
SERIALS/ONLINE INSTRUCTION LIBRARIAN, Wildwood Campus (110-296)

AVAILABLE AUGUST 21, 2000, 9-1/2 MONTH INSTRUCTOR POSITIONS
ACCOUNTING, Wildwood Campus (110-201)
BUSINESS MANAGEMENT, Lancaster Campus (110-202)
COMPUTER NETWORKING TECHNOLOGY, Wildwood Campus (110-205)
ART HISTORY - 20TH CENTURY/ISURVEY, Wildwood Campus (110-221)
ENGLISH, Lancaster Campus (110-224-1)
ENGLISH, Wildwood Campus (110-224-3)
INSTRUCTOR/COORDINATOR, HVAC, Wildwood Campus (110-253)
INSTRUCTOR/PROGRAM COORDINATOR, BUSINESS LAW, Wildwood Campus (110-255)
MATHEMATICS/PHYSICS, Lancaster Campus (110-257-4)
MATHEMATICS, Wildwood Campus (Two positions) (110-257-1)
MATHEMATICS, Gettysburg Campus (110-257-3)
BIOLOGY, Wildwood Campus (110-261-1)
BIOLOGY/ENVIRONMENTAL SCIENCE, Wildwood Campus (110-261-2)
DENTAL HYGIENE, Wildwood Campus (110-264)
GEOL OGY/PHYSICAL SCIENCE, Wildwood Campus (110-274)
PSYCHOLOGY, Wildwood Campus (110-292-3)
COMPUTER INFORMATION SYSTEMS (MULTIMEDIA), Wildwood Campus (110-294-3)

AVAILABLE JANUARY 2001, 12-MONTH INSTRUCTOR POSITION
HOSPITALITY/FOOD MANAGEMENT, Lancaster Campus (110-208)

FULL-TIME TEMPORARY INSTRUCTOR POSITIONS
AVAILABLE AUGUST 21, 2000, 9-1/2 MONTH POSITIONS (Possible Renewal)
ANNUAL SALARY IS $31,000
MATHEMATICS, Lebanon Campus (110-257-2)
ENGLISH, Lebanon Campus (110-224-2)

People of color and females are encouraged to apply.

Submit letter of interest, resume and unofficial transcripts to Harrisburg Area Community College, Office of Human Resources, (Indicate Position Identification Number), One HACC Drive, Harrisburg, PA 17110. Check our web site for more information.

WWW.HACC.EDU

EASTERN MICHIGAN UNIVERSITY

Faculty & Administrative Vacancies

Eastern Michigan University is accepting applications for more than 30 tenure-track faculty positions in its colleges of Arts and Sciences, Education, Health and Human Services and Technology, as well as in the new leading-edge Bruce T. Hall Library. We are also recruiting for Academic Department Head positions in Associated Health Professions; Computer Sciences; Finance and Computer Information Systems; Health, Physical Education, Recreation and Dance; and Special Education. EMU's scenic campus is located within easy reach of the city of Detroit and several charming rural communities. "Due to the University of Michigan, was recently rated as a top 100 community for families in the US.

For complete position descriptions and application instructions, visit www.emich.edu and follow the link to Academic Human Resources by clicking on "Services and Administration", or call us at (734) 487-0076 and we will be happy to fax information to you.

EMU is an affirmative action/ equal opportunity employer.

ALLAN HANCOCK COLLEGE

Faculty Positions for Fall 2000

Allan Hancock College, a public California community college located in Santa Barbara County, midway between Los Angeles and San Francisco on California's beautiful Central Coast, is seeking applicants for the following faculty positions:

Certified Nursing Assistant (CNA)
Instructor / Coordinator
Coordinator, Basic Skills / Instructor
Counselor, Disabled Student Programs and Services
Emergency Medical Services
Instructor / Coordinator
High Technology Specialist, Disabled Student Programs & Services
Multimedia Instructor

Applications desired by February 17, 2000

For a district application and qualification profile, please contact:
Allan Hancock College
Human Resources, Bldg. U
800 S. College Drive
Santa Maria, CA 93434-6399
www.hancock.cc.ca.us
(805) 922-9686, ext. 3722
FAX (805) 922-9175
EEO/A Employer
**Geneseo**

**DIRECTOR OF THE ELLA CLINE SHEAR SCHOOL OF EDUCATION**

Geneseo is seeking an able teacher educator to provide intellectual and academic leadership for developing new programs in response to changes in state regulations governing teacher education, strategic planning, personnel development and evaluation, program development and assessment, and management.

Requirements of the position include: doctorate in Education or closely related field, leadership record informed by initiative and vision, distinguished record of teaching, scholarship, and service to qualify for tenure and appointment as Full Professor (appointment as Associate Professor considered), minimum 5 years full-time preK-12 public school teaching experience, evidence of ongoing professional relationships with public schools, evidence of superior facilitation and communication skills, commitment to the integration of instructional technology in the curriculum, strong record of support for cultural and ethnic diversity within the College community and of preparing education students to support inclusion policies in the schools, and administrative experience in higher education.

The Ella Cline Shear School of Education has a reputation for outstanding teacher education programs and has 33 full-time faculty. Geneseo is a public liberal arts college located about 30 minutes south of Rochester, New York, and for the past two years it has been ranked as the best public college in the north (US News and World Report). Geneseo is a member of the Council of Public Liberal Arts Colleges.

The position is available July 1, 2000 and is a 12-month appointment with no required teaching. Rank and salary depend on qualifications. Review of applications begins February 15, 2000 and will continue until the position is filled. To obtain additional information or to send application materials (letter of application that addresses the position requirements, a curriculum vitae, and three current letters of reference) please contact:

**Dennis E. Showers, Acting Director**
Ella Cline Shear School of Education
200 South Hall, 1 College Circle
Geneseo, New York 14454-1473
Fax: (716) 245-5220
HTML or Word-format materials can be sent to: edsearch@geneseo.edu
Additional Information about the College at http://www.geneseo.edu.
SUNY Geneseo is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

---

**ONONDAGA COMMUNITY COLLEGE**

**Vice President for Academic Affairs**

Onondaga Community College invites applications and nominations for the position of Vice President for Academic Affairs. The Vice President oversees a comprehensive academic program including liberal arts and career programs as well as non-credit bearing courses and lifelong learning. This individual reports directly to the President and will be expected to work towards implementation of the ends and outcomes specified in the policy statement of the Board of Trustees: Framework for Success.

OCC is a unit of the State University of New York (SUNY) and is also sponsored by Onondaga County.

**Application Process:** The Vice Presidential profile, which contains details on the search, including the Preferred Professional and Personal Qualifications, should be requested by contacting:

**Mr. Robert L. Jokajtys**
Director of Human Resources
Onondaga Community College
4941 Onondaga Road
Syracuse, NY 13215-2099
or at jokajtys@sunyocc.edu

The College’s website address is: www.sunyocc.edu

All inquiries, nominations, and applications will be held in strictest confidence. OCC is an affirmative action/equal opportunity employer. Applications and nominations of individuals who would increase the richness of the College’s diversity are welcomed.

---

**Seattle Pacific University**

**INFORMATION SYSTEMS MANAGEMEN**

Seattle Pacific University seeks an assistant or associate professor of information systems management, tenure track, beginning September 2000.

**QUALIFICATIONS:** Ph.D. in information systems or related field.

**RESPONSIBILITIES:** regular nine-month teaching load. Ongoing research and writing necessary. General faculty responsibilities include teaching, research, service, and outreach. Compensation starts at $38,000. A terminal degree is required.

**APPLICATIONS:** Applications are invited from candidates who have received a terminal degree in information systems or related field and have a strong commitment to excellence in research. Applicants should send a letter of application, curriculum vitae, and three letters of recommendation to:

**Dr. Gerhard Stenke, School of Business and Economics, Pacific University, Seattle, Washington 98119; email gstenke@spu.edu**

---

**FARMINGDALE STATE UNIVERSITY OF NEW YORK**

**SUNY Farmingdale, Long Island's oldest public college, has following anticipated tenure track positions in the School of Business for Fall 2000:**

**ASSISTANT PROFESSOR - MARKETING**
Teach marketing and related courses, including E-commerce. Will closely coordinate with Information Systems Technology faculty to create courses in the field of On-Line Marketing and E-commerce.

**ASSISTANT PROFESSORS/TENURE TRACK**
Teach traditional media techniques, as well as electronic media. Applicants should have experience and be proficient in the following areas: design, drawing, color theory, typography, photography, graphic design, advertising and editorial layout, illustration, advertising, marketing, and commercial art. Applicants should possess a master's degree in Graphic Design or a related field.

**APPLICATIONS:**
All applications and nominations should be submitted by February 23, 2000 to: Dr. Frank J. Del Bono, Dean, School of Business, SUNY Farmingdale, Whitman Hall, Room 118, Route Farmingdale, NY 11735-1001.
East Stroudsburg University of Pennsylvania

OFFICE OF SOCIAL EQUITY

East Stroudsburg University of Pennsylvania (ESU) invites applications and nominations for the position of Director of Social Equity.

Founded in 1893, East Stroudsburg University, with an enrollment of 6,000 students, is one of 14 universities in the Pennsylvania State System of Higher Education. The University is located in the Pocono Mountains of northeastern Pennsylvania, 75 miles west of New York City and 100 miles northeast of Philadelphia.

The Director of Social Equity reports directly to the President of the University. The Director will work closely with the University community to develop programs that will enhance social equity on campus and will serve as an advocate for all its members. The Director’s office will monitor, coordinate, and assure compliance with Federal and State laws, and University affirmative action and equal opportunity employment policies. These policies include but are not limited to regulations, and guidelines for all categories of employees and students at the University. The Director will also be responsible for coordinating investigations of social equity issues and complaints of discrimination and harassment.

REQUIREMENTS:

- A minimum of a Master’s Degree
- A minimum of three years’ experience in social equity, affirmative action, and ADA preferably in higher education.

PREFERENCES:

- A demonstrated understanding of the higher education culture
- Experience working with federal and State agencies
- Experience with assessment and monitoring of an Affirmative Action Plan
- Understanding of statistical reporting and working knowledge of computer software
- Proven ability to communicate effectively with internal and external constituencies
- Experience working with people of diverse backgrounds
- Experience in developing social equity programs and budget management
- Experience working in collaborative bargaining environments

The projected starting date for this position is July 1, 2000. Salary range is $48,169 - $57,598 plus excellent benefits. Final selection will be based upon final interview. Applicants must submit a letter of interest, resume, and the names, addresses, and phone numbers of three references to: Dr. Renee Biddle, Office of Human Resources, East Stroudsburg University, East Stroudsburg, PA 18301-2999. Complete application must be received by February 25, 2000.

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply. Visit our homepage at www.esu.edu

ASSOCIATE PROVOST

California State University, Fresno is seeking an outstanding individual to serve in the capacity of Associate Provost.

The Associate Provost reports to the Provost and:

- Provides academic leadership for institutional planning and oversight for institutional research, assessment, evaluation, accreditation, and program reviews;
- Integrates and communicates data analysis pertinent to curricular and academic issues;
- Fosters cooperation, innovation, and the enhancement of faculty development and student learning including distance education, and supervises the campus Center for the Enhancement of Teaching and Learning;
- Supports the University role in teacher preparation;
- Coordinates the University catalog and academic calendar, undergraduate program review, student outcomes assessment, and the approval process for new and revised academic courses and programs;
- Serves on various faculty and administrative committees and assumes other responsibilities as directed by the Provost.

Qualifications:

The successful candidate must have:

- An earned doctorate in an academic discipline taught at the University;
- An established record of teaching and scholarly activity;
- Three years of successful experience in academic administration and/or three years successful experience in the management of programs appropriate to the position;
- Demonstrated knowledge of institutional research and data management practices;
- Demonstrated specific knowledge of the public and regional comprehensive university and the ability to frame arguments and positions of support for the mission of such a university.

The Associate Provost must possess and have a demonstrated record of the ability to work effectively with faculty, administrators, staff, students, and the general public, from diverse ethnic, cultural, and socioeconomic backgrounds, and should be able to work with a high level of energy.

Candidates are encouraged to visit the campus website at http://www.csufresno.edu.

Correspondence, applications, and confidential papers should be sent to:

Dr. Priscilla Chaffe-Stengel, Chair
Associate Provost Search Committee
California State University, Fresno
5241 N. Maple MS TA/54
Fresno, CA 93740-8827
Phone: (559) 278-2636
Fax: 278-7987
Email: patrich@csufresno.edu

Open Until Filled: To ensure full consideration, applicants are encouraged to have all application information on file by February 25, 2000.
FACTOR Positions

Founded in 1953, Florida's first public community college, Palm Beach Community College is a comprehensive two-year institution with four locations serving a large and diverse population in South Florida. The college's mission is to provide an accessible and affordable education through a dedicated and knowledgeable faculty and staff, a responsive curriculum, and a strong community partnership, which together will enable students to think critically, demonstrate leadership, develop ethical standards, and compete effectively in the global workplace.

PBCC offers associate degrees for transfer to four-year colleges and for entry into the workforce. The college also offers certificate level occupational programs and continuing education courses. We are a premier teaching and learning institution in a highly desirable place to live.

We invite applications for the following faculty positions:

- Accounting
- Anatomy and Physiology
- Art
- Chemistry
- College Writing
- Computer Science
- Economics
- History
- Mathematics
- Political Science
- Nursing
- Speech
- Spanish
- Theatre
- Sociology

A Master's degree in teaching field or a Master's degree with 18 graduate semester hours in field is required. Teaching experience is preferred.

- English Prep
- ESL
- Math Prep
- Reading
A Bachelor's degree in field and teaching experience in field or graduate training in remedial education is required. Teaching experience preferred.

- Electronics
An Associate of Science or an Associate of Arts degree in field with work experience in electronics required.

- Professional Pilot Technology
An Associate of Science degree with work experience in Professional Pilot Technology programs required. Commercial pilot license and certified flight instructor credentials also required.

Final approval of positions is contingent upon approval of budget by the Board of Trustees. The Application closing date is March 3, 2000. In order for applications to be considered, application packages must include a completed application and copies of transcripts. To apply for these positions, please submit resumes and letters of intent to:

Manager of Employment
Palm Beach Community College
4200 Congress Avenue
Lake Worth, FL 33461

FAX: 561-439-8202
Visit our website www.pbc.edu

Palm Beach Community College is an Affirmative Action, Equal Opportunity ADA Employer, committed to fostering a diverse academic community among its faculty, staff, and students.

The Department of Earth Sciences and Science Education invites applications for a tenure-track assistant professor beginning September 1, 2000. We are seeking a person with a Ph.D. in Geology at the time of appointment. Preference will be given to a field-oriented Hard Rock Geologist with prior college teaching and research experience. The successful candidate would be expected to teach Introductory Geology, Structural Geology, Mineralogy/Petrology, and Field Geology. The successful candidate would also be expected to mentor undergraduates conducting research projects and to provide field experiences for students.

Applicants should send a letter of application, statement of teaching and research interests, college transcripts, current curriculum vitae, and three letters of reference to: Stephen Vermette, Chair, Department of Earth Sciences and Science Education, Buffalo State College, 1300 Elmwood Avenue, Buffalo, NY 14222.

The closing date for applications is March 15, 2000. Buffalo State College is an affirmative action, equal opportunity employer. Qualified women and minorities are encouraged to apply. Visit our website at http://www.buffalostate.edu/ges

ASSISTANT/ASSOCIATE PROFESSOR

HUMAN RESOURCE DEVELOPMENT DEPARTMENT

Oakland University's Human Resource Development Department invites applications for the tenure track position of Assistant/Associate Professor, available August 15, 2000.

The position requires a doctorate in Human Resource Development, Human Resource Management, or related field. Teaching experience is desirable. Salary and dependent upon qualifications and experience.

The position is a full-time appointment with teaching three courses each semester in such work areas as Information Management Systems, Methods and Technology/Design, Employment Law, Collective Bargaining and Dispute Resolution, in Human Resource Development, Cultural Diversity, Career Development, and Ethics in Human Resource Development. Research/publication and university and community service are required to receive tenure.

The Human Resource Development Department is located in the School of Education and Human Services at Oakland University. The position requires a Bachelor of Science degree in Human Resource and Development and a Master's degree and Development degree. All undergraduate complete a capstone field experience course, and a doctoral degree is required.

Oakland University is a public institution of 14,000 students with 11,000 students at its main campus and Oakland University located north of Detroit, adjacent to the Technology Park and convenient to social, cultural, and recreational activities in the metropolitan Detroit area.

Review of applications will begin February 15, 2000. Submit a letter of application and five letters of reference to the Chair, HRD Department, Oakland University, Rochester, MI 48309-4494.

Michael P. Long
Faculty Search Committee Chair
HRD Department
Oakland University
Rochester, MI 48309-4494

Oakland University is an affirmative action employer and encourages applications from minorities and women.

For more information about the position, contact Judy Chastitian, Human Resources Department, 1407 University Center, Rochester, MI 48309-4494.
El Camino College is an accredited, public two-year college in southwest Los Angeles County. El Camino College is seeking innovative individuals to work in a stimulating environment with an ethnically diverse student population in the following full-time positions for the 2000 fall semester:

<table>
<thead>
<tr>
<th>Academic (Tenure-Track):</th>
<th>Closing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Strategies</td>
<td>Mar 8</td>
</tr>
<tr>
<td>Art History</td>
<td>Mar 6</td>
</tr>
<tr>
<td>Astronomy/Physics</td>
<td>Mar 13</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Feb 22</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>Mar 2</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>Mar 1</td>
</tr>
<tr>
<td>Electronics</td>
<td>Mar 1</td>
</tr>
<tr>
<td>English (2)</td>
<td>Mar 15</td>
</tr>
<tr>
<td>History</td>
<td>Mar 2</td>
</tr>
<tr>
<td>Mathematics (4)</td>
<td>Feb 28</td>
</tr>
<tr>
<td>Nursing - Pediatrics</td>
<td>Mar 20</td>
</tr>
<tr>
<td>Reading (2)</td>
<td>Mar 10</td>
</tr>
<tr>
<td>Speech/Forensics</td>
<td>Mar 10</td>
</tr>
<tr>
<td>TV/Media Communications</td>
<td>Mar 10</td>
</tr>
</tbody>
</table>

For more detailed information and a district application, please contact:

**EL CAMINO COLLEGE**
**HUMAN RESOURCES**
16007 Crenshaw Blvd.
Torrance, CA 90506
(310) 666-3474 ext. 3477
Visit our website at: [https://www.elcamino.cc.ca.us](https://www.elcamino.cc.ca.us)
EEO/AA

---

**Chabot-Las Positas Community College District**

**Faculty Openings 2000 - 2001 • Full-Time, First Year Contract, Tenure Track Application Deadline March 1, 2000**

**Chabot College, Hayward, CA**
- Art History (2#FHL016)
- Business (2#FBU961)
- Chemistry, General (2#FMS461)
- Chemistry, Organic and General (2#FMS471)
- Computer Science (2#FMS20)
- Counselor - Assessment/Orientation (2#FSC23)
- Counselor - Crisis Intervention (2#FCC22)
- *Electronics (2#FTE05)*
- English (2#FCA23, 27) 2 positions
- ESL (2#FES17)
- Geography (2#FSS27)
- Librarian (2#FLR03)
- Mathematics (2#FMS119, 22, 24) 3 positions
- Nursing (2#FHS22)
- Philosophy/Humanities/Religious Studies (2#FHS21)
- Physical Education/Head Football Coach (2#FPL16)
- Physics/Astronomy (2#FMS45)

**Begin Date:** August 14, 2000

**Qualifications:** A Master's degree in the field or a related field is generally required. *Bachelor's degree in the subject area with teaching and recent related work experience, salary: The initial salary placement range is $37,824 - $51,912, depending on education and experience with excellent benefits*.

For an official application packet: Call our 24-hour job line (925) 485-5200 or e-mail: hr@clpccd.cc.ca.us (be sure to include the title and job code of the position(s) and your complete mailing address). For a complete job description please visit our website: [http://www.clpccd.cc.ca.us](http://www.clpccd.cc.ca.us)

**Chabot College and Las Positas College are two-year public community colleges for adults of all ages. The colleges have been created by the citizens of the Chabot/Las Positas Community College Distirct to provide opportunities for them and their children to achieve a better and more effective life through education to channel talents and energies in the pursuit of higher education and marketable job skills, and to undergo retaining or pursing specialized skills and interests. AA/EEO**

**Human Resources • CLPCTD • 2011 Koll Center Parkway, Suite 200 • Pleasanton • California • 94566**

---

**Las Positas College, Livermore, CA**
- Anthropology (3#FSS04)
- *CIS (3#FBU09), 10* 2 positions
- Computer Science (3#FMS20)
- Counselor (3#FCC08)
- Engineering (3#FTE05)
- English (3#FES12, 12) 2 positions
- ESL (3#FEL14)
- Health/Physical Education (3#FEP06)
- History (3#FSS10)
- Librarian (3#FLR04)
- Mathematics (3#FMS10)
- Mass Communication (Journalism)*
- Physics (3#FMS17, 18) 2 positions
- Physics/Astronomy (3#FMS19)
- Technical Theater (3#FHS20)

**Application Deadline:** March 1, 2000

**Qualifications:** A Master's degree in the field or a related field is generally required. *Bachelor's degree in the subject area with teaching and recent related work experience, salary: The initial salary placement range is $37,824 - $51,912, depending on education and experience with excellent benefits*.

For an official application packet: Call our 24-hour job line (925) 485-5200 or e-mail: hr@clpccd.cc.ca.us (be sure to include the title and job code of the position(s) and your complete mailing address). For a complete job description please visit our website: [http://www.clpccd.cc.ca.us](http://www.clpccd.cc.ca.us)

**Chabot College and Las Positas College are two-year public community colleges for adults of all ages. The colleges have been created by the citizens of the Chabot/Las Positas Community College Distirct to provide opportunities for them and their children to achieve a better and more effective life through education to channel talents and energies in the pursuit of higher education and marketable job skills, and to undergo retaining or pursing specialized skills and interests. AA/EEO**

**Human Resources • CLPCTD • 2011 Koll Center Parkway, Suite 200 • Pleasanton • California • 94566**
DIRECTOR, OFFICE OF STUDENT DEVELOPMENT

COLUMBIA COLLEGE CHICAGO has recently renewed its institutional commitment to improving the academic performance and persistence of its new students, and has allocated impressive College resources to the creation of a new Office of Student Development. The Office was conceived to manage an array of new and improved services and programs that will assist new freshman and transfer students in making a successful transition into Columbia's unique community of artists and scholars.

Responsibilities will include revamping the Summer Bridge Program, new student orientation, freshman advising, services for special populations, early intervention with at-risk students, and developing partnerships with the College's student service offices, academic departments, Freshman Seminar Program, and Developmental Education. The Director of Student Development position offers a unique and exciting opportunity to create a new, student-centered service department.

Prior experience and a successful record in the development and management of college-wide initiatives encouraging student development, a Master's degree and a minimum of five years experience is required. The ability to establish strong collaborative relationships, as well as knowledge of the latest developments in student development theory and practice, is essential.

Columbia College is a diverse, open admissions, urban institution of 6,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting.

We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Please send letter of application and resume. For more information, see web page http://www.colum.edu/home.html.

Human Resources, DIR-SD

R·I·T Rochester Institute of Technology

Assistant Professor, Graphic Design and Assistant Professor, New Media Design & Imaging

Full-time, tenure track, positions. School of Design, College of Imaging Arts & Sciences, Rochester Institute of Technology

Salary: Commensurate with applicant's qualifications and experience

Starting Date: August 31, 2000

Required Qualifications

Assistant Professor, Graphic Design
- MFA degree in a design field that includes Graphic Design, Interactive Design and Web-based Design.
- Minimum 2 years of professional design experience.
- Teaching experience at the college level is necessary.
- Proficiency in design for both interactive and web design, and print
- Commitment to teaching excellence

Assistant Professor, New Media Design & Imaging
- MFA degree in Computer Graphics Design or a closely related visual
- Minimum 3 years of professional multimedia/interactive design experience
- Teaching experience at the college level
- Proficiency in interactive media, digital video & sound, 2D computer animation, 3D modeling and animation, QTVR, authoring software & 3D digital typography, and web design
- Commitment to teaching excellence

Responsibilities:
Teaching major courses within the Department, curriculum development, committee assignments, student advising, and professional development as required.

Application Materials Required
- Letter of application, statement of teaching philosophy, detailed vitae, 3 of recommendation, portfolio of relevant professional work* example relevant student work* and samples of course project assignments.
*Interactive/Multimedia examples should be included.

Send application materials with a SASE to:
Prof. Nancy A. Cicek, Chair
School of Design
College of Imaging Arts & Sciences
Rochester Institute of Technology
73 Lomb Memorial Drive
Rochester, NY 14623-5663
Phone: 716-475-2568

For information on our program, go to www.rit.edu/design
Review of applications begins Feb. 15 until file is closed AA/EDE

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

MARINE EXTENSION AGENT

RECREATION/WATER QUALITY

Plan, implement and evaluate a marine educational program with emphasis on co-quitlty/waterway management, marine/boating and marine recreation. Responsible for identifying and addressing significant coastal environmental quality issues as they relate to marine recreation industry. Developing and disseminating information to public sectors regarding recreational habitat enhancement, resource management, marine and recreational boating interests. Will work in an educational advisory capacity with related associations and serve as resource on current policy issues affecting N.J. coastal industry interests. Related research and demonstration work with Extension and other University personnel expected. Will be expected to keep outstanding program the merits of which will lead to regional and/or national attention. Expected to garner resources for the support of the program.

Master's Degree in Fisheries, Marine Habitat or subject related to job description. Minimum of work experience in marine extension or comparable employment required. Degree in a related field preferred. Written, verbal communication and interpersonal skills. Computer literacy required. Familiarity with industry regulations, standards and survey techniques desirable. Valid driver's license.

Applications accepted until February 7, 2000, or until suitable candidate is found. Available March 1, 2000.

Send letter of application, curriculum vitae and addresses of three professional references to: Bruce Bichowsky, Chair, Dept. of Agricultural and Resource Management Agents, Rutgers Cooperative Extension, The State University of New Jersey, 88 Lipman Drive, New Brunswick, NJ 08901-8525. Rutgers University is an Affirmative Action/Equal Opportunity Employer. Employment eligibility verification required. Individuals covered by Section 503 of the Rehabilitation Act of 1973 or Section 402 of the Veterans Readjustment Act of 1974 may self identify. If you wish to self identify, please do so in the cover letter or your curriculum vitae. To learn more about Rutgers University and its Affirmative Action Program, go to http://www.rutgers.edu/hr/careers.html.
Anticipate an exciting future at Cuyahoga Community College, a 2-year institution with three modern campuses. Nationally recognized as a leader in innovation, technology and workforce development, the college is a co-founder of the prestigious League for Innovation, a consortium of the country’s most technologically advanced and innovative two-year colleges.

Campus President/College Vice President
Western Campus

This leader will provide executive-level vision, academic leadership and direction to the Western Campus of Cuyahoga Community College as its Chief Academic and Administrative Officer. The Western Campus has a current enrollment of 10,000 students and is the largest of three Campuses within the College District.

We'll look to this visionary to plan, direct, manage and evaluate the instructional, student development and support service programs of the Campus, while using a collaborative leadership style. This role includes responsibilities for preparing and managing the Campus budget and undertaking resource development initiatives to support existing and emerging programs. In addition, the qualified candidate will be responsible for recommendations concerning campus faculty, staff and administrative personnel for their productivity and performance.

The Campus President/College VP will serve as a member of the College Cabinet, providing college-wide leadership for specific programs and functions as assigned by the Executive Vice President for Academic and Student Affairs. This contributor will use a matrix approach within a multi-campus district to coordinate activities of the central district office with the Campus, as well as provide strategic outreach support to Campus service areas.

Qualifications include a doctorate degree and progressively responsible administrative experience in higher education. Teaching experience is preferred, particularly at the community college level. Sensitivity to diverse issues within the community and an ability to promote information technology applications to teaching/learning and administration are desired. Evidence of effective leadership in supporting community economic development and workforce training and the ability to work effectively within and across community institutions are desirable, as is a demonstrated record of building strong programs to increase enrollment and address student and community needs.

Application review will begin February 14. The search will remain open until filled. The College offers excellent compensation and benefits package. Interested applicants should submit a current resume, a statement of your view of the role of a comprehensive community college, photocopies of transcripts for all earned degrees, a list of three employment/professional references, and an Employment Application Form. The application form will be forwarded with a letter acknowledging receipt of application materials. Submit materials to:
Director-Staffing/HOII, Human Resources, Cuyahoga Community College, 700 Carnegie Avenue, Cleveland, OH 44115. Fax: 216-987-4799.


Affirmative Action/Equal Opportunity Employer M/F/D/V

Looking for a back article of Hispanic Outlook???

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulative (26 issues) may be purchased (in microfiche or reproduced paper copy) from:
ERIC Document Reproduction Service (EDRIS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEN: 800-443-3742, 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

Portland Community College
FACULTY
Portland Community College is seeking new faculty for academic year 2006-07. Great opportunities in a variety of disciplines: Computer Science, Media Technologies, Mathematics, Social Science, Humanities, Nursing, Science, Art, Pre-Vet Technology and others. Please call (503) 725-8551.

BELLEVUE COMMUNITY COLLEGE
300 Landerholm Circle S.E.,
Bellevue, Washington 98007-6484
(425) 641-0111

Bellevue Community College is committed to increasing cultural diversity among its professional staff. Applicants with multicultural experience and/or backgrounds which will add cultural richness and diversity to Bellevue Community College are encouraged to apply.

THE COLLEGE:
Bellevue Community College is a comprehensive two-year college located about ten miles east of Seattle, Washington, between Lake Washington and the Cascade Mountain foothills. The college enrollment more than 19,000 students (9000 FT credits annually. It offers both college transfer and occupational programs. It maintains strong ties with local business, industry, and the City of Bellevue, and is continually expanding its services in this rapidly growing district. BCC is recognized nationally for its leadership in faculty professional development and professional/technical education. In its October 15, 1998 issue, Rolling Stone magazine included Bellevue Community College in its listing of "ten of the best" community colleges in America," largely because of its high quality digital technology programs.

Adult Basic Education Instructor
Administrative Office System Instructor
Chemistry Instructor
Computer Science Instructor
Economics Instructor
English Instructor
ESL Instructor
General Business/Marketing Instructor
Health/PE Instructor
History Instructor
Instructor Design Instructor
Information Technology (3 Positions)
Life Science (Botany) Instructor
Mathematics Instructor
Media Communication & Technology Instructor (3 Positions)
Nursing Instructors (2 Positions)
Parent Education/Early Childhood Instructor

To request application materials contact 24-hour Jobline (425) 641-2082 or jobs@bcc.edu (provide complete land address). Please do not send electronic resumes. For announcement details visit our website at www.bcc.edu/joblist. Only completed application materials will be accepted.

Bellevue Community College is an Equal Opportunity Employer and operates under an Affirmative Action Plan, in accordance with applicable federal and state laws and regulations. The College strongly encourages all qualified applicants to apply. We hire only U.S. citizens and lawfully authorized workers.

Bellevue Community College complies with the Americans with Disabilities Act. Applicants with disabilities who require assistance with the application process may contact (425) 641-2274 or leave a TDD/TTY message at (425) 601-4141, by the application closing date.

Full-Time faculty must become members of the Bellevue Community College Association of Higher Education, union or pay a representation fee to the Association within thirty (30) calendar days after date of hire.

Annex
Be part of the fastest growing community college in Texas!

www.stcc.cc.tx.us

A wonderful opportunity awaits you at South Texas Community College located in the third fastest growing area of the nation. This fast growing community college with 10,000 students on five campuses is recruiting a visionary, energetic and results oriented chief instructional officer.

VICE PRESIDENT FOR INSTRUCTIONAL SERVICES

(SEARCH EXTENDED)

The successful candidate will lead the College’s strong academic, technical, developmental and continuing education programs, maintain a learner-centered philosophy and focus faculty and staff commitments toward student learning and success.

The ideal candidate will have the following qualifications:

- the ability to work effectively with academic transfer, technical, developmental and continuing education programs in a multi-campus environment
- a team player with ability to work collaboratively with faculty, program chairs and division directors
- demonstrated ability to provide leadership in the implementation of change and a focus on quality
- strong commitment to teaching excellence and standards of quality
- strong communication, problem-solving, interpersonal and mediation skills
- substantial instructional administrative experience and expertise
- teaching experience at a community college is highly desirable

CLOSING DATE: Open until filled. Screening will begin early March.

STARTING DATE: August 2000 or as soon as can be arranged.

HOW TO APPLY: Contact our web site, http://www.stcc.cc.tx.us/jobs/index.html for the complete job announcement and information on how to apply.

STATEMENT OF EQUAL OPPORTUNITY

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas Community College on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.

Position announcements:

THE UNIT FOR TEACHER EDUCATION

CONCORD COLLEGE

Positions: (1) an assistant professor of (literacy/elementary); and (2) assistant professor of (generalist); both positions are full-time, tenure track positions with the fall 2000 semester.

Location: The Unit for Teacher Education (Education Dept. located at Concord College, Athens, West Virginia. Concord C. Baccalaureate liberal arts institution with a strong teacher program of excellence in teacher education business, pre-positions in the arts and sciences, and public service. The Department has nine full-time faculty members approximately 500 students pursuing options in early special education, elementary education, special education, various content specialties in secondary education. It is accredited by NCATE, approved by the West Virginia Dept. of Education, and holds membership in ACEI.

Position Descriptions: We are seeking faculty members with enthusiasm for teaching and supervision, intellectual vigor, personal energy, effective human relations, good communication and a demonstrated record of working effectively and efficiently. F-12 schools. We should also value collaboration and be able to work across traditional program boundaries. Both positions are expected to advise pre-service teacher candidates, maintain productivity, and participate in the governance and activities of Division, and College. Both positions should also be able to develop and deliver courses in their teaching methods. Specific to each position:

1) The generalist must be qualified to teach K-6 math, science, and social studies. There must be expertise in professional education and supervision.

2) The elementary/literacy specialist must have expertise in K-6 methods courses.

In addition to the above qualifications, preference will be given to candidates with expertise in technology and/or special education.

Responsibilities: (Both)

- Advise pre-service teacher candidates
- Collaborate with F-12 schools
- Participate in the governance and activities of the Unit and College

Position Requirements:

- Teach professional education methods, and, as needed, supervisory methods

Position Requirements (Literacy/Elementary)

- Teach literacy courses, K-6 method course, and supervisory methods

Required Qualifications for both positions:

- Earned doctorate preferred, however a master's is sufficient. A master’s in education is required
- Among the following programs in the appropriate doctoral program required for tenure:
- At least 3 years of successful classroom teaching experience of K-12 setting

Preferred Qualifications for both positions:

- Experience in educational technology
- Experience in special education

Salary: Offers $30,000 to $40,000.

Application Process: The Unit for Teacher Education is currently the largest in the state. We welcome applications from members of minority groups and persons with disabilities. Review of applications will begin immediately upon receipt of appropriate documentation. Applications are being accepted in the following categories:

Preferred Qualifications:

- Experience in educational technology
- Experience in special education

Salary: Offers $30,000 to $40,000.

Application materials should be sent to: Ms. Debra Sowers, Director of Human Resources, Concord College, PO Box 1200, Athens, WV 24701-1200.
NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE DISTRICT

Full-time faculty positions are anticipated and subject to budgetary approval by the NHMCDD Board of Trustees. Faculty members should possess knowledge and commitment to the mission of a community college, a passion for continuous learning and self-improvement, a commitment to excellence in teaching and student achievement, and superior communication skills. Faculty positions require a strong commitment to institutional and community service as well as to lifelong professional development. Faculty members must be willing to teach a diverse student population using a variety of modern methodologies with tools such as computers, multimedia, interactive TV, Internet, and video. Fluency in Spanish and multicultural experience is highly desirable.

Anticipated faculty positions available August 2000

NORTH HARRIS COLLEGE

American Sign Language - Master's degree in Deaf Education. Deaf Studies or a related area should be a native or near-native speaker of ASL. Ability to teach deaf-related courses in an interpreter training program such as Deaf Culture or Introduction to the Deaf Community. Reference #02170

Biotechnology - Bachelor's degree in biological science. General computer literacy, Excellent command of English and demonstrated oral communication skills preferred. Reference #02172

Health Information Technology - Associate's degree in ART. Three years experience in the field. Reference #02173

Information Technology - Bachelor's degree in information technology, computer science or related field. Three or more years industry experience in information technology. Reference #02174

Mathematics - Master's degree with a minimum of 18 graduate hours in mathematics. Ability to teach developmental math through calculus. Reference #02175

Multimedia - Bachelor's degree in related field. Macintosh and PC operating system experience. Reference #02176

Profficiency in HTML, Photoshop, Flash, JavaScript and ASP. At least three years of relevant work experience. Reference #02177

Music - Bachelor's degree with 18 graduate hours in speech. College level teaching experience in speech, Computer and Internet skills, particularly Power Point and WebCT. Reference #02178

Speech - Bachelor's degree with 18 graduate hours in speech. College level teaching experience in speech. Reference #02179

KINGWOOD COLLEGE

Art - MA or MFA with at least 18 graduate hours in art courses. A concentration in foundations and photography is preferred. Must be an exhibiting artist. Knowledge of computer applications in the art field. Reference #02180

Computer Information Systems - Bachelor's degree in computer information systems, computer science or related field. Three or more years industry experience in related field. Information technology in developing sites and/or materials for training, course development and related business experience. Reference #02181

Mathematics - Master's degree with 18 graduate hours in mathematics. College level teaching experience in mathematics. Reference #02182

History - Bachelor's degree with 18 graduate hours in history. Reference #02183

Management/Marketing - Master's degree with 18 graduate hours in management. Reference #02184

Music - Bachelor's degree in music. Reference #02185

Physical Education - Bachelor's degree with 18 graduate hours in physical education. Reference #02186

ascular Education - Bachelor's degree with 18 graduate hours in physical education. Reference #02187

GENERAL INFORMATION

Established in 1972, NHMCDD comprises four comprehensive colleges (North Harris, Kingwood, North Central, and Tomball), five modern outreach centers, and a university center (a consortium of six state universities offering upper level undergraduate and graduate degree programs). The 1,100 square mile college district is located in the northern suburbs of Houston, Texas, serving a population in excess of 1 million. NHMCDD serves 24,000 credit and 10,000 continuing education students each long semester. NHMCDD is recognized for the quality of its educational programs and is considered a leader in technological innovation.

TOMBALL COLLEGE

Chemistry - Bachelor's degree or equivalent in chemistry or a related field. Reference #02188

Computer Information Systems (Networking) - Bachelor's degree in computer science or related field. Reference #02189

Mathematics - Master's degree in mathematics. Reference #02190

Music - Bachelor's degree in music. Reference #02191

Physical Education - Bachelor's degree in physical education. Reference #02192
education certification or willingness to obtain within one year as professional development. Proficiency in MS Office software packages. Ability to integrate and use technology in the classroom. Preference: Educational preparation in physical education beyond the Master's degree. Distance education certification or training. Community college teaching experience. Prior active in grant writing and community organizations. Reference #01076

Speech - Master's degree with 18 graduate hours in speech or applicable communications courses. Preference: experience teaching college level speech. Community college teaching experience. Ability to apply technology to student learning. Rhetorical approach to speech arts supported by practical experiences. Reference #01019

Sociology - Master's degree with 18 graduate hours in sociology. Preference: community college teaching experience and the ability to apply technology to student learning. Reference #01018

MONTGOMERY COLLEGE

Biology (Two positions) - Master's degree with 18 graduate hours in the field of biology that would enable the candidate to teach general biology for majors and non-majors, microbiology, and human anatomy and physiology. Ability to teach in the area of biotechnology a plus. Preference: ability to work as team member. Commitment to a learning-centered environment and the use of computer technology. Reference #01014

Computer Information Systems - Master's degree or equivalent in an appropriate field. MSCE, CNA, CCNA certification or willingness to obtain certification within two years. Three years teaching experience. Preference in PC hardware and application software packages. Experience in curriculum design and development. Preference: Industry experience. Community college teaching experience. Distributed learning course delivery experience. Active in professional and community organizations. Reference #01019

English (Two Positions) - Master's degree with 18 graduate hours in English. Experience or training in teaching reading is preferred and experience or training in the teaching of writing classes is essential. Reference #01013. Portfolio is requested with original application. Portfolio content is located at http://job.nmccd.edu

Foreign Languages - Master's degree with 18 graduate hours in Spanish. Three years teaching experience. Knowledge of cultural differences among Spanish-speaking countries. Knowledge of utilizing technology in teaching foreign languages. Preference: Community college teaching experience. Experience with study abroad programs. Additional 18 graduate hours in another foreign language. Distributed learning course delivery experience. Active in professional and community organizations. Reference #01014

Geology - Master's degree with 18 graduate hours in geology. Ability to teach in a broad range of geology areas including physical, historical, and environmental geology. Teaching experience Ability to use computer technology. Ability to teach in an area of geology. Ability to work as a team member. Interest in developing a learning-centered environment. Reference #01019

Government - Master's degree with 18 graduate hours in political science. Preference: Master's or Doctoral degree in political science with emphasis in American politics. Community college teaching experience. Desire to teach in a learning-centered environment. Reference #01016

History - Master's degree with at least 18 graduate semester hours in history. Preference: Master's or Doctoral degree in history with emphasis in American history. Community college teaching experience. Desire to teach in a learning-centered environment. Reference #01017

International Business / Economics - Master's degree with 18 graduate hours in economics. Teaching economics, management, marketing and international business courses. Three years teaching experience. Experience in curriculum design and development. Preference: Industry experience. Community college teaching experience. Distributed learning course delivery experience. Additional 18 graduate hours in management, marketing, and/or international business. Active in professional and community organizations. Reference #01018

Librarian - Master's degree in library science from an ALA accredited institution. Minimum of one-year professional library reference experience. Experience with using technology in a library or educational setting. Experience with electronic databases. Web page development/maintenance helpful. Familiarity with Microsoft Office products. Coursetwork in education or teaching desired. Reference #01022. Portfolio is requested with original application. Portfolio content is located at http://job.nmccd.edu

Math - Master's degree in math including a minimum of 18 graduate hours in math with ability to teach developmental as well as college transfer classes. Preference: experience at the community college level teaching a full spectrum of courses is highly valued in this selection. Reference #01019. Portfolio is requested with original application. Portfolio content is located at http://job.nmccd.edu

Philosophy - Master's degree with at least 18 graduate semester hours in philosophy. Preference: Master's or Doctoral degree in philosophy plus a second teaching field. Community college teaching experience. Desire to teach in a learning-centered environment. Reference #01020

Speech (Two Positions) - Master's degree with 18 graduate hours in speech. Preference: experience or training in teaching business speech. Reference #01021. Portfolio is requested with original application. Portfolio content is located at http://job.nmccd.edu

Application Process

Review of materials will begin 2/23/00 and all positions will remain open until filled. Applicants should submit a letter of application specifically addressing the qualifications including the job title and while a resume, extended resume, names, addresses, and telephone numbers of five professional-related references plus copies of transcripts of all college work. If applying for multiple positions a separate cover letter and application material should be submitted for each position for which you are applying. Unless portfolio is requested with initial submission, candidates will be screened from these materials and finalists will be asked to submit complete portfolios for Montgomery Community College positions. Applicants with foreign credentials should submit a US transcript evaluation. Material may be mailed, faxed or forwarded electronically to North Harris Montgomery Community College District, Human Resources, 250 N. Sam Houston Parkway E. Houston, TX 77060 or Fax 281-250-3186 or email jobs@nhmccd.edu. For more information visit our web site: http://job.nmccd.edu

COME WITH US AT...

The fastest-growing college in Ohio, Owens Community College is a public, state-assisted, two-year institution of higher education. On its two campuses in the Toledo area and Findlay, Ohio, Owens Community College serves more than 16,000 students with over 100 career-oriented programs and majors in Agriculture, Business, Public Service, Health, Industrial and Engineering Technologies, as well as the first two years of a bachelor's degree. In addition Owens offers a variety of specialized credit and non-credit programs through the Center for Development and Training.

We currently are seeking applicants for the following positions on our Toledo-area Campus.

Position              Desired Hours
Director, Public Relations & Marketing 2-18
Executive Director, Institutional Advancement 2-18
Executive Director, Student Development 2-18

To request application materials, please contact:
Human Resources, Owens Community College, P.O. Box 10,000
Toledo, OH 43699-1947, 419/661-7292. Please specify position

Affirmative Action/Equal Opportunity Employer

PACE UNIVERSITY SCHOOL OF EDUCATION

ANNOUNCEMENT OF TENURE TRACK FACULTY POSITIONS IN SPECIAL EDUCATION AND READING FOR FALL, 2000

Pace University School of Education invites application for three tenure track faculty positions for our graduate and undergraduate inservice and preservice programs in Special Education (one New York City Campus and one Westchester Campus), and one in Reading (Westchester Campus), to begin September 2000. Candidates must have K-12 experience, preferably in urban schools and should demonstrate a record of successful scholarship in their disciplines.

Pace is an affirmative action/equal opportunity employer. Consistent with our commitment to a diverse faculty, applications from persons of color are strongly encouraged. Please find a full description of the position and our programs, additional information about eligibility requirements, and application procedures at our web site: http://www.pace.edu/education/.
BRYN MAWR

SENIOR ADMINISTRATIVE OPPORTUNITY

Bryn Mawr College, a distinctive and highly selective liberal arts college located in the suburbs of Philadelphia, seeks applications and nominations for the new position of:

DIRECTOR OF DEVELOPMENT

Reporting to the Chief Advancement Officer of the College, the Director will provide leadership and oversight to the College's development program, and serve as member of the CAO's core management and campaign planning group. The Director will work with the CAO to achieve increasing integration of the giving programs in anticipation of the College's largest capital campaign, now in the planning stage.

Specific responsibilities include oversight of the day-to-day operations of the Resources (development) Office, supervision of the four senior directors and their respective programs (annual giving, major gifts, corporate and foundation relations, planned giving), and organization of a principal gift program (including management of a portfolio with some of the College's most important donors and prospects).

Working closely with the CAO, the Director of Development will establish individual and programmatic goals for the campaign, monitor progress to those goals, and provide annual performance evaluations for each program and its director. The Director will work in conjunction with other leadership committees related to the Campaign.

Requirements include the minimum of a bachelor's degree, minimum of ten years of progressively responsible experience implementing and managing comprehensive fundraising programs with at least three years of supervisory experience. Preference given to candidates with significant experience in institutions of higher education, academic health centers, or major arts institutions. Prior experience in a capital campaign is required, as well as prior experience in and comfort with volunteer-rich fundraising programs. Candidates must demonstrate experience in and understanding of the full range of development programming including cultivation, solicitation and stewardship of significant gifts from individuals and organizations; program planning and development; systems, including prospect research, gift administration, personnel management, program budget management. Candidates must have the ability to work comfortably and closely with senior administration, faculty, and lay leadership including trustees. Excellent organizational, written and spoken communication skills; demonstrable ability to handle multiple tasks with varying deadlines, and to work under pressure. A sense of humor, familiarity with and understanding of the issues facing higher education are necessary.

The successful candidate will receive a comprehensive compensation/benefit package and be part of an environment conducive to professional and personal growth. For immediate consideration please send cover letter, resume and list of three professional references to Human Resources, Bryn Mawr College, 101 N. Merion Ave., PA 19010-2899. EOE. M/F. Materials received on or before February 18, 2000 will be

Princeton University

DIRECTOR OF THE PROGRAM IN TEACHER PREPARATION

Princeton University invites applications and nominations for Director of the Program in Teacher Preparation. Grounded in strong liberal arts studies and closely supervised classroom experience, the Program prepares students for elementary and secondary school teaching. It allows students to fulfill state requirements for certification within the framework of the AB and BSE degrees at Princeton. The Director serves as the vehicle for special educational programs linking the University and local schools.

The Director provides intellectual leadership and administrative direction for the Program, with a wide range of responsibilities including teaching, designing, developing, and evaluating course curriculum; supervising student teachers and staff supervisors; advising students on professional opportunities and graduate programs in education; supervising placement activities for seniors and alumni seeking teaching positions; and hiring, supervising, and evaluating administrative and support staff. As the principal point of contact between the University and the schools, the Director initiates and manages special educational programs providing preprofessional classroom experiences for Princeton undergraduates and professional development opportunities for precollege teachers.

The Director interacts regularly with faculty in academic departments at Princeton and with education faculty in other colleges and universities.

The Director is expected to have a minimum of six to eight years of professional experience with direct relevance to teacher preparation. The ideal candidate will have been both a teacher and an administrator and will have had experience at both the college or university and the elementary or secondary school level. Unusually strong candidates with more limited experience (e.g., teaching and administration only at the elementary or secondary school level, or teaching without a formal appointment) will also be considered. The Director must hold a Ph.D. or an Ed.D. with a teaching or master's degree in a liberal arts discipline and must be prepared to teach in the Program with appropriate scholarly and professional credentials. The successful candidate may also find opportunities to teach in one of the academic departments. The Director must have excellent organizational, personal, and communication skills and a substantial record of accomplishment in planning and implementing programs, solving problems, and leading colleagues in collaborative efforts. Evidence of research or clinical work on effective teaching is desirable, as is experience in writing grant proposals.

The position will be available on July 1, 2000. The review of candidates will begin immediately. For full consideration, applications should be received by February 15, 2000. Candidates should submit two copies of a letter of application and curriculum vitae and one copy of a course syllabus, short report, project plan, published article, or other written document illustrative of their work (non-refundable) to:

Offices of Human Resources
Attn: Req. 99-0611-HHE
Clio Hall
Princeton University
Princeton, NJ 08544

UNIVERSITY OF NORTHERN COLORADO

Opera Scenic Designer/Technical Directo
Exempt staff, Full-time 9-month contra
(optional summer contract), Bachelor's degree in Theatre, experience in Scenic Design, Technical Direction, and Properties required. MFA and teaching experience desirable. Salary mid-$20's. Technical Director on an Opera and Opera Scena Program each semester and Opera Tour each year, teach 1-2 classes each semester, coordinate properties for all college productions and assist in Scene Shops. Desi opportunities available.

Contact: (970) 351-2194 for complete Vacancy Announcement. Deadline March 5, 2000.

University of Northern Colorado
College of Performing and Visual Art
501 20th Street
Greeley, CO 80639

UNC is an AA/EO employer committed to fostering diversity in its student body, faculty and staff.

Affirmative Action/Equal Opportunity Office
Carter Hall, 2011

NOT READING

Hispanic Outlook in Higher Education?

THEN YOU ARE NOT COMPLETELY INFORMED!

Subscribe today
<table>
<thead>
<tr>
<th>ADVERTISING INDEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSITIONS</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
TRUSTEE DIVERSITY: A QUIET CRISIS

Once upon a time, members of boards of trustees were expected to be advocates for their colleges and universities. This means that they provided oversight of academic, fiscal, and student programs and articulated the community's needs to "the administration."

Of course, they also raised money, increased the endowment, and carried the institution's message far and wide to win new supporters and donors. Their most sensitive internal role was to evaluate the president and reward or replace him or her, as they saw fit.

As political power has shifted all across the nation, increasingly conservative elected officials have tended to appoint more conservative trustees.

This new breed of trustee has tended to move toward undertaking "reform" as a mission, often out of conservative ideology, and tending to eliminate shared governance, which once assured faculty of at least some voice.

The focus on ideology has politicized some systems and created a disconnection between faculty and staff on the one hand and the system-wide policy-making board on the other. In California, affirmative action-based admissions policies have been eliminated, while the City University of New York's board of trustees unilaterally eliminated remediation at the senior campuses.

In both systems, faculty and administration did not support the initiatives. One trustee in Virginia publicly announced the intention to review the catalog course by course, "to see what I don't like and what I think doesn't have a place on our campus."

Board intrusion into the curriculum is inappropriate. Areas such as remediation, women's studies, and ethnic studies have been attacked in different states from a political perspective as the climate has changed. This can chill new research and into new areas of inquiry and teaching.

The new conservatism might also be changing the role of the board in subtle ways. Boards historically assured "fairness" in all operations. Board policies were expected to assure that all sectors of the business community had fair access to institutional contracts and purchasing efforts, and that the decision was made justly.

Board policies have historically been expected to assure that diverse audiences had access to personnel vacancies, and that hiring grew out of qualifications. Where will minority communities stand, with the demise of affirmative action and minority set-asides? Some recall the days when "color blind" policies resulted in hiring of no minorities, and contracting and purchasing with no minority businesses.

Traditionally, trustees have been White and male. In 1969, only three per cent of trustees were African American. Hispanic and other minorities were not even statistically significant then.

That has improved somewhat. In 1997, 11.7 percent of trustees were African American; 22.7 percent, White; 21 percent, other minorities; and 31 percent Hispanic. But the fact that Hispanic representation on boards of trustees barely now exceeds the 30 percent representation in 1986 should be a matter of grave concern.

Access and diversity are very much at risk. Heretofore it was believed that education of an individual enriched society. This justified public subsidy and investment. The conservative philosophy is that the individual educated is the beneficiary. Hence, that person should pay. Those needing help to enter or succeed higher education, thus, should not be there. The impact of current trustee selection trends on the educator of Latinos can be devastating.

The Latino bridgehead in higher education has been nurtured by affirmative action, financial aid, and institutional policies of inclusion. As these are eliminated, Latino faculty and staff representation can suffer.

Latino and African American enrollment is already plunging in Texas, California and Washington. Similar losses can be anticipated in New York. As we project a worse force that is one-third Latino and Black, current trends should concern rational people.

These "culture wars" are political. In New York, one trustee, a former let official, changed parties to align himself better with the governor and the mayor. Activist, conservative trustees are a factor in New York, Michigan, California, Virginia, Massachusetts, and a growing number of other states.

Historically, higher education has been an apolitical participant in the political process. Politicization of curriculum and admissions issues can only do damage.

As these ideological conflicts are played out in boardrooms, who will speak for the aspirations of Latino students?

Who will advocate for their access, and for the increased presence of Latino facul?

Addressed representation among trustees in all states should be the high priority for all Latino professional and educational organizations.

If interested in submitting a Punto Final "Think Piece," please e-mail us at sloutbook@aol.com for guidelines.

Outlook
IN HIGHER EDUCATION

P.O. Box 68
Paramus, NJ 07652-0068

ADDRESS SERVICE REQUESTED

5-DIGIT 20036
MS. CARLA KREPEKIN
ASSOCIATE DIRECTOR
ERIC CLEARING HOUSE ON HIGHER EDUC.
1 DUPONT CIRCLE SUITE 630
WASHINGTON DC 20036

PRESORTED FIRST CLASS MAI U.S. POSTAGE PAID RIPON COMMUNITY PRINTERS
The Florida State University is classified as a Research 1 University by the Carnegie Foundation for Advancement of Teaching and is located in the State Capitol. The College of Education has a long and honored history as the second founded college in the University. The institution and the units hold numerous accreditations. The advanced graduate and research mission is central to the College with 21 doctoral degree programs. Undergraduate education and the cooperative improvement of K-12 education are essential to the mission.

The college seeks accomplished, motivated, enthusiastic, and energetic candidates for the following four positions:

ASSISTANT/ASSOCIATE PROFESSOR
SOCIAL SCIENCE EDUCATION
(TENURE-earning)

The Department of Educational Theory and Practice is searching for a faculty member in Social Science Education that grants Bachelor's, Masters, Educational Specialist, and Doctoral degrees. Certification component is available to students at the Masters level. The position requires teaching graduate and undergraduate courses in a field of Social Science Education program; service on departmental, college, and university committees; supervision of field experiences, involvement and service to the education community; advising undergraduate and graduate students conducting research and publishing. Minimum qualifications include: earned doctorate in Social Science Education; three years in public school teaching experience; evidence of continuous scholarly growth; ability to teach methods courses in Social Studies at secondary elementary levels; willingness to work cooperatively in collegial endeavors.

Send application package, including letter of application, current vitae, and three letters of recommendation to: Dr. J. R. Nunnstrom, Chair, Social Science Education Committee, Department of Educational Theory and Practice, 115 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4457. For further information, contact him at (850) 644-4878, (850) 644-7736, or mailto:jnunnstrom@mailer.fsu.edu. Applications for this position will close on February 25, 2000.

ASSISTANT PROFESSOR
PROGRAM EVALUATION
(TENURE-earning)

The Department of Educational Research at Florida State University is seeking a faculty member who has experience in qualitative methods of research and program evaluation. Responsibilities include teaching graduate courses in program evaluation and qualitative methods, conducting a program of research, and engaging in service to the university and profession. Minimum qualifications include an earned doctorate degree. Candidates should demonstrate potential for scholarly achievement and the ability to secure external funding for research projects.

Send application package, including letter of application, current vitae, and three letters of recommendation to: Dr. Walter Wagner, Chair, Program Evaluation Committee, Department of Educational Research, 307 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4457. For further information, contact him at (850) 644-4335, fax (850) 644-7736, or mailto:wwagner@mailer.fsu.edu. Applications for this position will close on February 25, 2000.

ASSISTANT IN PHYSICAL EDUCATION
PHYSICAL EDUCATION
(NON TENURE-earning)

The Department of Physical Education is seeking a highly motivated individual to teach full time in the teacher preparation program. This position provides an excellent opportunity to work with five faculty members in providing pedagogical instruction in a progressive clinical education setting. Candidates must have a strong background in K-12 public school teaching experience, and instructional technology expertise. Candidate must also have teaching expertise in several of the following: Instructional Methodology, Educational Games, Dance, Gymnastics, Foundations of Physical Education, Curriculum, Research Methods, Teaching Practice, and St. Teaching. Work in practice and student teaching will also involve the development of placement sites and the supervision of students at those sites. This is a 9-month appointment with a 100% teaching assignment. Minimum qualifications include Masters in Physical Education or Teacher Education; earned doctoral degree preferred.

Send application package, including letter of application, current vitae, and three letters of recommendation to: Dr. Susan Lynn, Chair, Physical Education Committee, Department of Physical Education, 122 Tilly Gym, College of Education, Florida State University, Tallahassee, FL 32306-4280. For further information, contact her at (850) 644-3607, fax (850) 644-0975 or mailto:slynn@mailer.fsu.edu. Applications for this position will close on March 31, 2000.

ASSISTANT IN RECREATION AND LEISURE SERVICES
RECREATION & LEISURE SERVICE ADMINISTRATION
(NON TENURE-earning)

The Assistant in Recreation and Leisure Services will be responsible for the internship and field work courses which will include: the organization and administration of these courses, the placement and supervision of students, the evaluation of student performance, the identification and evaluation of quality internship and field work and travel for student visitation. Responsible for teaching an introductory course and others as needed and assigned. The coordination, organization, and advising incoming undergraduate majors will also be a responsibility of this position, along with the advisement of the student majors' club. Minimum qualifications include earned Master's degree in Leisure Services, Recreation, or Parks.

Send application package, including letter of application, current vitae, and three letters of recommendation to: Dr. Julie Dunn, Chair, Leisure Search Committee, Department of Human Services and Studies, 215 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4458. For further information, contact her at (850) 644-4244, fax (850) 644-7736, or mailto:jdunn@garnet.acms.fsu.edu. Applications for this position will close on February 25, 2000.

Completed packages will include a thorough letter of application documenting interest and qualifications; a current vita, sample publication, transcript, names, addresses and telephone numbers of five references who may be contacted. Positions will begin no later than August 20, 2000.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities, and individuals with disabilities are strongly encouraged to apply.
CONTENTS

FEATURES

Celebrating Hispanic Colleagues at NMSU

Retired professor endows scholarship a first. 6

Time Princeton Review Names USC "College of the Year"

 Stellar outreach to Los Angeles communities lauded. 9

Curriculum Lawsuits Ahead?

Listen up, activists—Clifford Adelman’s findings might shift your priorities. 12

Why Bilingual Educators Get No Respect and What to Do about it

Speakers at Long Island University conference claim that only the U.S. sees bilingual education as negative. 14

Latin American Student Organizations in the Northeast

At Tufts, Nazareth, Kean, and Bergen—student alliances build leaders and celebrate Hispanic traditions. 20

Mentoring the College-Bound Latino Student

At Lawrence High School, Latino students are getting help that adds to their chances for success. 23

The Many Hats of NACME

Scholarships, mentoring, close ties with industry—all in the service of potential minority engineers. 25

Diversity Progress Report

PennState Latino student enrollment is up in all but the Law School; the faculty is another matter. 28

The Pursuit of Happiness and Confidence, and Maturity

Mt. San Antonio’s Summer Bridge Program is working near miracles. 32

Latinas Cultivated as Leaders of a New Indiana

Lilly Endowment funds five-year program at Saint Mary’s to recruit and retain Latinas. 35

DEPARTMENTS

Outlook On Washington:
A Capitol View

Latest report on the "digital divide" and Hispanics 5

Honor Roll: Utah State University

The multicultural director here personnall guarantees he’ll find a way to help you graduate. How’s that for service? 17

People, Places, Publications, Conferences

38

Book Review: Con Valor y a Como de Lugar

Globalization and Beyond: What We Need to Learn from Latin America 47

Cover Photos Courtesy of New Mexico State University.
Upcoming Issues
Our 10th year covering Minority Issues

Women in Higher Education
February 25th
Ad Deadline February 8th

Council of Independent Colleges
March 10th issue
Ad Deadline February 22nd

High visibility advertising for staff and faculty recruitment

Call for advertising info: 201.587.8800 ext. 102 or 106
Fax: 201.587.9105
Visit our Web site! www.HispanicOutlook.com
The Digital Divide and Hispanics

By Gustavo A. Mellander

The National Telecommunications and Information Administration has released "Falling Through the Net: Defining the Digital Divide"—its third report examining which American households have access to telephones, computers, and the Internet, and which do not.

The "digital divide"—the gap between those with access to new technologies and those without—is now one of America's leading economic and civil rights issues. The report clearly points out that Hispanics and Blacks are falling further behind.

Information tools, such as the personal computer and the Internet, are increasingly critical to economic success and personal advancement. But in many instances, the digital divide has widened in the last year.

This report provides an updated snapshot of how "wired" we are as a nation.

The good news is that Americans are more connected than ever before. Access to computers and the Internet has soared for people in all demographic groups and geographic locations.

At the end of 1998, more than 40 percent of American households owned computers, and one-quarter of all households had Internet access. Additionally, those who were less likely to have telephones (chiefs, young and minority households in rural areas) are now more likely to have telephones at home.

Accompanying this good news, however, is the persistence of the digital divide between the information rich (such as Whites, Asians/Pacific Islanders, those with higher incomes, those more educated, and dual-parent households) and the information poor (such as those who are younger, those with lower incomes and education levels, Hispanics and Blacks, and those in rural areas or central cities).

The report reveals significant disparities, including the following:

- Households with incomes of $75,000 and up are more than 20 times more likely to have access to the Internet than are those at the lowest income levels, and more than nine times as likely as a White household.
- Whites are more likely to have access to the Internet from home than are Hispanics or Blacks from any location. Hispanic and Black households are approximately one-third as likely to have home Internet access as are households of Asian/Pacific Islander descent, and roughly two-fifths as likely as White households.
- Regardless of income level, Americans living in rural areas are lagging behind in Internet access. Indeed, at the lowest income levels, those in urban areas are more than twice as likely to have Internet access than are those earning the same income in rural areas.

For many groups, the digital divide has widened as the information "haves" outpace the "have nots" in gaining access to electronic resources. The following findings with regard to home Internet access are representative:

- The gaps between White and Hispanic households and between White and Black households are now more than six percentage points larger than they were in 1994.
- The digital divide based on education and income level have also increased in the last year alone. Between 1997 and 1998, the divide between those at the highest and lowest education levels increased 25 percent, and the divide between those at the highest and lowest income levels grew 29 percent.

Nevertheless, the news is not all bleak. For Americans with incomes of $75,000 and up, the divide between Whites and Blacks has actually narrowed considerably in the last year.

This finding suggests that the most affluent American families, irrespective of race, are connecting to the Net. If prices of computers and the Internet decline further, the divide between the information "haves" and "have nots" might continue to narrow.

Until every home can afford access to information resources, however, we will need public policies and private initiatives to expand affordable access to those resources. Plans are under way to include all Americans in the National Information Infrastructure, a project that would connect all households.

Pro-competition policies, to reduce the prices of basic phone and information services, and universal service policies will be important parts of the solution.

Community Access Centers (CAGs)—such as schools, libraries, and other public access points—will play an important role. The data: demonstrate that community access centers are particularly well used by those groups who lack access at home or at work.

These same groups (such as those with lower incomes and education levels, certain minorities, and the unemployed) are also using the Internet at higher rates, to search for jobs or take courses:

Providing public access to the Internet will help them advance economically, as well as provide them with the technical skills to compete professionally in today's digital economy.

Establishing and supporting community access centers, among other steps, will help ensure that a Americas can access new technologies. As we enter the Information Age, access to computers and the Internet is becoming increasingly vital. It is in everyone's interest to ensure that no America is left behind.

The report provides a wealth of information that can be used by policy-makers, researchers, academics, and the general public.

The entire report can be obtained through NTIA's Web site: www.ntia.doc.gov, or you may contact NTIA's Office of Public Affairs at (202) 482-7002 for further information.

Dr. Mellander is professor, George Mason University.
Celebrating Hispanic Colleagues

NMSU Colleague Zárate Endows Scholarship

by María G. Cortez

As the new millennium was approaching, the Hispanic Faculty/Staff Caucus (HF/SC) at New Mexico State University (NMSU) focused on the achievements and accomplishments of several Hispanics associated with and/or employed by this university and on the legacy that one of them has established for helping NMSU students step through the threshold of this Hispanic-serving institution.

Dr. Narcisa Zárate

Dr. Narcisa Zárate, formerly employed by NMSU as associate director in the office of Chicano Programs, was one of those outstanding people acknowledged by HF/SC “in appreciation and recognition of her dedication to the educational achievement of Hispanic students at New Mexico State University.”

Richard Silva, Doña Ana Branch Community College, noted that “Narcisa was a great supporter of the branch in its early years of establishing the college and throughout her years of employment at NMSU. We could always depend on her for enrollment information for students wishing to transfer or enroll at the main campus.”

Dr. Mala González, NMSU College of Education, remarked that “back in 1980 when she was in the program of Educational Management & Development, there were only three Hispanic women throughout the NMSU campus: Drs. Zárate, Rossalinda Barrera, and Guadalupe Valdez. Narcisa always has been a role model and a supportive participant in community activities.”

Dr. Zárate was employed by NMSU from the late 1970s to the late 1980s, when she had to take early retirement to care for her ailing mother. In addition to serving as associate director of Chicano Programs, she taught a class in the College of Education. Some of her 100 students remarked that she was their first Chicana professor.

Zárate recently established the Dr. Narcisa Zárate Endowed Scholarship. This is a full scholarship, and it will be awarded each semester.

Dr. Esteban Herrera, NMSU College of Agriculture, pointed out that with the establishment of the Dr. Zárate Endowed Scholarship, “Narcisa can be looked upon as a Hispanic ‘trail blazer’ who can serve as an encouragement for other Hispanic NMSU faculty as retirement approaches ‘because there is always a need for scholarships for Hispanics.’ This is especially true of NMSU, a Hispanic-serving institution with a population of more than 5,000 Hispanic students—nearly one-third of the total NMSU student population.

When asked what prompted her to establish this scholarship, Dr. Zárate remarked that it probably was sparked by a vow she made to herself many years ago when she worked to support six family members while attending the university. After she completed her master’s degree, her university advisor urged her to continue toward a doctorate.

She stated: “I swore then that I would never go back to school without some kind of financial aid.” So, while working at the NMSU Campus in Grants, New Mexico, under Dr. Carl Westbrook, director of that campus, she obtained a fellowship from the U.S. Department of Education.

“Being the stubborn individual I am, I did not settle for the limitations the fellowship placed. The fellowship was for a degree as education specialist. I wanted a doctorate, so the director, another student, and I requested the U.S. Department of Education give us the option of a doctorate. The request was granted, and five out of the 17 who received the fellowship took the doctorate option. Two of those five completed the degree.
Judy English and I,” she recalled.

Dr. Zárate’s involvement in education dates back to 1950 when she taught at Gadsden High School in Anthony, New Mexico. Most of her students were low-income, as indeed they still are at Gadsden. In the late 1950s, she taught in Camuillo, New Mexico. Then in the early 1960s, she taught in The Azores (mid-Atlantic islands) while employed by the U.S. Air Force. In the mid-60s, she taught in the Panama Canal Zone through the U.S. State Department, returning in the late ’60s to New Mexico to teach at New Mexico State School in El Río. In the early 1970s, she worked at NMSU-Grants as financial aid officer/counselor, and also taught psychology. Her areas of teaching were business, social studies, and the English and Spanish languages.

With that kind of career background, it is little wonder that the idea of an endowed scholarship would gradually evolve. In spite of her busy schedule and daily commitments, Dr. Zárate has always devoted time to community activities and volunteer service.

“Often times, face to face with the struggles of balancing family, work, and studies myself,” she said, “this made me more aware of how other Hispanics also struggle to do the same balancing in order to be more successful in life. That led to my desire to one day make a significant contribution that would help other Hispanic students get a college education.”

Indeed, her contribution is significant, and all the more outstanding since it is the first time that a former Hispanic female employee of New Mexico State University has established an endowed scholarship. This gesture deserves high acclaim and gratitude from the New Mexico-born Hispanic students who will attend NMSU in years to come.

Since the establishment of this scholarship, two NMSU students have been awarded the Narcisa Zárate Endowed Scholarship. The recipient of the Fall 1999 award was Peter R. Barbo. A junior seeking a degree in government and international business, Barbo was doing a summer internship through the U.S./Mexico Chamber of Commerce in Mexico City when he was notified of his award. He is a Crimson Scholar and a highly motivated student who says that “motivating students to overcome the obstacles we face is one of tasks as a club officer.”

The recipient of the Spring 2000 Narcisa Zárate Scholarship was NMSU sophomore Michael P. Wood. In his essay, Wood stated that his “motivation for applying for the Dr. Narcisa Zárate Endowed Scholarship is based on my ambitions and aspirations plus financial need, and on the fact that there is underrepresentation of Hispanics in the engineering and scientific community in the United States.”

Another noteworthy scholarship established by employees of NMSU is the Hispanic Faculty/Staff Caucus Scholarship, awarded to qualified Hispanic students each year since the 1960s. The Hispanic employees of NMSU, scions of the need to increase the number of Hispanic graduates and leaders who can become among our nation’s effective leaders and decision makers, contribute what they can to this fund either directly or through roll deductions. Recipients in the past two years include Gabriela Peña junior who is a Crimson Scholar majoring in elementary/bilingual education. Peña’s personal goal is “to make a positive difference in the lives of children who are less fortunate.”

Cyrus Salazar

The other individual celebrated by the Hispanic Faculty/Staff Caucus was graduate Cyrus (“Cy”) Salazar, Hispanic student elected to the Associated Students of New Mexico State University (ASNMSU) 19th presidential term. The last Hispanic student elected to this post was in 1988-89. Salazar fulfilled his role in a truly admirable fashion and was the voice of the NMSU student body at the Board of Regents Commission on Higher Education and at the ASNMSU branch campus.

Salazar commented that his position required long hours of work and had been very rewarding contributing tremendously to his learning experience. It led him to involve with the university administration and with community—always with the interests of NMSU students in mind. Salazar completed a summer internship with the U.S. Department of Agriculture through placement by the Hispanic Association of Colleges and Universities, of which NMSU is a member. During his tenure in Washington, Salazar had the opportunity to contact and visit with Dr. Miley González who was appointed by President Clinton as Secretary of Agriculture.

New Mexico State University
NOTABLE ACHIEVEMENTS

The Hispanic Faculty/Staff Caucus celebrated other accomplishments as well.

Tenureship recipients at NMSU in 1998-99 included:
- Elizabeth Gutierrez, Doña Ana Branch Community College
- Elba Serrano, Biology
- Antonio Lara, Chemistry
- Erendina Vasquez, Counseling & Educational Psychology
- Luis A. Vasquez, Counseling & Educational Psychology
- Robert Paz, Electrical Engineering
- Daniel Villa, Language & Linguistics
- Ana Huerta Macias, Curriculum & Instruction

Significant projects funded in 1998:
- Dr. Carmen Gonzales, Curriculum & Instruction, Kellogg Foundation
- Dr. Antonio Lara/Robert Marquez, Chemistry, El Paso Community Foundation and the U.S. Environmental Protection Agency

Teaching Excellence Award 1998:
- Dr. Elba Serrano, Biology

Outstanding Professor Award - 1998-99:
- Dr. Esteban Herrera, Ag Science Cooperative Extension
- Dr. Antonio Lara, Chemistry/Biochemistry
- Dr. Larry Lucero, Social Work Department
- Dr. Marie Mora, Economics Department

The list of those celebrated is by no means all-inclusive. Many other Hispanics deserve to be included, and in the course of the next year, there will be other opportunities to join together in celebrating outstanding faculty and personnel employed at New Mexico State University.

As a Hispanic-serving institution, NMSU has been a member of the Hispanic Association of Colleges and Universities for several years now. In 1997, HACU held its first annual conference on environmental issues and topics, in cooperation with the Department of the Interior, and hosted by NMSU. The annual event has continued to attract increasing numbers of attendees and participants, especially students. So far, it has been held at a different location throughout the United States each year, hosted by a different university or agency member of HACU.

Maria Cortez was assistant director of NMSU Chicano Programs from August 1997 to December 1999. She is currently employed by the New Mexico Space Grant Consortium (NMSGC) at NMSU. Among its activities, NMSGC serves as a source of scholarships and project funding for New Mexico students enrolled in science, engineering, math and technology courses or programs.
The University of Southern California was not Grace Gacutan's original choice for secondary education. She had pinned her hopes on Boston University but found administrators there unwilling to deal her a fruitful financial aid package.

So the South Pasadena native shifted her sights from the East Coast to her backyard, although still with some reluctance.

"Growing up, I abhorred USC because I was a major UCLA fan. I did not get accepted to UCLA, so I went to its rival, USC," she says, and, the senior quickly notes, "I do not regret it one bit."

At USC, Gacutan says, she learned more than lessons in the classroom; she also learned lessons about life. The school focuses heavily on volunteerism and on getting students involved in the surrounding community. It's this message, for instance, that spurred her to coordinate a trip to Monterey to discuss homelessness in America.

"I was unable to go on with my life thinking that everyone in the world has a fair chance of becoming successful," says Gacutan, who is Filipino.

That type of awareness—of society outside the college walls—has embraced many students at USC in recent years. And it recently caught the eye of the 2000 edition of the Time/Princeton Review College Guide, which anointed USC as its "College of the Year."

Editors of the annual guide selected the 15,000-undergraduate-student university for not only has the 'hood dramatically improved, but so has the university," USC, they said, "has done to be different, in making a difference—and its success has spread beyond its ivy-draped walls."

And in 1998, General Co Powell's America's Promise honored USC as the "University of the Year" for similar reasons.

Such designations buttress their contention: undergraduate applications have nearly doubled in the last few years, SAT scores have risen by 200 points, and endowments given to the school have more than doubled, to 15 percent.

At the heart of USC's community outreach is a respectful partnership between the university and people, organizations, and institutions around us," says St Sample, USC's president. "All have been working hard to achieve c
mon goals—great public schools, a safe and attractive environment, and economic and academic opportunity.”

Added Sam Mark, assistant vice president for community relations: “This was a validation that our community work is worthwhile, that what we’ve been doing in the community is recognized nationally. I was delighted when I heard the news because at a private university, sometimes community service is not a priority for some people.”

It’s been a priority for the school for some time now. More than half of the undergraduates volunteer in some way—amassing 350,000 hours of volunteerism in the last academic year—and more than three dozen classes each semester award credit to students who volunteer. An estimated 1,700 students have chosen that route.

Sample assessed the school’s more than 200 outreach programs when he first landed there eight years ago, and he surmised that it was biting off more than it could chew. To be successful, it needed to focus more specifically on certain outreach endeavors and focus more heavily on certain geographic areas. In essence, it needed to effect change in its backyard.

Even three decades ago, the value of community involvement was stressed on the campus. Mark, who has earned three degrees at USC, spent his undergraduate years arranging cultural events and inviting the surrounding Latino community to attend.

The community was not always involved in the school, and the surrounding neighborhood is largely Latino. Fifty-four percent of residents in the neighborhood are Latino, and 29 percent are African American, while 12 percent are White. Forty-four percent speak Spanish at home.

Realizing that the school was largely White and that the community did not reflect the campus, Mark created the College of Arts and Science’s Office of Hispanic Programs.

He met with middle school-aged Latino students to advise them on college prep skills and to motivate them to seek higher education. “At the height of my work, I had a database of 55,000 Latino students across the nation,” Mark says.

“In general, I think that private institutions have to fight the perception that they are inaccessible because of the expense. USC is no exception,” he says. “We face that today. We constantly tell kids that if they work hard in school, they can come here. If the kids work hard and get good grades, even if the family didn’t have enough money, they could make it.”

Mark, who has since published eight editions of the Directory of the Hispanic Community of the County of Los Angeles, now works with one of the university’s most acclaimed outreach projects.

Called “Family of Five,” the program began in 1994 in an effort to transform five nearby schools with 8,000 students—most of them Latino—into the brightest lights in the neighborhood.

More than 1,000 students at USC volunteer at the schools, three of which are elementary and two, kindergarten through 12th grade. The undergrads tutor the kids, work with them in after-school programs and sports clinics, and teach them about everything from science to literature.

“We prefer to say we do the work with them,” instead of adopting them, Mark says. “The whole model is a partnership model. We respond to a school’s request for assistance and try to work with them to come up with solutions.”

Parents and administrators at the schools identified areas of trouble, which USC then attempted to address. The two key concerns were a lack of after-school activities and criminal activity in the neighborhood. So now, about 1,000 students at the schools receive tutoring through a USC Readers Project, and more than 6,000 take part in after-school sports and performing and visual arts programs.

“We also bring kids to the campus for sports like swimming and golf,” Mark says.

The project has already produced signs of success. Ninety-eight percent of the 1998 graduates at one of the schools was accepted into college. Attendance has soared. Two of the schools were designated as California Distinguished schools, considered in the top 10 percent of all public schools in the state.

As for safety, USC has created a much-heralded “Kid Watch” program. Parents feared their children could be victimized by crime on the way to and from school, and so USC worked with local law enforcement to assemble an army of residents along the way.

Six hundred residents in the 3.4-square-mile neighborhood position themselves outside to ensure that students safely arrive at their daily destinations. “We ask them to watch from the window or porch, and we also tell kids if they’re in trouble, to look for a decal in the window of a house or church or business and to go there to call police,” Mark says. “This has now been replicated in other parts of the city.”

University police have fanned out beyond the campus lines to monitor the surrounding streets as well. And another program dispatches volunteers to clean graffiti within 24 hours. The result of these efforts: crime has dropped 30 percent between 1995 and 1998, more than in the rest of the city.

USC’s efforts are designed as well to encourage greater numbers of local students to consider the university and to view it as accessible to them. USC started a Neighborhood Academic Initiative, which identifies sixth grade students to take classes on campus each morning.

Parents sign a contract so that
the between 30 and 60 students get academic tutoring and enrichment courses after school, and the adults attend parenting workshops and classes. If the kids successfully complete the program and then meet admissions standards, the hard work pays off: full-time four-year tuition to USC for free.

"It's a big payoff for the kids," Mark says. "They have to study and put in a lot of effort, but there's a payoff at the end. If they're accepted at USC, they get full scholarships."

Ingrained in all of the university's programs is an effort to assist the disadvantaged, or those without the same opportunities that many of the students might have had. A 170-page guide of outreach programs displays how students and faculty are involved in everything from public safety to medicine to scholarships.

The Latino and Language Minority Teacher Project, for instance, establishes a career path for practicing Latino teacher assistants to enter the profession and offers financial, social, and academic assistance. The Spanish Cultural Resource Center helps institutions and educators interested in teaching Spanish. And Fiesta Educativa organizes an annual bilingual education conference for the Latino parents of children with disabilities.

"The demographics of the city have changed and helped us to increase the number of Latinos on campus," Mark says. "We have made efforts that target long-term strategies to attract Latinos." The increase in diversity has broadened the student interest in activities.

USC now has a number of Latino, Chicano, and Mexican student groups and a strong Mexican American Alumni Association. "It's membership has become very large and successful in raising funds for scholarships," Mark says.

At the center of all these efforts is a Volunteer Center, where students routinely drop by to learn about opportunities in the area.

Besides the Family of Five project, the center organizes a Literacy Project in which staff and faculty and alumni are paired with at-risk students; a Volunteer Corps, which places students in museums, AIDS hospices, and after-school programs; and Community Action Short Term, which offers one- or two-day commitments to students with busier schedules.

But one of the most popular projects is the Alternative Spring Break program, in which students give up their spring break to volunteer for projects like cleaning up Death Valley, visiting a Navajo Indian Reservation, or assisting in a homeless shelter.

Michael King, a San Diego native who is a junior majoring in Psychobiology, works with Grace Gacutan to coordinate the program exploring homeless issues. "I have always had an interest in giving aid to the homeless," King says. "To help them, I knew I had to learn to understand them on a deeper level. The best way for me to do this was to keep getting more and more involved in activities like Alternative Spring Break."

"I get a special feeling knowing that I can make a difference," he adds. King says that he was initially attracted to the university because of its growing diversity and small size.

Addo Michelle Blanchet part-time graduate student assistant director at the Valu Center: "We are smack dab in the middle of an urban labora where students can put the thing they are being taught in the class the test in the neighborhoods live in. Our strongest asset is the community we live in."

The Time/Princeton Review, she says, helps to even misperceptions. "It means we finally been recognized for something other than our sports rivalries. It means that USC trul is something to be proud of. It is longer the University of Sp. Chlldren but the University of the Community."
students who intentionally failed their science test at Chicago’s Whitney Young High School were reported by Newsweek last September as writing, “We refuse to feed into this test-taking frenzy.”

Recent articles in both Newsweek and The New York Times Book Review have questioned the validity of the SATs and standardized testing in determining access to college.

This issue is old news for Clifford Adelman, senior research analyst for the Department of Education (DOE). “I don’t want to hear about SATs anymore! We have used the test in public discourse to block any other conversations. We need other matrices,” he told HO from his office in Washington, D.C. Having completed a very relevant and revealing research study, Adelman is “out on the pulpit” about a subject that matters much more to him than standardized tests. The subject is “curriculum,” and according to Adelman and his latest study, Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor’s Degree Attainment, it is curriculum that plays an extremely important role in determining bachelor degree completion rates for all students, and especially for Latinos.

Adelman and DOE researchers tracked students of 1,000 high schools from 10th grade in 1980 until roughly age 30 in 1993, and of their accumulated data asked the question: “What contributes most to long-term bachelor’s degree completion of students who attend four-year colleges?” The results of the study were that the correlation of curriculum with bachelor’s degree attainment is indeed higher (.54) than that of test scores (.48) or GPA (.44).

Said Adelman: “Public propaganda, when it comes to talking about who’s prepared for college and who isn’t, talks only about test scores and class rank and grades. And there is no mention whatsoever of curriculum. Yet there’s no question that curriculum beats the pants off of the other two as a predictor of finishing bachelor’s degrees. A test score is a snapshot of three hours on a Saturday morning, while curriculum is an investment of four years of work. Grades from one school to another are as reliable as a pair of dice.”

The tool box study also revealed that African American and Latino students are more greatly influenced by a high school curriculum of high academic intensity and quality than are White students. “You see that minority students and Latinos in particular are affected by high schools that don’t offer the opportunity to learn [with the right curriculum in primary courses such as math, science, and English],” said Adelman. “A good number of those high schools are located in rural areas. And since 38 percent of Latino high school graduates in the United States come out of rural high schools, Latino students are overly affected by the lack of opportunity to learn.”

The results of the study also showed that of all pre-college curricula, the highest level of mathematics one studies in secondary school has the strongest continuing influence on bachelor’s degree completion. Finishing a course beyond Algebra II more than doubles the odds that a student who enters postsecondary education will complete a bachelor’s degree. The study also revealed that only 39 percent of students who were assigned to remedial reading courses in college completed their bachelor’s degrees, whereas 60 percent of students did when they took only one of two other types of remedial courses, and 69 percent for those who never took remedial courses.

Said Adelman: “If you need remedial reading, it’s the kiss of death. Remedial reading can best be addressed by community colleges. The four-year colleges can’t do it.”

The message that Adelman and his study clearly purport is for high schools and earlier grades to effectively prepare students for college with quality curriculum, rather than providing inadequate curriculum and focusing on strong grades and test scores. “Opportunity to learn is the issue,” he said. “And curriculum is the only area [in which] you can do anything about it.”

Based on his findings, Adelman also offered the following advice for students who have matriculated into higher education and want to improve their odds for completion:

- Continuous enrollment is important. Do not stop for more than one semester.
- Earn more than 10 credits before transferring between schools.
• When dropping a course would result in penalties, it is advisable to receive a lower grade rather than drop.

• Don’t be distressed if first-year grades are not as high as you would like. It is more important to receive more than 20 credits the first year.

Adelman also sees three potential options for rectifying problems relating to ineffective curriculum offered prior to college. His answers include legal action, dual enrollment in high school and college, and college support in high school instruction.

“Colleges and universities have to get off their butts and demonstrate that they are really sincere about minority students’ success, not merely bringing minority students through the door just so the institutions look good for five minutes, but rather making sure minority students really finish,” said Adelman. “If we do the kinds of things that this study implies, then we are going to have natural affirmative action, and it’s going to happen where it counts so the kids actually finish. There is no reason now why the degree completion rates for White students who go to four-year colleges is 72 percent and that for Latino students is 20 points below that.”

Theresa Fay-Bustillos, vice president for Legal Programs at the Mexican American Legal Defense Fund, has been executing Adelman’s first bit of advice for years in an effort to obtain equality in education for Latinos. “Answers in the Toolbox is like a lightning rod,” she said. “We were thinking curriculum mattered, but we weren’t thinking it mattered that much in terms of college degree attainment. It’s reinforced our litigation practices.”

Fay-Bustillos has been filing “opportunity to learn” suits such as Rios vs. California on behalf of MALDEF. She recognizes that in many cases, Latinos are not given access to algebra in 8th grade and beyond, especially in overcrowded urban schools where only a percentage of students are “tracked” into the curriculum-rich classes while others remain unprepared for college. “If we can show that these decisions are being made where it disproportionately disadvantages Latino students, then we have a viable case,” said Fay-Bustillos. “And we do!” While she might have known all along that tracking practices are discriminatory, she said, “Until you have the research that says there’s a connection, then you can’t act upon it. The Toolbox talks about the harm that these academic choices create.”

Fay-Bustillos recognizes, however, that fighting curriculum issues is always a struggle. “Courts are very reticent to get schools to change curriculum,” she said. Fay-Bustillos then added, “This report documents that these kids can be successful, but until we fix K-12, let’s support affirmative action.”

While Adelman’s study is simply that—a study—people like Paul Ruiz of The Education Trust have taken it upon themselves to actually implement his findings in local communities. The Education Trust is a nonprofit education reform program that works with about 45 communities to set up local K-12 councils. They provide information from DOE research studies to these councils that helps them measure the effectiveness of their school systems. “We try to craft a public discourse around the data, and then we push local communities to embrace the findings and do something about it,” said Ruiz.

When Ruiz works with local districts like Pueblo, Colorado, he knows to expect “that a grade A in an urban school is a grade C in a suburban school.” “But do Mom and Dad know that?” he asks. “No....Do high school students know that?...No. They find out in college when they take remedial courses.” Ruiz then asks students and their parents whether they expect to go to college, and while a majority do, “their expectations are out of sync with their course loads.”

“Adelman’s advice that people access pro curriculum is right on target,” said Ruiz. “The key is how to make this more real to the public.”

While Ruiz will take a study such as Toolbox and use it as a benchmark for determining which courses and level of teaching required in high school to assure bachelor degree completion, he feels there are few capitalizing on DOE findings. “My worry is there are enough intermediaries who can take this wondrous work and insist that people pay attention he said. “The traditional structures are not fitting a way to embed this information into schools. Right now there is no high conception what we want our school systems to do.”

Adelman has been making his effort to the word out about curriculum by speak with the media and giving workshops: speeches throughout the country. One journalist in Detroit who spoke with 60 high school in her district discovered that few schools supplied students with adequate curricula based on The Toolbox study, said Adelman adding that the study is unique in measuring curriculum adequacy against degree completion rather than mere college entrance. “In a massive number of studies, it’s absolutely shocking to me that I found only two out of national studies out of 2,900 that used bachelor’s degree completion as an outcome variable,” he said.

Adelman’s point is to look at that which really counts and to discard factors that are providing false benchmarks for success, trying to slam some common sense into people’s minds,” he said. “We need to stop arguing about test scores and class rank and grade work on curriculum. I want to hear a portion of your entering students that beyond Algebra II in high school.” While road might seem dim, Adelman does believe that high schools are beginning to look at curriculum more carefully. And if not, he’s confident that they “are going to have to change because laws are going to push them.”
Why Bilingual Educators Get No Respect

Focus of a Long Island University Conference

BY
GARY M. STERN

Most educators in the United States, not to mention many parents, consider bilingual education to be remedial education. Like Rodney Dangerfield, no matter what bilingual educators do and no matter how much they help foreign-born students and natives master a new language, they have trouble gaining respect. But bilingual education doesn’t have to be seen as remedial, and, in fact, a recent conference showed that bilingual education can help students succeed in the 21st century.

“Bilingualism and Bilingual Literacy Through Schooling: An International Symposium,” held at Long Island University in Brooklyn, New York, for four days last July, demonstrated that bilingual education can be challenging and intellectually rewarding. Bilingual education can help students adapt to a changing global economy and teach them to appreciate their own identity and background.

“If bilingual education is seen as a program that will remediate a problem—that children don’t speak English—it won’t be an enrichment activity. In today’s global economy, bilingual isn’t adequate. We need multi-language citizens,” declared Dr. Ofelia Garcia, organizer of the conference and dean of the School of Education at Long Island University.

Attended by more than 300 people, about half of them bilingual educators and researchers from Israel, New Zealand, Belgium, Spain, Haiti, Germany, Scotland, Great Britain, Australia, Paraguay, and Hong Kong, the conference showed that “there are many societal uses all over the world for bilingual programs.” The chief reason is to make sure that children are bilingual,” said Garcia. Several speakers presented papers from polyglot countries demonstrating that educating multi-language students is an achievable goal that could be duplicated in the United States. “The conference showed that bilingual education should be viewed as an enrichment program, not as compulsory education. Language is something that should be developed—not eliminated.”

“Education policy writers ought to put as much emphasis on language as they do on math and science if we’re going to be competitive in the world,” said Nancy Zelasko, research scientist at the National Clearinghouse for Bilingual Education, a federally funded research center and a conference speaker.

But in the U.S., a bias against bilingual education has damaged its image and educational reputation. “We as a nation,” Dr. Garcia asserted, “believe it’s not possible to have multiple language identities. You can be a loyal U.S. citizen and have multiple language identities.” In the American educational system, schools inculcate students to become immersed in speaking English, writing English, and knowing English. Knowing any other language is treated as an extra, added attraction, but in many international schools, becoming polyglot is an accepted part of the curriculum. In most American schools, Dr. Garcia noted, “bilingual classes take away the native language and replace it with the majority language.” She suggests that another model could be used that views learning a second language and becoming multilingual as essential ingredients to succeeding in a global marketplace.

Bilingual teachers, too, must fight for respect, struggle to be accepted, and often are the brunt of
In most American schools, Dr. Garcia noted, “bilingual classes take away the native language and replace it with the majority language.”

Educators from all over the world attended the July 12-16 symposium on Bilingual Education.
Whether the impact of rising standards will affect bilingual students has not been fully determined. Carmen Perez Hogan from New York State's Office of Bilingual Education said that the state is making every effort to ensure that higher standards will not prevent minority students or eroding intensive English programs. But skeptics wonder, in a state where students are being pressured to meet higher standards, how immigrants who barely speak English can do so when no additional funds have been added to meet those needs.

Despite the onslaught of criticism leveled at bilingual education, an enlightened principal can create an innovative way to teach bilingual education. Dr. Garcia pointed to PS 84 in Manhattan, which created a dual-language program from a student's strengths in first to third grades. Both minority and majority students were taught together in their respective native language. In that way, Spanish-speaking students learned English and English-speaking students mastered Spanish.

In his talk on "The Sociology of Bilingualism and Bilingual Education," Joshua A. Fishman, professor emeritus at Yeshiva University, discussed how in cultures outside the United States, students are respected for learning multiple languages, while in the U.S., bilingualism has become predominantly associated with poverty and fragmentation.

What positive changes will be triggered as a result of this conference? Dr. Garcia stated that the attitude of bilingual teachers will change once they see bilingual teaching "as an enrichment tool for the benefit of the child and for the benefit of the society." She added that most educators in New York, for example, overlook the fact that 41 percent of all students speak another language at home. She envisioned that this conference would lead to a more expanded and less narrow role for bilingual education. "Spanish can be used not only as an instrument to teach English literacy, but Spanish can be used with its poetry, literature, and history," Dr. Garcia asserted.

Because the conference tried to uplift and validate bilingual teachers, it did not focus on what changes should be made to improve bilingual education. "The conference didn't focus on classroom practice," said Zelasko. "Instead it focused on educational policy and language policy throughout the world." Still, "the conference reinvigorated us and motivated us to return to the classroom to do a better job, look closer at language and education policies to push for more inclusive and positive policies and practices," Zelasko noted.

Looking two or three years ahead, Dr. Garcia is considering a follow-up conference on the assessment of bilingual students. "Standardized assessments," she noted, "don't do students justice. Bilingual students can't be compared on a majority-language measure," she said. If American schools can learn how international schools assess bilingual students, students in the United States will benefit.

What will it take for bilingual education to gain respect in the United States? Zelasko replied succinctly: "a change in attitude toward language by mainstream America and by those who make educational policy." Dr. Garcia replied, "it would take all of us to get to know and trust each other, because I don't see things being done only through federal support. Anything that is federally supported through Title VII programs will have limitations. It needs support from the bottom up, from the community. The community must recognize that their children need to be bilingual. And the support must come from the majority as well."

With schools so often controlled by the majority and run to reinforce the status quo, she said, "we need an enlightened majority."
Utah State University President George H. Emott stresses that service is the cornerstone of a great university. "Muhammad Ali said that service is the rent you pay for your room here on earth. I am here to tell you that Utah State University is actively, dynamically, holistically engaged in service. In truth, we are bound in service to each other and to our students."

USU's commitment to that ideal is exemplified by the activities undertaken by its director of multicultural affairs, Everardo Martinez-Inzunza, who makes a promise to all his students. "If they want to graduate, I will find a way to make certain they do so," he says. Martinez-Inzunza assumes that minority students might not all know about the opportunities at Utah State University and that college can be a challenge even to the most academically prepared students, so he works tirelessly to "recruit and retain as many minority students as possible." At USU, the director has created an atmosphere in which the minority students look after one another. He asks that the best or better students serve as tutors and mentors and requires that 12% of students participate in accelerated study programs.

Cache County, where the university resides, has a growing Hispanic population. Martinez-Inzunza works with that population to explain the value of education and help them adapt. He plans to help minority students succeed academically even if that means working with them from kindergarten on. He also is getting the students linked with every national ethnic professional organization. Tirelessly, the director meets with deans and department heads to explain his goals and enlist their help to form partnerships beneficial to his students. In doing so, Martinez-Inzunza strives to "help the university community understand and appreciate minority cultures and people."

Founded in 1888 as a land-grant college, Utah State University has developed an international reputation for research and teaching and is a Carnegie Foundation Research 1 institution (top three percent of research institutions in the U.S.). USU's extension programs deliver the resulting innovations to the state's citizens and actively seek ways to assist people worldwide. The institution is part of the public education system of Utah and operates under the constitution and laws of the state. Originally called the Agricultural College of Utah, then Utah State Agricultural College, it became Utah State University in 1957.

A 16-member State Board of Regents governs the Utah State sys-
Honor Roll Facts in Brief

INSTITUTION
Utah State University

LOCATION
Admissions/Enrollment Services
Logan, UT 84322-1600
(435) 797-1090

ESTABLISHED
1888

ENROLLMENT
20,865 (31% are Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$2,354.24 (Utah residents)

FACULTY
770 full-time

SEVERAL DEGREE PROGRAMS
Communications
Commercial Art
Elementary Education
Landscape Architecture
Physics

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Multicultural Affairs
Intensive English Language Institute
International Students and Scholars Office

INTERNET ADDRESS
www.usu.edu

and assistantships to qualified students.

International students from more than 100 countries worldwide account for more than 15% of matriculated graduate students. A students enrolled last fall totaled 2,086, with 1,038 enrolled on campus and the remaining attending branch campuses around the state. 47 percent are male and 53 percent are female. Students come from every U.S. state and 8 foreign countries as well as all counties in Utah. Minority students make up four percent of the enrollment, with Hispanics numbering 9.

There are 152 Native Americans, 200 Asian Americans, 82 African

ystem of higher education as well as the Utah State University. The board has the responsibility for statewide master planning for higher education, assignment of roles to the several institutions in the state system, and control of operating and capital budgets for the institutions. A 10-member Board of Trustees is responsible for implementing the assigned roles, including the appointment of personnel and the enactment of rules and governing regulations.

Located in northern Utah's beautiful city of Logan, the campus includes more than 400 acres and 100 major buildings. Logan is the seat of Cache County, which has an approximate population of 83,000. An array of local shops, services, and other amenities complements the university. Many recreational activities are within easy access of USU, including skiing, snowmobiling, boating, hunting, fishing, hiking, camping, and sightseeing. The 2002 Olympics is set for nearby Salt Lake City.

Utah State University is composed of 95 departments in eight academic colleges that provide comprehensive academic programs along with an extensive School of Graduate Studies. There are 770 full-time faculty members. Colleges include: Agriculture; Business, Education; Engineering; Family Life; Humanities, Arts and Social Sciences; Natural Resources; and Science. The university also offers distinguished cultural programming and exciting athletic events, featuring regional, national, and international participants. The School of Graduate Studies offers 34 doctoral and 22 master's programs as well as engineering and specialist degrees. The Graduate School offers more than $1.8 million in fellowships, scholarships, waivers,
Americans, and 859 international students enrolled.

USU has a strong presence in international academics and research. The university strongly supports international students, who make up approximately five percent of the total student population, with a variety of programs, including the Intensive English Language Institute and the International Students and Scholars Office. The Cache Valley community welcomes and supports the international population and seeks to integrate it with local residents. Many USU programs promote global understanding and research, such as the International Irrigation Center, Study Abroad, Asian Studies, Center for International Studies, and International Programs and Studies. USU currently has major research projects in Ecuador, Ethiopia, Kenya, Russia, Sri Lanka, Thailand, and Uganda.

At $125 million received, Utah State University faculty set a new record in 1999 in research funding, surpassing 1998’s record of $107 million and placing USU solidly in the ranks of the top 50 universities nationally for annual research dollars generated. USU Vice President for Research Peter Gerity credits the year’s funding success to the faculty and administration’s “entrepreneurial spirit,” faculty commitment to making great strides in research even while adjusting to a new calendar, and moves to diversify the areas in which the university seeks research dollars. The $125 million figure means USU holds steady as one of the top national research institutions in dollars generated per faculty member, with the $125 million mark breaking down to $230,000 each! Gerity said that USU capitalized on its strong international programs in irrigation and water systems and increased its distance education and training programs in connection with many international partners. Nutrition, health, and aging research are also important programs at the university.

In addition to being part of USU’s mission, increased research funding means more resources for students and faculty. Gerity said, “This is not surplus money,” he points out. “We do the work to satisfy our clients, and then we get paid. Most of the new buildings on campus in recent years have come about through research dollars, the very buildings where we conduct research, teach students, and have faculty offices. We would never have the quality of equipment and facilities we enjoy today if we were not engaged in this volume of research.” For undergraduate and graduate students, learning from teachers who actively do research means getting cutting-edge information and unique opportunities to participate in hands-on research programs.

Studies and work on real-world problems in irrigation engineering, groundwater quality, water use policy and economics, water-efficient landscaping, fisheries quality, and related topics bring together faculty experts and students from many different departments. USU experts from engineering, natural resources, economics, biology, plant science, and the Utah Water Research Laboratory continue to build the university’s reputation in this area.

Programs in the Mechanical and Aerospace Engineering Department place particular emphasis on aerospace design, and many faculty members and students work at the USU Space Dynamics Laboratory designing and building space hardware for NASA and other government and industry partners. The Physics Department Center for Atmospheric and Space Sciences is home to a team of atmosphere researchers focused on gaining a better understanding of the earth’s atmosphere and space weather that can affect satellites and our own climate.

USU’s Get Away special program pioneered the opportunity for students to build and fly experiments aboard the space shuttle. Students from all majors are invited to join the team, which also mentors high school students interested in space science. To date, USU has flown more student-constructed shuttle projects than any other university.

USU’s Department of Elementary Education is nationally recognized for its field-based program in which students are involved extensively with school children from the day they enter the program until the day they leave. The department is also unique in that it works closely with the on-campus Edith Bowen Laboratory School and two research centers of excellence, the Center for the School for the Future and the Emma Eccles Jones Center for Early Childhood Education.

Students in the Department of Landscape Architecture used sophisticated satellite imagery to design a plan for new communities and development in the area of the Grand Staircase-Escalante National Monument. The purpose was to locate development so that it had good scenic views yet was still invisible from the highway that passes through the area, one that gets heavy tourist traffic. The project received an Award of Merit from the American Planning Association. Students in this department were also asked to submit their design for the Little Big Horn Memorial at the site of Custer’s Last Stand.

The Communication Department has the foremost professional journalism program in the state, according to the Pacific Northwest Newspaper Association. The Department of Art’s commercial art program, which specializes in graphic design and illustration, consistently places students in important jobs in advertising and design. Many graduates have written and illustrated successful children’s books.

The Hispanic Outlook is very pleased to add Utah State University to its Honor Roll.
Latin American Student Organizations in the Northeast

BY ADRIANA MEUCCI

"You want the students to be able to develop leadership skills, and you want them to be able to make decisions for themselves and to develop good organizational skills...."

Latin American student organizations on college campuses offer both Hispanic and non-Hispanic students a chance to embrace, celebrate, and learn more about culture. Not only do these associations help foster a sense of camaraderie amongst students, but also they provide them with important opportunities, activities, and, of course, a chance to just enjoy college life.

"I've met many interesting people from all sorts of ethnic groups and found out that we all have one thing in common--our Latin sangre y corazón (blood and heart)--meaning that whatever we put our soul and energy into, we feel we can accomplish it and there exist no boundaries," says Jacqueline Lebron, a communications major and president of the Latin American Student Association at Bergen Community.

The group, which meets once per week, has been in existence about 15 years and enjoys a tradition of being very active. However, according to Professor Amparo Coddington, academic coordinator of foreign languages and the advisor to LASA, the pendulum can sometimes swing from having a few students show up to having 100 participants. But no matter the numbers, what the organization can offer is universal.

"We do try to encourage activities open not only to the Hispanic population but to the college community as well," says Coddington. "Something that anybody and everybody can enjoy."

In the past, the group has enjoyed a plethora of activities mostly with a cultural tone. LASA members have taken advantage of trips to the Metropolitan Museum of Art, the Museum of Natural History, Ellis Island, and the Statue of Liberty. But of all the activities, Coddington is always excited to bring students to Repertorio Español (Spanish Theatre) in New York City. Students are able to see comedies, dramas, and musicals by playwrights such as Federico Garcia Lorca, the famous Spanish dramatist. The plays, says Coddington, are not your typical Broadway production because a lot of time and money goes into the costumes or set design. The low overhead for production costs allows students to attend quality performances at a reasonable price, about $10, which usually includes transportation.

A short distance from Bergen is Kean University (N.J.) where Hispanic students make up about 21.62 percent of the full-time undergraduate students, and they can join the Association of Latin American Students (ALAS)—a group well known on and off the campus community. Its roots date all the way back to 1967 when La Terrulita was the Hispanic organization on campus, and then spin-off groups...
formed in the 1970s with the Spanish Cultural Club, the Cuban Committee, and the Puerto Rican Organization for Unity and Development.

ALAS meets biweekly, and the meetings are held mostly in Spanish with a mix of English, depending on the participants. Like the other colleges featured here, a wide range of activities including parties, cultural/folkloric dances, and special holiday events are just part of the scenario.

The advisor to this organization, Sara Torres, a counselor and adjunct professor, says that ALAS is "open to all Latinos and other students who are Latinos in heart." Members represent various Latin American and Central American countries.

Of special significance among the year's activities, says Torres, is the Hispanic Parent's Dinner that honors Latino parents. This is a formal event, which usually draws about 200 parents and students. Students also volunteer their time to Proyecto Adelante, a high school having a "college upward bound" focus.

ALAS officers and selected members have an opportunity to attend an annual leadership retreat, which usually takes place in the Pocono mountains of eastern Pennsylvania. Torres says that it is during this weekend of "intensive but fun" leadership workshops that "bonding and planning for the next year" take place.

A good advisor like Torres can make a big difference to any Latin American club's success in fulfilling its goals, especially when it comes to providing students with leadership skills, one of the primary purposes of most student organizations. At Bergen, Professor Coddington tries to stay in the background, acting only as the advisor, not the leader, in order that students develop this all-too-important skill.

"It's a challenge because as an advisor you don't want to take over," says Coddington. "You want the students to be able to develop leadership skills, and you want them to be able to make decisions for themselves and to develop good organizational skills. My job as an advisor is to guide them and give them ideas."

In order to help Hispanic students reach their potential, some colleges, like Tufts University (Mass.), are able to offer Hispanic students more tangible support in addition to students clubs. The university supports The Latino Center, La Casa Latina, and The Association of Latino American Students, formerly known as the Hispanic American Society.

"Our Hispanic students are extremely active in our community and offer some interesting and valuable resources to their fellow students," says Pete Sanborn of the Office of Public Relations.

The Latino Center opened in 1993, and has been a valuable resource for the ever-growing Hispanic/Latino population at the college. The center's objective is to provide a nurturing environment for students to foster pride in Latino culture. To achieve this, the Center offers numerous programs, such as a Latino peer advisor program and Latino Women's Group, as well as internships in the Latino community. Recently, the center has featured a Chicana art exhibit entitled "Imagenes y Historias/Imagery and Histories: Chicana Altar Inspired Art." This exhibit focuses solely on Chicana art inspired by the home or church altar.

Tufts' Association for Latino American Students is a society of about 200 members that works with the Latino Center and the Hispanic House (a residence for students who share an interest in Latino culture). The organization prides itself on being dedicated to serving the needs of the university's Latino community, and of course features numerous events and activities. In the past, the club has planned as many as 13 events per month, such as a mariachi folk dance night, social activities (via the Hispanic House), and guest Hispanic speakers. The group also considers itself a political organization, seeking to better the Latino community both on and off campus.

Reuben Salinas Stern serves as the director of the Latino Center and as the advisor to La Casa Latina and as well as to The Association of Latino American Students. Besides having such a broad range of duties to fulfill, Salinas also works closely with student leaders in the Latino Peer Leader program; the student in turn, work with first-year Latino students.

Salinas believes that having a culture house, clubs, and centers helps attract Latinos to the university. "I was hired in 1993 to create a center when there were approximately 180 Latino students," she says. "Today that number is 320. I believe that the existence of the center is, in part, responsible for this increase. Very few universities nationwide have Latino centers, particularly on the East Coast. I make the center." Even a small school like Nazareth College (N.Y.) offers two venues for Hispanic students: the Casa Hispana and the Spanish Club Cervantes. Casa Hispana is one of four language and cultural centers at the college. The Casa is a very active place for students and community members to gather to enjoy films, art exhibits and events related to the cultures of Spain and Latin America.

But the Casa is also a place to congregate and engage in conversation. The House expanded in 1995 to include a multipurpose spacious room, enlarged patio, and handicapped accessibility. Architectural elements were also added to provide building with a Spanish flavor.
addition, the Casa also houses the offices of faculty, a library, and classrooms serving as a place for the teaching of language and literature classes.

A group of about 40 students usually participates in both Casa Hispana and Spanish Club Cervantes events each semester. Students joining the organization are undergraduate, part-time students, and graduate students. A group of about 30 Hispanics from the community are also members of this active group.

According to Kim Messina, a senior at Nazareth College and previous president of the Spanish Club Cervantes, "As the former president of Club Cervantes, I have found that most students, especially incoming freshmen, are very enthusiastic about becoming involved in the club. Attendance at the tertulias and all other major cultural events sponsored by the Casa Hispana has been impressive. Students often bring students who may not be directly involved with the Casa Hispana to participate in the cultural events. In general, I think that the Spanish Club Cervantes is one of the largest and most popular clubs on campus."

Latin American clubs, like all other student organizations, must abide by procedures governing student activities. Most hold regular elections, which are structured in a traditional fashion, such as electing a president and vice president. Many have a secretary, public relations person, treasurer, social director, historian, etc.

Meetings are usually set up on a weekly or biweekly basis. At Nazareth College, for example, the Junta Directive meets every Tuesday with their advisor, enjoying lunch at the Casa Hispana while they work on planning the club's upcoming events.

Most of the organizations have constitutions, which are typically required in order to obtain funding, and they usually follow the laws and by-laws set by the institutions at large. At Keen University, for example, the club is funded via the Students Organization's governing body, from monies collected as "activities fees" from student tuition. At Tufts University, monies are available through the student activity fee that is collected by the university and controlled by the student senate. The groups, however, have a lot of flexibility in developing programs and activities that help them carry out their goals.

And what are those goals? Besides helping students to embrace Hispanic culture, it is perhaps maintaining customs and traditions that best describes the purposes of many of these groups. And, it is this heartfelt love of the culture that keeps not only present members participating but former members as well.

Perhaps Dr. Tina Pereida sums it up best: "I have received comments from students who have only graduated from Nazareth College who return to the Casa Hispana with their spouses and their children to participate in the cultural events. These former students, especially the ones who chose to become teachers, express an interest in continuing and reinforcing these cultural traditions. For me, it is great to see that the students have the desire to continue the traditions that we try to instill in them."

---

**Washtenaw Community College**

**Position Openings**

A comprehensive two-year college dedicated to student, community and staff success is presently seeking individuals for the positions listed below. The College is located in the city of Ann Arbor, MI, a community of over 100,000.

**Student Development and Activities Director:** Master's degree preferably in student affairs, higher education administration, counseling, recreation or related field; two years experience in human development program activities with increasing levels of responsibility. Initial salary range is $44,000-$45,400.

**Director of Admissions:** Master's degree in relevant area; three years experience including a minimum of one year supervisory experience; some student services experience preferred. Initial salary range is $32,000-$37,000.

**CIS/Instructor/C++ Programming Specialty:** Bachelor's degree in Computer Information Systems, Management Information Systems, Computer Science or related field, teaching experience is required, two years preferred, three years industry experience with emphasis on programming. Initial annual base load salary range is $40,160-$55,670.

**Anticipated appointment for the instructor positions is Fall 2000 semester. Applications will be accepted until the positions are filled.**

Interested persons should send official completed WCC application form, with credentials (all college transcripts, student copies acceptable) and candidates statement of the number of clock hours taught in front of students for current and prior teaching assignments) to Washtenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr., PO Box D-1, Ann Arbor, MI 48106. (734) 973-3497. Job Hotline (734) 973-3510. For job postings and application materials see our website at [http://www.wccnet.org/jobs](http://www.wccnet.org/jobs)

---

**CHAIR**

**DEPARTMENT OF PHILOSOPHY**

**UNIVERSITY OF MARYLAND**

The University of Maryland seeks a distinguished scholar who will help to build an outstanding Department of Philosophy. Candidates should have an excellent record of publication and teaching commensurate with appointment to the rank of professor, as well as administrative skills for leading a program with strong interdisciplinary connections that offers undergraduate, master's, and doctoral degrees. Candidates may specialize in any area of philosophy. Starting date is negotiable but could be as early as July 1.

Interested candidates should send a letter of application, a curriculum vitae, and the names and addresses of at least three references to:

Professor Susan S. Lanser
College of Arts and Humanities
1102 Francis Scott Key Hall
University of Maryland
College Park MD 20742-7311

For best consideration, applications should arrive by April 1, but applications will continue to be considered until the position is filled.

The University of Maryland is an equal opportunity employer and actively encourages applications from women, members of ethnic minorities, and individuals with disabilities.

**UNIVERSITY OF MARYLAND**
Mentoring the College-Bound Latino Student

Extra-curricular Activities Crucial for Success

BY JOSEPH BECK

Kevin Anderson credits his Spanish teacher, Regina Cofrin, with saving his life by being his mentor and teacher. His academic life, that is. For that, Anderson, a senior at Lawrence High School in Lawrence, New York, who is preparing to enter college in the fall of 2000, is eternally grateful. He’s told her how grateful he is on more than one occasion. “My parents aren’t really educated formally,” he says. “So I didn’t grow up with a lot of value attached to higher education. My parents were expected to get out of school and start working as soon as possible to support their families.”

In addition to Spanish, Cofrin also taught Anderson the correlation between a quality education and a quality of life. “Now I know that a good education increases my chances of getting a good-paying job when I get out of school. Ms. Cofrin helped me see that,” Anderson commented. He is especially proud of his accomplishments because he will be the first in his immediate family to attend college. Cofrin encouraged Anderson to become eligible for and join the Spanish National Honor Society, which increases his chances of attending the college of his choice. His extra-curricular accomplishments will also increase the number of colleges from which he can make a selection.

Anderson’s success story isn’t unique. Many other college-bound Latino students view their teachers as role models in and out of the classroom. Andy Castillo also is a senior at Lawrence who is preparing for college in 2000. Jeannine Avallone is Castillo’s Spanish teacher and the faculty advisor of the school’s Latin American Club. “Andy has been involved in the school’s Latin American Club for a while and served as the vice president of the club,” she said.

“We have many Hispanic kids involved in the club. A central part of the mission of the club is to mentor other Hispanic students who might be new to the school or having academic or social difficulties, and to perform community service when we can,” Avallone noted. She believes there is a need for Latino kids to identify with a larger community. “As a mentor and teacher, it is important to give the Latino kids a sense of community outside their own Latino friends in school, as part of the entire school and town community,” she said.

Imbuing college-bound Hispanic students with a sense of community is a primary goal of mentors in Lawrence High School. The bylaws of the Latin American Club reflect these values. They require all club members to agree to the following:

- Attend all meetings.
- Provide Hispanic representation for school committees.
- Involve more students and encourage students to participate in clubs regardless of their ethnic background.
- Participate in activities that will assist the Hispanic community. These could include food drives, clothes drives, etc.
- Help to promote a positive image of the Latino students within the school.
- Organize and provide translators for “Back to School Night.”

Leaders of the club are held to even higher standards of achievement, assuming the need for the experience of working in leadership roles when it comes time to attend college. Officers must meet the following requirements:

- Be a member of the Latin American Club for at least three years;
- Participate in all activities and attend meetings;
- Have leadership skills;
- Maintain a decent academic average;
- Have a clean discipline record;
- The president must be a senior; the vice president, a senior or junior.

Another mentor and teacher always work to encourage her Hispanic student Alene Pantoja. An ESL teacher at Lawrence, she realized that that of the school’s ESL program quite clear. “The whole idea of the progr
get Hispanic kids ready for the mainstream school experience," she noted. "Oftentimes, the pressure of their culture causes them to relate to only each other, and they are reluctant to socialize with other kids," she added.

In recent years, Paone's mentoring and persistence have paid off. Eddie Flores, a particularly successful student of hers, with her encouragement and letters of recommendation, attended Briarcliff, a technical college. Flores now works for IBM and has returned to the high school, at Paone's request, to speak to her current students and convey his experience with the program and how he took full advantage of it.

"Ms. Paone was the kind of teacher that looked for the good in everyone. She continued to encourage me, and she kept telling me I could achieve whatever I set out to achieve," he said. Flores' highly developed sense of community and family also helped Paone help him. "I knew that my family always encouraged me, and when I wanted to be lazy in school, Ms. Paone made sure I did my work, and I thank her for that," he added.

In addition to classroom mentoring and clubs that meet in the school, outside activities help to instill valuable lifelong lessons. Hispanic kids involved in mentoring programs have the opportunity to visit nursing homes as visitors and translators, work at soup kitchens, engage in community improvement projects, and involve themselves in other worthy causes.

One such activity, the ANGELO DEL TORO Hispanic Youth Leadership Institute, helps Hispanic students explore their intellectual lives in a whole new fashion. Sponsored by the New York State Assembly/Senate and the Puerto Rican Hispanic Task Force, the institute invites students to Albany, New York, to represent their county, Nassau County, New York. To be considered, an applicant must be a high school junior or senior, submit a persuasive essay, and submit two letters of recommendation from school administrators, teachers, or counselors describing achievements and personal characteristics.

Another important element of mentoring is helping students contribute something positive to their school environments and the community as a whole. Paone believes that life lessons impact just as much as school lessons. "I try my best to teach life lessons to my ESL students because whatever ethnicity someone belongs to, the need to see oneself as a contributor to a larger community is important," she said, adding that those life lessons are often taught through stories, sometimes funny ones. The life lessons benefit all students, whether they choose to attend college or go directly into the working world.

The effects of positive mentoring last, lasting impressions on kids who leave the high school and enter colleges and universities. Regina Cofrin and Jeannine Avalone and Alene Paone have impressive track records when one counts the sheer number of success stories they have helped achieve. Some of their former students, Latino and non-Latino, have gone on to major in Spanish in college, traveled abroad (Argentina and Spain) to study Spanish, and graduated from high school with honors in advanced placement courses in Spanish, as well as earning recognition as members of the National Spanish Honor Society.

Erika Ramos, a former leader in the Latin American Club, is now a liberal arts student at Buffalo State University, aspiring to work as a lawyer or teacher. Joseph Tontino was a member of the National Spanish Honor Society, excelled in a Spanish AP course, and was a leader in the Latin American Club before his graduation from Lawrence in 1998. Jeffers Sosa, a 1997 graduate, takes Spanish in college and continues to be a top student. Richard Duran served as a translator for his back to school night, maintained a 95 average in an AP Spanish course, and enjoyed membership in the National Spanish Honor Society. Peter Nudman, a 1997 graduate, majored in Spanish in college, is completely fluent, and is preparing for travel abroad in Argentina and Spain. Dana Polsin also a 1997 graduate, is Spanish major at Binghamton University, is also preparing to travel to Spain to enhance her education.

Spanish Club members serve as translators at school functions such as dances, theatre shows, and dinners. A non-Latino student of Spanish at Lawrence, who is applying to Tufts University shone in an essay on Miguel de Unamuno, an author from whom many Latino students draw inspiration.

"Many of the kids who take the Advanced Placement Spanish exam do well because they are capable of studying and translating literature in addition to knowing the structure of the language," said Cofrin.

Translating literature is just one of many skills that Cofrin, Paone, and Avalone recognize in their college-bound Latino students. And like all good mentors, they help students recognize and capitalize on their individual strengths and ultimately take leave of the mentor. Flourishing as productive, inspired citizens of the world.

Joseph Beck is an English teacher, education writer, and playwright from Huntington, New York.
The Many Hats of NACME

Analyzing, Advocating, and Enabling

BY GUSTAVO A. MELLANDER AND NELLY MELLANDER

"The world has changed much faster than anyone ever imagined, and, as a nation, we've been slow to harness that change to our advantage."

DR. GEORGE CAMPBELL, JR., NACME PRESIDENT

As we study the ancient civilizations of the Mayas, Incas, Aztecs, Egyptians, and Chinese, to name a few, one cannot help but appreciate and respect the significant contributions that engineers have made throughout the ages. Engineers have indeed been at the forefront of significant human advances since the dawn of civilization.

When the United States turned the Panama Canal over to the Republic of Panama in December, attention was riveted not only on the political and global implications of that action but once again on the engineering marvel that is the Panama Canal.

Built between 1904 and 1914, the canal is widely regarded as one of the outstanding engineering accomplishments of the 20th century. But it is not the only one. The entire 20th century and even the 19th century were science oriented, and engineers played key roles in moving civilization forward.

That game is far from over. Engineers are poised to continue their leadership role in the 21st century. Whether it be in Silicon Valley and the magical field of computers or in new arenas that the average person has yet to dream of—engineers will be in the very front ranks.

But one flaw has consistently permeated the past. Very few minorities, Hispanics, African Americans, or Native Americans, have been trained as engineers. Why not? Because of lack of opportunities. In every grade school across the nation, there are potential engineers. They must be identified, encouraged, and provided the rigorous educational foundation that they need to succeed.

NACME

Twenty-five years ago, a group of forward-thinking people in business and academia decided to address head-on that issue of underrepresentation. They founded the National Action Council for Minorities in Engineering, NACME.

General Colin L. Powell described it succinctly: "The essence of NACME, for the past twenty-five years of its distinguished history, is to make sure that our children get the marketable skills that they need to be successful in the 21st-century workplace."

Supported by America's leading technology-intensive companies, NACME is the nation's largest privately funded source of scholarships for minority students in engineering.

Since its beginnings in 1974, it has been focused on the face adversity. Success came early. B of late, disturbing trends have emerged. Over the past six years minority enrollment as first-year students in college has declined considerably.

In 1992-93, there were 15,1 Hispanic, African American; Native American beginning students in engineering. That number dropped 8.2 percent, to 13,929, 1997-98. The decline clearly impacts minority graduation rates—and will continue to do so for years to come. Fewer a enrolling; fewer will graduate.

Low math and science requ
ments in predominantly minority high schools across the nation add to the problem. And only a fraction of all engineering institutions have successfully enrolled or graduated minority engineers.

The statistics speak for themselves. Forty percent of all minority first-year college students enroll in just 35 or 11 percent, of all colleges or universities. Fifty percent of all minority graduates receive their B.S. degrees from 34 institutions, only 10 percent of all engineering schools.

What about Hispanics?

Seven of the ten members of the Hispanic Association of Colleges and Universities with accredited engineering programs are among those top 50 for enrolling minorities.

They are University of Texas, El Paso; University of Texas, Pan American; Florida International University; CSU-Los Angeles; University of New Mexico; Texas A&M University, Kingsville; University of Texas, San Antonio.

What to Do?

How to address this imbalance? NACME's plain-speaking president, Dr. George Campbell, Jr. placed the challenge in perspective when he recently stated, "The hard truth is that we simply haven't gone far enough. That's because, fundamentally, the world has changed much faster than anyone ever imagined and, as a nation, we've been slow to harness that change to our advantage.

"Making the right investments in the face of enormous change is never easy. But there is one investment we can be certain is risk free.

the investment in diversity."

To address the present situation and to forge a better future, NACME developed or strengthened several major initiatives. NACME redefined itself as a data and analysis center for trends in engineering enrollment, graduation, and retention by ethnicity and gender. Its work has already been recognized by members of Congress here in Washington, D.C. Its "Research Letter" and fact-filled analysis reports, have addressed the critical issues of mentoring, university diversity performance, and the impact of affirmative action on engineering education.

NACME also keeps in touch with its engineering students once they graduate, noting career paths and engaging them in special programs and surveys.

Scholarship Programs

Each year, thousands of high school seniors are overlooked by engineering schools because they didn't go to the "right" school. Or they didn't do well on a standardized test. Clearly many talented young people, potential engineers, were being shortchanged. Rigorous, real-time programs and engineering case studies have been developed for urban minority students.

Further, college-level problem-solving exercises have been developed to fill academic gaps in high school programs. Once students pass those hurdles, they are granted full scholarships to partner universities. Many of these students, who probably would not have been admitted to engineering schools otherwise, go on to success—in college and later on, after graduation.

Many of the men and women who've graduated with NACME's help have become leaders in industry, government, and education. NACME scholarship programs combine financial assistance with academic enrichment, internships, mentoring, and industry partnerships, and NACME adapts and enhances those programs as the needs of students and employers change.

A NACME-commissioned survey discovered that more than 50 percent of students in fifth through eighth grades nationwide said that they planned to drop math and science as soon as they could. Only 15 percent of all American students—and only six percent of minority students—graduate from high school having taken math through calculus and science through physics. The vast majority are not prepared for science-based study in college for the increasingly technical workplace.

Why is that? Because schools fail to require necessary courses and allow students to opt out at age 11 or 12. With the de facto endorsement of their parents, children are
Making uninformed decisions.

NACME responded by launching a national “Math Is Power” public service advertising campaign to provide students and their parents with the information needed to make informed decisions. It tells them specifically that if no one is talking to them about the importance of math and science, they must demand to be told.

The campaign has reached millions of children and their parents. Nearly 1,000,000 have called 1-800-977-NACME or visited www.nacme.org to request information about the benefits of math and science education.

The “Math Is Power” campaign and various training programs have focused on three critical areas: the number of students graduating from high school prepared to pursue an engineering education; the number of minority first-year college students who not only persist through graduation but achieve academic excellence; and bridging the gap between academic skills and those skills needed to succeed in the workplace.

The programs and training are designed to impact and assist students through the entire educational and professional pipeline, from middle school through their university years and into early careers.

NACME has also sharpened its extensive information network, via conferences, meetings, publications, and electronic media. Twenty-seven percent of its outreach is to colleges and universities, 20 percent to corporations, and 14 percent to pre-college entities. Structured meetings and seminars share best practices and explore new possibilities. Newsletters, reports, and regularly updated Web site postings provide vital news to a national audience.

Achievements

Annual minority graduations have increased from 1,423 in 1974, the year that NACME was established, to an all-time high of 6,446 in 1998.

The following three NACME programs have been cited for their innovation and direct success rate. They offer the Hispanic Outlook readers an opportunity to connect Hispanic high school and college students to seasoned programs that work.

NACME’s Corporate Scholars Program offers students professional development, academic support, an industry mentor, and valuable experience through summer internships. The result has been a remarkable retention rate of 83 percent and an average GPA of 3.3.

The Engineering Vanguard Program, an innovative scholarship effort, provides intense academic and leadership training to culturally diverse teams of high school students from economically disadvantaged communities. Together each group attends a top engineering institution that has worked with NACME to build an enhanced academic infrastructure and to offer full financial support. The result has been an outstanding 98 percent retention rate, with many students achieving a GPA of 3.0 or better.

The NACME Diversity Seminars, based on models long employed by the corporate sector, allow faculty and students to examine deeply held attitudes about race, class, and gender, and facilitate cross-cultural communication on the university campus. These seminars have developed powerful tools for improving the educational environment for all participants.

For further information about these three programs and about how you and your college can participate, readers may contact: Dundee Holt, vice president public affairs at dholt@nacme

Gustavo Mellander and Ne. Mellander teach at George Mason University.
Penn State's Diversity Progress Report

Latino Student Enrollment up in All but Law School

BY INÉS ALICEA

Penn State’s minority enrollment for Fall 1998 reached a record-breaking high of 8,292, including 1,706 Hispanics.

"We know where we want to go, and we are making progress and a contribution to the future of our university," said W. Terrell Jones, vice provost for educational equity at Pennsylvania State University, commenting on its five-year diversity plan. Jones, who is also affiliate assistant professor of counselor education and African and African American studies, said that there's a "genuine commitment" from both members of the university and local communities, without which they couldn't accomplish the tasks called for in the plan, now in its second year.

The Penn State Board of Trustees recently got an update on how the plan, which is 40 pages long and titled "A Framework to Foster Diversity at Penn State: 1998-2005," is progressing.

Among the projects undertaken since the diversity plan was developed are the following:

• Penn State's Office for Disability Services created a student handbook that provides useful information about succeeding on campus and in the classroom. Included are policies and lists of resources—including modified tests, loaned tape recorders and phone amplification handsets, special housing requests, and other accommodations for students with disabilities.

• The university's Commission on Racial/Ethnic Diversity joined with the State College Downtown Business Association to ensure that minority students are treated appropriately as they shop at local businesses. The commission was created in 1989 as a university-wide advisory body to the president in matters relating to racial and ethnic diversity.

• The Commission on Lesbian, Gay and Bisexual Equity implemented a liaison network for non-University Park locations and is expanding its involvement in training programs.

• The Commission for Women is implementing a pilot mentoring program aimed at women in all employment categories.

• The university's International Council set a goal that 20 percent of the students participate in a study abroad program at some point in their undergraduate career to broaden cultural understanding.
• The university created several videotapes to help faculty, staff, and students understand the university's diversity objectives.

• The Fast Start program was created, pairing incoming minority students with a faculty or staff "buddy" and alumni "buddy" to serve as advocates, confidants, and support networks for the students.

• Integration of a multicultural curriculum—the university's Equal Opportunity Planning Committee, which recommends and oversees the allocation of special institutional funding to individual units for new and continuing equal-opportunity programs and activities, provided funds for a Summer Academy on Teaching and Human Service careers for seventh grade minority students.

In March 1997, the University Planning Council directed the office of the vice provost for educational equity to produce a university-wide strategic plan for diversity. The framework was created and implemented in February 1998.

The Diversity Plan calls for exposing students to a variety of cultures and international perspectives, fostering a humane university community and developing social responsibility. A unique aspect of the framework is its detailed action plan for the achievement of measurable outcomes related to each challenge. The challenges set forth in the plan include: developing a shared and inclusive understanding of diversity; creating a welcoming campus climate; recruiting and retaining a diverse student body; recruiting and retaining a diverse workforce; developing a multicultural curriculum; diversifying university leadership and management; and coordinating multicultural transformation and organizational change.

"The goals and action plans outlined in this document are designed to meet the challenges of transforming Penn State into a truly multicultural institution," said the framework. "It now becomes the responsibility of all of our constituencies to operationalize the plan set forth herein."

Thomas G. Poole, associate vice provost for educational equity, who helped write and edit the framework, said that "There wasn't much controversy about the seven challenges" and that he was pleased by the university's progress in carrying out the recommendations outlined in the framework.

"There is a great deal of planning, and many new initiatives are growing out of our plan," said Poole. "That's very good."

Soon after the plan was released to the public, the university launched a series of focus group sessions at all Penn State locations that gave the office a broad-based understanding of how diversity is interpreted across the Penn State system.

Then a number of pre-existing programs that addressed the needs of minority students and faculty and staff were expanded or strengthened and others were added. But many challenges remain.

While minority enrollment at Penn State is growing, there is still a need to focus on retention and on early intervention programs to increase the pool of prospective students, the framework said.

Penn State's minority enrollment for Fall 1998 reached a record-breaking high of 8,292. Minorities made up 103 percent of the total Penn State enrollment, including the Pennsylvania College of Technology Williamsport and The Dickinson School of Law of the Pennsylvania St University in Carlisle. Overall enrollment for Penn State's 24 locations is 80,787. Latinos comprise 1,706 of the students at Penn State. That number climbed to 1,747 in the fall of 1999, said Poole.

In Fall 1997, minority enrollment was 7,721, or about 98 percent of Penn State's total enrollment of 78,956. In 1987, minority enrollment made up

### HISPANIC ENROLLMENT

<table>
<thead>
<tr>
<th>Location</th>
<th>Fall 1998</th>
<th>Fall 1997</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>University Park</td>
<td>1,110</td>
<td>1,011</td>
<td>99</td>
</tr>
<tr>
<td>Commonwealth College</td>
<td>163</td>
<td>152</td>
<td>11</td>
</tr>
<tr>
<td>Other Campus Colleges</td>
<td>351</td>
<td>333</td>
<td>18</td>
</tr>
<tr>
<td>Great Valley</td>
<td>18</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Subtotal</td>
<td>1,642</td>
<td>1,513</td>
<td>129</td>
</tr>
<tr>
<td>Hershey</td>
<td>29</td>
<td>26</td>
<td>3</td>
</tr>
<tr>
<td>Dickinson School of Law</td>
<td>8</td>
<td>11</td>
<td>(3)</td>
</tr>
<tr>
<td>PA College of Technology</td>
<td>27</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>1,706</td>
<td>1,570</td>
<td>136</td>
</tr>
</tbody>
</table>

| Percent                          | 8.7%      |
### MINORITY ENROLLMENT
University Wide
By Ethnic Category

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Hispanic</th>
<th>Asian/Pacific Islander</th>
<th>Native American</th>
<th>Total Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>3,283</td>
<td>1,706</td>
<td>3,137</td>
<td>166</td>
<td>8,292</td>
</tr>
<tr>
<td>1997</td>
<td>2,992</td>
<td>1,570</td>
<td>3,001</td>
<td>158</td>
<td>7,721</td>
</tr>
<tr>
<td>1996</td>
<td>2,864</td>
<td>1,485</td>
<td>2,879</td>
<td>148</td>
<td>7,376</td>
</tr>
<tr>
<td>1995</td>
<td>2,730</td>
<td>1,404</td>
<td>2,662</td>
<td>118</td>
<td>6,914</td>
</tr>
<tr>
<td>1994</td>
<td>2,451</td>
<td>1,216</td>
<td>2,468</td>
<td>122</td>
<td>6,257</td>
</tr>
<tr>
<td>1993</td>
<td>2,312</td>
<td>1,081</td>
<td>2,324</td>
<td>120</td>
<td>5,837</td>
</tr>
<tr>
<td>1992</td>
<td>2,378</td>
<td>998</td>
<td>2,219</td>
<td>116</td>
<td>5,711</td>
</tr>
<tr>
<td>1991</td>
<td>2,340</td>
<td>902</td>
<td>2,025</td>
<td>119</td>
<td>5,386</td>
</tr>
<tr>
<td>1990</td>
<td>2,308</td>
<td>867</td>
<td>1,777</td>
<td>106</td>
<td>5,058</td>
</tr>
<tr>
<td>1989</td>
<td>2,482</td>
<td>847</td>
<td>1,593</td>
<td>112</td>
<td>5,034</td>
</tr>
<tr>
<td>1988</td>
<td>2,580</td>
<td>760</td>
<td>1,386</td>
<td>117</td>
<td>4,843</td>
</tr>
<tr>
<td>1987</td>
<td>2,424</td>
<td>673</td>
<td>1,185</td>
<td>96</td>
<td>4,378</td>
</tr>
<tr>
<td>1986</td>
<td>2,365</td>
<td>560</td>
<td>1,064</td>
<td>101</td>
<td>4,090</td>
</tr>
<tr>
<td>1985</td>
<td>2,308</td>
<td>461</td>
<td>959</td>
<td>92</td>
<td>3,820</td>
</tr>
<tr>
<td>1984</td>
<td>2,005</td>
<td>404</td>
<td>795</td>
<td>88</td>
<td>3,292</td>
</tr>
<tr>
<td>1983</td>
<td>1,635</td>
<td>393</td>
<td>729</td>
<td>79</td>
<td>2,836</td>
</tr>
<tr>
<td>1982</td>
<td>1,587</td>
<td>385</td>
<td>640</td>
<td>89</td>
<td>2,701</td>
</tr>
<tr>
<td>1981</td>
<td>1,353</td>
<td>338</td>
<td>520</td>
<td>79</td>
<td>2,290</td>
</tr>
<tr>
<td>1980</td>
<td>1,395</td>
<td>315</td>
<td>481</td>
<td>86</td>
<td>2,277</td>
</tr>
<tr>
<td>1979</td>
<td>1,308</td>
<td>287</td>
<td>435</td>
<td>95</td>
<td>2,125</td>
</tr>
<tr>
<td>1978</td>
<td>1,277</td>
<td>267</td>
<td>342</td>
<td>91</td>
<td>1,977</td>
</tr>
<tr>
<td>1977</td>
<td>1,294</td>
<td>244</td>
<td>243</td>
<td>124</td>
<td>1,905</td>
</tr>
<tr>
<td>1976</td>
<td>963</td>
<td>191</td>
<td>134</td>
<td>106</td>
<td>1,394</td>
</tr>
<tr>
<td>1975</td>
<td>939</td>
<td>197</td>
<td>185</td>
<td>56</td>
<td>1,377</td>
</tr>
<tr>
<td>1974</td>
<td>976</td>
<td>201</td>
<td>134</td>
<td>52</td>
<td>1,363</td>
</tr>
<tr>
<td>1973</td>
<td>1,154</td>
<td>233</td>
<td>108</td>
<td>81</td>
<td>1,576</td>
</tr>
<tr>
<td>1972</td>
<td>1,300</td>
<td>208</td>
<td>93</td>
<td>75</td>
<td>1,676</td>
</tr>
</tbody>
</table>

Note: Pennsylvania College of Technology became an affiliate of Penn State in 1989-90 and Dickinson School of Law in 1997-98. Enrollments reflect these changes. Prior to 1992, continuing education enrollments are excluded from these counts.

percent of total enrollment at Penn State. "We have worked hard and are continuing to work hard to encourage growth in minority enrollment at Penn State," said Penn State President Graham Spanier. "Pennsylvania is a state of great diversity, and we want Penn State to reflect that diversity."

Overall minority enrollment in Fall 1998 was 74 percent higher than it was in Fall 1997. The Latino enrollment grew 87 percent over that same time period.

largest growth in Latino enrollment during that time frame with a 35 percent increase in student enrollment.

Among the reasons for Penn State's growing success in attracting minority students is a group of programs aimed at low-income and first-generation college students, said a university press release. Known as TRIO programs, they were established by Congress in the mid-1960s to help disadvantaged
The report said that retention of Latino students is lower than for other groups and attributes that to a need for a more personalized connection between the students and the university.

... students. They help support the university's goals of increasing minority enrollment and helping minority students succeed in their college and post-secondary careers.

"I'm pleased that overall enrollment continues to grow in a managed way and that we are delivering on our commitments to prospective students, public officials, and the citizens of Pennsylvania," Spanier said.

But the numbers of minority faculty and administrators at Penn State are dismal, particularly among Latinos. There is only one Latino among the 38 people in the executive ranks at the university, and there are no Latino administrators nor Latino academic administrators. The framework urges the university to create ways to train faculty interested in administrative work through short-term rotations so they get the visibility and experience to move up within the university.

"Penn State's commitment to diversity must be visible in its most face, that of the senior managers and leaders of the university," the said. "The charge to colleges, units, and departments to recruit and a diverse faculty and staff rings hollow if not modeled in the leads and management of the university."

In terms of faculty, Latinos comprised only 70, or 1.6 percent, of the faculty members at Penn State's campuses. Among minority groups, represented the largest presence in Penn State's faculty ranks with 351 f members.

The report said that the problem of retaining minority faculty and is "multifaceted."

"One of the most serious problems at present is the aggressive re- ment of high-caliber faculty and staff by other institutions," said the re. "The success of such efforts is compounded by limited opportunities and other rewards within the Penn State system."

As a result, a senior mentor position was created to help unite minority faculty navigate the tenure and promotion process. "The rooted in the conviction that the development of understanding is part of Penn State's educational mission that seeks to prepare us for life and work in a civil democracy," said Poole. "The framework calls us together...in the common project of teaching those skills and eling those public virtues...necessary for the vitality of communities, lies, and social institutions in our increasingly diverse nation as our global village."

---

**UIC**

**ADMINISTRATION**

**ASSOCIATE DIRECTOR OF CAMPUS UNIONS/PROGRAM SERVICES**

Reporting to the Director of Campus Unions, the Associate Director is responsible for the administration and direct supervision of the Campus Programs: Characteristic and Core Program and policy development; student organization administration; management of facilities, including craft shop and music lounge; advising programming committees; developing educational thrust of social and cultural programs, facilities, and services.

Qualifications include a Master's in Student Personnel or related field. A minimum of four years of college union and/or student activities programming experience. Demonstrated effectiveness in leadership of college union students and program professionals. Must possess sound concept of social cultural programming, educational and student development process.

The Associate Director must have an understanding of the most recent programming and infrastructure as well as exposure to fiscal management. Salary is commensurate with experience.

Send letter of application, resume, and the names of three references to:

Shane Siene, Assistant Employment Director
Associate Director, Campus Unions
Room 2560 Student Services Building
1200 West Harrison, Sumer
Chicago, Illinois 60607

For full consideration applications/resumes must be received by March 6, 2000

Start date: ASAP
The Pursuit of Happiness and Confidence, and Maturity

by Mike Taylor and Adalyn Hixson

After Shirley Torres graduated from West Covina High School in 1998, she found herself without any plan to continue her education. Without confidence in her abilities, and without goals for the future. But all of that was about to change. Once she enrolled in Mt. San Antonio's Summer Bridge Program, Shirley discovered a whole new world.

"Just having goals is something different for me," said the 19-year-old Torres, now a sophomore at Mt. SAC.

Admittedly, she wasn't the most industrious high school student. Studying wasn't a big priority, and college didn't seem like an option. She carried a grade point average of a little more than 1.0 throughout high school.

"My life was one big indecision," she said. "I was the girl who sat in the back of the classroom in high school and never said a word."

Yet the young Palina woman would become the first in her family to attend college.

"I didn't even think about going to college," said Torres, who now has a 3.46 grade point average as a Spanish major at Mt. SAC. "It's just too hard to go when no one in your family has ever gone."

In the summer of 1998, she was on the Mt. SAC campus and, by accident, came across an orientation event for the college's Summer Bridge Program, designed to transition first-time, at-risk first-year students to the demands of college life. "Just seeing the way the professors and everyone on campus worked together really made an impression on me," she said.

Torres enrolled in the program.

Crossing the Bridge

The idea behind this program is to help students succeed in college through the use of learning groups and linked classes. It addresses risk factors that can lead to attrition, one of which is the basic skills levels of entering students. An additional risk factor is a sense of not fitting in. By employing a learning communities model, students and faculty of the Bridge Program engage in a learning experience that empowers both groups with a collective sense of direction and purpose.

Participants are given a jump start on their college experience and form meaningful associations with peers and with college personnel. The majority are transitioned into courses offered through what is called the Freshman Experience.

In the Bridge Program, students take on an intensive course load.

A seven-unit, six-week summer program links English 67, math, counseling, speech, and LERN classes into course clusters that give the 70 students in this year's academy an orientation to the academic and social aspects of college. English 67 is a writing course that helps get students up to a transferable level.

Many of these students, HO is told, are a couple of levels below college English will present them with materials and concepts they have never encountered in high school. LERN teaches study skills to help students improve in all other classes they are taking.

John Arboleda, a co-coordinator of the program, tells HO the program is changing in its second year. "The way that we work," he said, "it is an evolving program. We learn from our previous experience." Of Year Two, he said, "We increased—it almost doubled the size of the program."

 Asked who is eligible, Arboleda says, "You have to be a high school graduate and a first-generation college student. In our program, we have Asian, African American, Caucasian, Latino—but the largest concentration is Latino. The average age is 17 or 18. We will have a couple a little older, but overwhelmingly, they are just recent high school graduates." Participants, says Arboleda, are not going to be at the transferable level for English and math. It's up to us to address the challenges they are facing.

Classes are team taught, says Arboleda. And students go on a series of field trips. "It gives the students an opportunity to go beyond the classroom and see things they have not seen before," he said. "It gives them a feel for what college is like. It gives them a feel for what life is like."
Cal State to the Getty Museum. We try to take the students out of their environment. A lot of them don’t have those opportunities.

“We have a series of events, and we also have a family component—from the very first day.” Parents and other family members are invited to opening and closing ceremonies for the program, says Arboleda, because “families are significant. Having the families is a part of the process. And a lot of these families don’t know the process.” The opening event last June drew more than 300 students, family members, and college staff. And at the closing ceremony in August, both students and faculty talked about the “magic” they experienced through the power of their learning community.

“This is a big change for the student and for the family,” said Arboleda. “I was a transfer student, and went through similar experiences.” Arboleda transferred from Cerritos Community College to UCLA, from which he graduated in 1996. “UCLA has a bridge program. And I have worked for others that do. But this is the first time I’ve seen a program addressing this population and the need that they have to feel connected.”

The Mt. SAC Environment

Mt. SAC describes itself as “a public community college owned, governed, and maintained by the people of Baldwin Park, Basset, Charter Oak, Covina, Diamond Bar, southern portion of Glendora, Hacienda Heights, Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina.” The population count is about a million.

Arboleda tells HO that Mt. SAC is the largest community college in the state of California, with more than 40,000 students. Hispanics represent 39 percent of the student body; Asian and Pacific Islanders, 19 percent; African Americans, six percent; and Whites, 26 percent.

“Where are we? Where we are is the suburbs,” says Arboleda. “All suburbs, about a half hour from the City of Los Angeles, in the San Gabriel Valley, which has a large Hispanic population. Diamond Bar and Walnut (Mt. SAC is in Walnut) have mostly middle- to upper-class income levels. But other areas, such as West Covina and El Puente, have high concentrations of medium to low income. And some of the cities, the extremes, really low, low income.”

“Audrey Yamagata-Noji, vice president of student services—she is the one who really started the Bridge Program here at Mt. SAC. She is the one the college supported in giving funding to the program. We owe her a lot of credit, and she has been a wonderful mentor for me.” [Dr. Yamagata-Noji had analyzed physiological, sociological, and cultural factors associated with the educational achievement of Japanese American college students for her Ph.D. dissertation. And she is cited as a consultant to David Drew for his book *Aptitude Revisited: Rethinking Math and Science Education for America’s Next Century*, published in 1996 by the Johns Hopkins University Press.]

Support is provided for the Bridge participants, too. During Mt. SAC’s 1999 Summer Bridge Program, Shirley Torres worked as one of eight peer advisors. Seven of the eight were well acquainted with the Summer Bridge Program since they, like Torres, were students in the program in its initial year, 1998, when it was named the Student Success Summer Academy.

The peer advisors helped the students “learn the system” and also would call students if they were not attending classes and act as ombudspersons between the students and college personnel.

“We served as role models for the students, and we let them know that it’s okay to be scared,” said Torres.

“It’s really about building a bridge from where they are and giving them access and support,” said counselor/coordinator Jim Sm.

“If they’re first-generation college students, they are at risk,” he said. Smith said too that of the most important reasons students are at risk is that they call a lack of connectedness is that connection that the Summer Program makes—not just between students, but between the faculty members involved as “Students develop associations, a sense of connectedness with each other, and they working together,” he said. “It’s not just to teach a student, but teacher to teacher.”

Leadership—the New Dimension

Both Smith and Arboleda said they that students in the program wanted to be more connected. And so a leadership team was born. About twenty-five Bridge students were targeted to go on a retreat, a planned with family, faculty, counselor administrators.

A chief intention, says Arboleda, was to them about leadership and how they could it effectively. He told HO that the retreat has found effect on him. “This past weekend perhaps one of the most amazing experiences ever had working with students.” He sai...
took them to the university overnight for activities and exercises that were basically students breaking out of their shells. They were learning about themselves. Learning to open up to others, trusting others, seeing the potential within themselves. We just facilitated the process."

The Bridge Leadership Program involves "having the students go out into the community, learning about leadership skills, and putting those skills to work at Mt. SAC and then after they leave here."

"This program is in development," said Arboleda. "It is an evolving program. We are willing to make adjustments as we go and learn as we go."

Armando

"He told me that when he was in high school, he probably went to school once or twice a week. Shirley Torres recruited him," Arboleda talked with him about Armando, a Bridge student.

"This is what he wrote. It really addresses some of the core issues."

"Well, I'm not a great writer yet, but I just want to express myself a little to you. The last six months have been so good to me. I actually felt like I belonged somewhere. For the first time I feel like I'm beginning to understand the world. I feel good about being an example for my family and friends. I'm trying to encourage my friends to feel this great sense of happiness."

"This is a student who rarely went to high school," said Arboleda. "He realized this is a learning community that we have here."

"Before the Bridge program, he got Ds and Fs. Armando came into the Bridge Program and never missed a day of class. He did really well in the summer program. Take some of the classes we offer in the summer. Two As, a B, a C. Armando is receiving an award from his English instructor for his writing abilities. And applying to the HACU International Program. He volunteers for a women's shelter."

Overall Outcomes

Just how well does the Summer Bridge Program work in terms of helping students succeed?

Numbers from the first year's session give the story. Of the 83 students who enrolled in the summer of '98, 80 completed it. The pass rate (C or better) last year was approximately 9 percent. In terms of retention, about 80 percent of the students who were in the '98 summer session were enrolled in classes in the spring of '99.

And Arboleda says that some of these "at risk" students are passing their math courses with marks that are "really high compared to the general population at the college."

Asked to evaluate their experience, students were asked, "What were the most beneficial parts of the program?" Some of their responses were:

* Learning about college and what's expected of me.
* Knowing where to find help.
* Learning to be more responsible.
* Overcoming the fear of going to college.
* Learning never to give up.

"As a result of the Bridge Program, Torres also learned about another important side of herself. "I learned from the Summer Bridge Program that you have to give back," she said.

---

Knox College

Business Office

Galesburg, Illinois 61401-4003

www.knox.edu

ASSISTANT/ASSOCIATE DEAN OF STUDENTS

FOR INTERCULTURAL LIFE

Knox College invites applications and nominations for the position of Assistant/Associate Dean of Students for Intercultural Life. This position reports directly to the Dean of Students/Associate Dean of the College and is an active member of the Division of Student Affairs. The Office of Intercultural Affairs is charged with providing leadership for the College's commitment to intercultural understanding (within both international and national contexts) as a fundamental part of a liberal education. This position is a full-time, 12-month appointment.

Responsibilities: Actively engages the Knox community on issues surrounding both national and international cultural diversity. Collaborates with members of the Student Affairs and Academic Affairs staff to advise domestic students of color as well as international students on matters related to cultural adjustment and immigration. Provides collaborative leadership for the College's recent academic and co-curricular "Pluralism and Unity" initiative, funded through a Hewlett Foundation award. Provides oversight and management of the Office of Intercultural Affairs. Serves as an institutional resource to students, faculty and staff members in realizing the mission of the Office. Advises various clubs and organizations as related to intercultural life.

Qualifications: Master's degree; demonstrated experience working with diverse student populations; demonstrated experience working with immigration documentation and knowledge of U.S. immigration regulations; demonstrated experience working with domestic students of color; excellent cross-cultural and interpersonal communication skills; familiarity with undergraduate liberal arts education and residential colleges; ability to work independently and as a member of a dynamic team; and must possess a sense of humor.

Nominations and applications will be received until the position is filled. For full consideration please submit a letter of application/nomination, resume, and list of five references to:

Xavier E. Romano

Dean of Students &

Associate Dean of the College

Knox College

Box K-236

Galesburg, IL 61401

Founded in 1837, Knox College is an independent, four-year liberal arts college with 1100 students from 42 states and 33 nations. In keeping with its 163-year commitment to equal rights, Knox College particularly welcomes applications from individuals in under-represented groups.
Latinas Cultivated as Leaders of a New Indian
Saint Mary’s and Lilly Endowment Offer Assistance

BY MARILYN G.

"I am often out in the community talking to parents, grandparents, aunts, and uncles of potential Latina college students because in this culture, the whole family is involved in the decision to attend college."

Mona Bowe, Assistant Director of Admissions

Latinas who want to make the most of their future now have a great resource in a somewhat unlikely place—the state of Indiana. Thanks to a generous grant from the Lilly Endowment, Saint Mary’s College in South Bend, Ind., has launched an ambitious program to recruit, educate, and develop leadership potential in young, bright Latinas.

Saint Mary’s, ranked for several years as the #1 Midwest regional liberal arts college by U.S. News and World Report, has recently put together special initiatives to help talented Latinas in their high school and college years. Under the umbrella of the Leaders of a New Indiana (LONI) Project, female students are invited to explore their potential as leaders in their community, state, and beyond.

The LONI Project was initiated to address the needs of two specific student populations in Indiana—those who were raised in communities of less than 25,000 and Latinas. These two groups were targeted because they are underserved and underrepresented in colleges and universities (as compared to their White urban counterparts) and both often have strong family ties and values, families they must leave in order to get a college education. The LONI Project extends academic, emotional, and financial support to help make the transition possible.

“We want young women to consider ALL of their possibilities,” says Maria Thompson, director of the LONI Project. “We want to make sure that they finish high school and contemplate the future.”

Knowing that the road to college for Latinas is a journey that must begin early and include the support of family, the LONI Project staff has created several opportunities to make the dream of higher education a reality.

Reaching Out to the Pre-College Crowd

It all starts with Encuentro. Encuentro, which means “to gather/to find oneself/to meet,” was carefully chosen as the name of a two-week program that beckons high school Latinas to explore the possibilities for academic achievement and personal growth. The Latina students who enroll in Encuentro get an opportunity to preview college courses in the areas of chemistry, art, Latina literature, history, and computer science.

But they also get the chance to explore who they are now and who they want to become. Encuentro challenges Latinas to ask themselves: How do I make my what I want it to be? How can I realize my goals? How can I be a leader to those within my community who will follow my path?

The two weeks on campus packed with all aspects of life, including field trips and activities. There is also time to reflect on faith and identity during special work and service events. The Lilly Endowment funds this possible to offer Encuentro to participants.

Encuentro is only one pre-college programs spons

Encuentro challenges Latinas to ask themselves: How do I make my future what I want it to be?

Participants from Encuentro at St. Mary’s University
LONI; another is called My First Day of College. It allows first-year and sophomore high school students to preview college through a 24-hour stay on campus. The students are invited to visit and stay with a current Saint Mary’s student in a residence hall. The Saint Mary’s student acts as a host and takes the guest to various classes and social gatherings. In addition, the visiting student attends two workshops: one is on requirements for college and admissions; the other, on how to navigate the financial aid application process.

The campus visit also offers an opportunity for lunch with faculty and administrators who can provide information on a particular discipline. Finally, there is a question-and-answer session with a panel of Saint Mary’s women at which the high school students can get answers to questions that they might not want to ask college officials.

Encuentro and My First Day at College might sound like typical recruitment programs, but when it comes to reaching out to Latinas, it takes more than the usual strategies.

To get students to enroll in the pre-college programs, LONI Director Maria Thompson says that the groundwork must be laid through a series of contacts.

“We know that a connection must be made within a community before young Latinas are allowed to attend activities,” she says. “We send letters to high school counselors explaining the purpose of our pre-college programs and encourage them to refer students who they believe would benefit from involvement in these activities.”

Leadership Academy

One component of the LONI Project that goes beyond introducing young students to college life is the Leadership and Development Academy (LCDA). This one-week summer program is designed to help high school first-year, sophomore, and junior women become aware of their own leadership qualities. Its goals are ambitious, and it offers participants a chance to:

- develop confidence in their ability to lead,
- address real issues in their communities and schools,
- enhance communication and critical thinking skills, and
- gain an understanding of collaborative leadership and community development.

LCDA also invites parents to participate in a special weekend program so they can learn firsthand about student projects created during the academy while they also explore options for their daughter’s education.

Students accepted to the Leadership and Community Development Academy receive a full scholarship to cover program costs, including supplies, room, and meals. Fifteen senior high school students enrolled during the first year of the academy; six of those are currently attending Saint Mary’s.

Recruitment with a Personal Touch

All of these pre-college recruitment initiatives are combined with person-to-person outreach efforts by the admissions staff of Saint Mary’s. Mona Bowe, associate director of admissions, says that she has spent a lot of time in rural high schools, churches, and community centers in order to meet with prospective Latina students.

“The LONI Project has enabled us to visit many high schools,” says Bowe, “but I am often out in the community talking to parents, grandparents, aunts, and uncles of potential Latina college students because in this culture, the whole family is involved in the decision to attend college.”

Parents and other relatives take an active interest in the choice of sending a Latina away to school. Family concerns range from academics to safety on campus.

“If their daughter is going away to live on campus, they want to know how safe it is,” says Bowe.

And of course, with college costs at Saint Mary’s running close to $25,000 per year, everyone wants to know about financial aid.

About 70 percent of Saint Mary’s students receive merit or need-based scholarships, grants, loans, and work opportunities. In addition, the Lilly Endowment’s five-year support of the LONI Project goals has made it possible to offer $5,900 grants to students who qualify.

But despite the expense and distance from home, many Hispanic families feel that an all-women’s Catholic college is a good match for their daughters. Hispanics now represent 62 percent of minorities at the college. That is due in part to the efforts of Bowe, who has been at Saint Mary’s for five years and is a good ambassador from the college to young Latinas and their families. She grew up in Mexico City and was the first in her family to go to college.
“I know what a difference college can make,” Bowe says. “I believe in what I do.”

A Helping Hand on Campus

Although much of the emphasis of the LONI Project is helping Latinas get to top-notch college such as Saint Mary’s, once they are there, there is plenty of support, such as the mentoring program.

Mentoring involves linking groups of four to six students with administrators or faculty members who act as coaches and facilitators in various aspects of campus life. Together, the members of mentor groups plan and attend functions such as plays, sports events, religious ceremonies, and social activities in order to help LONI students adjust to college life.

“We nurture a closeness that is in line with what Latinas are used to in their families,” says Maria Oropeza, director of multicultural affairs.

Through these associations, Latinas often begin developing the confidence they need to become leaders—a role unfamiliar to those who have been brought up in a traditional Hispanic household where the females are not usually the decision-makers.

“As Latinas become involved in student activities, student governing boards, and campus ministries, they begin to develop life skills that will help them succeed outside Saint Mary’s,” says Oropeza.

One student organization, La Fuerza, has been “phenomenal,” according to Oropeza. With the slogan “Because Strength Is Feminine,” members of La Fuerza have cultivated leadership roles by conducting fund-raisers, doing community service, and establishing a Big Sister/Little Sister program.

But embracing diversity and providing opportunities for growth go far beyond the multicultural office: it is a college-wide commitment that stems from the basic mission of Saint Mary’s. “We are preparing our students to become global citizens,” says Oropeza. “So our academic programs reflect that emphasis. We offer courses in Latin American politics, history, and literature. We want to foster pride in our students; Latinas are stronger when they know their history and culture.”

Once students have reached junior or senior status, they can benefit from a LONI program that sets up paid summer internships. They are also invited to become mentors to first-year students.

The LONI Project has been funded by the Lilly Endowment for five years. Although it is too early to measure results, Saint Mary’s officials report that the retention rate for Hispanic women is improving.

“We are a small college,” says Maria Oropeza. “We can work across departments and take a personal interest in the success of our students. It is vital to our mission.”

Note:

Saint Mary’s College, founded in 1844, enrolls 1,500 women from 48 states and 12 countries. Approximately 65 percent of its students ranked in the top 25 percent of their high school classes.

The Lilly Endowment, based in Indiana, is a private philanthropic organization created in 1937 by J. K. Lilly Sr. to support their interests in taxation, community development, and religion. According to the Chicago of Philanthropy, the Endowment has assets of $4 billion and is the second largest philanthropy (The Bill and Melinda Gates Foundation is #1).
**PEOPLE**

**Perez Expanding Multicultural Awareness at Cleveland State**

Maritza Perez is the multicultural programming coordinator for Cleveland State University's (CSU's) Office of Minority Affairs and Community Relations in Ohio. She is responsible for coordinating and implementing multicultural programs and events with broad involvement of CSU faculty, staff, students, and alumni. She also assists with community relations.

Perez, who has also worked in recruitment and counseling, wants to "expand the awareness of multiculturalism within CSU and the greater Cleveland community." She has a bachelor's degree from State University of New York-Old Westbury and a master's from Bank Street College of Education in New York.

**Armas and Hernández Visit St. Joseph's**

St. Joseph's College (SJC) in New York recently welcomed two visitors from Cuba.

**Conrado Attends Salzburg Symposium**

Dr. Eduardo Conrado, director of international programs for the Alamo Community College District (ACCD) in Texas, attended the Salzburg Seminar Universities Project’s 11th Symposium as a Salzburg Fellow, representing the United States and the ACCD. The symposium, “Globalization and the Future of the University,” was held in Salzburg, Austria, in November.

"At the conference, I gained experience from sharing ideas with top academics from diverse universities, not only from the U.S. but also from the states of the former Soviet Union who are undergoing a transition to the democratic process," he said.

Conrado has a Juris Doctor from the National University of Nicaragua. He has pursued graduate studies at the Iberoamerican Institute in Madrid and at the Social Science Institute in Paris. He also studied at Texas Tech University.

**Hernandez Named Pasadena Distinguished Alum**

Rancho Santiago Community College District (Calif.) Chancellor Dr. Edward "Eddie" Hernandez, Jr., was named one of the 75 Most Distinguished Alumni from Pasadena City College (PCC). The selections were made for PCC's 75th anniversary celebration.

A 1964 graduate, and district chancellor since July 1997, he is CEO of Santa Ana College, Santiago Canyon College, Centennial Education Center, Santiago Canyon College Continuing Education/Orange Center, and other sites in central Orange County.

"As a community college graduate, I understand its mission," said Hernandez. "I was one of those students referred to as having some potential, but not necessarily because of high school grades. It was PCC that provided me the educational opportunity to strive for bigger and better things."

**Morales Receives Lewis Achievement Award**

Lewis University (Ill.) honored Carmen G. Morales with an Alumni Achievement Award.

Morales is community relations director for Nicor Gas and chaired Nicor's United Way campaign the past three years, helping to raise more than $2 million in employee contributions.

A board member of the Chicago Southland and the Joliet Region Chambers of Commerce, Morales is a member of several other chambers of commerce, the Will County Governmental League, the Latino Business Association, and the Joliet Council for Working Women.

**Washington State Honors Martínez and Loera**

Cecilia A. Martínez and Lucila Loera (pictured) were honored at the 10th annual Multicultural Student Services Convocation at Washington State University (WSU).

Martínez, an undergraduate student, received the Leadership Award from the Council of Multicultural Student Presidents. Born in El Salvador, Martínez immigrated with her family to the United States in 1990. She is active with MEChA, Mujeres Unidas-MU, Children of Aztlan Sharing Higher Education-CASHE, Semana de la Raza, McNair Program, and The Multicultural Student Mentor Program.

Loera, career counselor and multicultural liaison in the WSU Office of Career Services, received the Faculty/Staff Award from Multicultural Student Services. She co-chairs the Chicana/o Latina/o Faculty and Staff Association; is treasurer and president-elect of the Washington Association for Multicultural Counseling and Development; advises Gamma Alpha Omega; is past associate director the Coalition for Social Justice; is past president of CAMARADAS; and created the Herrera-Loera Los Padres Memorial
Society of Latino/a Engineers and Scientists Scholarship Fund.

**Orona, Park, and Pellow at Colorado-Boulder**

Kenneth Orona (pictured), Lisa Sun-Hee Park, and David Pellow, new faculty members in the department of ethnic studies at the University of Colorado-Boulder, are helping students prepare to live and work in a global community. They bring expertise in interdisciplinary teaching and research, with an emphasis on global issues and multicultural thought and experiences.

Orona, a Chicano and a Colorado-Boulder alumnus, is an ethnic studies instructor teaching Introduction to Chicano History, Rethinking Southwestern Studies, and Race and Identity in Post-Colonial History. Park, an Asian American, is an assistant professor in women's studies and ethnic studies. Her interests include international migration, Asian American families, immigrant women's labor, and global political economy. Pellow, an African American, is an assistant professor in sociology and ethnic studies. He teaches a course on environmental racism, an overview of literature that combines theory-building with student research projects.

**Glandt Made Dean at University of Pennsylvania**

Eduardo D. Glandt is the new dean of the School of Engineering and Applied Sciences at the University of Pennsylvania, where he has been a distinguished member for more than two decades.

Glandt served as interim dean since August 1998, in what university president Dr. Judith Rodin termed an exemplary period in which the school made extraordinary progress in attracting new resources, making significant faculty appointments, and supporting interdisciplinary teaching and research.

Glandt received a bachelor's degree, magna cum laude, from the University of Buenos Aires, and both a master's and doctorate from the University of Pennsylvania.

**Reyes Awarded NJ Nets Scholarship**

Bloomfield College (N.J.) first-year student Zorimar Reyes received a $4,000 scholarship to be paid over four years from the New Jersey Nets Foundation through the Community Youth Organization. Bloomfield College will match this scholarship and will provide a mentor to Reyes as part of the program.

The presentation was made before the start of an NBA game at Continental Airlines Arena. Scholarship selections are based on factors including financial need, GPA, and a history of community service.

"This scholarship means a lot to me," said Reyes, who attends college full time and also works full time in security for Blue Cross/Blue Shield. "Some nights I go to bed at 4 a.m. after studying. It's hard to balance everything."

**Vela New Dean at Texas Health Science Center**

Dr. Leonel Vela is new regional dean at the University of Texas Health Science Center at San Antonio. He directs the Lower Rio Grande Valley Regional Academic Health Center (RAHC), an education, research, and health promotion center along the Texas-Mexican border.

A board-certified diplomate of the American Board of Preventive Medicine, Vela was appointed by the U.S. Secretary of Health and Human Services to chair the National Advisory Council on Migrant Health. He owns two bachelor's degrees from Stanford, a master's from Harvard, and a doctorate from Baylor College of Medicine. He was a Kellogg Fellow in Health Policy and Management at Harvard in 1986.

**Municipio de Santiago de Cuba Honors Danger**

Ivonne Danger, director since 1989 of the Career and Transfer Center at the Miami-Dade Community College (M-DCC) Wolfson Campus, received the Municipio de Santiago de Cuba's "Honra de Honor" award. The award was presented at a ceremony held in Havana in recognition of her contributions to the development of the Career and Transfer Center.

**Muñoz Attends Film Premie at Texas Wesleyan**

Hollywood producer and director Rick Muñoz attended the premiere of a feature film, "No Mothers Crying," at Texas Wesleyan University in Fort Worth, Texas. The film stars Danay Trejo, Mike Moroff, and Ontiveros, and portrays the story of a family's struggle with violence.

**U.S. Sugar Scholarship to Fernandez**

The United States Sugar Corporation granted a scholarship to Victoria Fernandez for the school year 1999-2000. It is awarded to students attending each of the Independent Colleges of Florida (ICUF).

Selection was based on academic standing, GPA, and co-involvement. Fernandez will attend Florida Southern College this year and work in education.

The award was made possible by the Florida Independent College Fund, a nonprofit foundation for the development of the ICUF's financial assistance programs in education.
Flores Raises Funding Package

HACU president Antonio Flores praised Congress' decision to earmark record funds for federally designated Hispanic-Serving Institutions--those with a Hispanic student enrollment of at least 25 percent. "While these spending measures represent just a fraction of the investments still needed to reverse years of federal neglect of the higher education needs of such a large part of our population, the recent and rapid increases in funds are very gratifying," said Flores.

The $42.25 million spending package is a big increase over the $28 million designated for those campuses for fiscal 1999. Earlier years, the annual amount sent to Hispanic-serving institutions was $12 million.

Flores noted that Senators Kay Bailey Hutchison (R-Texas) and Jeff Bingaman (D-New Mexico) led a bipartisan effort to win their colleagues' support.

Suarez Lectures at Stetson

STETSON: Rep. Anthony "Tony" Suarez lectured on "Central Florida and World Economic Regionalism" at Stetson University (Fla.).

"Unfortunately, most Americans see Latin America in a negative light, from business to immigration to culture," Suarez said. "The world is developing into regional blocks and regional currencies. It is of national importance that Central Florida follow and exceed Miami's example and make Central and South America the core of our business attention." Suarez feels the business and academic communities should take the lead in asserting Central Florida's place in a global economy.

Elected to the Florida House of Representatives in 1998, Suarez has been an attorney in private practice for 20 years, specializing in defense, legislative analysis, commercial, and real estate law.

Rodriguez on Mexican American Studies Center Faculty

Dr. Gregory S. Rodriguez joined the faculty of the University of Arizona's Mexican American Studies and Research Center, increasing its number to six.


His research interests include the historical uses of popular culture for the mobilization of ethnic, national, and gender identities within Mexican national and Mexican American communities.

Rodriguez has a bachelor's degree from CSU-Sacramento and both a master's and doctorate from the UC-San Diego.

Vargas Receives National Scholarships

Elmhurst College (Ill.) junior Maritza Vargas was honored with two national scholarships--a Dr. Juan Andrade Scholarship and a Hispanic Alliance for Career Enhancement Scholarship.

Vargas was one of 27 receiving the Andrade Scholarship, named after the president of the United States Hispanic Leadership Institute. The Alliance Scholarship was awarded to 23, including students at Harvard, DePaul, and the University of Illinois-Chicago.

Vargas moved to the U.S. with her family from Quito, Ecuador, when she was 13. She has been speaking English for only six years. "If you really want to succeed, there are no obstacles, language or cultural," said Vargas.

Penn State York Celebrates Puerto Rico Awareness Week

Penn State York's Hispanic Student Association sponsored activities throughout the school's Puerto Rico Awareness Week celebration in November.

Members of the campus and local communities learned about the plena, merengue, salsa, bomba, cha cha, and more as El Grupo Forlancio performed folklore and modern dances from the Caribbean. with special emphasis on the Puerto Rican culture and music.

A food sale, craft display, workshop, and student panel rounded out the events.

Texas-Kingsville McNair Scholars Present Research

Texas A&M University-Kingsville Ronald E. McNair Scholars presented research at the national annual Mid America Association of Educational Opportunity Program Personnel conference in Wisconsin.

Senior chemical engineering major Arturo Castilleja's research is titled "Climate Control System for the Texas A&M-Kingsville's Serpentarium Using Real Time Climate Conditions Downloaded Continuously from the Net." His research mentors are Dr. William Heenan and Dr. John Pérez.

Junior biology major Daniel Gonzalez's research is titled "The Molecular Characterization of an Open Rectifier Potassium-Channel Gene in Drosophila melanogaster: Evidence of Alternative Splicing and Initial Characterization of the 5' Untranslated Region." His research mentor is Dr. Enrique Massa.

Also attending the conference were Yvonne Puente, senior chemical engineering major; Mary L. Gonzalez, McNair Scholars program director; Petra Lopez, McNair graduate mentor; and Joe Valenzuela, McNair academic coordinator.

Pictured l. to r.: Daniel Gonzalez, Lopez, Carl McNair (brother of the late Dr. Ronald E. McNair), Puente, and Castilleja.

New Mexico Professors Study Rio Grande Bosque

The National Science Foundation awarded the University of New Mexico (UNM) $920,000 for a study on the conservation and restoration of the Rio Grande Bosque.

The study is on the role of seasonal flooding in maintaining the ecological integrity of
the native cottonwood bosque in the semiarid Southwest.

UNM biology professor Dr. Manuel Molles is spearheading the study, and Clifford "Jim" UNM biology professor, and Clifford Crawford, biology professor emeritus, are co-investigators of the project—a multidisciplinary effort that will include representation from Earth and Planetary Sciences at UNM.

"Water is very important in the state of New Mexico," Molles (pictured) said. "And the research on the bosque should help us learn more about the state's water."

**Movida Performs at Nazareth**

Local dance company Movida performed at New York's Nazareth College during the fifth annual African-Caribbean and Brazilian Music and Dance Conference.

Movida, along with Bata Con Pies, performed dances from Africa, Brazil, and the Latin Caribbean islands. The Vazquez Dance Company, Percussion "Ah" Saleem, and the African Cultural Center of Buffalo's African Dance and Drum Performing Group also appeared at the college.

Artists Melodie Melon, Sophia Roberts, Tiffany Mingg, Ramon "Sunshine" Perez, Aida Veras, and the Pandoo Steel Band presented workshops.

**Good Triumphs in Texas-Kingsville Pastorela**

*La Transformación*, a play written and directed by Texas A&M University-Kingsville senior theatre arts and history major Jesus Pantel, was performed at La Procesión de La Posada y Pastorela in December. It was the first student-written pastorela—a genre in which good ultimately triumphs over evil—to be staged by the communication and theatre arts department.

In the play, set in Mexico in 1520, a priest named Juan, overzealous in his attempt to convert the Indians he encounters, strays from the path. Eventually, he realizes the error of his ways and discovers the true spirit of Christmas.

Pantel, performing the role of Jesus Christ, was joined by actors Nino Castillo, Ian Scott Ray, Abigail Vargas-Luna, Timothy Day, Violeta Castro, and Robert Balbaugh; narrator, Angela Prazzo; and stage manager, Denise Elaine Gomez.

Pictured here (l. to r.) are Balbaugh, Pantel, and Ray.

**Princeton Theological Launches Garcia-Treto Faculty Fellowship**

The president and board of trustees of Princeton Theological Seminary (N.J.) have established the Garcia-Treto Faculty Fellowship in the name of Trinity University (Texas) religion professor and Princeton Seminary trustee Francisco Garcia-Treto (pictured). The annual fellowship, part of the Hispanic Summer Program, which empowers Hispanic Americans for ministry in their own communities, will be awarded to a different scholar each year to teach biblical studies.

Justo Gonzalez, executive director of the Seminary's Hispanic Theological Initiative, said that the fellowship demonstrated an ongoing and increasing commitment to the Hispanic church and community. "It is very fitting that it is in honor of Garcia-Treto, who not only has been a leading scholar in the Hispanic community but who has long served in the Princeton community."

**California-Dominguez Studen International Program**

Five students from CSU-Don Hills are pursuing their I study abroad this academic year: Salvador Jaimes, studying at the 1 Tecnológico de Estudios Superiores Monterey, Campus Querétaro, Mexico Mendoza, University of Granada, Spain; M. Montero, University of Madrid, Maria A. Rodriguez, University of Guadalajara; and Anita J. Cole, University of Madrid.

Developing intercultural communication skills and international understanding students has been key to the CSU n Since 1965, more than 12,000 students participated in this study option.

**Colorado-Boulder Welcomes the Underrepresented**

At the University of Colorado, Black-ast is placed on a climate of health and safety, one in which people value individual and group differences, respect the perspectives of others, and communicate openly, according to Ofelia Miramontes, associate vice chancellor for diversity and equity.

Colorado-Boulder actively promotes health and safety as important to the campus community. Among the programs designed to promote the underrepresented groups, Cultural Unity Center, Minority Affairs Program, the Multicultural Students Association, Office of Diverse Equity, Success in Engineering, Excellence in Diversity, and Summer Access to Research Training.

**Coca-Cola Receives HACU Award**

The Hispanic Association of Colleagues Universities (HACU) presented the Company with its Outstanding Private Sector Partner Award for the company's extraordinary leadership and commitment to Hispanic higher education.
HACU's president, Dr. Antonio R. Flores (pictured l), presented the award to Rudy Beserra (r). The Coca-Cola Company assistant vice president, corporate Latin Affairs, who accepted the award on the company's behalf.

Coca-Cola funding supports partnerships between universities and local schools, global education programs, and “first generation” scholarships, among other initiatives.

Oregon Institute Honors Mt. Hood Latino Club

Mt. Hood Community College’s (MHCC) Latino Club was named the 1999 Oregon Diversity Institute's Outstanding Student Group.

Members of the Club accepted a plaque at the Institute's annual conference. The award recognizes leadership and innovation in diversity among colleges in Oregon. Club advisor Gayle Parke, MHCC Transiciones coordinator, and Al Sigala, director of media and public relations, were also recognized. The MHCC Latino Club, formed in 1998, now has the largest membership of any club at MHCC.

Pictured here l. to r.: Sigala; Holly Sobella, Latino Club secretary; Pedro Miguel, Club member; Denise Diaz, Club president (holding plaque); Mayra Zaragoza, Club member; and Parker.

Mt. Hood Offers Horticulture Class in Spanish

Mt. Hood Community College (Oreg.) received a $4,000 grant from the J. Frank Schmidt Family Charitable Foundation to be used for purchasing books, videos, and handouts in Spanish for the Introduction to Horticulture class.

Mt. Hood houses an operating nursery; greenhouses; an arboretum; and a land lab for turf and irrigation projects, landscaping, and growing plant material. By offering the class in Spanish, the school expects to further the knowledge and skills of Spanish-speakers in the field whose English is limited or absent.

Retablo Scholars at New Mexico State Symposium

Prominent scholars in the field of devotional painting traditions of Mexico and Latin America gathered for a two-day symposium at the New Mexico State University (NMSU) Art Gallery. Refugio I. Rochin, director of the Smithsonian Institution's Center for Latino Initiatives, and Miguel Breto, senior scholar at the Center, moderated the symposium—held in conjunction with “El Favar de los Santos: The Retablo Collection of NMSU,” which is, according to gallery director Charles Lowell, the most comprehensive exhibition to date on the subject of 19th-century Mexican retablos. Shown here, from the exhibition, is “El Sagrado Corazon de Jesus. The Sacred Heart of Jesus,” Anonymous, Mexico.

Participants included: Felipe Solis Olguin, subdirector of archaeology at the National Museum of Anthropology in Mexico City; Marcus Burke, curator of Paintings, Hispanic Society of America, New York; Elizabeth Zarur, NMSU assistant professor of art; Jacinto Quiarte, professor emeritus at the University of Texas-San Antonio; Manuel Olman Nolasco, general director of the National Commission on Sacred Arts in Mexico City; Ramon Gutierrez, associate chancellor of the University of California-San Diego; Solange Christine Behocarey de Alberro, professor at the College of Mexico, Mexico City; Claire Farago, University of Colorado-Boulder associate professor of art history; and Victor Zamudio-Taylor, University of Texas-Austin assistant professor of art history.

National Hispana Leadership Institute Board Notes

The National Hispana Leadership Institute (NHLI) welcomed new board member Art Ruiz. Ruiz brings expertise in public affairs, federal issues management, and community outreach, and extensive involvement with not-for-profit organizations. Ruiz said he intends to work with the board "to see a growth in the number of women trained, to obtain measured results of the training program, and to garner recognition for the organization's contributions to the American society as a whole."

Dr. Fern R. Espino, NHLI board chair, plays an important role in the economic development of Southeast Michigan. Espino was selected to join the executive committee of the Detroit Regional Chamber of Commerce program "Leadership Detroit," where she and others are responsible for program oversight and development.

Santa Ana Newspaper & Magazine Receive Honors

SAC (ACP) honored the Santa Ana College (Calif.) student newspaper el Don with the National Pacemaker Award. Theresa Salinas, 1998-99 editor-in-chief, accepted the award at the ACP/College Media Advisors conference in Atlanta, Ga.

The Pacemaker Award recognized el Don as the nation's top two-year college tabloid publication for excellence in design, editing, reporting, and content. Editors from the Atlanta Journal and Constitution judged the paper.

ACP also honored el Don, as well as West 17th, the Santa Ana College student magazine, with first place in the Best of Show General Excellence Awards. The two publications took top honors for the fourth year in a row.

Salinas was awarded second place in the Adobe Collegiate Designer of the Year competition.

NACME Ranks Northwestern No. 1 in Retention of Minority Engineering Students

Northwestern University (Ill.) is ranked No. 1 in the country in the retention of minority engineering students over the past eight years, according to a National Action Council for Minorities in Engineering (NACME) report.

Northwestern's average retention rate of 78% percent is more than double the national average of 36.5 percent, topping peer institutions, including Princeton, Duke, the University of Michigan, and Stanford.

The NACME study focused on African Americans, Latinos, and Native Americans in minority-serving institutions.
Indians, comparing average incoming first-year-student minority classes in the years 1991 to 1993 to average graduating minority classes in the years 1996 to 1998 to determine national and individual school retention rates.

1996 Northwestern graduate Tanya Ortega, an embedded software engineer with Xerox Corporation, said that since being helped by Northwestern's Minority Engineering Opportunity Program (renamed EXCEL), she has been inspired to help other students.

Newspaper Publishers Discuss Press Freedom at Michigan State


Peter Kann, CEO of Dow Jones and publisher of The Wall Street Journal, and Alejandro Junco of El Norte in Monterrey, Mexico, were the keynote speakers.

"As Latin America and the Caribbean enter into the 21st century, the new sets of economic, social, and regional perspectives will impose a rapid transformation of the region," said Manuel Chavez, assistant director of the MSU Center for Latin American and Caribbean Studies. "Human rights and press freedom play a critical role in the stability of the region and in the progress of the new economic alliance of the Americas."

NCLR and Latino Officer Organizations Form Partnership

The nation's largest Hispanic civil rights group and the two largest organizations representing Hispanic law enforcement officials joined forces to address growing concerns about racial/ethnic profiling, law enforcement abuse, and the low representation of Latinos at all levels of the nation's law enforcement structure.

The National Council of La Raza (NCLR), the Hispanic American Police Command Officers Association, and the National Latino Peace Officers Association formed a historic partnership, announced in December.

A NCLR study on hate crimes found that there are few high-ranking Latinos in law enforcement available to help address recent dramatic increases in law enforcement abuse and racial profiling affecting Latinos.

American Historical Association Holds 114th Annual Meeting

AHA The American Historical Association, together with 42 of its affiliated societies, held its 114th annual meeting in Chicago in January. More than 4,000 historians presented and debated new research and interpretations on a wide range of subjects. Many of the 751 sessions, designed to appeal to the broadest possible audience, featured audience participation and lively discussion. "Approaching the Borders of American Juvenile Justice," "National Security As Cultural Product," and "The American Presidency and Popular Culture: Imaging in the American Mind" were some of the topics.

Portland Community Targets Hispanic Entrepreneurs

Portland Community College (PCC) in Oregon is again offering a business lecture series targeting Hispanic-owned businesses. Co-sponsored by the Metropolitan Hispanic Chamber of Commerce, the Small Business Administration, and PCC's Small Business Development Center, topics include e-commerce, human resources, and Total Quality Management (TQM).

Mario Pedraza (pictured), a small business counselor for PCC, said, "It is affordable, informative, and a great way to network with other Latino entrepreneurs."

Capirotada: A Nogales Memoir

by Alberto Alvaro Rios

A rich mélangé, this memoir stirs together Rios' memories of family, neighbors, friends, and secrets from his youth. It addresses the quiet, the overlooked, the everyday side of growing up. Not about prison, or famous heroes, this book is instead about the many which is often the most interesting place to find news.


Cuentos from Long Ago

by Paulette Atencio

This bilingual sampler of southwestern tales, legends, and myths offers the modern reader wisdom passed down for hundreds of years. The themes of these stories are universal—love and its costs; forgiveness, good versus evil— voices, images, and incidents are uniq the Southwest.


Best Careers for Bilingual Latin Mark Your Fluency in Spanish Get Ahead on the Job

by Graciela Kenig

This book offers advice on finding rewarding career while maintaining uniquely Latino identity. From health care to high tech, it presents the latest informati
mum results in today’s hottest fields.


Never to Return
by Esther Tusquets

A witty, penetrating account of a woman’s inner journey to understanding through her encounter with Freudian psychoanalysis—this book is characterized by a winding, associative style that captures the vibrant ebb and flow of a woman’s inner life. Translated by Barbara F. Ichishi.


Community Colleges as Cultural Texts: Qualitative Explorations of Organizational and Student Culture
Kathleen M. Shaw, James R. Valadez, and Robert A. Rhoads, eds.

This book takes a step towards developing a nuanced understanding of the rich and varied cultures inherent in community colleges. The contributors use critical qualitative frameworks to address the question of whether, and how, community colleges confront the challenges of diversity and provide real opportunities for upward mobility.


Who Is My Neighbor?: Social Affinity in a Modern World
by James A. Vela-McConnell

The author explores the emergence of what is called “social affinity,” a concept bridging classical notions of social cohesion with contemporary social psychology. The ideas underlying social affinity focus on the sentiment of moral obligation, which holds society together.


Maya Conquistador
by Matthew Restall

Matthew Restall offers the first Mayan accounts of the Spanish Conquest. The story holds surprising twists: The conquerors were not only Spaniards, but also Mayans, reconstructing their own governance and society, and the Spanish colonization of the Yucatán was part of an ongoing pattern of adaptation and survival over centuries.


A Nation Divided: Diversity, Inequality, and Community in American Society
Phyllis Moen, Donna Dempster-McClain, and Henry A. Walker, eds.

Leading social scientists explore how different groups become socially and economically unequal and how the persistent patterns of durable inequality affect national stability. The researchers describe the changing demography of diversity and inequality and the interplay of diversity, inequality, and community in educational institutions, the military, the family, popular culture, and religion.


Preparing a Nation’s Teachers: Models for English and Foreign Language Programs
Phyllis Franklin, David Laurence, and Elizabeth B. Welles, eds.

The question of how to improve teacher education and preparation takes on a new urgency as the demand for well-trained teachers is growing dramatically. This book provides an insightful and timely overview of the challenges of improving teacher education and a practical guide for faculty members, department chairs, administrators, and educational policy-makers.


Rigoberta Menchú and the Story of All Poor Guatemalans
by David Stoll

David Stoll compares a cult text, Rigoberta Menchú—the book that propelled native Guatemalan Indian Rigoberta Menchú to the 1992 Nobel Peace Prize—with conflicting local testimony. In challenging the accuracy of a widely hailed account of Third World oppression, this book goes to the heart of contemporary debates over political correctness and identity politics.


Saudade/Sorrow
by Claribel Alegria

Claribel Alegria—who has long been a revered voice for the struggle for self-determination in Central America—plumbs the depths of grief and w Kern from pain and memory in lyrics written as love letters to her deceased husband. The poems not only summon their shared past in vivid detail but also...
ponder the meaning of death and separation, and the yearning for eventual reunion. Translated by Carolyn Forché.


**Angels on High: Márton Váró's Limestone Angels on the Nancy Lee and Perry R. Bass Performance Hall in Fort Worth, Texas**

Text by Ronald G. Watson

This book chronicles the creation, carving, and installation of Márton Váró's imposing angels on the façade of the Bass Performance Hall. Approximately 48 feet tall, the angels are of the same limestone as the building and inseparable from it. Váró also carved three sets of smaller angels in preparation for work on the actual sculptures.


**Contemporary Latin American Artists: Exhibitions at the Organization of American States 1941-1964**

Annick Sanjurjo, ed.

This book contains information on those internationally known artists who exhibited at the Museum of Modern Art of Latin America, Organization of American States, from 1941-1964.


**America's Fastest Growing Jobs, 5th Edition: Details on the Best Jobs at All Levels of Education and Training**

by J. Michael Farr

Jobs with high pay and fast growth are available at all levels of education and training—but you have to know what they are. This book provides descriptions of major jobs with average or higher growth rates plus jobs that are projected to create the largest number of openings.


Many publications featured in this section are available through amazon.com.

## Conferences

**NAFEO 25th National Conference**

February 13-17


Contact: (301) 650-2440; Web site, www.nafeo.org.

**NAHE 2000/Millennium Conference**

February 15-19

The National Association for Bilingual Education's five-day event includes keynote speakers and more than 200 workshops, symposia, papers, and demonstrations focusing on the education of language-minority children and the development of multilingualism and cultural understanding. In San Antonio, Texas.


**2000 NAWE Conference**

February 24-27

The National Association of Women in Higher Education presents its annual conference on Advancing Women in Higher Education. Featured speakers will be Judith Starnick, director of ACE's Office of Women in Higher Education, and Sheila Kaplan, president of Metropolitan State College of Denver, Colorado.

Contact: NAWE, (202) 659-9330; e-mail, nawe@wawewe.org; Web site, www.nawe.org.

**NAHLS National Conference**

February 21-26

The National Association of Hispanic Latino Studies' national conference will take place this year in Houston, Texas.

For additional information: Dr. Len Berry, Jr., Executive Director, NAHE, Morehead State University, (606) 783-2650.

**Technology in Education Hands-Conference**

March 6-9


**TESOL Convention and Exposition**

March 14-18

Teachers of English to Speakers of Other Languages holds its 34th annual conven and exposition. In Toronto, Canada.

Contact: (703) 836-0774.

**ACE 82nd Annual Meeting**

March 18-21


**NAHP Convention 2000**

March 29-April 1

The National Association of Hispanic Professionals presents "the Hispanic Professional of the New Millennium." At the McCarlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director, (202) 662-7250.
AAHE 2000 National Conference
March 29-April 2

The American Association for Higher Education's 2000 national conference has as its theme "To Form a More Perfect Union: Diversity and Learning." In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, www.aahhe.org.

NCA-CHEE 105th Annual Meeting
April 1-4

The North Central Association of Colleges and Schools' Commission on Institutions of Higher Education presents "The Quest for Quality: Mission, the Commission, and a New Century." In Chicago, at the Hyatt Regency Chicago.

AACC 80th Annual Convention
April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme "A World of Possibilities," and an academic marketplace at the Hilton Washington in Washington, D.C.


Teaching, Learning, and Technology Conference
April 12-15

Florida Community College-Jacksonville, among others, is sponsoring "Teaching, Learning, and Technology: Challenges for Creating Sustainable Change in the New Millennium." At the Radisson Riverwalk Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jean Davis, (904) 632-3088.

The Latino Book Summit
April 15-16

This book summit celebrates books, careers, culture, education, health, and more. In San Diego, Calif.

Contact: (323) 255-9206.

UCEA 85th Annual Conference
April 16-18

University Continuing Education Association presents its 85th annual conference, "Riding the Waves: Strategies for the New Futures of Higher Education," dealing with trends in markets and futures, leadership and management, and in learning and instructional technologies. Includes a special seminar on Continuing Education Trends in Latin America and Puerto Rico (in Spanish). In San Diego, Calif.

Contact: UCEA, (202) 699-3130; e-mail, postmaster@ucea.edu; Web site, www.nuccea.edu.

3rd Annual Conference on Diversity in Teaching and Learning in American Higher Education
April 19-22

"Text and Context: The Structures of Learning" includes among the keynotes José Cuellar, chair, La Raza Studies, California State University-San Francisco. At The Westin St. Francis Hotel in San Francisco.


American Educational Research Association Annual Meeting
April 24-28


Illinois TESOL-BE 2000 Annual Convention
April 28-29

Illinois Teachers of English to Speakers of Other Languages/Bilingual Education presents its 26th annual convention, "Options and Opportunities." At Navy Pier in Chicago, Ill.

Contact: e-mail, eminicz@harper.illc.ccs.us or cporter@irc-desplaines.org

NCORE 2000
June 1-5

13th Annual National Conference on Race & Ethnicity in American Higher Education. Sponsored by the Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Among the keynote speakers is Edward James Ominos. In Santa Fe, N.M.

Contact: Web site, www.occe.ou.edu/NCORE.

AAHE Assessment Conference
June 14-18

The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.


Latin American Educational Foundation Golf Tournament
June 21

The Latin American Educational Foundation hosts its annual Golf Tournament. In Sedalia, Colo.

Contact: (303) 446-0541

HACU 14th Annual Conference
November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Book Review

By Rosita Lopez Marciano


Con Valor y a Como de Lugar is a fibana Puertorriqueña’s (Puerto Rican rural woman) beautiful story that translates emotions and experiences into poetry. Carmen Luisa Justiniano (Doña Carmen), now deceased, takes us through an unforgettable journey in her poignant memoirs. The author stated that writing a book about one’s life is not an easy thing to do. “It is like taking your clothes off in a public place, in the daylight, for all to see that there were many imperfections and imperfect people, but that is the way life is. You bring them with you in your memories, they become part of your life.”

The author does a splendid job of describing childhood in Puerto Rico. In the United States, much has been written about a child’s early transition to work and about child abuse. This book documents a child’s view of events happening around her interaction between home and school, violence towards children, and what it means to be a child in Puerto Rico during the 1930s. Puerto Rico and the United States, like most places around the world, have had a long history of problems stemming from gender and cultural misunderstandings, differences and stereotyping. Con Valor y a Como de Lugar clearly provokes reflection on a number of issues, including love, innocence, discrimination, poverty, inequalities, and oppression, that will generate different emotions throughout the book.

I learned some deep lessons from this outstanding book. Among them, courage, perseverance, and the cycle of existence. It made me think about the Puertorriqueña of yesterday and today’s Hispana. We must never give up. Her example of courage and determination to her family, friends, and countless readers clearly has had a positive effect on many lives. Two of her children, Dr. Samuel Betances and Dr. Carmen Gladys Perez Justiniano, are highly involved in educating and authoring books and other publications. Her children and grandchildren continue to climb the ladder of success by achieving the highest honors and degrees in their continuing quest to be the best they can be.

This lady, little in stature but mighty in courage and vision, has truly left a legacy to all whose lives she has touched. Doña Carmen believed in the heating power of touch. She had learned as a young girl that sick people can benefit from a gentle massage and prayers. She also used herbal remedies to cure her children’s ailments. This is a longstanding custom of country folk in Puerto Rico and one that from experience I know really works.

This book would be an excellent source of study in Hispanic history and culture courses. It is a complete story of a generation. Also, I highly recommend it for use in women’s studies courses as supportive material because this autobiography expresses the conflicts, courage, and experience of a woman’s life and journey in and out of her homeland. Most of all, it is a powerful testament to anyone who is interested in learning more about the power of never giving up!

Dr. Marciano is a professor in the Department of Educational Administration and School Business Management, Department of Leadership and Educational Policy Studies, at Northern Illinois University (NUI) in DeKalb, Illinois. Formerly she coordinated programs for the Department of Equal Educational Opportunities. A certified bilingual educator, she is a graduate of the University of Illinois-Chicago and holds a Ph.D. in education from Northern Illinois University.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewer’s Guidelines.
The University at Albany seeks nominations and applications for the position of Director of the Office of Affirmative Action. The Director serves and reports directly to the President, and provides a leadership role to the University Community on issues pertaining to Affirmative Action and related concerns.

The Director’s major responsibilities include preparing the Affirmative Action Plans for the University and the Research Foundation; advising the President and Vice Presidents on the implementation of the University and the Research Foundation Affirmative Action Plans and employment planning; reviewing and reporting on institutional compliance with SUNY, N.Y.S., and federal guidelines; advising, as needed, the President on special projects and procedures for full-time faculty, professional, and management confidential positions as well as entry level labor positions within the University and all full-time positions within the Research Foundation; assisting the University in its efforts to support the retention and success of protected classes persons and implementing the University’s Inquiries, Complaints, and Grievance process for allegations of illegal discrimination, including sexual harassment.

Additionally, the Director supervises the professional responsibilities and duties of the Associate Director of the Office of Affirmative Action and the office secretary. Facilitates the smooth functioning of the University Commission for Affirmative Action, chairs the President’s Task Force on Women’s Safety, manages the Sexual Harassment Prevention Program, is the Title IX Coordinator, and is responsible for University compliance with the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act. Finally, the Director assures that the Office is a confidential resource for employees and students who have concerns they may wish to discuss about their professional and educational progress, and may represent the President in the larger community.

Candidates must possess a minimum of five years experience in a position of major responsibility working with Affirmative Action issues in higher education. A Ph.D. or equivalent is strongly preferred, although candidates with a Master’s degree and extensive experience working with Affirmative Action issues in a leadership role also will be considered. Candidates must work effectively with diverse individuals and groups, and be familiar with and able to work effectively within the environment of a research University.

Starting date for the position is August 1, 2000, or earlier if possible. Salary will be nationally competitive and commensurate with qualifications.

Candidates must send a letter of application including a description of relevant experience and a statement expressing their views about the appropriate role of affirmative action in higher education, a curriculum vitae, and three letters of reference to:

Professor James Acker
Chair, Search Committee for the Director of the Office of Affirmative Action
Office of the Chancellor
Administration Building 332
University at Albany
1400 Washington Avenue
Albany, New York 12222


The University at Albany is an Equal Opportunity/ Affirmative Action Employer.

Visit the University at Albany Web site at http://www.albany.edu/
**DIRECTOR OF FIELD EXPERIENCES**

This visionary leader will promote field experiences as part of a Wheelock education and develop field sites within Boston and surrounding areas. The selected candidate should have a strong record of collaboration with students/faculty/practitioners, and display evidence of excellence in an early childhood, elementary school, community agency, or higher education setting. Must have a record that warrants appointment to faculty status and a background that indicates effective working relationships with culturally and ethnically diverse populations. An understanding of national/regional trends and issues related to education and experiential learning is essential. Preference given to candidates with a doctorate in education or related field.

Screening of applications will commence as soon as possible and continue until position is filled. Candidates should submit curriculum vitae, letter of interest, and three letters of recommendation to: Joseph L. Chillo, Vice President for Enrollment Management, Wheelock College, 200 The Riverway, Boston, MA 02215.

For full job description, see Wheelock Home Page: http://www.wheelock.edu/job/

Wheelock College is an Equal Opportunity/Affirmative Action Employer and a member of the Colleges of the Fenway consortium.

---

**OCEAN COUNTY COLLEGE**

**PRESIDENTIAL SEARCH**

Ocean County College, New Jersey's first community college, is a public two-year institution with an enrollment of 7,500 students and a full-time faculty of 120. OCC is located in the heart of the beautiful Jersey Shore on a 275-acre wooded campus, equidistant from New York City, Philadelphia, and Atlantic City. The Board of Trustees of Ocean County College is pleased to invite applications and nominations for the position of President. This position will become available July 1, 2000, following the retirement of the current President. Excellent benefits and competitive salary.

**Leadership Profile/Criteria**

In its search for a new President, the Ocean County College Board of Trustees seeks a visionary and scholarly leader who will foster an inclusive climate and campus. The successful candidate will possess the highest professional standards and an open management style. The next President will have:

- An understanding of and a commitment to the mission of a community college.
- An earned doctorate from an accredited institution.
- Successful senior-level administrative experience in higher education.
- Community college experience and college teaching experience highly desirable.
- Strong decision-making experience and decision-making style based on collaborative relationships and the ability to empower others.
- Effective interpersonal communication skills and the ability to foster trust through an open exchange of ideas.
- Evidence of effective leadership in establishing a positive institutional presence and image in the community.
- Successful educational leadership experience in program development, evaluation, outcomes assessment, and understanding of how to motivate members of the campus community in achieving academic excellence.
- Demonstrated management skills in supporting resource development, financial/facility management, institutional planning, and public relations.
- Evidence of a working knowledge of the use and implementation of technology in academic and administrative environments.
- Demonstrated success with institutional advocacy in representing the college's needs at all levels of government.
- Evidence of an active involvement with students and an awareness of student services essential to student success.
- Successful record of promoting partnerships and building coalitions with various groups such as other higher education institutions, businesses, other schools, and community organizations.
- An understanding of our community that values and respects differences by being an advocate for diversity.

Candidates for this position must submit a resume, which includes a complete salary history, and three professional references. All candidates must also include a written response to the Leadership Profile/Criteria, above, which specifies if the candidate will meet these expectations. The college will contact a candidate with additional information and requirements. All correspondence should be addressed to:

President Search
C/o Robert Seymour
Vice President of Human Resources
Ocean County College
PO. Box 2001
Toms River, NJ 08757-2001

PHONE: (732) 355-0336
FAX: (732) 355-0444
WEB: www.ocean.edu

APPLICATION DEADLINE NOT LATER THAN MARCH 17, 2000.

This is a Gold Hill Associates assisted search.

Ocean County College is an AA/EEOA Employer.
The Florida Board of Regents announces a nationwide search to recruit a new President for the University of Florida. The University of Florida is an AAU and Carnegie Research 1 institution. Located in Gainesville, the University is the sixth largest and one of the most academically diverse in the nation. The University of Florida enrolls over 43,000 students; employs more than 4,000 faculty members, and has an annual operating budget in excess of $1.6 billion.

The University of Florida is a major research-intensive university with 23 colleges and schools. It offers more than 100 undergraduate majors, coordinates almost 200 graduate programs, and offers professional degree programs in architecture, dentistry, engineering, law, medicine, nursing, pharmacy, and veterinary medicine. It is the state land grant university with a distinguished record of developing Florida agriculture.

The President is the chief executive officer of the University and works closely with the Chancellor of the State University System. The President is charged with leading the University academically, administratively, and financially, guided by the University’s mission and values. The next President is expected to provide leadership that incorporates vision and creativity. Candidates should have distinguished records of senior-level leadership in an educational institution of significant size and complexity.

Review of candidate materials will begin immediately and will continue until a new President is selected. For more information about the University of Florida go to www.ufl.edu. Expressions of personal interest with resumes and nominations should be sent to:

William (Bill) Funk
Education Practice Managing Director
Korn/Ferry International
500 N. Akard
3232 Lincoln Plaza
Dallas, Texas 75201
Fax: 214-954-1849
Email: krisha.creal@kornferry.com

The State University System of Florida is an equal opportunity employer and encourages women, people of color and people with disabilities to apply. The search is being conducted under the "Public Records Act" and the "Government in the Sunshine" laws of the State of Florida.

---

**Director of Foreign Language Instructional Technologies**

Temple University is seeking a Director of Foreign Language Instructional Technologies to collaborate with the chairs and faculty of the College of Liberal Arts' language departments to thoroughly plan, research, implement and monitor the integration of appropriate electronic technologies for the teaching and testing of all offered languages. Responsible for developing, evaluating, coordinating and providing direct support of the College's efforts to establish "Language Labs" capable of utilizing the latest instructional software, advanced teaching system approaches and automated presentation and testing techniques. Will assume primary responsibility for the design, assessment, installation and testing of multimedia materials for the teaching of language, literature, and culture courses in all instructional environments and learning modalities (including Web-based online and distance learning).

Relevant Master's degree (Instructional Technology, Computer/Information Science, Communications or related field) required; terminal degree preferred. Significant demonstrated professional/academic (minimum of 2 years) experience in the integration of established and emerging technologies in learner-centered language acquisition pedagogy. An equivalent combination of education and directly related experience may be considered.

Temple University offers a competitive salary and benefits package, including 100% tuition remission for you and your family.

For consideration, submit resume online at www.jobnet.com/temple or e-mail (referencing Req. #410-9) to Temple@jobnet.com (no attachments please).

You may also send a resume to Allyson Saccamand, Director, Employment, 1601 N. Broad Street, 203 USB, Phila., PA 19122.

EOE, m/f/d/v.
MESA COMMUNITY COLLEGE  
Mesa, AZ  
FACULTY POSITIONS  
FALL 2000  

Mesa Community College is the largest community college of the Maricopa Community College District, located in the greater Phoenix Metropolitan Area. It is close to Arizona State University and has a diverse student population of over 40,000 students. Our emphasis is on teaching undergraduate courses utilizing innovative teaching styles and applications of technology in the classroom.

If you have a commitment to teaching, please consider the following opportunities for three tenure track positions.

MATHEMATICS  
Posting #99000607-1  
Provides instruction and conducts classes in the area of Mathematics. Provides leadership role in Instructional Design and Assessment for Development Mathematics (Arithmetic and Elementary Algebra). Develops and implements instructional materials for Development Mathematics.

CELL/MOLECULAR BIOLOGY - BIOTECHNOLOGY  
Posting #99000608-1  
Teaches General Biology for Majors, Microbiology and Biotechnology. Ability to develop courses for a proposed Biotechnology program and provide leadership in integrating Biotechnology into our curriculum.

PHILOSOPHY  
Posting #99000609-1  
Teaches and develops courses in Ethics (Business and Bio Medical Ethics, Introduction to Ethics) and Introduction to Philosophy. May be required to teach at alternative sites.

The minimum requirement for the Provisional Certificate in an Academic Area is a Master’s degree or higher earned degree from an accredited college or university, with at least 24 semester hours or 36 quarter hours of upper division and/or graduate credit in the field to be taught.

We provide a salary commensurate with your experience and education from $35,817-62,154 (Fiscal Year 99-00) as well as a comprehensive package of benefits.

To request a faculty application by fax or U.S. mail please call 1-800-25-Teach (in Maricopa County, 721-8401). To download application materials, visit us on the Web site at www.dia.maricopa.edu/hrweb. Applications will be accepted until 5:00pm MST on March 3, 2000.

AA/EO

KEAN UNIVERSITY  
Discover Kean. Discover your future.

Kean University is committed to excellence and to developing strengthening bonds with the community. Kean University takes pride in its continuing efforts to be a bicentennial professional institution serving a diversified student population of 12,000.

DIRECTOR OF FINANCIAL AID  
Search Extended

Responsibilities: The Director is responsible for providing leadership and direction to an office that awards more than $19 million in student financial aid annually. The Director has responsibility for the development and execution of financial aid programs in the areas of scholarship, loan, and work-study programs. The Director is also responsible for ensuring that the financial aid programs are effective and efficient, that student information is kept confidential, and that the office complies with applicable laws, regulations, policies, and procedures.

Qualifications: The Director should have at least a Master’s degree in student services or related field. The Director should have at least five years’ experience in financial aid management and be knowledgeable about state and federal regulations. The Director should have a strong understanding of financial aid programs, policies, and procedures.

Application, Salary, Benefits information: Interested candidates should submit a letter of application, curriculum vitae, and three letters of recommendation to the Office of the Provost, Kean University, 1000 Morris Avenue, Union, NJ 07083. Salary is competitive and commensurate with qualifications and experience.

Kean University is an EEO/AA Institution.

LOYOLA MARYMOUNT UNIVERSITY  
OPENING FOR 2000-01

The History Department and the Women’s Studies Program within the College of Liberal Arts invite applications for a tenure-track assistant professorship in women’s history since 1860, with an emphasis on the women’s rights movement. The individual who holds this joint appointment should also be able to teach on coursework in feminist theory. Candidates must have their Ph.D. in History, Women’s Studies, or related fields.

Women’s Studies at Loyola Marymount University was established in 1911, is the oldest Catholic University in Metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts. The University invites candidates to participate in a mission-based on the Jesuit Marymount traditions of higher education.

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure, and promotion. Loyola Marymount University offers faculty housing assistance, and faculty members are strongly encouraged to apply.

Loyola Marymount University is an Equal Opportunity/Affirmative Action Employer.
ALGEBRA
MATHEMATICS DEPARTMENT

Tenure track position in algebra at the Assistant Professor rank beginning 8/20/2000 to teach undergraduate/graduate courses in mathematics and participate in departmental activities. Teaching load: 12 hours/sem. Salary range: $48,566 to $56,603.

Qualifications: doctorate in mathematics with a specialty in algebra, evidence of quality teaching, potential for scholarly growth. Send letter of application, vita, graduate and undergraduate transcripts (unofficial OK), statement of teaching philosophy, three letters of reference, one of which should address teaching, to:

Dr. Michael Meek
Coordinator: Algebra Search
Southern Connecticut State University
501 Crescent St.
New Haven, CT 06515

Full consideration is given to applications received by 02/25/00. For further information, visit our website at http://www.ctstateu.edu/mathdept/. SCU is an AA/EOE. Minorities and women are encouraged to apply.

EDUCATION

TWO FACULTY POSITIONS (Assistant or Associate) in Teacher Preparation Program with an M.Ed. option, beginning August 2000. Earned doctorate (or near completion) and knowledge of contemporary K-12 curriculum and instructional practices required. Experience in working with diverse student populations is essential. Should possess expertise in one or more of the following areas: educational foundations, multicultural education, elementary math/science curriculum.

California Lutheran University
Stern-Ox
60 West Olsen Road
Thousand Oaks, California 91360-2787

PHYSICAL EDUCATION AND ATHLETICS

A member of the University of Wisconsin System, UW-Stout has 7,600 students enrolled in 17 advanced degrees and 25 undergraduate programs. The University is located in Menomonee, Wisconsin, 60 miles east of Minneapolis-St. Paul on Interstate 94. Beautiful lakes, streams and woods surround Menomonee, a city of 14,600. The University offers the following positions:

Human Development, Family Living and Community Educational Services: a) Family and Consumer Sciences Education, faculty b) Early Childhood Education, faculty c) Child Development, faculty. Mary Thompson, department chair. 715/223-1463, thompsonm@uwstout.edu

Physical Education and Athletics: a) Head Athletic Trainer/Lecturer, b) Head Baseball Coach/Lecturer c) Assistant Men's Basketball Coach/Lecturer/Website Development d) Assistant Men's Football Coach/Assistant Women's Softball Coach/Event Management Steve Terry, department chair. 715/232-2224, terryje@uwstout.edu

Psychology: a) Industrial/Organizational Psychology: faculty b) Marriage and Family Therapy: faculty. Tom Franklin, department chair. 715/223-2242, frankint@uwstout.edu

Research and Training Center: Research Scientist: academic staff Fred Menz, associate director. 715/223-2236, menzf@uwstout.edu

STOUT UNIVERSITY OF WISCONSIN

COLLEGE OF TECHNOLOGY, ENGINEERING, AND MANAGEMENT

Communication, Education and Training: a) Telecommunications Systems, faculty b) Instructional Technology, faculty c) Technology Education, faculty. Suzanne Rowan, search coordinator. 715/223-1311, rowans@uwstout.edu

Industrial Management: a) Production and Operations Management, faculty b) Inventory Management and Organizational Behavior, faculty. Donn Stewart, department chair. 715/223-1234, stewartd@uwstout.edu

Technology: a) Apparel Design/Manufacturing, faculty b) Manufacturing, faculty c) Plastics, faculty d) Construction, faculty. Jean Price, search coordinator. 715/223-1686, pricej@uwstout.edu

USF University of South Florida

Rancho Santiago Community College District in Orange County, California is seeking qualified candidates for Dean of Instruction and Student Services at Santiago Canyon College Continuing Education/Orange Center. The salary range is $70,000-$85,536 plus excellent benefits package. This is a Rank 1 position and will be responsible for directing the Continuing Education/Orange Center. The Center is a multi-disciplinary facility that offers courses and programs designed to provide personal and professional enrichment for the community.

USF is an equal opportunity/affirmative action institution committed to excellence through diversity in education and employment.

University of Wisconsin-Stout, an EEO/AA employer, values a diverse university community and seeks to ensure equal opportunity.

Faculty of the University of Wisconsin System, UW-Stout has 7,600 students enrolled in 17 advanced degrees and 25 undergraduate programs. The University is located in Menomonee, Wisconsin, 60 miles east of Minneapolis-St. Paul on Interstate 94. Beautiful lakes, streams and woods surround Menomonee, a city of 14,600. The University invites applications for the following positions:

Human Development, Family Living and Community Educational Services: a) Family and Consumer Sciences Education, faculty b) Early Childhood Education, faculty c) Child Development, faculty. Mary Thompson, department chair. 715/223-1463, thompsonm@uwstout.edu

Physical Education and Athletics: a) Head Athletic Trainer/Lecturer, b) Head Baseball Coach/Lecturer c) Assistant Men's Basketball Coach/Lecturer/Website Development d) Assistant Men's Football Coach/Assistant Women's Softball Coach/Event Management Steve Terry, department chair. 715/232-2224, terryje@uwstout.edu

Psychology: a) Industrial/Organizational Psychology: faculty b) Marriage and Family Therapy: faculty. Tom Franklin, department chair. 715/223-2242, frankint@uwstout.edu

Research and Training Center: Research Scientist: academic staff Fred Menz, associate director. 715/223-2236, menzf@uwstout.edu

STOUT UNIVERSITY OF WISCONSIN

COLLEGE OF ARTS AND SCIENCES

Mathematics, Statistics and Computer Science: Computer Science, faculty. Eileen Zito, department chair. 715/232-2082, zito@uwstout.edu

Speech Communication, Foreign Languages, Theatre and Music: a) Director of Foreign Languages, faculty b) Assistant Director of Foreign Languages, faculty. Raymond S. Hayes, department chair. 715/232-1238, hayesr@uwstout.edu

COLLEGE OF HUMAN DEVELOPMENT

Food and Nutrition: a) Food Science, faculty b) Nutrition, faculty c) Research/Graduate Level, faculty. Barbara Knous, department chair. 715/232-1994, knousb@uwstout.edu

Hospitality and Tourism: a) Hotel, Restaurant and Tourism Management, lecturer, Christina Clemens, department chair. 715/223-1209, clemensc@uwstout.edu

Faculty are expected to conduct appropriate research and scholarship in their field in addition to teaching, advising and service responsibilities. UW-Stout values faculty and staff who are supportive in working with diverse populations of students and staff. The ability to incorporate new instructional methods (including instructional technology) into teaching is desirable. Instruction is student-centered and may require the delivery of course work via alternative delivery methods, times and locations in order to serve the needs of a changing student population. The positions are expected to be filled on a full-time basis. Salary will range from $40,000 to $90,000, depending on qualifications. Review of applications will begin March 1, 2000. Interested applicants are encouraged to submit a letter of application, curriculum vitae, graduate and undergraduate transcripts, publications and a statement of teaching philosophy. Address all materials to the Search Committee Chair, School of Education, California Lutheran University, 60 West Olsen Road, Thousand Oaks, CA 91360.
St. Thomas University
The Archdiocesan Catholic University of Florida

Vice President for Academic Affairs/Dean of Undergraduate Studies

Saint Thomas University invites nominations and applications for the position of Vice President for Academic Affairs/Dean of Undergraduate Studies. The position will open on June 1, 2000.

DESCRIPTION OF THE UNIVERSITY: A growing, private comprehensive University committed to its Catholic mission, Saint Thomas University celebrates the racial, ethnic and international diversity of its student population of more than 2,200. Because of its commitment to educating a diverse student body, the University has attracted numerous grants and prestigious awards. As a Hispanic Serving Institution, the University has a strong commitment to developing a faculty that is recognized for both its outstanding competence and diversity. Over 80 full-time faculty teach in 24 undergraduate programs, 9 graduate programs and the Law School. The Main Campus is situated on 140 wooded acres, located north of the City of Miami. Outreach centers serve the people of southwest Miami-Dade and Broward Counties. The University has recently completed a new 5-year plan reflecting the presidential vision for academic excellence and program innovation.

RESPONSIBILITIES: Building on the 5 successful years of leadership of the outgoing Vice President for Academic Affairs, the University is seeking an academic leader with skills to advance the University in both excellence and innovation. As chief academic officer, with responsibilities for the academic areas of the University outside of the Law School, the Vice President for Academic Affairs/Dean of Undergraduate Studies reports to the President. Reporting directly to the Vice President are the Academic Deans, Assistant Vice President, Department Chairs, Director of the Main Library and the Registrar/Director of Institutional Research.

QUALIFICATIONS:
- Demonstration of academic leadership through strategic planning in order to implement the new University plan which is aggressive in its demands on the academic units of the University
- Demonstration of ability to develop and implement a model of academic governance which furthers academic excellence and innovation in the academic dimensions of the University
- Commitment to the Catholic Mission of Saint Thomas University
- An entrepreneurial record of building academic partnerships with the external community, particularly a record with business community partnerships
- A record of improving academic quality through assessment
- A record of successful leadership in complex and non-traditional settings
- Extensive knowledge of higher education and best academic practices
- Extensive knowledge of and experience in leading initiatives in teaching and learning with technology
- Leadership skills to attract a diverse faculty
- A record as a decisive academic leader able to manage change
- Ability to work collaboratively with and lead a diverse and committed faculty community
- Appropriate academic credentials, including an earned doctorate from a regionally accredited institution, as well as the teaching, service and research record that will model high academic expectations

The faculty of Saint Thomas University is deeply committed to the University's Mission of Student Success, Diversity, Catholic Identity, Life-Long Learning through Technology, Community Service and Centers for the Natural Environment.

APPLICATION PROCEDURE: Applicants should submit a resume, 2-page statement addressing qualifications for the position, and the names, addresses and telephone numbers of 5 professional references. Please include email addresses and fax numbers if available. Persons wishing to nominate a candidate can provide the candidates name and resume. Review of applications will begin March 2, 2000 and continue until the position is filled. Submit application materials to: Chair, Search Committee for Vice President for Academic Affairs, Saint Thomas University, 16400 NW 32nd Avenue, Miami, FL 33154. Email: VPAppSearch@mt.edu. Fax: 305-628-6682.

Saint Thomas University is an equal opportunity employer committed to hiring a diverse work team.

Brevard Community College
Cocoa, Florida
www.brevard.cc.fl.us

Brevard Community College and the Cocoa Campus Presidential Search Committee invite nominations and applications for the position of the Cocoa Campus President.

The Cocoa Campus President is the chief academic and administrative officer of the Cocoa Campus, under the general direction of the District President according to the policies set by the Board of Trustees.

Qualifications for the position include:
- 5-years experience in senior-level leadership at an institution of higher education and a clear commitment to the unique, multipurpose a community college plays.
- Openness to innovative programming to expand the college's reach the community and to better serve its students.
- An earned doctorate and a record of scholarly and/or professional achievement.
- A commitment to enhance the quality of student life and strengthen the delivery of services to a multicultural student body.
- The ability to communicate with, and represent, the institution to outside constituencies, including the residential and business communities, alumni, and legislative and other governmental bodies.

The salary and benefits package is competitive. Application packets received in the Human Resources Office by 5:00 p.m., Friday, April 14, 2000. The position is available July 1, 2000.

Applications: Applicants should send (1) a letter expressing their interest in the position that addresses and demonstrates how they meet the Committee’s preferred qualifications, (2) their curriculum vitae, and completed BCC application form which requests the names of four referees (one each: superior, subordinate, faculty member, and community/business leader). References will be contacted.

Nominations: Nominators should send a letter of nomination and, if possible, the nominee's curriculum vitae.

Applications and nominations should be sent to:
Office of Human Resources
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922-6597
ATTN: Cocoa Campus President Search
www.oglesby@brevard.cc.fl.us

For additional information: Please contact Joni Oglesby, Director of Em Relations at (321) 652-1111, ext. 63780.

Brevard Community College actively seeks and encourages nominations
INDIAN RIVER COMMUNITY COLLEGE

Fort Pierce, Florida

Indian River Community College invites applications for the following full-time faculty positions:

- **PROGRAM DIRECTOR/MEDICAL ASSISTING INSTRUCTOR**
- **AIR CONDITIONING/HEATING/REFRIGERATION INSTRUCTOR**

Applications will be accepted until the positions are filled. Please contact (561) 462-4806 or e-mail kendig@ircoc.edu to request minimum qualification requirements, job description and employment application. EOE/ADA/DFWP

ELMHURST COLLEGE

RESIDENCE LIFE COORDINATOR

Residence Hall administration, staff supervision, community development, judicial process, hall council advising, and second-year living. Live in position. Collateral assignment with residence life athletics, multicultural affairs or student activities. Must possess a student-centered philosophy fostering the development of lifelong learning communities. Minimum one year of student learning. Master's degree in CSP or related field and residence hall experience required. College experience preferred. Overseers held at OPE ACSA or ACPE/NASPA. We seek candidates with demonstrated ability to contribute positively to a multicultural campus community. Send letter of application, resume and references to Christine Smith, Dir. of Residence Life, Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126. Application deadline March 13, 2000.
PASADENA CITY COLLEGE

For 75 years, Pasadena City College has offered quality undergraduate education to day, evening, and weekend students in the Pasadena Area Community College District. Fully accredited by the Western Association of Schools and Colleges, PCC has maintained a continuing commitment to the community by offering general and specialized educational opportunities taught by highly qualified faculty. PCC is the third-largest single-campus community district in the United States with approximately 1,300 faculty and staff who serve more than 27,000 students of all ages and diverse backgrounds.

PCC invites applications for the following positions which begin fall semester 2000:

TENURE-TRACK INSTRUCTORS

- Art History, #621
- Automotive Technology, #641
- Biology, #623
- Chemistry, #632
- Child Development #633
- Computer Studies, #627
- Criminal Justice, #639
- Dental Assisting, #626
- Electronics, #638
- English As a Second Language (ESL), #619
- English Composition, #620
- History, #636
- Librarian, #624
- Mathematics, #628
- Medical-Surgical Nursing, #631
- Music Appreciation, #629
- Music Technology, #630
- Painting & Drawing, #615
- Philosophy, #637
- Political Science, #634
- Psychology, #635
- Reading, #623
- Spanish, #622
- Speech Pathology - Teacher Specialist, #616
- Speech Language Impairment, #617
- Teacher Coordinator - Business Office Systems (Noncredit), #618
- Technical Theater, #640

ACADEMIC MANAGEMENT

Division Dean - Mathematics, #642
Vice President - Instruction, #643

Pasadena City College offers salaries based on academic preparation and experience and a generous fully paid fringe benefits program. The District application and ALL supporting documents need to arrive in the office of Human Resources: no later than 4:30 p.m. on the closing date. For an application packet and complete announcement contact:

PCC
Pasadena City College
1570 E. Colorado Blvd.
Pasadena, CA 91106
(626) 585-7257

PASADENA CITY COLLEGE

Southern Connecticut State University

APPLIED MATHEMATICS

MATHEMATICS DEPARTMENT

TENURE TRACK position in applied mathematics at the Assistant Professor rank beginning summer 2000 to teach undergraduate graduate courses in mathematics and participate in departmental university activities. Salary: $40,866 to $53,000. Qualifications: Doctorate in mathematics with a specialty in applied mathematics, evidence of quality teaching, potential for scholarly growth. Preference will be given to applicants with an interest in mathematical modeling and in developing student-faculty relationships with business and industry. Send letter of application, vita, graduate and undergraduate transcripts (unofficial OK), statement of teaching philosophy, three letters of reference, one of which should address teaching, to:

Dr. Theresa Sandifer
Coordinator, Applied Mathematics Search Mathematics Department
Southern Connecticut State University
501 Crescent St.
New Haven, CT 06515

Full consideration given to applications received by 03/25/00. For further information, visit our website at http://sccs.ctstateu. edu/mathep/. SCSU is an AA/EOE. Minorities and women are encouraged to apply.

Director of Affirmative Action and Pluralism and Diversity

The College of Staten Island of The City University of New York invites application for the position of Director of Affirmative Action and Pluralism and Diversity, to start July 1, 2000. Reporting to the President and working closely with the Vice President for Student Affairs, the Director of Affirmative Action and Pluralism and Diversity has responsibility for programs and activities designed to foster a climate that encourages respect for pluralism and diversity and for implementation of the College's affirmative action policy. The Director will be expected to promote diversity in College programming and in faculty and staff hiring. Additional duties include overseeing procedures for compliance with Federal and State regulations on equal opportunity issues. For more information, contact the Director of Affirmative Action Committee and the Pluralism and Diversity Committee and its liaison with University offices and programs. CSI has a population of 12,000 students and 1,200 faculty and staff. Qualifications: Bachelor's degree and a minimum of eight years related experience required; advanced degree, demonstrated success in this occupational area, excellent computer and communications skills strongly preferred. Salary range: $55,988 - $61,924, commensurate with qualifications and experience.

The University of Illinois at Chicago

Nominations and applications are invited for the position of Chancellor of the University of Illinois at Chicago (UIC). The Chancellor is the Executive Officer of the University and reports to the President of The University of Illinois. The University seeks a leader who will aggressively promote the overall growth of the institution's academic programs and its growth in national stature.

One of the three campuses of the University of Illinois, UIC was established in 1982 with the consolidation of the University of Illinois Chicago Circle and the University of Illinois Medical Center. UIC's diverse student population, comprised of over 24,500 students enrolled in over 200 degree programs, represents a diverse population of students from various ethnic, economic, and social backgrounds. UIC offers a broad range of programs, including arts, sciences, engineering, health sciences, business, education, and law.

The campus is located in the heart of Chicago, one of the largest and most dynamic cities in the world. The city is home to a diverse community of over 3 million people, representing a wide range of cultures and backgrounds. UIC is committed to providing a diverse and inclusive environment that celebrates the strengths of its students, faculty, and staff.

The University of Illinois at Chicago is an affirmative action/equal employment opportunity employer.

IC CHANCELLOR

University of Illinois at Chicago

Nominations and applications are invited for the position of Chancellor of the University of Illinois at Chicago (UIC).

The Chancellor is the Executive Officer of the University and reports to the President of the University of Illinois. The University seeks a leader who will aggressively promote the overall growth of the institution's academic programs and its growth in national stature.

One of the three campuses of the University of Illinois, UIC was established in 1982 with the consolidation of the University of Illinois Chicago Circle and the University of Illinois Medical Center. UIC's diverse student population, comprised of over 24,500 students enrolled in over 200 degree programs, represents a diverse population of students from various ethnic, economic, and social backgrounds. UIC offers a broad range of programs, including arts, sciences, engineering, health sciences, business, education, and law.

The campus is located in the heart of Chicago, one of the largest and most dynamic cities in the world. The city is home to a diverse community of over 3 million people, representing a wide range of cultures and backgrounds. UIC is committed to providing a diverse and inclusive environment that celebrates the strengths of its students, faculty, and staff.

The University of Illinois at Chicago is an affirmative action/equal employment opportunity employer.

Peter M. Buttrick, M.D.
Chair, Chancellor Advisory Committee
University of Illinois
Office of the President (m/c 760)
414 Administration Office Building
1737 West Polk Street
Chicago, Illinois 60612-7228
DARTMOUTH COLLEGE
COLLEGE COUNSEL

Dartmouth College invites applications and nominations for the position of College Counsel.

The College Counsel is Dartmouth’s principal legal officer, reporting to the President. The College Counsel provides general legal guidance and advice to the Board of Trustees, the President, other administrative officers, and to the faculty with respect to all legal issues affecting the College. The College Counsel supervises the staff, operations and budget of the Dartmouth Legal Affairs Office and when necessary, coordinates interaction with external legal counsel.

Qualifications: Bachelor’s degree plus J.D. (or LL.B.) degree and ten years of legal experience required. Preference given for a varied and complex legal practice (including experience with non-profit organizations) and for a demonstrated record of wisdom and good judgment. Applicants must show an appreciation and strong interest in working within an academic community and diverse constituency. Must have an interest in a demanding legal practice.

Salary: Commensurate with qualifications and experience and consistent with an academic institution.

Description: Dartmouth, a private, co-educational institution and member of the Ivy League, was founded in 1769 in Hanover, New Hampshire and holds a strong commitment to undergraduate teaching and the liberal arts. In addition, Dartmouth College has three professional schools: Dartmouth Medical School, Thayer School of Engineering, and Tuck School of Business Administration, and 16 graduate programs in the arts and sciences. They are all integral and important parts of the educational mission of the College and assist in making Dartmouth College a unique educational institution.

Applicants should submit a cover letter, curriculum vitae and a list of at least three references. The review of applications and nominations will begin in March and continue until the position is filled.

Professor George Wolfford, Search Committee Chair
College Counsel Search
Dartmouth College
P. O. Box 683
Hanover, NH 03755

Dartmouth College is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Appointments
beginning Fall, 2000

Black Studies &
Humanities or Social
Science -- Tenure-Track

Physics -- .5 FTE -- Visiting

The positions are being posted
jointly with the
Five Colleges of Ohio Consortium.
For complete descriptions, go to
www.wooster.edu;
scroll down and select the Jump to
Employment Opportunities
or call or e-mail Linda Farmer
330-263-2133 -- lfarmer@acs.wooster.edu

FACULTY POSITIONS

The Faculty of Environmental and Forest Biology is seeking two Assistant Professors to fill academic year, tenure-track positions at the SUNY College of Environmental Science and Forestry. Salary is commensurate with background and experience. Ph.D. in appropriate field required; teaching and postdoctoral research experience preferred.

The Entomologist will establish an externally funded research program in the use of insects in the biological control of non-native invasive insects of plants of natural habitats, including forests. Expertise in entomology and ecological control of invasive insects is required. The Mycologist will establish an externally funded research program in restoration ecology, bioremediation, and mycorrhizal fungi. Expertise in fungal bioremediation, basidiomycetes, mycorrhizal fungi, and fungal decomposition and nutrient cycling is required. For full details see:

http://www.esf.edu/faculty/efb/position

Send hard copies of curriculum vitae, graduate transcripts, separate statements of research and teaching interests, reprints of relevant publications, and three letters of recommendation (fax acceptable) to the Search Chairs:

Entomologist: Dr. Stephen Teale
Mycologist: Dr. Scott Rogers
SUNY College of Environmental Science and Forestry
Syracuse, NY 13210

Deadline is March 6, 2000

SUNY ESF is an Equal Opportunity Affirmative Action Employer
Women and minorities are encouraged to apply.

Vacancy Announcement

MASSACHUSETTS MARITIME ACADEMY

CAMPUS POLICE OFFICER 1

The Massachusetts Maritime Academy has an entry level position of CAMPUS POLICE OFFICER 1 available in the Dept. of Public Safety. The basic purpose of the work is to ensure and maintain a secure and safe campus environment. Our officers need to possess the ability to maintain a harmonious working relationship with others, to deal tactfully and interact with people in an emergency or under stressful circumstances. In addition, an ideal candidate will be sensitive to working within a campus setting and interacting with students and the general public. Must be able to communicate effectively. Requires an individual to patrol campus grounds, buildings, and adjacent areas on foot or in a patrol vehicle. Special Requirements: Must have valid Massachusetts Driver’s License. Must be eligible for appointment as a special police officer under Chap. 22, G.L. Application Deadline: Open until filled, Salary: $465.00. To apply file an application with Massachusetts Maritime Academy, Human Resources Dept., 101 Academy Drive, Buzzards Bay, MA 02532 or email to rtrber@massmar.edu Visit our web page at http://www massa.mass.edu No phone calls please. EO/AA Employer: Minorities and women are strongly encouraged to apply.
VON DER AHE CHAIR IN COMMUNICATION ETHICS

Loyola Marymount University, a comprehensive Catholic University, located in Los Angeles, invites nominations and applications for the Von Der Ahe Chair in Communications. The Chair will provide the leadership to develop a strong focus on theoretical and applied ethics for students in film, television, screenwriting and communication studies. The Chair will:

1. Teach theoretical and applied ethics across disciplines and preprofessional programs in the College of Communication and Fine Arts.
2. Support innovative research in applied ethics in the fields of entertainment and communications.
3. Foster collaboration between the University and its publics, most particularly, the entertainment industries located in Los Angeles.

The University desires to appoint an individual who will have a positive impact on the creative work of students and assist entertainment professionals and executives in dealing with their ethical challenges. The candidate must demonstrate a background in ethical theory and applications and must have evidence of a demonstrated ability to integrate and apply that theory to the ethical problems facing by communicators in film, television, public relations and advertising. The candidate must be able to demonstrate a record of publication in ethics and/or communications.

The Chair will teach two courses per semester. The Chair will also provide leadership and management of events and colloquia with other professional groups and companies involved with ethical questions in the entertainment and communication fields. The Appointment to the endowed Chair will provide, in addition to a competitive salary, support for research, events and colloquia.

Applications must include a letter of interest that briefly indicates the candidate’s vision for the development of the Chair, curriculum vitae, and the names and addresses of three references. The review of applications will begin February 15, 2005, and continue until the position is filled. Nominations and applications to:

Thomas P. Kelly, Jr.
Dean
College of Communication and Fine Arts
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, CA 90455-8345

LMU is an Affirmative Action/Equal Opportunity Employer.

Mathematics Education

MATHEMATICS DEPARTMENT
Southern Connecticut State University

MATHEMATICS EDUCATION

The tenure-track position in mathematics education at the Assistant Professor rank beginning Fall 2004. Duties include teaching undergraduate courses in mathematics education and mathematics for secondary and elementary preservice teachers, supervising student teaching of preservice secondary mathematics teachers, and participating in department/university activities. Salary range: $36,500 to $50,000.

Qualifications: Doctorate in mathematics education with a strong mathematics background or doctorate with substantial equivalent breadth, evidence of quality teaching, potential for scholarly growth. Secondary school teaching experience preferred. Send letter of application, vita, graduate and undergraduate transcripts, and statement of teaching philosophy to:

Dr. Thomas C. Hartog
Division of Education Search Committee
Mathematics Department
Southern Connecticut State University
511 Crescent St.
New Haven, CT 06515

Full consideration given to applications received by October 15, 2004. For more information, visit our website at http://www.scsu.edu/mathdept.

WAUBONSEE COMMUNITY COLLEGE

INSTRUCTORS Fall 2005

Full-Time, Tenure Track

Waubonsee Community College is seeking candidates for full-time, tenure track faculty appointments beginning August 23, 2005 in the following areas. Unless otherwise noted, all positions require a Master’s Degree in a related field and two years teaching experience and/or applied business or field experience in addition to other qualifications listed. Experience at a community college or university level desirable for all positions.

- **COUNSELOR**: Experience with GIS, Discover, Strong and Meyers-Briggs assessment tools also required.
- **CRIMINAL JUSTICE**: Police explorer desirable.
- **EARLY CHILDHOOD DEVELOPMENT/EDUCATION**: Experience supervising students enrolled in practicum desirable.
- **ECONOMICS/BUSINESS ADMINISTRATION**: English
- **HISTORY**: Preference will be given to candidates with qualifications to teach American and European history courses.
- **INFORMATION SYSTEMS/MICROCOMPUTERS**: Programming or microcomputer/Internet experience required.
- **LIBRARIAN**: Knowledge of current and emerging library technologies and web page development desirable.
- **OFFICE CAREERS**: Experience with a variety of software applications and other office skills required.
- **POLITICAL SCIENCE/ HISTORY**: This position is open to teach at the associate degree level.
- **PSYCHOLOGY**: Sociology

Review of applications will begin March 2005 and applications will be accepted until the positions are filled. To maximize the opportunity for selection, the following information should be forwarded to the Office of Human Resources as quickly as possible: Letter of Interest, resume, and completed college application form. This write or visit our website to request application packet.

(630) 665-7300, Ext. 2914
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harter Road
Sugar Grove, IL 60554

ACADEMIC COORDINATOR/STUDENT ATHLETES

Temple University is seeking an individual to help integrate student-athletes into the academic and social life of the University. The successful candidate must have a degree in academic and career development, programming for student-athletes, including encouraging student-athletes to achieve academic excellence and social discipline. As liaison with appropriate University programs, services and activities, the incumbent will monitor the academic progress of student-athletes and coordinate special assistance, including private counseling, arranging for tutors, and other types of academic support services. Must possess excellent communication skills and have a thorough knowledge of University programs and NCAA regulations. Must have at least one year of academic counseling/advising experience is required, preferably with student-athletes. We offer a competitive salary and benefits package, including 100% tuition remission. For consideration, submit resume online at www.templejobs.com or e-mail (referencing #6012) to M. P. Pashley, Director, Employment, 1681 N. 13th Street, Philadelphia, PA 19122.
DEAN OF STUDENT SERVICES

The Dean for Student Services is the chief Student Services officer on the campus and is responsible to the campus Provost for coordination, supervision, and/or general oversight of student services staff and functions including: Enrolment and Registration Services, Financial Aid, and Student Life. The Dean is also responsible for coordinating with other College offices and staff for maintaining consistency and quality of college-wide services for students.

Master's degree from an accredited college or university in student services area (i.e., counselling, higher education administration, or student personnel) required; doctorate preferred. Minimum of five years of progressively responsible administrative experience in Student Services required. Experience must include supervision of professional and support staff as well as budget and fiscal management experience.

STARTING DATE: ASAP
APPLICATION DEADLINE: February 5, 2000
Salary: $53,025+ with excellent benefits

For your application to be considered, please reference Position #00-158 and provide the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers) to:

Judy Chastanoy Human Resources Department
3251 Panthersville Road
Decatur, GA 30034.

For more information on Georgia Perimeter College, please visit our website at: http://www.gpc.peachnet.edu

An Associate Degree Granting College of the University System of Georgia

CSU Cleveland State University
Assistant Professor
Curriculum and Instruction

Tenure-track faculty position as an Assistant Professor in the Department of Curriculum and Foundations in the College of Education at Cleveland State University, Cleveland, Ohio.

DUTIES: Teaching undergraduate and graduate courses in curriculum theory and instruction and undergraduate courses in secondary methods and classroom management; supervising limited class-related field experiences; and advising students.

REQUIREMENTS: Earned doctorate in education with an emphasis on curriculum, teacher education, secondary education, educational studies, or higher education (completed no later than August 15, 2000); minimum of three years of K-12 teaching experience; experience in multicultural and/or urban settings; evidence of potential for scholarly productivity.

PREFERRED QUALIFICATIONS: University teaching experience; interest in distance learning; experience in or potential for securing extramural funding; 3 years teaching experience in grades 7-12; expertise in teacher preparation, curriculum theory and secondary methods; commitment to innovative, collaborative teacher education programs including field-based instruction; expertise in diverse instructional strategies (e.g., constructivist, reflective and critical teaching models); experience with the use of technology and/or distance learning in instructional delivery.

ADDITIONAL RESPONSIBILITIES: In addition to the specific duties associated with the position, all successful candidates are expected to conduct research, pursue publication and external funding; contribute to the College's doctoral program in education; and provide service to professional associations, the University and the local community. University-school partnerships are encouraged. SALARY AND BENEFITS: Salary is commensurate with entry-level appointment at the rank of assistant professor. Nine-month, tenure track positions include a competitive benefits package and frequent summer appointments if sesquient. APPLICATION PROCEDURES AND PROCESS: To apply, please send a letter of interest, curriculum vitae, three current letters of reference and official copies of all college transcripts to: Dr. David Adams, College of Education, Curriculum and Foundations, Cleveland State University, 1860 East 22nd Street, Cleveland, Ohio 44114-4435. Review of all applications will begin immediately, until filled.

UCLA invites nominations and applications for the position of Vice Provost for International Studies and Overseas Programs (ISOP), effective July 1, 2000.

The Vice Provost has responsibility for the coordination and direction of UCLA's programs in international and area studies. In June 1999, the new position of Vice Provost was created to strengthen UCLA's commitment to international and area studies and to enhance opportunities for effective collaboration among all academic units active in this critical part of the university's mission.

ISOP includes eleven multidisciplinary research centers: five centers on Africa, Latin America, the Near and Middle East, International Relations and East Asia are supported by Title VI funds; the other centers focus on China, Japan, Korea, Southeast Asia and the Pacific Rim. As a central part of its mission ISOP works closely with programs in the professional schools, including the Center for International Business and Education Research (CIBER) in the Anderson School of Management.

ISOP also includes the International Development Studies Program, the South Asia Studies Committee, the Education Abroad Program and the Language Resource Program. ISOP coordinates the activities of the International Visitors Bureau and the International Student Center, oversees all formal UCLA/ international academic exchange and research agreements, and provides liaison with extramural agencies/Federal government, other institutions of higher education, learned societies, private foundations and community organizations/active in international and foreign area studies.

The Vice Provost, who has administrative, budgetary, personnel and physical resource responsibility for ISOP and its various components, reports to the Provost of the College of Letters and Science. An internal advisory committee of deans and faculty advises the Vice Provost on matters of policy, governance and resource allocation. An external advisory council advises and assists the Vice Provost in developing and maintaining relationships with external constituencies. The Vice Provost participates in campus-wide planning in the College and with the deans of the professional schools.

Applicants should have qualifications appropriate to the rank of full professor and high visibility in scholarly and other communities of importance to international and area studies. Candidates should have demonstrated capacity for academic leadership, and for engaging constituencies at the local, state, national and international level. Salary will be commensurate with background and experience.

For additional information, please go to:
http://www.apo.ucla.edu/apoweb/vice provost-isop/

To be ensured full consideration, nominations and applications should be sent by March 15, 2000 to:

Ms. Shelly Weiss Storbeck
Vice President and Managing Director
AT Kearney, Inc.
ISOP Vice Provost Search
333 John Carlyle Street
Alexandria, Virginia 22314
Fax: (703) 518-3848
E-mail: shelly.storbeck@atkearney.com

Please review the Position Description as well.
Miami University of Ohio

Director of Admission

The position: Reporting to the Associate Vice President for Enrollment Services, the Director of Admission will work closely and collaboratively with other members of the University community, particularly student financial assistance and enrollment and retention staff, and serve as a key point of contact for prospective students and families. The Director will manage an admission staff of 40, prepare budgets, and provide leadership and direction in identifying and implementing effective recruitment strategies. The Director is responsible for overseeing the recruitment efforts of the University and for providing leadership in the development and implementation of strategies to effectively market the University to prospective students.

Qualifications: A strong candidate will possess advanced degree, along with seven to ten years of progressively responsible admission experience. Excellent track record of enrollment growth, a clear understanding of enrollment trends, and experience in marketing and communications. Excellent interpersonal and leadership skills are essential. The person in this position will also possess an understanding of national trends in admission, the vision and skill to lead a complex admission program at a selective institution, and an appreciation, passion, and personal commitment to diversity with a vision for what that means to an institution of higher education.

Application and Nomination: Review of applications will begin on October 15, 2000, and continue until the position is filled. Nominations of individuals for this position may be made to The Speelman & Johnson Group at 38 Mulberry Street, Box 504, Leeds, MA 01056. Phone: 413-584-7089; Fax: 413-584-7089; Email: mjm@speelmanjohnson.com. Applications may be received on line at www.speelmanjohnson.com.

Visit Miami University’s website at www.miami.edu

Miami University is an Equal Opportunity/Affirmative Action Employer.

---

Princeton University

Associate Director
Office of Career Services

The incumbent will serve as a member of the leadership team of the Office of Career Services, which serves approximately 4,600 undergraduate and 1,700 graduate students, and will assist in fulfilling the department's mission and goals. He or she will have oversight of the operations of the office and its strategic planning, overseeing the internship and job search opportunities for current students and alumni. He or she will also assist in preparing materials to be used for job search and public relations purposes. The individual will provide counseling in both job search and career development and employment recruiting experience, which includes administrative responsibilities and the supervision of staff. The incumbent must possess the ability to develop and implement effective policies and procedures, and to communicate effectively with students, faculty, staff and employers. The incumbent will be responsible for the management of the office in the absence of the director.

The successful candidate must have a graduate degree and at least three years (5-7 years of experience strongly preferred) of progressively responsible career development and employment recruiting experience, which includes administrative responsibilities and the supervision of staff. The incumbent must possess the ability to work independently and as a contributing member of a team required experience with information technology, including the use of the Internet as a counseling tool, team-building project management and the ability to manage multiple priorities is required. A high degree of familiarity with a variety of software packages for word-processing, spreadsheets, databases (Microsoft Office preferred), and Web site creation (e.g., HTML, Claris, Front Page) is needed. The ability to write clearly and concisely is also required. For full consideration, applications (resume, cover letter and the names of 3 references) should be received by MARCH 30, 2000.

Princeton University provides an exceptional benefits package. Interested candidates should submit a letter, resume on plain white paper with standard 12 pt. New Times Roman or similar font and informal resume to: Human Resources, 711-2-07-287-CHE, Princeton University, Princeton, NJ 08544-5254. For more information on how to apply, please see our Web site at: http://www.princeton.edu/hr/howtoap.htm or call our Employment Opportunities Hotline at (609) 258-6500. NO FAXES, PLEASE. An equal opportunity employer.
THE UNIVERSITY OF NEBRASKA AT OMAHA

ASSOCIATE VICE CHANCELLOR FOR RESEARCH & DEAN FOR GRADUATE STUDIES

The University of Nebraska at Omaha (UNO) is one of four campuses in the University of Nebraska and is located in the heart of Nebraska’s largest metropolitan area. In the University of Nebraska there is a single Graduate College that functions on all four campuses. The executive vice president and provost also serve as Dean of the Graduate College and in that capacity presides over the university-wide graduate faculty and its elected Executive Graduate Council. On each campus a graduate council supervises programs and other matters of local concern within the framework of the governance document and policies of the Graduate College.

On the UNO campus there are 347 members of the graduate faculty and 53 different graduate degree programs, including three doctoral programs. Graduate student enrollment is over 2600.

The Associate Vice Chancellor for Research and Dean for Graduate Studies reports to the Vice Chancellor for Academic Affairs. The Associate Vice Chancellor for Research is responsible for encouraging and supporting efforts to obtain external funds for instruction, research and service; supporting the objectives of the University Committee on Research; and supervising the staff of the Office of Sponsored Programs and Research. As campus Dean for Graduate Studies, the individual in this position is responsible for the welfare of all graduate programs on the UNO campus and for implementing the policies of the Graduate faculty and their elected representatives on the Graduate Council. The campus dean also supervises the staff of the Office of Graduate Studies.

Preferred qualifications include an earned doctorate; a distinguished record of scholarship to qualify for professorial rank and for membership as a Fellow in the Graduate Faculty; and academic administrative experience at the departmental level or higher, preferably in a graduate and/or research program. The individual in this position will be expected to have a strong commitment to the role of faculty governance, to collaboration with the deans of the academic colleges, and to the university’s mission as a metropolitan institution of distinction.

Nominations and applications should be sent to: Dean John Christensen, Chair, Search Committee, KH 334, University of Nebraska at Omaha, Omaha, Nebraska 68182-0161, FAX (402) 554-2879. Application should include a letter discussing experience and accomplishments relevant to this position, vita and the names, addresses, and telephone numbers of three references. Review of applications begins on 3-15-2000 and will continue until the position is filled. UNO is an equal opportunity employer.

DIRECTOR, Student Financial Services

Massachusetts Institute of Technology, Cambridge, Massachusetts

The Massachusetts Institute of Technology (MIT) seeks a creative policy maker and skillful manager to lead its Department of Student Financial Services. The Director will lead in formulating and articulating MIT financial aid policy and will oversee the efficient provision of financial aid services. The Student Financial Services Department has responsibility for guiding a wide range of student financial services, including the maintenance of the financial record, processing financial aid, billing and collecting tuition and fees, disbursing and collecting loan funds, donor relations related to scholarship funds, and student employment. The Director will manage a department of approximately 40 full-time professionals and report to the Dean of Students and Undergraduate Education (ODSUE).

Qualifications will include an undergraduate degree from an accredited institution, with an advanced degree preferred; a record of achievement in the development and implementation of financial aid policies, formulas, and procedures, preferably in a needs-blind admissions and needs-based financial aid environment; participation in regional and national committees within the financial aid community that define financial aid policies; a record of success as a manager of financial and human resources, including experience working with sizable financial aid budgets, office administrative budgets, large staffs including student assistants, and building motivated and skilled teams; accurate record maintenance and financial accounting and faculty in governmental/regulatory authority compliance and reporting.

A complete position description is available at www.mit.edu Please submit letter of application and resumes to Beverly Brady, Associate, Lea Ann Miller, 334 Boyland Street, Suite 500, Boston, MA 02116; fax (617) 262-5095; e-mail bbrady@mit.edu

MIT is an affirmative action, equal opportunity employer.
FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

Foothill-De Anza Community College District is inviting applications for the following management and faculty positions:

**MANAGEMENT**

Dean, Distance and Mediated Learning (Foothill College)
Dean, Fine Arts and Communication (Foothill College)

**FACULTY**

Accounting Instructor, De Anza College
Aquatics Coach/PE Instructor, Foothill College
Choral and Music Performance Instructor, Foothill College
Computer Applications & Office Systems Instructor (CAOS), De Anza College
Computer Information Systems Instructor, De Anza College
Computer Information Systems Instructor, Foothill College
Child Development Instructor (2 positions), De Anza College
EMT/Paramedic Instructor, Foothill College
English/Creative Writing Instructor, Foothill College
ESL Instructor (3 positions), De Anza College
Graphic Design/Interactive Design Instructor, De Anza College
History/Western Civilization Instructor, Foothill College
Intercultural Studies Instructor, De Anza College
Internet Instructor, Foothill College
Mathematics Instructor (4 positions), De Anza College
Mathematics Instructor, Foothill College
Ornamental Horticulture Instructor, De Anza College
Photography & Digital Imaging Instructor, De Anza College
Radiologic Technology Instructor, Foothill College
Reading Instructor, De Anza College
Spanish Instructor, De Anza College
Speech Communications/Forensics Instructor, Foothill College
Special Education Instructor, Foothill College
Studio Art Instructor, Foothill College
Technical Communications Instructor, De Anza College
World Music Instructor, De Anza College

For more information on each of these positions, contact:

Employment Services
Foothill-De Anza Community College District
12345 El Monte Road, Los Altos Hills, CA 94022
(650) 949-6217 or employment@fhda.edu
Website: www.fhda.edu/district/hr/employment.html
AA/EOE

UNIVERSITY OF OREGON

DIRECTOR
OFFICE OF STUDENT FINANCIAL AID

The University of Oregon seeks an experienced leader to serve as director of Student Financial Aid. The director provides leadership in determining student aid eligibility, setting policies and procedures for awarding funds, maintaining fiscal integrity, and insuring compliance with applicable rules, regulations, and laws. The director provides leadership in developing and maintaining strong student-centered services and is expected to assist the campus in achieving enrollment goals.

The successful candidate will have:

- A master's degree from an accredited institution and at least seven years of college student financial aid experience.
- Demonstrated success in integrating financial aid and scholarship strategies to effectively meet institutional enrollment goals.
- Demonstrated ability to lead staff in providing student-centered services.
- Demonstrated extensive knowledge of Title IV federal financial aid regulations
- Demonstrated strong communication and team building skills.
- Demonstrated success in managing departmental support staff.

Applications from women or persons of color are encouraged. Applicants submit a letter of application, resume and the names, addresses and phone numbers of at least three references to: CHAIR, Director of Financial Aid Search Committee, 1278 University of Oregon, Eugene, OR 97403-1278. Review of applications begins February 29, 2000 and will continue until the position is filled.

QUEENS COLLEGE

Worker Education Program

The Queens College Worker Education Program seeks three professionals to help provide higher education opportunities for working adults at its mid-Manhattan facility. Queens College works closely with unions to develop a supportive environment and a strong learning community. Students enroll in liberal arts courses and major in Labor Studies, Urban Studies, or Applied Social Science.

**Director, Extension Center**

The Director is responsible for administration of the Center, including supervision and overseeing staff and program. Baccalaureate degree required, with 6 yrs exp in higher ed administration; advanced degree and prior exp in worker ed preferred. Salary: $42,616-$57,049.

**Associate Director, Labor Resource Center**

One-year appointment; reappointment subject to funding. The Associate Director is responsible for developing/supervising implementation of the Center’s programs of the Labor Resource Center, including supervision of staff and publishing the Center’s journal. Baccalaureate degree required, with 6 yrs exp in higher education; advanced degree and prior exp in worker ed preferred. Salary: $42,616-$57,049.

**Counselor, Extension Center**

The Counselor provides students with information, registration, and academic support. Baccalaureate degree required, with 4 yrs exp in higher ed administration; advanced degree and worker ed preferred. Salary: $37,703-$49,902. Salaries commensurate with exp; etc. benefits. Please submit resume and cover letter by Feb 29, indicating position being applied for, to Dr. Gregory Mansfield, Queens College Worker Education Extension Center, 25 West 43rd St. 16th Floor, New York, NY 10036. AA/EOE/IC/ADA
DEANS OF ACADEMIC AFFAIRS

Palm Beach Community College, Florida's first public community college which serves a large and diverse population in South Florida invites applicants for two positions of Deans of Academic Affairs for its Palm Beach Gardens and Boca Raton Campus locations. Reporting to the Vice President of Academic Affairs, the Deans will be responsible for administering all academic programs including the Center for Personalized Instruction and the Library Learning Resources Centers. The Deans will also be responsible for preparing, administering, and monitoring the budget; selecting, recommending, and supervising departmental personnel; and serving on internal and external committees and task forces.

QUALIFICATIONS: Graduation from an accredited four-year college or university with a Master's degree in related area is required. A minimum of five years of community college experience including full time teaching and a minimum of three years of progressive administrative experience is also required.

Review of Application will begin March 10, 2000. To apply, please submit an application, detailed resume and/or letter of intent with a copy of transcript to: Manager of Employment, Palm Beach Community College, 4200 Congress Avenue, Lake Worth, FL 33461. Fax 561-439-8202

Visit our website www.pbc.cc.fl.us

Palm Beach Community College is an Affirmative Action, Equal Opportunity, ADA Employer, committed to fostering a diverse academic community among its students, faculty, and staff.

AMHERST COLLEGE

ASSOCIATE DIRECTOR OF MAJOR GIFTS

Amherst College invites nominations and applications for the position of Associate Director of Major Gifts in the Office of Development, reporting to the Director of Major and Planned Gifts.

Position will have as primary responsibilities the design and execution of cultivation and solicitation strategies necessary to secure six and seven-figure outright and deferred gifts from individuals. Additional responsibilities include the identification of new prospects, the organization of special events and events, and the assignments in support of the development program of the College.

This officer will be a senior member of the development team, participating in implementation of strategies related to Amherst's capital giving program. This involves frequent contact with campus leaders, faculty, and College officers.

QUALIFICATIONS: Minimum three to five years of experience in private fundraising with progressively responsible leadership experience; a proven record of successful major gift solicitations; strong interpersonal and communication skills; the ability to work independently and creatively within established guidelines while at the same time functioning as a member of a team in a complex educational organization. Knowledge of charitable remainder trusts and other deferred gifts; Florida's charitable gift planning; and Florida's gift planning.
ST. LOUIS COMMUNITY COLLEGE

POLITICAL SCIENCE/SOCIAL SCIENCE
INSTRUCTOR/ASSISTANT PROFESSOR, St. Louis Community College at Florissant Valley. Requires a Master's degree in political science or related field. Excellent experience in college teaching integrating technology in political science curriculum. Ability to teach more than one social science discipline a plus. Responsibilities include teaching introductory course in American politics and international/intercultural social science courses. Need willingness to work with interdisciplinary faculty teams. Duties may include establishing partnerships with high schools and four-year institutions.

ENGLISH
INSTRUCTOR/ASSISTANT PROFESSOR, St. Louis Community College at Florissant Valley (two positions). Requires a Master's degree in English or related field with 30 approved graduate semester hours in English or related field. Ability to teach development English composition through second year literature course and business/technical writing. Excellent experience in college teaching in multicultural environment and with computer and other technology in the classroom. Application materials include a cover letter, resume, evidence of philosophy on teaching composition, a statement and explanation of a teaching failure and of a teaching success, a syllabus for a college composition I course and a syllabus for a literature course.

JOURNALISM/MASS COMMUNICATIONS
INSTRUCTOR/ASSISTANT PROFESSOR, St. Louis Community College at Florissant Valley. Requires a Master's degree in Journalism or Mass Communications, minor or significant course work in speech communication or English. Prefer college teaching and professional work experience. Responsibilities include managing the biweekly campus newspaper and on-line publications for the mass communications program, as well as teaching mass communications courses. May also teach speech communication or English.

COMMUNICATIONS/SPEECH
INSTRUCTOR/ASSISTANT PROFESSOR, St. Louis Community College at Florissant Valley. Requires a Master's degree in speech communication or related field. Prefer experience in basic course development, intercultural communication, communication assessment procedures and college teaching. Must teach the following courses: oral communication, small group communication, interpersonal communication, and communication among cultures. Other duties may include development of an intercultural forum team and an oral communication across the curriculum program.

EDUCATION
INSTRUCTOR/ASSISTANT PROFESSOR, Teacher Education, St. Louis Community College at Florissant Valley. Requires a Master's degree in Education with teacher certification and ability to teach at least two of the following courses: Introduction to Classroom Teaching, Foundations of Education, Art for Children, Methods for the Classroom Teacher, Computers in Education, Assisting in the Classroom, and Behavior Interventions with the Exceptional Child. Prefer at least one year classroom teaching experience in K-12 setting and college teaching experience. Statement of teaching philosophy should accompany application materials.

All positions begin August 2000. May teach day/evenings/weekends. Cover letter, resume, copy of graduate transcripts and other requested materials must be received by closing date of Feb. 25, 2000 at: St. Louis Community College, Human Resources Dept., 300 S. Broadway, St. Louis, MO 63102. FAX: 314/539-5493, lpowers@cstlc.edu, www cstlc mo us - AAE/EOE
Colorado State University invites applications and nominations for the full-time position of Vice President for Research & Information Technology (VP-RIT), to be available August 1, 2000.

One of five Vice Presidents, the VPRIT reports directly to the President/Chancellor of the CSU System, and serves as the institutional advocate and facilitator for faculty research activities. S/he is responsible for programmatic excellence in research and in integration into the graduate and undergraduate learning-experience. The VPRIT coordinates development and realization of institutional research goals that are consistent with Colorado State University’s Land Grant mission and status as a Carnegie Class I Research University, interwoven with our many publics and proactively promotes diversity. Specific responsibilities include:

- Oversight and promotion of external research funding and associated facilities, equipment and infrastructure needs and capabilities, including recognition and retention of faculty.
- Liaison with the Federal and State political and legislative environment.
- Identification of research opportunities and development of interdisciplinary programs.
- Transfer of technology from research endeavors with the assistance of the Colorado State University Research Foundation.
- Oversight of the Graduate School.
- Provide for planning and administrative oversight of the University’s Information and Instructional Technology Programs in the areas of teaching, research, service and administration.

QUALIFICATIONS: Earned doctorate and eligibility for academic tenure. Demonstrated record of scholarly accomplishment, funded research, graduate student advising, and administrative experience (at least at the Department Head or equivalent level). Demonstrated commitment to, and experience in achieving, diversity goals and objectives. Familiarity with the utilization of information technology in the academic/research environment is desirable.

Colorado State University is a comprehensive research university, with annual research expenditures in excess of $140 million and a total annual budget of $465 million. With 18,800 undergraduates, 3,472 graduate students, 530 professional veterinary medicine students, and approximately 7,060 employees, CSU is the flagship institution of the Colorado State University System (CSU, the University of Southern Colorado and Fort Lewis College). With its main campus located in Fort Collins, CSU’s Denver Center, Agricultural Experiment Station research centers, Cooperative Extension, and State Forest district offices connect the University’s research and educational programs to citizens throughout the State. For more information, please visit the materials available through the University and VPRIT web-sites: http://www.colostate.edu/ and http://www.engr.colostate.edu/level2/research.htm.

Applications will be accepted until the position is filled; however, to be guaranteed full consideration by the Search Committee, applications must be received by March 24, 2000, and include letter of application stating applicant's qualifications and nature of interest in the position, a C.V. and names and contact information of three individuals who can comment on the applicant's abilities to assume this leadership role. Applications will be accepted, however, until the position is filled. All applications or expressions of interest will be handled confidentially until the short list of candidates is invited for on-campus interviews is announced. References will not be contacted without the prior consent of the applicant.

Submit applications to:
Dr. Gordon D. Niewender, Chair
VPRIT Search Committee
Colorado State University
Fort Collins, Colorado 80523-2001
FAX 970/491-5541
E-mail or voice inquiries should be directed to Search Support at SPC@research.colostate.edu, or (Voice) 970/491-7194.

DIRECTOR FOR STUDENT ACTIVITIES

Responsible for providing leadership and direction for the Student Senate, Child Care Centers, WCLC Radio, student newspaper, co-curricular activities, and student clubs and organizations. REQUIREMENTS include: Master’s Degree in Student Personnel Administration or related discipline. Submit a completed application form, current resume, letter of interest, (3) letters of recommendation, and official degree transcripts by March 10, 2000. Contact Human Resources for detailed job posting and/or application form at 847-543-2065 voice; 847-223-5615 TDD; 847-223-0824 fax; or via e-mail at personnel@clc.cc.il.us.

College of Lake County
19351 W. Washington Street
Grayslake, IL 60030-1198
EOE/AA/M/F/D/V

Chaplain to the College and Coordinator of Community Service

Founded in 1933 and located in the Berkshire hills of northwestern Massachusetts, Williams, a highly selective, coeducational, liberal arts college of 2,000 undergraduates invites applications for the position of Chaplain of the College and Coordinator of Community Service.

Reporting to the Dean of the College and working with 2 1/2 time Associate Chaplains, the Chaplain will head an office widely respected for its initiatives in encouraging moral, ethical and spiritual growth while fostering connections with all members of the community. Specific duties include: coordinating regular and special worship services; providing religious, moral and personal counseling to a diverse constituency; supporting and coordinating the work of numerous religious and community service programs.

Williams College takes particular pride in the interface character of its chaplaincy and welcomes application from persons of all faiths. Candidates should have 5 or more years of related experience; hold ordination as a M.Div. degree, or their equivalents; have excellent administrative, pastoral and counseling skills with a strong commitment to community service. The review of resumes will begin on February 25, 2000. Job # 1512-C.

Williams College welcomes diversity.
Please send cover letter with the names, addresses and phone numbers of three work-related references to:
Employment Manager, 15 Park Street
Williamstown, MA 01267-2116
Phone (413) 597-2081, Fax (413) 597-4060
E-mail: hr@williams.edu
McHenry County College

VICE PRESIDENT FOR ADMINISTRATIVE SERVICES/TREASURER

McHenry County College is seeking a professional for the position of Vice President for Administrative Services/Treasurer. McHenry County College is a public, comprehensive community college offering both credit and non-credit programs. Founded in 1967, the College serves approximately 20,000 credit and non-credit students on a 108-acre campus in Crystal Lake, Illinois. One hour's drive from northwest Chicago and one hour south of Milwaukee, McHenry County is the fastest growing county in Illinois. McHenry County College is committed to serving and supporting students in pursuit of their educational program.

The Position

Reporting to the President and serving on the President's cabinet, the Vice President is the chief financial officer of the institution. The Vice President has oversight for administration and finance including budgeting, purchasing, human resources, administrative information systems, physical plant, campus safety, the campus bookstore, and food service auxiliary enterprise areas. McHenry County College currently has total financial assets in excess of $29 million with multiple funding sources including the Friends of McHenry County College Foundation. The Vice President will work closely with the President's cabinet, will oversee the College’s investment program, and will serve as College Treasurer to the Board of Trustees. The person in this position is also responsible for serving as a liaison to Federal and State agencies with regard to financial matters, for sharing in the development and review of policies recommended by the President to the Board, and for supervising the administration of the institution's collective bargaining agreements.

Qualifications

The successful candidate will possess a Master's degree in business, management, accounting, or a related field, have significant and progressive fiscal experience in a complex educational institution, and extensive experience in budgeting, fiscal affairs, accounting, and administration. A demonstrated ability to successfully manage and develop staff, to work collaboratively with multiple constituencies, and to represent the fiscal affairs operations broadly across the College are all important qualifications for the Vice President. Experience with computer based fiscal planning and participatory management, as well as superior interpersonal skills and the ability to think creatively, strategically, and proactively are important considerations in the selection of the Vice President.

Effective Date of Employment

August 1, 2000

Application and Nomination

Review of applications will begin on March 6, 2000, and will continue until the position is filled. Nominations of individuals may be made to Nancy Loomis as indicated below. Applications for this position should include a letter of application addressing the listed qualifications, a resume, and the names and telephone numbers of three references. This information should be sent to:

Ms. Nancy Loomis
Assistant Vice President of Human Resources
McHenry County College
8900 U.S. Highway 14
Crystal Lake, IL 60012-2761
Phone: 815.455.8736

The Spelman & Johnson Group is assisting the search process and confidential inquiries may be made to William Spelman at 703.927.8000.

Visit McHenry County College's website at www.mchenrycoll.edu

McHenry County College is committed to diversity in its community and is an equal opportunity/employee.

Montclair State University

DIRECTOR OF INTERNAL AUDITING

The position reports to the President and is responsible for conducting financial, operational, and compliance audits of University departments and programs and for evaluating the system of internal controls. Specific responsibilities include providing management with independent analyses and evaluations of the adequacy and effectiveness of internal operational controls, the reliability and integrity of financial information, compliance with policies and regulations and the efficient use of resources.

Qualifications: Candidates must possess a bachelor's degree in accounting, finance or a closely related field; MBA with CIA certification preferred. Eight to ten years' experience in progressively responsible roles in internal auditing with higher education experience preferred. The candidate should also have administrative or managerial experience, knowledge of electronic data processing systems, problem solving ability, strong analytical and reporting capabilities and the ability to effect change. Excellent communication skills and the ability to interact with a wide range of constituencies required.

Salary Range: $49,241 – $78,798

Starting Date: May 1, 2000

Apply by: Consideration of candidates will commence on March 15, 2000. The search will remain open until the position is filled.

Send letter and resume (include V-number) to: Valerie L. Van Baaren, Search Chair, Montclair State University, Box C316-V#031/HOHE, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution

East Stroudsburg University of Pennsylvania

DEPARTMENT OF EARLY CHILDHOOD & ELEMENTARY EDUCATION

The Department of Early Childhood and Elementary Education invites applications for one full-time, tenure track position. The mission of the Department is to prepare a community of learners who are competent and reflective professionals able to teach each child in any setting. We are seeking a candidate with a record of scholarship/creative activity, service and continual professional development.

POSITION TITLE

Assistant Professor, Department of Early Childhood/Elementary Education, full-time tenure track position

REQUIREMENTS

Earned Doctorate required at time of appointment. Successful teaching experience in early childhood, elementary and/or middle school education. Teaching certification required. Final determination will be based upon successful interview, which will include a teaching demonstration.

PREFERRED

Experience in university-level teaching and/or supervision of student teachers. Candidates are asked to highlight self-identified areas of expertise as related to the field of teacher preparation.

DATE OF APPOINTMENT

August 2000

East Stroudsburg University of Pennsylvania, one of the fourteen state-owned universities in Pennsylvania, enrolls approximately 5,000 undergraduate and graduate students in the Schools of Professional Studies, Arts and Sciences, Health Sciences and Physical Education. The Department of Early Childhood and Elementary Education currently has an enrollment of approximately 800 undergraduate and graduate students, the largest department in the School of Professional Studies.

The University is located in the Pocono Mountains, two miles from the Delaware River, New York City is 75 miles to the east via I-80, and Philadelphia is 100 miles to the south.

Full consideration will be given to applications received by March 10, 2000. Applications for this position will be held in a pool for one year in the event that a similar position becomes available. Interested persons in these positions must send a letter of application (that may include areas of expertise), vita, official graduate transcripts, and three recent letters of recommendation to:

Dr. Margaret Einboden
Chairperson, Search & Screen Committee
Department of Early Childhood & Elementary Education
East Stroudsburg University of Pennsylvania
200 Freepoint Street, East Stroudsburg, PA 18301-2999

ESU is an equal opportunity employer. Persons with disabilities are encouraged to apply. Visit our homepage at www.esu.edu
CAREER OPPORTUNITY

LEHMANN COLLEGE
The City University of New York

FACULTY OPENINGS

Lehman College of The City University of New York is a public coeducational liberal arts college. We enroll nearly 10,000 students from 80 countries around the world in more than 90 undergraduate and graduate degree and professional programs. The following positions (department and field) are anticipated for Fall 2000. If two or more ranks are indicated, the appointment rank will be commensurate with qualifications and experience.

DEPARTMENT: FIELD

Anthropology;
Osteology and Forensic Anthropology
Assistant Professor

Black Studies:
African American Family & Community/Urban Studies
Assistant/Associate Professor

Specialized Services in Education:
Guidance & Counseling
Assistant/Associate Professor

Early Childhood/Childhood Education:
Two Positions-Assistant/Associate Professor rank
Foundations of Education and Science Education (joint with one of the natural sciences departments)

Middle/High School Education:
Three positions-Assistant/Associate Professor rank
Mathematics Education,
Science Education,
Special Education, bilingual focus and Bilingual Education/TESOL

Languages & Literatures:
Spanish American Literature/Spanish Language
Assistant/Associate/Professor

Mathematics and Computer Science:
Assistant/Associate/Full Professor

Psychology:
Assistant/Associate Professor

Speech and Theater:
Two positions-Assistant/Associate Professor rank
Speech Science/Speech-Language Pathology and Speech Language Pathology

Sociology and Social Work:
Sociology (Demographer)
Assistant/Associate Professor

Salary Ranges: Assistant Professor $32,705-$55,049; Associate Professor $47,616-$68,176; Full Professor $55,891-$85,619.

See full job descriptions at http://www.lehman.cuny.edu (click on Job Opportunities). Closing dates vary beginning with 1/31/00.

Positions are subject to the availability of funding. Applications cannot be sent to the web site or accepted by e-mail.

Applications should be submitted to:
Northeastern University
Office of Faculty Recruitment
620 Huntington Avenue
Boston, MA 02115

To view announcements from the Lehman College home page, click on Academic Department and Department Listings.

Please follow the application procedures described in the personnel vacancy announcement (PVA).

An IIECA/EO/AA/ADA employer.

DIRECTOR
Center for Effective University Teaching

Northeastern University is seeking an experienced individual to direct its Center for Effective University Teaching. The director is responsible for planning, coordinating and implementing programs and activities of the Center. The Center's mission is to strengthen the quality of teaching at Northeastern. Located in Boston, MA, Northeastern University is a Carnegie II research university that is student-centered, practice-oriented and urban. Founded in 1858, the University is a world leader in cooperative education, offers diverse curricula and research programs and has an overall enrollment of 27,500.

The director reports to the Vice Provost for Undergraduate Education and is expected to play a leadership role in promoting effective teaching and student learning across the University, organize training and support programs for faculty and graduate students on teaching and the evaluation of teaching, work to strengthen teaching effectiveness through workshops, individual consultations, publications, and serve as a resource person to university administrators on issues related to teaching and learning in higher education. Candidate must have a doctoral degree and significant program experience in faculty development and teaching improvement. Teaching experience at college/university level, Must be able to work effectively with faculty, administrators, and students and have strong writing, speaking, and organizational skills. Must be able to work in a diverse and multicultural environment and be able to adapt to the cultures of a variety of traditional and professional academic programs.

Salary and benefits are competitive and commensurate with qualifications. Review of applications will begin immediately and will continue until the position is filled. Applications should include a cover letter, curriculum vitae, statement of philosophy of teaching and faculty development, and the names of three references. Women and minorities are encouraged to apply.

Appointment is expected to be effective on or before August 2000. Application materials should be sent to: Dr. Gilda Barabino, Vice Provost for Undergraduate Education, Northeastern University, 112 Hayden Hall, Boston, MA 02115.

Northeastern University is an Equal Opportunity, Affirmative Action Title IX Employer.

ART EDUCATION

Tenure-track faculty position, August 1, 2000, pending funding. Ph.D. or Ed.D. in Art Education; considered. Three years public school art teaching experience; university teaching experience desired. Computer and research skills important. Application letter, with brief statement of teaching, philosophy, transcripts, and three letters recommendation to Art Education Search Committee, Department of Art, APSU Box 4426, Clarksville, Tennessee 37044. Tel (931) 221-7242. Fax (931) 221-7245. If available, include 20 slides student work as well as individual's art work. Exam of research or reference for any published work will be included. Review of applications will begin April and continue until the position is filled.

GEOGRAPHY

Search reopened. The Department of Geology Geography invites applications to fill a full-time, tenure-track position in Geography at the Associate Professor level for Fall 2000. Ph.D. required. Responsibilities include teaching and serving as director of the GIS program. Candidate must have a strong background in teaching and an interest in geography. The candidate is also required to develop an active research program in a specialized area of geography. Experience with geographic information systems is required. Ability to teach GIS courses is essential.

Applications should be submitted to:
Dr. Robert Sirk, Chair, Search Committee, Department of Geography and Geology, Voice 221-7454. Fax 931-221-7284. Review applications will begin April 15, 2000 and continue until the position is filled.

MANAGEMENT

(Positions vary by location. A more detailed job description can be found in the Human Resources Department.)

Minorities, women, members of other protected groups are encouraged to apply.

Austen Peay State University is an Affirmative Action/Equal Opportunity Employer.
Plattsburgh State University of New York invites applications for Fall 2000 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and social services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special foci for the College; a desire to integrate information technologies; and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. College supports faculty scholarship through the NYS/UP bargaining agreement, minority and women faculty may apply for one year, limited commitment to pursue scholarly projects. Other faculty development opportunities include joint State/Union travel grants and College Funded-in-House Mini-Grants to provide seed funding for research activities. Reday Teaching Enhancement awards, Presidential Research Awards, and Educational Technology Awards. We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until the position is filled.

Application Procedure: Please send or fax cover letter, resume, or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to: Chair, Search Committee (P#-), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681, Fax (518) 564-5900.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

MINORITY STUDIES

Afro-American Studies (P# 2395-808) ASSISTANT PROFESSOR-
Qualifications: Doctoral degree preferred, but ABD considered. Preference will be given to candidates whose area of Afro-American studies includes historical, cultural or sociological concentrations. Interest in teaching at an undergraduate institution including three courses per semester, scholarship and service are expected. Responsibilities: Teach courses focused on Afro-American Studies, develop and sustain a scholarly research program that involves undergraduates, advise students, and contribute to the intellectual life of the college. Review of applications begins February 15 and continues until position is filled. Additional application materials: Statement on teaching philosophy and interests, and scholarly areas of interest.

CENTER FOR EARTH & ENVIRONMENTAL SCIENCE

Wetlands Ecology (P# 2395-808) ASSISTANT PROFESSOR-
Qualifications: Ph.D. degree required; must be an effective teacher. Ability to undertake research in the Adirondack-Lake Champlain region is an asset. Responsibilities: Teach general ecology each semester, wetlands ecology, and other related courses. Review of applications begins February 15 and continues until the position is filled. Additional application materials: Statement of teaching philosophy and research interests.

CHEMISTRY

Physical Chemistry (P# 2396-808) ASSISTANT PROFESSOR-
Qualifications: Appropriate Ph.D degree and a solid background in physical chemistry are required. Preference will be given to candidates showing aptitude for teaching undergraduate students, a commitment to diversity and an ability to develop a practical research program that involves undergraduates. Responsibilities: Teach physical chemistry, appropriate advanced courses, and fundamental chemistry courses. Develop and maintain a research program involving undergraduates, serve on various committees, and advise undergraduates. Additional application materials: Statement of teaching philosophy and research program.

PSYCHOLOGY

Human Learning and Cognition (P# 2400-808) ASSISTANT PROFESSOR-
Qualifications: An earned doctorate (Ph.D. or equivalent) in cognitive psychology with an emphasis on human learning and cognition, evidence of teaching effectiveness and commitment to undergraduate instruction and evidence of productive research activity are required. Knowledge and expertise in instructional technology is desirable. Responsibilities: Teach undergraduate courses in cognitive psychology, research methods, learning, memory, and sensation and perception. Teach a graduate course in learning and cognition with an emphasis on laboratory research. Responsibilities: Teach undergraduate courses in cognitive psychology, research methods, learning, memory, and sensation and perception. Teach a graduate course in learning and cognition with an emphasis on laboratory research. Responsibilities: Teach undergraduate courses in cognitive psychology, research methods, learning, memory, and sensation and perception. Teach a graduate course in learning and cognition with an emphasis on laboratory research.

NURSING: FOOD & NUTRITION

Nursing (P# 2401-808) ASSISTANT PROFESSOR-
Qualifications: Masters degree in nursing with specialization and/or teaching experience in maternal-child nursing and eligibility for New York RN licensure are required. Responsibilities: Teaching in the classroom and clinical instruction, involving supervision of students in direct care experiences in health care agencies as well as the design and implementation of alternative clinical learning experiences such as computer simulation. Participation in the Department's distance learning program is expected. Additional application materials: Statement on teaching philosophy and interests, and scholarly areas of interest.

MARIN COMMUNITY COLLEGE DISTRICT

COLLEGE OF MARIN FACULTY POSITIONS

Is accepting applications for the following academic positions for Fall of 2000:

- Art
- Biology
- Computer Info. Systems (Networking)
- Coordinator Dental Assisting
- Drama
- Engineering
- Nursing
- Physical Education (Coaching)
- Physical Education (Wellness/Fitness)
- Chief of Police/Director of Safety
- Dir. Of Learning Resources

CLOSING DATE: March 20, 2000 for all positions except Director Learning Resources which closes on March 23, 2000

For Job Description & Application please call the Human Resources Office 24 hour line 411 485-9600

1 UNIVERSITY OF WISCONSIN EXTENSION

LAWyer Education

FACULTY ASSOCIATE

The School for Workers, University of Wisconsin Extension, Madison, Wisconsin, the nation's oldest university-based labor education program, seeks a faculty associate for its Extension's Labor Education Program. The faculty associate is responsible for developing and delivering education programs that focus on the needs of organized workers. Responsibilities to include developing, coordinating and teaching non-credit labor education programs and providing technical assistance services to unions and workers. Experience required in one or more following areas: (a) collective bargaining, (b) administration and union leadership, (c) organizing and union building, and (d) computer and distance education applications. Qualifications: Master's degree in a field related to labor education and significant experience in teaching union members. Send letter of interest and resume and names of four references to School for Workers, Attn: S and Sorens Committee, 600 Langdon St., 412 Lowell Hall, Madison, 53706. Fax: (608) 262-4751. Application deadline: May 1, 2000. Affirmative Action/EEO Opportunity Employer.
Cuyahoga Community College

Where futures begin

One of the nation’s top community colleges, we are recognized as a leader in innovation, technology, and workforce development.

If you are focused on student learning, an advocate of new initiatives in curriculum and delivery, embrace the mission and diversity of an urban community college and believe that individuals do make a difference in the lives of students, we want you to hear from you.

FACULTY POSITIONS

ARE AVAILABLE IN MANY DISCIPLINES

Competitive salaries and excellent benefits package. Positions begin August 2000. Opportunities available on all 3 Greater Cleveland area campuses. Your future may be just a click away at www.c3.cc.oh.us.employment link or call the Cuyahoga Community College Jobline at 216-987-4771.

Cuyahoga Community College, 700 Carnegie Avenue, Cleveland, OH 44115. An Affirmative Action/Equal Opportunity Employer m/f/d/v.

Broward Community College

Opening doors to a brighter future.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

#TBA, DOWNTOWN CENTER

Under general direction of the President, serves as the chief academic officer providing collegewide administrative direction for the academic programs. Included are the college transfer program, international education, educational technology, distance learning, developmental education, and the honors program. The Vice President is integrally involved in developing and maintaining close relationships with the college’s university, business, and secondary school partners. Acts as college liaison for instructional programs on a local, state and national basis. Recommends long and short range goals consistent with the mission and philosophy of the college.

The successful candidate will possess a doctorate degree and have substantial administrative experience at the Dean’s level or higher. Must have a demonstrated commitment to high standards in student learning and faculty development. Salary: Based upon credentials. Closing date: 2/22/00.

CAMPUS REGISTRATION COORDINATOR

#695, SOUTH CAMPUS

Bachelor’s degree required; Master’s preferred. Candidate must have experience with enrollment management, supervision, interpersonal skills, and multicultural populations. Candidate will supervise the Admissions and Registration offices and implement the campus enrollment management plan. Salary: $35,737 - $36,790. Closing date: 2/22/00.

MATHEMATICS INSTRUCTOR

#273, NORTH CAMPUS

Master’s w/18 graduate semester hours in Math. Experience teaching college preparatory & college level math courses. Salary: Based upon credentials. Closing date: 3/1/00.

Official app’s w/position title & copies of diploma & licenses must be received by 3:00 P.M. on or before closing dates, at BCC, HR Dept., 225 E. Las Olas Blvd., Ft. Lauderdale, FL 33301 or call (954)761-7450 for an official application.

EAVSO Institution.

ST. CLOUD STATE UNIVERSITY

A tradition of excellence and opportunity

ALUMNI AND FOUNDATION

SCSU seeks applications for Director of Alumni Programs and Chapter Development to start April 2000. This position is responsible for the management and overall direction of activities and programs related to alumni of St. Cloud State University in St. Cloud and other designated geographic areas. The incumbent will be responsible for planning and developing new programs and initiatives related to and supportive of the mission of the University. Responsibilities: Designing and implementing alumni programs and activities that will provide recognized and enduring value to alumni and the University; providing leadership and direction to volunteer groups; representing the University at community events; managing the University’s communications program. Qualifications: Bachelor’s degree required. Minimum of 3 years of experience in one or more of the following areas: volunteer/non-profit organization management, alumni/development, public relations, marketing, or business management. Other qualifications: Ability to develop and maintain a viable program of activities and events for the University; ability to work effectively with the University’s alumni volunteers; knowledge of alumni-centered activities; ability to lead and motivate others. Salary: Negotiable. Applications are being accepted immediately. Review of applications begins immediately and continues until the position is filled. Please submit cover letter, with a personal statement regarding diversity issues in higher education, curriculum vitae, and the names, current addresses, and telephone numbers of three references to Chair, Search Committee (P#2338-805), St. Cloud State University, St. Cloud, MN 56301. EEO/AA institution.

APPLY TO:

Orin Dahl, Search Committee Chair
Director of Development
720 4th Avenue South
St. Cloud, MN 56301
Email: Ondahl@stcloudstate.edu

A complete application must include a letter of interest, resume, three letters of reference and transcripts (copies acceptable for initial screening). For consideration, all materials must be received by March 10, 2000. SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, persons with disabilities, GLBT and veterans.

Plattsburgh State University of New York

DIRECTOR OF THE CENTER FOR DIVERSITY, PLURALISM AND INCLUSION

Plattsburgh State University of New York is seeking a qualified candidate for the position of Director of the Center for Diversity, Pluralism and Inclusion. Reporting to the Provost and Vice President for Academic Affairs, the successful candidate will be responsible for fostering an environment that promotes multicultural awareness and understanding. Responsibilities: Developing and implementing multicultural programming and activities; coordinating and facilitating multicultural issues and events; collaborating with campus and community organizations; maintaining and developing multicultural resources; and serving as a resource for prospective, current and alumni students. Qualifications: Master’s degree; excellent written and verbal communication skills; minimum of three to five years of responsible experience in educational administration; commitment to multicultural education; and an understanding of multicultural issues. Applicants should send letter of interest, resume, and contact information for three references by January 15, 2000. Plattsburgh State University is an Equal Opportunity/Affirmative Action Employer.

Applications will be accepted until the position is filled. Please submit cover letter, resume, and three letters of reference to: Search Committee, Office of the Provost, SUNY Plattsburgh, Plattsburgh, New York 12901-2681. Plattsburgh State University is an equal opportunity employer and prohibits discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or veteran status. Plattsburgh State University is committed to an affordable education. A complete application must include a letter of interest, resume, three letters of reference and transcripts (copies acceptable for initial screening). For consideration, all materials must be received by February 4, 2000. SUNY Plattsburgh is an equal opportunity/affirmative action employer. Review of applications begins immediately and continues until the position is filled. Applications for women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action employer.

Applications will be accepted until the position is filled. Please submit cover letter, with a personal statement regarding diversity issues in higher education, curriculum vitae, and the names, current addresses, and telephone numbers of three references to Chair, Search Committee (P#2338-805), St. Cloud State University, St. Cloud, MN 56301. EEO/AA institution.

APPLY TO:

Orin Dahl, Search Committee Chair
Director of Development
720 4th Avenue South
St. Cloud, MN 56301
Email: Ondahl@stcloudstate.edu

A complete application must include a letter of interest, resume, three letters of reference and transcripts (copies acceptable for initial screening). For consideration, all materials must be received by March 10, 2000. SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, persons with disabilities, GLBT and veterans.
The University of Scranton announces the availability of three tenure track positions in its Education Department. The positions, available at the associate or assistant professor rank, have a starting date of the Fall semester, 2000. Reviews of applications will begin 1 March 2000 and will continue until the position is filled. Descriptions and contact names for each of the positions follow:

1. Special Education (new position) The search committee seeks a candidate with classroom-based and advanced strengths in high incidence disabilities for its emerging special education program. The successful candidate should have a strong generalist ability to teach courses in special education curriculum and methods, learning disabilities and supervision of student teachers. Preference will be given to those who have supervisory and administrative experience. Send materials to Dr. Deborah Eiffe Lo, Special Education Search Committee.

2. Secondary Education The search committee seeks a generalist in its secondary education program. The successful candidate should be able to teach general methods and planning, and any combination of special methods in social studies, foundations of education, evaluation and measurement, or educational technology. This position will also supervise student teachers. The committee prefers a candidate with significant teaching experience and leadership skills. Send materials to Dr. Kathleen Montgomery, Secondary Education Search Committee.

3. Educational Administration (pending funding) The search committee seeks an experienced educational leader who has served the public schools in central office (superintendent/assistant superintendent) positions. The successful candidate should be able to teach courses in supervision and administration, lead the principalship. The candidate, depending upon areas of strength, will also be expected to teach courses in the Superintendent/Assistant Superintendent's position. Evidence of effective leadership skills will be expected by the search committee. Send materials to Dr. David A. Wilfey, Chair.

Qualifications for these positions include a doctorate earned in an appropriate field, and articulate research focus, significant experience in basic education in an appropriate area, and possession of state or national certification, Pennsylvania certification. Service to the profession is expected, and evidence of professional activity is desired.

The Education Department at the University of Scranton offers range of degree and certification through basic, master's, and post-master's programs, and is accredited by the Pennsylvania Department of Education and the NCATE. The Department is housed in the Panasque College of Professional Studies. Noted for its academic programs and professional education, the University is recognized for excellence in U.S. News and World Report. The University offers a competitive salary and attractive package of benefits. Located in the historic Pocono mountainous region of Pennsylvania, the University is close to skiing and recreation areas, and is within three hours of the major metropolitan centers of both New York City and Philadelphia.

The University of Scranton is proud of its mission in the Catholic and Jesuit tradition and spirit. Candidates must be able to support the mission within their position at the University. Send a letter of application addressing the qualifications listed, a statement of research interest, a current curriculum vitae, and three letters of reference (with current phone numbers of reference) to the Education Department, University of Scranton, Scranton, PA 18510-6603.

The University of Scranton is an EOE/AA/Acrostic Employee/Employer

HUSTON-TILLLOTSON COLLEGE
VICE PRESIDENT FOR ACADEMIC AFFAIRS

Huston-Tillotson College (HTC) invites nominations and applications for the position of Vice President for Academic Affairs. The Vice President will report directly to the President; in providing leadership in a dynamic and rapidly changing environment. The Vice President will organize, monitor, and coordinate all aspects of the academic program, including the curriculum, educational policies, academic budget, and academic personnel in consultation with the President, senior academic administrators, and the faculty. Senior academic administrators reporting directly to the Vice President are the Dean of General Studies; the Chairs of the Colleges of Humanities, Social Sciences, Natural Sciences, and Arts and Education; the Director of the Library; and the Registrar.

HTC, the older institution of higher learning in Austin, the capital of Texas, is located on a 23 acre, tree-lined campus overlooking the city's downtown. The college is a church-related, historically black institution affiliated with the United Methodist Church, the United Church of Christ, and the United Negro College Fund.

HTC's mission is to provide educational opportunities for a diverse, multicultural community to deliver a challenging, student-focused undergraduate education in an effective and flexible manner. The college is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees. HTC is also accredited by the Texas Education Agency and the University Senate of the United Methodist Church.

The college enrolls a diverse student body of about 600 students from the United States and 18 other countries. BS and/or BA degrees are offered in 19 areas within the natural sciences, social sciences, humanities, education, and business. Curricular emphasis is on core competencies that prepare students for success in careers, graduate study, leadership, and community service.

HTC employs 38 full-time faculty and about 20 part-time adjunct instructors. The faculty's primary focus is on teaching, and faculty are recipients of grants that allow them to provide community and civic service research, foster collaboration with students. A faculty-student ratio of 1:13 supports a sound learning environment and individual attention to students. More than half of the faculty hold doctoral degrees, and their ethnic and racial backgrounds are highly diverse.

The Ph.D. or its equivalent is required, as is college or university teaching experience, academic administrative experience and direct experience of research faculty in collaboration with students. A faculty-student ratio of 1:13 is key. Teaching experience and familiarity with the candidate's research and teaching area is also desirable.

The deadline for nominations and letters of application is March 17. The deadline for all candidate application materials being completed is March 30, 2000. While negotiable, the preferred starting date is July 2000. Huston-Tillotson is an AA/EEO employer.

Qwest Associates is assisting in the search. All inquiries, nominations, and applications will be held in the strictest confidence. Please direct nominations and applications to:

Dr. General Marshall, Chair
Vice President for Academic Affairs Search Committee
400 Chisholm St.
AUSTIN, TX 78702-2795
(512) 505-3015

Skagit Valley College

MOUNT VERNON WASHINGTON

- DEAN OF PROFESSIONAL/TECHNICAL EDUCATION-VOCATIONAL DIRECTOR
- BUSINESS ADMINISTRATION INSTRUCTOR/BUSINESS RESOURCE COORDINATOR
- OFFICE AND BUSINESS TECHNOLOGY INSTRUCTOR
- REFERENCE/PUBLIC SERVICES LIBRARIAN
- COUNSELOR/TRANSFER SERVICES DIRECTOR
- COUNSELOR/DISABLED STUDENT SERVICES (WHIDBEY ISLAND CAMPUS)
- ENGLISH COMPOSITION INSTRUCTOR (WHIDBEY ISLAND CAMPUS)

Skagit Valley College, a multi-campus district situated between the Nooksack Mountain range and Puget Sound in the Pacific Northwest, invites applications for the following full-time administrative positions:

- DEAN OF PROFESSIONAL/TECHNICAL EDUCATION-VOCATIONAL DIRECTOR
- BUSINESS ADMINISTRATION INSTRUCTOR/BUSINESS RESOURCE COORDINATOR
- OFFICE AND BUSINESS TECHNOLOGY INSTRUCTOR
- REFERENCE/PUBLIC SERVICES LIBRARIAN
- COUNSELOR/TRANSFER SERVICES DIRECTOR
- COUNSELOR/DISABLED STUDENT SERVICES (WHIDBEY ISLAND CAMPUS)
- ENGLISH COMPOSITION INSTRUCTOR (WHIDBEY ISLAND CAMPUS)

Skagit Valley College, a multi-campus district situated between the Nooksack Mountain range and Puget Sound in the Pacific Northwest, invites applications for the following full-time administrative positions:

- DEAN OF PROFESSIONAL/TECHNICAL EDUCATION-VOCATIONAL DIRECTOR
- BUSINESS ADMINISTRATION INSTRUCTOR/BUSINESS RESOURCE COORDINATOR
- OFFICE AND BUSINESS TECHNOLOGY INSTRUCTOR
- REFERENCE/PUBLIC SERVICES LIBRARIAN
- COUNSELOR/TRANSFER SERVICES DIRECTOR
- COUNSELOR/DISABLED STUDENT SERVICES (WHIDBEY ISLAND CAMPUS)
- ENGLISH COMPOSITION INSTRUCTOR (WHIDBEY ISLAND CAMPUS)

Skagit Valley College, a multi-campus district situated between the Nooksack Mountain range and Puget Sound in the Pacific Northwest, invites applications for the following full-time administrative positions:

- DEAN OF PROFESSIONAL/TECHNICAL EDUCATION-VOCATIONAL DIRECTOR
- BUSINESS ADMINISTRATION INSTRUCTOR/BUSINESS RESOURCE COORDINATOR
- OFFICE AND BUSINESS TECHNOLOGY INSTRUCTOR
- REFERENCE/PUBLIC SERVICES LIBRARIAN
- COUNSELOR/TRANSFER SERVICES DIRECTOR
- COUNSELOR/DISABLED STUDENT SERVICES (WHIDBEY ISLAND CAMPUS)
- ENGLISH COMPOSITION INSTRUCTOR (WHIDBEY ISLAND CAMPUS)
Plattsburgh State University of New York is seeking qualified applicants and nominations for the position of Associate Vice President for Academic Affairs, effective to begin no later than October 1, 2000. Reporting to the Provost and Vice President for Academic Affairs, the successful candidate will provide leadership and coordinate academic programs with special attention to general education, graduate studies, interdisciplinary programs, individualized studies, transfer and articulation agreements, accreditation, and international education. For more information about Plattsburgh State University of New York, please visit our website at www.plattsburgh.edu.

Responsibilities: Coordinating and implementing general education programs, including curriculum design in humanities, social sciences, natural sciences, and business and professional programs; student advising and retention; development of interdisciplinary programs, e.g., global education, public policy, coordinating and supporting individualized studies major and minor programs, special programs, student academic orientation and interdisciplinary programs. Developing transfer articulation; generating monitoring articulation and joint admissions agreements with SUNY community colleges, technical colleges, specialized schools, and others; providing academic support services for transfer students, facilitating coordination and developing new academic programs. Assisting with graduate studies programs, including Graduate Studies Council, and production of the Graduate Catalog. Committee assignments include Academic Council, Deans' Cabinet, General Education Committee, Graduate Studies Council, Assessment Committee, and others as assigned/appointed. This position will also be responsible for special projects and other responsibilities as assigned.

Qualifications: An earned doctorate, excellent written and verbal communication skills, academic excellence in teaching and scholarly activity, and an outstanding record of accomplishments in higher education and/or administration are required. The successful candidate must have experience in regional and national accreditation, evidence of superior skills and broad administrative experience, as well as experience in strategic planning and assessment. Demonstrated commitment to equal opportunity, cultural diversity and global education and a leadership style characterized by trust, collaboration and recognition of the importance of shared governance are also required.

Salary: Competitive with credentials and experience, with an excellent benefits package.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until the position is filled. Please submit cover letter, including a personal statement regarding issues in higher education, curriculum vitae, and names, current addresses, and telephone numbers of three references to: Chair, Search Committee (PA 2389-585), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, New York 12901-2681. Fax (518) 564-3000. Please forward by mail your nominations for this position with the nominee's name, address and telephone number to the address above.

MANHATTANVILLE COLLEGE

The College invites applications for the following positions beginning in the Fall 2000 semester. All are tenure track. Assistant Professor rank and require an earned doctorate or equivalent (e.g. MEA), excellence in teaching, significant student advising and professional development.

ART (Studio): Two-dimensional artist to teach Printmaking/Book and Art (Vandercook Press), traditional and contemporary painting, drawing, color theory, and two-dimensional design. Knowledge of Photo Shop preferred. Chair: Ann Bavar

COMMUNICATION: Area: Media Studies and/or Film Theory and Criticism. Knowledge of information technology required. Responsibility for developing a major program in Communication Chair: John Murray

EDUCATION: Specialty in Elementary Education with expertise in a second area such as urban education, technology or literacy. Responsibility for program development and outreach efforts. Chair: Gregory Jennings

FINANCE/ADMINISTRATION: Teach primarily either finance or management information systems. Undergraduate teaching experience and ability to teach a wide range of topics in a small liberal arts college environment preferred. Chair: William Perkins

POLITICAL SCIENCE: Specialty: Latin America. Teach all levels of Latin American politics and political economy, and the politics of development. Ability to teach at the MA level required. Chair: Maria Pantoja

SOCIOLOGY: Specialties: demographic analysis, social statistics and urban sociology. Qualifications to: engage in development of interdisciplinary New York City program. Chair: David Eisenhower

Applications, including curriculum vitae, and names of three references to the respective chair, Manhattanville College, 2900 Purchase Street, Purchase, NY 10577.

For information about Manhattanville, visit our website http://www.mvcollege.edu

Kutztown University

Assistant Director of Admissions
Latino School & Community Liaison

Kutztown University invites applications for the position of Admissions Counselor. This regular full-time position is in the Undergraduate Admissions Office. Kutztown University is a public institution with approximately 8000 students. Located in southeastern Pennsylvania, Kutztown University is within 20 minutes driving time of Allentown and Reading, 1 1/2 hours north of Philadelphia and 2 hours west of New York City.

Candidates should be energetic and possess excellent interpersonal skills and interest in working with students as well as community organizations. The position will include day and evening recruitment activities involving travel, coordinating interviews and general office assignments. Special responsibility for planning, organizing, and implementing programs for the recruitment of minority students (Latino emphasis). Travel through out-reach programs utilizing churches, community groups and alumni as well as other traditional recruiting approaches. A successful interview and demonstration of mobility are additional requirements for the position. A valid Pennsylvania driver's license and Bachelor's degree are required (Master's preferred). One to three years of Admissions or related work experience is preferred. Salary range $33,300 - $48,294 plus excellent benefits package.

Interested applicants should submit a letter of interest, resume, and the names, addresses and telephone numbers of three references to Chair, Admission Search Committee, P.O. Box 730, Kutztown PA 19530-0730. The review of the applicants will begin March 1, with the greatest consideration being given to those applicants, who complete the application before that date. The anticipated starting date is June 1, 2000.

Kutztown University is an Equal Opportunity, Affirmative Action Employer.
THE UNIVERSITY OF NEW MEXICO
DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

Are You Interested in Living and Working in the Land of Enchantment?

The University of New Mexico, a NCAA Division I-A institution and member of the Mountain West Conference, has established a continuous recruitment program for all of its coaching and administrative staff positions in the Department of Intercollegiate Athletics. The purpose of the program is to identify candidates and develop a talented pool for coaching and administrative positions that may become available in the future.

The university is currently soliciting expressions of interest and nominations for a variety of senior management and entry-level administrative positions in the areas of business finance, marketing, development (fundraising), media relations, academic advising, counseling, NCAA compliance, ticket services, facility/event management, video services, equipment management, and athletic training. In addition, expressions of interest and nominations are being accepted for coaching positions in the sports of men's and women's basketball, men's and women's soccer, men's and women's track & field/cross country, men's and women's tennis, men's and women's golf, men's and women's skiing, Women's volleyball, women's softball, women's swimming/diving, men's baseball, and football.

QUALIFICATIONS: Bachelor's degree required for most positions. Coaching or administrative experience at the Division I level preferred, but generally not required, for most positions.

SALARY SCHEDULE: Commensurate with position and selected candidate's qualifications and experience.

EXPRESSIONS OF INTEREST/NOMINATION PROCESS: Expressions of interest and/or nominations of candidates should include a cover letter, resume, e-mail address, list of references and telephone numbers, and a completed application form. The application form can be found at the University of New Mexico's employment website. When a position for which an individual has expressed interest, is nominated, becomes available, the university will notify the individual by e-mail of the university's formal application procedures.

The University of New Mexico is an Equal Opportunity Affirmative Action Employer.

ILLINOIS CENTRAL COLLEGE

TENURE TRACK FACULTY POSITIONS-FALL 2000

APPLICATION DEADLINE: March 10, 2000

A.L.E. - Master's degree in art required. Courses in art history, design, and aesthetic appreciation and art appreciation and art appreciation and art appreciation and art appreciation and art appreciation and art appreciation.

EARTH SCIENCE - Master's degree in the earth sciences or in a closely related field with adequate experience in graduate-level earth sciences.

ELECTRONICS - Bachelor's degree in electrical engineering or electronics technology or equivalent degree or graduate of a four-year institution with training in electrical engineering or related field.

ENGLISH - Master's degree in English or related field.

EUROPEAN HISTORY - Master's degree in history required.

GRAPHIC DESIGN - Master's degree in graphic design or related area or a bachelor's degree plus equivalent professional experience required.

MATHEMATICS - Master's degree in mathematics or in a closely related field with at least thirty (30) semester hours in graduate-level mathematics required.

MUSIC - Master's degree in an area of music discipline required.

OCUPATIONAL THERAPY OR OCCUPATIONAL THERAPY ASSISTANT - State licensed and/or nationally certified by AOTA/NCOTA; three years of professional experience required.

APPLICATION DEADLINE: FEBRUARY 2000

COMPUTER SCIENCE - Master's degree with course work in computer science or a bachelor's degree with one or more years experience in the computer area. Candidates should have a demonstrated ability to teach classes in one of the following areas: C++, Data Structures, UNIX, and C++. To teach the CSCE approved course, the candidate will be required to be a CSCE certified and have a minimum of one year of teaching experience. Initial screening of candidates will begin after FEBRUARY 2000 and will continue until a successful candidate is selected.

PSYCHOLOGY - Master's degree in psychology with a strong background in general psychology. Submit application materials by January 4, 2000 (completed application forms must be submitted by January 4, 2000).

Submit a detailed letter of application, current resume, copies of undergraduate and graduate transcripts, and three letters of recommendation to: Human Resources, Illinois Central College, One College Drive, East Peoria, IL 61615-0001. A professional application can be downloaded from the Illinois Central College website or you can apply online at the College's website. Applications postmarked after this date will not be accepted. Any additional materials, including photographs, will not be accepted. Inquiries will be mailed in response to your inquiries. The completed application form and all other materials must be received by February 2000.
# Advertising Index

**Positions**

**Arizona**
- Mesa Community College 51

**California**
- California Lutheran University 52
- College of Marin 68
- De Anza College 49
- Foot Hill-De Anza Community College District 62
- Loyola Marymount University 51, 57
- Mountain View-Los Altos Union High School District 72
- Pasadena City College 55
- Pepperdine University 74
- Rancho Santiago Community College District 52
- Rio Hondo College 60
- San Diego Zoo 56
- University of California, Los Angeles 51

**Colorado**
- Arapahoe Community College 60
- Colorado State University 65

**Connecticut**
- Connecticut College 69
- Southern Connecticut State University 52, 55, 57

**Florida**
- Brevard Community College 33
- Broward Community College 70
- Florida Gulf Coast University 58
- Florida State University 2, 63
- Indian River Community College 54
- Palm Beach Community College 63
- St. Thomas University 53
- University of Florida 50
- University of South Florida 52

**Georgia**
- Barton College 69
- Georgia College 64
- Georgia Perimeter College 51, 59

**Illinois**
- College of Lake County 65
- Elmhurst College 54
- Illinois Central College 73
- Illinois State University 69
- Joliet College 34
- McHenry County College 66
- Oakton Community College 61
- University of Illinois at Chicago 31, 55
- Wabash Valley College 57

**Indiana**
- Ivy Tech State College 58

**Kansas**
- Seward County Community College 64

**Maryland**
- University of Maryland 22

**Massachusetts**
- Amherst College 63
- Lesley College 54
- Massachusetts Institute of Technology 61
- Massachusetts Maritime Academy 56
- Northeastern University 67
- Wheaton College 49
- Williams College 64, 65

**Michigan**
- Central Michigan University 50
- Michigan State University 48
- Oakland University 48
- Washtenaw Community College 22

**Minnesota**
- St. Cloud State University 70

**Missouri**
- St. Louis Community College 64

**Nebraska**
- University of Nebraska at Omaha 51

**New Hampshire**
- Dartmouth College 56

**New Jersey**
- Kean University 51
- Montclair State University 66
- New Jersey City University 63
- Ocean County College 49
- Princeton University 50

**New Mexico**
- University of New Mexico 73

**New York**
- Adelphi University 54
- Lehman College/CUNY 67
- Manhattanville College 72
- Monroe Community College 31
- Queens College/CUNY 62, 64, 69
- Sarah Lawrence College 73
- SUNY College of Environmental Science and Forestry 56
- SUNY, Buffalo 68, 70, 72
- SUNY, University at Albany 48
- The College of Staten Island/CUNY 55

**Ohio**
- Cleveland State University 59
- Cuyahoga Community College 70
- Miami University of Ohio 60
- The College of Wooster 56

**Oregon**
- University of Oregon 62

**Pennsylvania**
- East Stroudsburg University of Pennsylvania 86
- Kutztown University 72
- Temple University 50, 57
- University of Scranton 71

**Tennessee**
- Austin Peay State University 67

**Texas**
- Huston-Tillotson College 71
- Texas A&M University-Corpus Christi 73

**Washington**
- Skagit Valley College 71

**Wisconsin**
- University of Wisconsin Extension 88
- University of Wisconsin-Stout 57

**Conferences**
- American Council on Education 74
- American Association for Higher Education 74
GLOBALIZATION AND BEYOND: WHAT WE NEED TO LEARN FROM LATIN AMERICA

News of Latin America is generally not well reported in the U.S. media. This is unfortunate given its growing importance and the increasing ties that bind us.

The world in general and U.S. media in particular were greatly shocked, for instance, by the recent Seattle protest against globalization and the World Trade Organization. The media had generally represented free trade and globalization as beneficial to all. Messages from the protesters were quite different: free trade and globalization were not working for many people; policies were being dictated by large multinational corporations and their cost in human suffering and environmental destruction was high; and policies were being made by an isolated few, far removed from the lives and necessities of the masses.

Media hype about globalization's glories had missed a lot of the real story—that a substantial part of humanity was not prospering. Yet, Latin Americans have been registering these and similar messages for years. As the century ended, a totally new constitution was approved by popular plebiscite in Venezuela, a country largely ignored by U.S. media after a watershed election in December 1998, when the electorate voted into office a previously imprisoned colonel who had staged a military coup against the government in 1992. His 1998 election did get some coverage. The story that did not get covered was how Hugo Chávez was able to rally the support of close to 60 percent of the electorate. Like the Seattle protesters, he had run a campaign that said the people would not be kept prisoner by a small group of bureaucrats in international financial institutions. The masses, he said, deserved more.

They needed policies that would protect them from the vicesides of brutal free market and free trade policies that organizations like IMF (the International Monetary Fund) and the World Bank were recommending. His new movement presented an alternative to the corruption and complacency of the old parties and traditional politicians. The people wanted leaders more attuned to their daily lives and real needs and not those restricted to the rarified atmosphere of international financial circles and elitist national politics.

The two parties that had dominated Venezuelan politics and most of the old-line politicians received a combined vote of little more than 11 percent, and were discredited. The old parties and old ways were not putting into power politicians who were willing or able to achieve fundamental change. The second leading candidate was an insurgent political leader who had also tried to mold a new national coalition.

Such events have not been limited to Venezuela. Throughout the Americas, a growing number of people are seeking new voices. For some years, the Yanomami of Brazil and Venezuela have been decrying the disastrous effects of impinging globalization on their lands and people. Few news reports explained the role of international financial institutions like the World Bank in promoting such development.

Since the early '90s, CONADE, the confederation of indigenous people in Ecuador, has protested the way that Ecuador's political elite have ignored its protests and petitions. Like many of the farmers in Seattle and common people throughout the hemisphere, they sought policies that would give them the resources and access to land to make a living and care for their families. With little US press coverage this past year, some of the CONADE groups in Ecuador also have been vigorously protesting the despoling and pollution of their environment by some multinational oil companies.

Like the unionists in Seattle, workers in Nicaragua, Costa Rica, Ecuador, and throughout the hemisphere have organized massive strikes and demonstrations in past years to protest negative effects on wages and working conditions of globalization and of IMF and World Bank policy recommendations.

Fellow unionists in Brazil organized their own Workers Party (PT) more than a decade ago and have vigorously resisted the concentration of power and wealth in the hands of the rich and the powerful and the influence of large corporations. They nearly won the 1989 presidential election; their candidates have been elected to congress and to mayorships in major Brazilian cities.

In Mexico, members of the Revolutionary Democratic Party (PRD) and the Zapatistas in Chiapas have been resisting the globalization process because of its pernicious effect on so many people—workers, small farmers, native peoples, members of the middle class, and some small and medium-size businesses. The Zapatistas struggle in Chiapas, and a PRD candidate is now mayor of Mexico City.

A political coalition in Uruguay dedicated to resisting globalization nearly won the presidency at the end of 1999.

Media in the U.S. have rarely reported this part of the story. If they had, events in Seattle would have been much less surprising. To better comprehend future events, all of us would be well advised to listen to the messages coming from the rest of the Americas.

If interested in submitting a ¡Punto Final! “think piece,” please e-mail us at sloutlook@aol.com for guidelines.
DON'T MISS THESE IMPORTANT ISSUES!

Graduate Issue
April 21st
Ad Deadline: April 4th

April 21, 2000
Ad deadline:
April 4, 2000

TOP 100 Colleges Hispanics
May 5, 2000
Ad deadline:
April 18, 2000

Health Professions
June 2, 2000
Ad deadline:
May 16, 2000

For more information please contact us at:
(201) 587-8800 (Ext-102 or 106)
Fax: (201) 587-9105
E-mail: Outlook@sprintmail.com
CONTENTS

FEATURING

Latina Lawyers Go the Distance, Despite Roadblocks

"Slinging dumplings" is one of the ways John Marshall Law School students and alums made it over the hurdles.  6

The Story of National Women's History Month

Adelante Mujeres, a 30-minute video, is just one outcome of the history project.  9

The Latina Behind Latina

HO interviews UT-Austin and Stanford Law grad Christy Haubecker, founder of the successful bilingual magazine Latina 11

Challenge Everything!
Says Emma Pérez

UTEP's nationally recognized Chicana historian and feminist scholar hits the ground running at William Paterson University 13

Maria Vallejo New Provost at PBCC

Palm Beach Community College's new leader, assuming multiple responsibilities, wants to keep on learning.  19

AAHE Bridges Diversity and Learning

Organization has an action agenda and takes action. 21

The Vanishing Campus Male

Enrollment of females is up, and that of males is down. Should we be alarmed? 25

Assessing Equity for Women

Latina earnings are lowest: 58 cents c the male dollar. 26

Record Numbers of Women Earn Ph.D.s

Minority gains are great too, but White males seem to be backing away from higher ed. 31

DEPARTMENTS

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW

Women, Technology, and Integrity 5

Honor Roll: Lesley College

Fifteenth largest grantor of master's ds in the U.S., Lesley offers classes at 150 s 15 states 16

People, Places, Publications, Conferences 36

Book Review: Luna, Luna: Creative Writi. Ideas from Spanish, Latin American, & Latino Poetry 46

PLANTIO FINAL

Mutual Discovery 8a
American Association of University Women (AAUW) has long worked to help women enter and succeed in college. Therefore, it has had of necessity to study the impact of society on the education of girls long before they get to college.

For years, several national administrations. Democrats and republicans, have called for the establishment of computer literacy programs in schools. Any such program will impact girls significantly because there are more female students, K-12, than males.

But do boys and girls become proficient in the same way? Should different teaching approaches be developed?

It is clear that new teacher education programs must be created. Educators must be steeped in the new technologies and perhaps new procedures. After all, these programs must train future teachers so that they will not be less computer literate than their students.

Aware of all of this, AAUW has undertaken a new study to examine the interconnections between gender, technology, and teacher education. It is the first-ever commission to study specifically the differences in the way children, girls and boys, accept and use computer-based technologies.

Further, it will study which strategies and techniques are best for teachers to employ to ensure equity in the classroom. Lastly, it will explore whether there is a gender difference in how students learn.

The commission, chaired by Patricia Diaz Dennis, an executive with SBC Communications, Inc., and former member of the Federal Communications Commission, has been meeting periodically in Washington since September. Other commission members are on the cutting-edge of technology. They include co-chair Sherry Turkle, professor of sociology at the Massachusetts Institute of Technology; Mae Jemison, professor of environmental studies at Dartmouth and the first African American female astronaut; Kim Polase, president and CEO of Marimba, Inc.; and Jane Metcalfe, founder of Wired Ventures, Inc.—all high-powered and accomplished women.

Observations
Some recent comments indicate the direction and thrust of the commission. "America is transforming into an information-based economy where technological thinking is a must for 21st-century education, employment, communication, and entertainment," said Janice Weinman, executive director of AAUW. "AAUW's commission recognizes that one key to helping students make this transformation is teachers. Teachers who understand how technology shapes and changes the way we think can help ensure that girls aren't just users of technology but also creators.

"Girls are using technologies in new and creative ways. It will be important for us as a commission to understand these current activities as well as discuss new initiatives that will ensure that girls have an opportunity to be conceptually literate and reach their educational goals," added Dennis.

"We expect that the AAUW's commission will open the doors to new thinking about how girls and boys relate to technology and science more broadly and how teachers can use this information to ensure a more inclusive technological future for all students," Weinman concluded.

Woman and Integrity
When it's time to hire that next CEO, companies might have yet another reason to consider breaking down the glass ceiling and promoting a woman into the job. Research at Michigan State University (MSU) indicates that, all other factors being equal, women generally are better suited for positions of trust and security than are men.

"Increasingly, women are holding corporate positions of power and trust," said Judith Collins, an MSU professor of criminal justice and an industrial and organizational psychologist, who conducted the research.

"This research indicates that, from a security standpoint, they are extremely well-suited to such positions. That's something that companies need to consider as they hire for the future."

The research could be used to enhance the hiring processes that both private and public organizations use in selecting top managers, as well as to determine effective deterrents to white-collar crime.

Reasons for Criminal Behavior
Collins interviewed 71 women imprisoned for white-collar crime and 172 women holding upper-level administrative and managerial positions, studying both personal and situational factors in the women's lives.

Personal factors include a person's inherent personality traits; situational factors include workplace in a smile, relating to such thin family and friends.

Within those general cateq the research measured fact socialization, self-control, er and responsibility, as well as ership activity, social involve and social dominance.

"Females, in general, more positively on all of these sures than males," said Collins has conducted similar research male executives. "Those men of integrity clearly indicate women are a better risk in high-level positions than men."

When women do cr crimes, she said, the research cath that their motives are different. They tend to be "other-directed," meaning the perceive the crime as bene others rather than themselves.

"It's very interesting that the son for the criminal behavior empathy," Collins said. "A cosa characteristic for most crime lack of empathy. In other word are thinking only of themselves their own needs. The female committed crimes were actual of empathy; they took the mon example, because their spouse unemployed, their parents n money, or their children needes.

"That could mean that the whole different set of rules in to live by when we're putting through the hiring process. A asking the right questions? A weighing the right factors?"

Dr. Mellander is a profes George Mason University
**Latina Lawyers Go the Distance**

*John Marshall Students and Alums Speak Out*

**BY MARILYN THOMAS**

Cook County Circuit Court Judge Elizabeth Loredo-Rivera remembers being stereotyped by her high school counselor, who told her she should develop strong secretarial skills and get a good job because her Mexican immigrant parents didn't have enough money to send her to law school.

"I didn't have any role models. My biggest supporter and mentor was my mother, who'd been a teacher in Mexico. She kept telling me I could do it. I remember her walking into that counselor's office and telling him she shouldn't be discouraging a child's dreams," the judge says.

Loredo-Rivera, a 1983 graduate of The John Marshall Law School in Chicago, said that her three years in law school were tough, but "I felt welcomed. I felt like I was part of a big family." And after the trials and tribulations of law school, "I felt prepared. John Marshall taught you to learn on your feet, to anticipate the next move."

She is proud of her accomplishments both as a Cook County assistant state's attorney in Chicago and on the beach. Her success started while she was still in law school when, as a third-year student, she was hired by the State's Attorney's Office. Upon passing the bar exam, Loredo-Rivera began work in the State's Attorney's criminal division. After several years in court, she held a first chair in a felony trial courtroom. Later, she did extensive work in domestic violence proceedings, which led to her being named family issues coordinator on the executive staff of the State's Attorney's Office. In 1997, she was elected a judge.

Loredo-Rivera's accomplishments speak to her abilities, which is why it is distressing for her to hear stories today of counselors belittling Hispanic women's attempts to have professional careers. "When I go to address students in high schools and colleges, they will come up to me and tell me similar stories," she says. "I tell them not to believe it [the misinformation]. I can make it through college and law school. They can have a profession as well."

Elizabeth Salgado, a second-year law student at John Marshall, tells the story of her high school counselor refusing to give her a college application. "My dad always told us to stay in school, but my guidance counselor said he didn't think it was a good idea for me. I've always wanted to come to law school, to be trained to work with people and show them how it affects them," Salgado relates.

Despite the counselor's misgivings, Salgado got herself admitted to the University of Illinois at Chicago where she earned a bachelor's degree in political science. Salgado laments that she is the only one of her high school friends to finish college.

Grisselle Camacho, an Hispanic attorney in New Jersey who helped organize the successful Electo Latina program in 1998 as an active member of the Hispanic National Bar Association, considers it sad th
some people still stigmatize the role of Hispanic women in society. She thinks that low expectations for young girls are especially damaging. "If no one is there to expect them to achieve, they won't be as successful. It is crucial that they get guidance, especially in high school when it can be critical," Camacho says.

"A lot of young Hispanics have parents that are supportive, but they may not know the system. Consequently, they don't argue to have their children in a college preparatory curriculum, and they don't know what options are offered to get their children into college," Camacho says. "If they can't advocate, then they rely on the teacher and counselor. And sometimes they [school staff] don't make the best choices for the student."

Angel Traub, a second-year student at John Marshall, missed out on some of those advantages. Her parents, Rosita Martinez-Dalton and Robert Dalton, have worked in restaurants for decades to raise their family. They had always been supportive of Traub, and her father encouraged her to be a lawyer since she was very young.

Believing there was no way to finance a higher education, Traub took a pass on college and waitressied, saving her tips so that she could eventually pay college tuition. It was only after she married Terry Traub and her daughter, Angelca, was born that Angel Traub began giving serious consideration to college education.

"She's what made me go back to school," Traub says of her six-year-old daughter. Traub enrolled at the College of DuPage, where she was in the honors program and on scholarship. She transferred to Northern Illinois University as a President's Scholar and received a scholarship that helped pay for her bachelor's degree. Traub now is a student at The John Marshall Law School. She ranks seventh in her law school class, and her outstanding academic record entering law school won her status as a Distinguished Scholar, which included a full scholarship.

Being a returning adult, Traub believes she has a maturity that's necessary to meet the challenges of law school, but she wishes she'd known earlier about the college financial aid and scholarships that were available. It would have relieved much of the stress and burden from her and her parents.

Raquel Martinez, deputy general counsel of the Illinois State Assn Commission, appreciates noting a chance to offer informal assistance from state, federal private sources that can help and future students ease financial burdens of college or training. She knows it can be.

"There wasn't money away to get me for it myself to make me more appreciative of education. I was singing in a Bohemian restaurant, other jobs, to pay my tuition college and law school. It was a lot of work that life is so sh in someone else's mold that going."

Alfredo Avila, president of Marshall's Hispanic Law S Association, agrees that each challenge for Hispanic students is not discouraging. "There are now open doors of law schools are open now."

But John Marshall al Marcel Benavides, a June 1996 ute with the Cook State's Attorney's Office Hispanics as a growing and powerful group. Yet he was "shocked to see the numbers of Hispanics in law," arguing the more are needed to fairly represent Hispanics as a major force in the community that many prosecutors are representing if only. There's always room for improvement." Benavides said.

Camacho is optimistic the number of Hispanics in law improve, but she thinks there is a leveling off of minority groups in law school. Statistics the American Bar Association Section of Legal Education Admissions to law schools 3,224 Hispanics in 1980. The number more than doubled to 70 in the 1998-99 academic year.

"I think there are some encouraging things happening, but there are some steps back that several states have suspended giving

**Judge Loredo-Rivera's entering class in 1980 had just 20 Hispanics enrolled; The John Marshall Law School today has 68.**
perience to minority candidates. Camacho says.

Admission to law school depends greatly on LSAT scores and college grade point averages, said William B. Powers, associate dean of admissions and student affairs at The John Marshall Law School. His admission committee's decision on a candidate is predicated on those scores as well as a student's background, work experience, and personal statement. Minority status may be a factor in admission.

Today's Hispanic enrollment at John Marshall is encouraging. Loredo-Rivera's entering class in 1980 had just 20 Hispanics enrolled; the law school today has 68 Hispanic students. Powers says that while the students are homogeneous in their Hispanic heritage, they are coming from a variety of backgrounds.

"I will say that they are hardworking and determined students. Many are the first in their families to graduate from college, much less attend professional school. Going to law school is a very big step for them," Powers said. "And a good number want to do it not only for themselves but for the Hispanic community. As attorneys, many of them will become actively involved in community activities and will act as role models for future generations of Hispanic attorneys."

A second-generation Mexican American, Salgado says she believes having a career is important, and she knows that she will be a role model not only for her young daughter but for others in the community. "I think I surprise a lot of the women in my family," Salgado says. "Especially accomplishing these things with a young child. My husband is very supportive. We take it one semester at a time."

Law school also takes a special camaraderie. Loredo-Rivera, a founding member of the Hispanic Law Students Association in 1981, "We needed support and we needed each other," she said. "When I came to law school, I didn't do well in my first year. Tech was hard, and I didn't have a clear understanding of the material. But we shared all that, as well as information about teachers and their approaches in class."

Last year, the Hispanic Law Students Association initiated a mentoring program that pairs graduating law students with first-year students. Salgado has been one of its beneficiaries. "I didn't know what to expect from law school. My mentor was very encouraging. In the beginning, we tend to have difficulty with the writing classes, and the mentors are a big help," she said.

From its inception, the association has encouraged networking, which is how Martinez, as a second-year student at John Marshall, got her first job in the legal profession. "I remember I was at a Christmas party hosted by the Hispanic Lawyers of Illinois, and Illinois Attorney General Neil Hartigan was there as the guest speaker. I thought I'd take advantage of the situation," Martinez remembers. "I walked up to him and introduced myself and said I'd like to work in his office. He handed me his business card and said to call. I clerked there for two years, and after I passed the Bar, I became an assistant attorney general."
The Story of National Women's History Month

BY NELLY MELLANDER AND GUSTAVO A. MELLANDER

The Beginning

As recently as the 1970s, women's history was virtually unknown among the general public. Since it did not exist in our schools' curricula, this comes as no real surprise.

A few groups decided to address the void. One of them, the Sonoma County Commission on the Status of Women, in California, was particularly successful. It initiated a "Women's History Week" celebration in 1978. The commissioners chose the week of March 8 to make International Women's Day the focal point of the observance. They sponsored a series of activities that met with enthusiastic response. Within a few years, dozens of schools joined the cause and presented programs highlighting women's contributions to American history.

In 1979, members of that pioneer California group were invited to participate in the Women's History Institute at Sarah Lawrence College. The institute was attended by the national leaders of organizations for women and girls. When they learned about the Sonoma countywide Women's History Week celebration, they decided to initiate similar celebrations within their own organizations and school districts.

The group coalesced to seek a Congressional Resolution declaring a "National Women's History Week." It succeeded in 1981, when Senator Orrin Hatch (R-UT) and Congresswoman Barbara Mikulski (D-MD) co-sponsored the first Joint Congressional Resolution.

Overwhelming Response

As word spread rapidly across the nation, state departments of education encouraged celebration of National Women's History Week as an effective means toward achieving equity goals within classrooms.

Before long, many states developed and distributed curriculum materials to all of their public schools. Organizations sponsored essay contests and other special programs in their local areas.

Within a few years, thousands of schools and communities were heralding National Women's History Week, supported and encouraged by resolutions from governors, city councils, school boards, and the Congress.

Entire Month of March

In 1987, the National Women's History Project petitioned Congress to expand the national celebration to the entire month of March. Since then, National Women's History Month is annually proclaimed by the President or the Presidium. Each year, programs and activities in schools, workplaces, and communities have become more extensive as information and program ideas have been developed and shared.

Growing Interest in Women's History

The popularity of women's history celebrations has sparked a new interest in uncovering women's forgotten heritage. As states and cities have instituted "Women's Hall of Fame" programs, biographical materials about prominent women in the history of their particular locality have been compiled.

In many areas, state historical societies, women's organizational networks, and community groups have been instrumental in promoting and implementing Women's History Month activities.
tions, and groups such as the Girl Scouts of the USA hold joint programs. Under the guidance of the national Women’s History Month educators, workplace program planners, parents, and community organizations in thousands of American communities have turned National Women’s History Month into a major celebration and a springboard for celebrating women’s history year-round.

Showcasing the Role of Hispanic Women

Given the dearth of historically sound material on the contributions of Mexican American/Chicana women, the National Project decided to produce a video.

The program, partially funded by the U.S. Department of Education, was four years in the making. One of the most difficult problems to overcome was to secure photographs. It was very difficult to locate pictures of women other than in formal family portraits.

Women’s photographs were seldom indexed in archival collections, making it necessary to sort through vast numbers of images in hopes of locating pictures of women involved in daily life activities. Alternatively, families needed to be found who had such photos in their private collections and who would entrust their personal treasures to the researchers.

Since funding was insufficient to bring together the historians involved in creating the half-hour script, Mary Ruthsdofter coordinated this collaborative project entirely by mail and telephone, a difficult process. However, the resulting historical video is widely agreed to be an excellent, balanced telling of a complex story.

¡Adelante Mujeres!

¡Adelante Mujeres! a 30-minute video, covers the major events, themes, organizations, and personalities of Mexican American women’s history from the Spaniards’ arrival in this hemisphere to the present day.

Latin American scholar Diane Sollies (University of Wisconsin-Madison) asserts that ¡Adelante Mujeres! offers “a record of the accomplishments and achievements of Chicanas that’s difficult to find elsewhere.”

In her laudatory review, Solies rhetorically asks, “Where else are there so many positive and varied images of Chicanas?”

Hundreds of photographs gleaned from archives and private collections across the continent provide visual testimony to Mexican American women’s everyday lives and experiences and to their many noteworthy accomplishments.

Specialists in Mexican American women’s history (Dr. Vicki Ruiz, Arizona State University; Dr. Elizabeth Salas, University of Washington; Dr. Martha Cotera, Chicano Research and Learning Center, Austin; Christine Marin, Arizona State University) collaborated with the National Women’s History Project to develop the script for this unique documentary.

The English-language narrator is Maria Cuvas (co-founder of the National Women’s History Project); the Spanish-language narrator is Sylvia Parra, Noticias television announcer. They are joined by the voices of Jessie Lopez de la Cruz (United Farm Workers organizer) and Dr. Martha Cotera (historian/activist) to weave together the compelling story with authentic background music.

The program debuted before members of the Hispanic Caucus of the U.S. Congress, and has met with nothing but favorable comment ever since.

A copy of the complete script is included with the purchase of ¡Adelante Mujeres! to facilitate group discussions. The video is available in either English or Spanish, and is suitable for high school, college, and adult audiences.

Purchase price is $49.95, plus $5.00 shipping and handling, from the National Women’s History Project, 7738 Bell Road, Windsor, Calif. 95492-8518. Credit card orders can be called in to (707) 838-6000.

As an extension, published photos of the featured women in two formats are available: one is a ready-to-post display set of twenty 8 1/2 x 11” photos with Spanish and English biographies for each ($14.95); the other is a booklet of 17 of these women, same format, same biographies ($8.90).

Other activities

The project also produces a variety of material for those who want to learn more about women’s contributions. Organizing guides, curriculum units, posters and display sets, videos, and a wide range of celebration supplies are available to interested readers.

For more information, contact Mary Ruthsdofter at the National Women’s History Project: nwhp@ix.netcom.com or (707) 838-6000. Also visit www.nwhp.org for information about women’s history and National Women’s History Month, and www.legacy98.org for the history of the Women’s Rights Movement in the United States.

Nelly Mellander and Gustavo Mellander teach at George Mason University.

MVLA
HIGH SCHOOL DISTRICT
Mountain View/Los Altos
Union High School District
(Santa Clara County, CA)

** WANTS YOU **

AS
LOS ALTOS HIGH SCHOOL PRINCIPAL
** IF **

* YOU are a visionary leader who believes every student can succeed.
* YOU are prepared to take a distinguished high school to national recognition.
* YOU thrive in a work environment of 1500+ students, 175+ teachers, and 250+ support staff.
* YOU welcome the challenge of a high tech, supportive Silicon Valley community.
* YOU are energetic, creative team builder.
* YOU hold (or are eligible for) a California Administrative Credential, a master’s degree and successful secondary administrative experience; and
* YOU appreciate excellent working conditions, fully paid fringe benefits, a salary in the $90,000-$100,000 range and other incentives.

CONTACT:
PROFESSIONAL ASSISTANCE TEAM, INC.
(Pat Einolf & Pat Source, Consultants)
1299 Bryant Avenue, Mountain View, CA 94040
Phone (650) 940-4652 Fax (650) 961-1366
E-mail svwims@santa.net

APPLICATION DEADLINE: March 17, 2000
The Learned Latina Behind Latina

BY ADRIANA MEucci

As a teenager, Christy Haubegger would read the many magazines targeted to girls in her age group. But something always seemed to be missing. Haubegger never noticed any models who looked remotely like her; instead, they were mostly tall and blonde. Nor did she come across any articles or information that embraced her experience as a Mexican American.

All that has changed now that the 30-year-old Haubegger has launched her very own high-gloss magazine called Latina. The monthly publication, out since May of 1996, shares space on the newsstand with the likes of Glamour and Vogue. The magazine also joins other periodicals targeted to Latinos such as People en Español and Glamour en Español.

Latina is the first national, bilingual lifestyle magazine for Hispanic women in the United States. And Haubegger, who oversees the production and publication of the periodical, hopes to provide positive images for Latinas as well as valuable information and a voice for Hispanics.

Haubegger, adopted as a child by a White family in Houston, was enrolled in a bilingual preschool class. She was taught to embrace her Hispanic heritage, and she grew up feeling comfortable in both cultures. After graduating from college, Haubegger set out to create her dream magazine—and swiftly drew up a business plan. She had already given considerable thought to the matter while attending Stanford University Law School. During a business law class, she was asked to design a business plan, and the groundwork for Latina magazine was laid.

After a meeting with Edward Lewis, the founder of Essence magazine, Haubegger got her big break. As part of her pitch, she drove him through a Latino neighborhood, pointed out Hispanic women carrying copies of magazines such as Glamour, and told Lewis that the women “need their own.” Latina is thus the joint product of Haubegger’s company, Alegría Enterprises, business attire and looking quite profesh. After the successful meeting, while he was back to her hotel room, she was stopped elderly couple and asked to bring ice to room. Their apparent assumption that she had just the type of ignorance Hispanics that fueled Haubegger to dispel stereotypes. Latina would p. her with the voice she need reach a large audience.

And reaching people is just she has accomplished. Haul has been the subject of both broadcast media in both Spanish and English throughout the United States. She has been featured on 60 minutes and ABC. She has become a mentor for young Hispanic women and entrepreneurs and has honored for her achievement: service in helping others.

In 1997, she was chosen one of the Top Ten Role Models by the International Foundation for Women. Her awards include the Calif. Association of Hispanic Education Award and a Big Sisters of Los Angeles Honor for providing a role model to young women.

Interviewed by The His, Outlook, Haubegger answered questions about herself, Latina magazine, and issues affecting Hispanic women as well as men.

HO: What has been most rewarding about Latina magazine?

HAUBEGER: The most rewarding part of that magazine has been to get the feedback from readers. I meet someone who tells us that we ma feel beautiful. that we inspired her with st
Latina women’s achievements, or counseled her in career, health, or her home, I feel like it’s all worth it. It’s also personally satisfying to build a media company where Latinas can shape their own images and tell their own stories and build careers.

HO: What are some of the most critical issues that you believe Latinas face today? How does your magazine bring attention to them?

HAUBEGGER: What are some of the most critical issues that you believe Latinas face today? How does your magazine bring attention to them?

HAUBEGGER: The ups and downs within even a given hour are too numerous to chronicle fully in this space. However, it would be safe to say that it’s never dull—from the eternal challenges of being an entrepreneur to the tremendous victories of challenging the media’s view of Latinas to the battle for advertising, from the lows of our team’s exhaustion to the highs of the reader feedback.

HO: How is your magazine helping to change perceptions about Hispanics, particularly Hispanic women?

HAUBEGGER: I think that the fact that we present Hispanic women as the standard—they occupy all the pages and images of mothers, daughters, lawyers, doctors—is subtly revolutionary given our invisibility in other media. At the same time, the fact that you see an article quoting a doctor surname Garcia means that some young women might now consider being a doctor someday. I hope our Triumph section challenges all of us to achieve great things. Reading about a Latina astronaut such as Ellen Ochoa or an EEOC chair such as Ida Castro should be required for all Americans, in my opinion.

HO: How do you attract advertisers?

HAUBEGGER: Advertising is extremely difficult for a number of reasons. First, many of our clients—from cars to cosmetics—do not picture their customers as Hispanic women. Therefore, we are largely in the education business rather than the sales business. Secondly, we have to replace any stereotypical images that may suggest we can’t afford products with that of a dynamic, valuable customer. Third, all new magazines have advertising challenges. Most clients would like to wait and see who else advertises before taking the plunge. All of these factors create an amazing challenge that is nonetheless successfully met and overcome by our fantastic, enthusiastic sales team.

HO: Who or what has most influenced your life? Your career?

HAUBEGGER: I was fortunate to have parents who believed in me 100 percent, even when I put my law degree under my bed to start a magazine. I have also had the blessing of many mentors (most of whom do not look like me) in my education and my industry.

HAUBEGGER: Find mentors now, and don’t wait for someone who looks like you. Get help wherever you can find it.

HO: You have received a B.A. degree in philosophy from the University of Texas at Austin, and went on to earn a Juris Doctor from Stanford Law School. How has your education prepared you for your career success today? What advice do you have for Hispanic women seeking higher education?

HAUBEGGER: My education has been a tremendous help to me. Law school, for example, gave me the skill to engage in disciplined thinking, while philosophy gave me an interest in thinking flexibility. At the same time, I believe that as a Hispanic woman, having degrees from very established universities gives me a level of credibility that I might not have needed if I were a White, male entrepreneur.

I hope that Hispanic women continue to seek higher education, despite the occasional lack of support from family or friends or for doing so. Seek out organizations such as the National Hispanic Scholarship Fund, or programs such as SED or www.MLAt.org that encourage, mentor, and support us.
Challenge Everything! Says Emma Pérez

Chicana historian hits the ground running at

BY
MIA ANDERSON

Emma Pérez, born in the small, rural town of El Campo, Texas, is today the Distinguished Visiting Scholar/Professor at William Paterson University (WPU) in Wayne, New Jersey, the first to hold this prestigious title at WPU. She is an associate professor of history and for nine months was assistant vice president for graduate studies at the University of Texas at El Paso (UTEP); the author of *The Decolonial Imaginary: Writing Chicanas into History* (Bloomington: Indiana University Press, 1999), which explores the history of Chicanas in the twentieth century; the author of the novel *Gulf Dreams* (Third Woman Press, 1996), which chronicles a young Tejana's coming of age in a small Texas town; co-editor with Norma Alarcón and others of *Chicana Critical Issues* (Third Woman Press, 1993); and a nationally recognized Chicana historian and feminist scholar.

El Campo, located southwest of Houston in eastern Texas, was a migrant camp in the 1880-90s. When Pérez was growing up there, it had a "rural, Southern, cotton-growing essence" and was home to a mix of African Americans, Mexican Americans, Anglos from the South, and a small Jewish population. "It was a rough place to grow up," Pérez recalls, "because a unique kind of racism was acute. That was the first thing I was faced with going off to first grade. Also poverty—we were poor...Race and class consciousness were pretty apparent to me in the first grade. Gender consciousness? That was also pretty apparent in the first grade, when I was about seven years old...There was a social structure that put me in a box—and I knew that I would have to struggle with it all my life."

Pérez remembers Anglo teachers censoring and even punishing the Mexican American elementary school students when they spoke Spanish, and calls what she and others suffered "psychic at "But I became a survivor, myself that I'd better learn English language, and I'd learn it well. I'd better learn complex language as I po:ould...I'm still doing this."

"You know, Audre Lorde that 'the master's tools will
dismantle the master's house"—but I only have the master's tools. Gayatri Spivak (she's at Columbia University, in the English department) said that you master language to invert the ideologies that the master imposes on the truth. I ascribe to that."

Pérez' brother, she says, was her best friend during those difficult early years. "He's older—a very sensitive man. He experienced more of the psychic destruction that racism can wield. My privilege was that I am light skinned."

There were five children in her family. Besides her brother, there were two older sisters, one of whom went on to earn her B.A. in Spanish literature, and another who earned an M.A. in Spanish literature. Emma Pérez earned the Ph.D.—in history, from UCLA.

"My mother, a native of Texas whose family had been in the Tejas province for generations, only attended school to the third grade. She has told me stories about racist White kids who would slam her body with their book bags. My father had only a seventh grade education," Pérez continues; "that's all he was allowed. But he was an avid reader, and he encouraged all of his daughters and his son to get an education. He had a real hard time with his daughters' dating, but he did encourage us to go as far as possible with our education, even if it meant traveling far away from home to get it. He was very proud of us. He was especially proud, as I am, of my youngest sister, who is currently pursuing her Ph.D. in English literature."

From El Campo, Pérez moved to Pasadena, "urban cowboy country," for three years of high school, but finished high school in Cheyenne, Wyoming. She attended a series of junior colleges, including California State University-Northridge. Then she arrived at UCLA, immediately loved it, and stayed.

UCLA was the "hot bed for Chicano studies," and the history curriculum, significantly, included women in general, although Chicanas specifically needed to be studied too. "There were many wonderful faculty and mentors, many from the East Coast. There was Emma Kapan, who has returned to the Northeast and is now at SUNY-Stony Brook; Juan Gomez-Quinones, who was important for setting up Chicano history and historiography. Another outstanding faculty/mentor was Kathryn Rish Sklar in history, who is now at SUNY-Binghamton."

"Gomez-Quinones taught me about Chicano history. He was significant because as a student in the '60s, he was involved in the student movement—he was one of the students at UCLA fighting for this thing called Chicano studies. He ended up getting hired, has been instrumental in advancing Chicano studies, and has also trained many of the initial scholars, that first group of self-named Chicano historians. He believed in the importance of doing research in Mexico, not just in the US."

"Sklar, 'Kitty' was and is a prominent women's historian and taught me about women's social history during the progressive era (late 19th and early 20th centuries). Kaplan was one of the first who sat me down and said, 'Write a paragraph—one of the first who took the time out to help me with my writing. Write succinctly, she told me; write short, declarative sentences, and you'll communicate with your audience.' And she made global connections," Pérez recalls, "and that was very important to me."

"You know," Pérez laments, "there are only 21 Chicana historians in the universe—and only about 50 Chicano historians, for that matter. There's Vicki Ruiz; she's at Arizona State University and trains history students in graduate school. Camille Guerin-Gonzalez is at the University of Colorado at Boulder. Deena Gonzalez, at Pomona College, a liberal arts college, sends graduates from her program off to Ph.D. programs. MALDEF won the suit, and now more M.A. and Ph.D. programs are being developed at, for example, UT.

"This year is the first year that we will have incoming Ph.D. program students in history—Borderlands History, the only program of its kind in the nation (UT-Austin has only a specialization). But I'm still concerned about getting funding for the students. I have a general concern that they not be excluded from major funding."

The William Paterson University's distinguished visiting professorship is being funded through a partnership between the University's Alumni Association, Office of the Provost and Executive Vice President, and the Foundation. She's been busy since arriving on campus, starting with an address at University Day, one of the semester's opening events. She's talked with students at a roundtable series on "Privilege and Entitlement: Historical Legacies"; was a panel member presenting on "Feminism Today"; held "conversations" with groups of faculty and students on diversity issues; was the commencement speaker in January; and will present at the (TPU-based) New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching's ALANA (network by and for women of color in higher education) conference, among many other
appearances. This spring semester, too, she is teaching a course titled "Autobiography: Women Writing Memory" for the Women's Studies and English departments.

"It was competitive, yes," Pérez answers when asked about her current position. "It was advertised in the New York Times, and I understand they had 20-30 applicants... My application was put forward by both a faculty member of the history department and one in the English department. I thought it was a long shot, but I think I'm being hired is a testimony to WPU's commitment to diversity at this time in history, given the fact that I am rather specialized. William Paterson appears to be open to different kinds of cultures."

The Office of the Provost tells The Hispanic Outlook that WPU is "extremely fortunate to have Dr. Pérez on campus... She was selected because of her impeccable scholarship, her commitment to her discipline and her career, and for her personal philosophy and perspective." Speaking for the Provost's Office, Dr. Nina Jenmott, associate vice president and dean, graduate studies and research, went on to say, "We believe the university, both students and faculty and staff, will benefit greatly from her presence. We will all learn from her to appreciate excellence and diversity and that the two are mutually exclusive. We use her as that example."

Indeed, Jenmott says, "Pérez has already become a very important member of the university community as she lectures and runs workshops and seminars in a broad range of topics and disciplines. We couldn't be happier with her choice and ours."

Another piece of Pérez' identity--another piece of her philosophy and perspective--concerns her sexual orientation. "Being an out lesbian has been very important for me in the academy. In the "Yes, for example, at UCLA, the women's studies program and the Women's Center meant a safe place for me. Crossing races, crossing classes--those we were always crossing... I've been out since I was about 19, and it's been a negotiation that I've had to do constantly. It's been problematic because homophobia in the academy is pretty severe."

Pérez recalls the 1990 plenary keynote at the National Association for Chicano Studies' conference in Albuquerque: "It was openly called a 'talk from a lesbian, socialist-feminist perspective.' And it caused quite an uproar. That's when we decided to have a lesbian caucus and were told we couldn't. If you have a lesbian caucus, then you must also have a marijuana caucus--this was the level of discourse. It was fun! We got our caucus, and from there, it grew. Now it's the lesbian/bisexual/transgender caucus, and the gay men have their own caucus. We've been targeted ever since then as political troublemakers or 'terrorists' who were silencing the homophobic conservatives. We forced people to think about these issues, and that is called 'terrorism'... Unfortunately, it's pretty much the same today."

Pérez has said that she found herself interested in history 'only when growing up. I had a passion to know the stories of those whose stories have not been heard.' In addition, I know that making sense of the past is what helps us to understand the present. Context is so important for understanding anything." Asked how her perspective affects her work, as an historian, Pérez explains that she is "always doing a Chicana/lesbian/feminist perspective. These pieces of who I am are always going to mark and imprint the way that I see. This is precisely what literary/cultural theorists are forcing people to do today--to recognize that who you are marks your ideology. The documents do not speak for themselves as many people still believe... I have a real primary concern about the way gender and sexuality are marginalized in the traditional writing of history. I want to write Chicanas into history, including lesbian Chicanas."

Pérez has this advice for Chicana students: 'Above all, be persistent. Challenge everything--I'd say this to all students. Challenge what you read, challenge what your professors say, know who your allies are among your professors, among your classmates. Seek out the allies. It's work. But that's part of your education. I'd advise them to build coalitions. I worry that students don't realize that this isn't an individual effort; there are communities to call upon. Through the centuries, there have been intrusions into the conservative White male bastion of academe. There have been backlashes more reason to build coalitions across race, gender, sexuality.'

Asked what she would say to historians in the fight to challenge them," she says, "them to be more interdisciplinary. To ask questions in different ways, ways that challenge the notion... There are texts, so many resources--all of us historians going to fall behind. The v students are that they force you to keep up. For some, teaching is to transform the educational teaching is because of the lack but for the most traditional increadibly threatening because it threatens core beliefs about education. It becomes the empowered education. Nobody wants to be there."

Asked if there is anything that she'd like to say, Pérez says, "Hope... How are you going to continue into the new millennium given the complexities that you are faced with. If you look around a lot of hopelessness. Two hundred Mexican women have been murdered in Juarez, Mexico--right on the border from El Paso--since they were as young as eight, a third brutally raped and murdered. What kind of society are we living in? How can we be? When we look at these stories... We have to take a leap... We have to ask ourselves how going to social responsibility our daily lives, and we have to transform the consciousness of students and colleges around race, gender, poverty, world. We have to strategize and coalitions across all those identities--and still respect identities. If we're not hopeful, we can't continue. I have to say that people are basically good colonial hope--right now that helps us all move forward."
Lesley College is a multi-site university with undergraduate and graduate programs for women and men in education, management, human services, and the arts. And it is the 16th largest grantor of master's degrees in the United States. The institution offers programs at its Cambridge campus and at more than 150 sites in 15 states. Lesley's five schools include the School of Undergraduate Studies, the School of Education, the Graduate School of Arts and Social Sciences, the School of Management, and the Art Institute of Boston.

A distinctive and fundamental aspect of education at Lesley is the conviction that "people matter, and that the professionals who respond to their needs provide a unique service to society." To this end, "faculty and students believe in the power of individuals—working collectively—to bring about constructive change." Margaret A. McKenna, president of Lesley College, is also an attorney, so she understands first the importance of the practical nature of a fine education. She says that "Education at Lesley combines theoretical and practical approaches to learning, blending a strong liberal arts foundation with substantial professional preparation. The result is a balance, an integrative theory and practice. That is the heart of a Lesley education."

McKenna adds that "Lesley's Women's College prepares women for successful careers in the professions that put people first. Centrally this mission is a commitment to excellence and creative instruction offered in an intimate college environment in which each student is seen, contributing, and valued. Equally important is our shared dedication to a community that is truly multicultural, one that welcomes and benefits from diverse perspectives and life experiences."

One example of Lesley's dedication to a multicultural community is the appointment of Dr. Elsa Núñez to the position of provost and vice president for academic affairs at the college. She becomes chief academic officer for the 7,000-student undergraduate and graduate institution. Dr. Núñez was former university dean of academic affairs at City University of New York, and served as vice president for academic affairs at Wheelock College prior to her appointment at Lesley. She brings to her position both administrative experience.

Lesley College's Founder's Hall is the cornerstone of the Cambridge campus.
Honor Roll Facts in Brief

INSTITUTION
Lesley College

LOCATION
29 Everett Street
Cambridge, MA 02138-2790
(617) 865-9600

ESTABLISHED
1909

ENROLLMENT
6,655 total enrollment
First-year class is 10 percent Hispanic.

DEGREE OFFERINGS
Bachelor’s
Master’s
Doctorate

TUITION AND FEES
$15,450 (undergraduate tuition, Women’s College)

FACULTY
44 full-time faculty. Eight are Hispanic.

SEVERAL DEGREE PROGRAMS
Fine Arts
Expressive Therapies
Training and Development
Management
Psychology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
ALANA (African Latino Asian Native American)
International Students Organization

INTERNET ADDRESS
www.lesley.edu

Its reputation for innovation began with founder Edith Lesley’s vision of schools transformed by teachers trained to be dedicated, committed, and creative professionals. A successful, determined teacher in an emerging educational institution, the kindergarten. Ms. Lesley founded a school of her own, the Lesley Normal School, centered on professional training for kindergarten teachers. She guided her school well into the 1930s, aided first by her sister Olive and later the woman who succeeded her as principal, Gertrude Malloch. From the start, the school was a success—professional teacher education ranging 30 years. A former associate professor of English at Ramapo State College of New Jersey, Nuñez is a strong supporter of integrating liberal arts with areas of professional studies. At the time of her appointment, she remarked, “My former teaching experience has enhanced my effectiveness as an administrator.” She reflected, “By working directly with students and developing curricula, I learned how important it is for faculty to continuously improve and create courses and programs for both the liberal arts and for professional studies. And I believe that these areas of study need to be integrated.”

Nuñez is the author of Pursuing Diversity: College Minority Student Recruitment, published by the George Washington Press. And she has a work in progress on the high school dropout phenomenon in the Hispanic student community. She is also writing a novel about a young Puerto Rican woman and her conflicting relationships.

Dr. Nuñez earned her Ed.D. in Linguistics at Rutgers University, her master of arts degree in English at Fairleigh Dickinson University, and her bachelor of arts degree in Spanish and English at Montclair State University. “I want to provide strong academic leadership to an institution with a student-centered mission,” says Nuñez. “That’s why I chose to come to Lesley.” That’s also why Lesley is The Hispanic Outlook’s present choice for induction to the Honor Roll.

A Little History

When Lesley College opened its doors in 1909, it had one mission, to prepare women to teach in the newly emerging kindergarten field.
was increasingly recognized as being of "surpassing importance."

Lesley College was incorporated in 1942 as a "nonprofit institution of higher education" under the direction of a board of trustees. Guided by its first president, Dr. Trentwell Mason White, the college received its undergraduate accreditation and in 1954 established a graduate school. The college has been proud of its ability to offer high-quality, experientially based education relevant to the needs of students and society. Starting in the 1970s, Lesley began developing other programs to educate women for professional careers. All programs continued to adhere to Lesley's long tradition of creative instruction and integration of academic and field-based learning. The school's current professional and interdisciplinary liberal arts majors provide "a range of academic paths to prepare professionals who are skilled in working to improve the situations of others and whose lives exemplify "confidence, compassion, and commitment."

One big development of late was the merger of the Art Institute of Boston (AIB) and Lesley College. The combination made good sense for both institutions. Under the merger agreement approved by the boards of both institutions, the Art Institute, one of the finest visual arts institutions in the region, became a school within Lesley. The Art Institute retains its name, its current location in Boston's Kenmore Square, and its mission to provide comprehensive art education to students pursuing visual arts careers. The union helps each institution provide a broader range of academic offerings, and enables the establishment of new programs that neither college could easily develop on its own. Also, operational efficiencies will be used to increase investments in teaching, technology, and facilities at AIB. As a result of the merger, both institutions expect to increase future student enrollment and retention.

"Joining with Lesley will enable us to raise an already strong visual arts program to the next level," says AIB President Stan Tracker. "We are choosing to affiliate with Lesley at this time from a position of strength. Our academic program is more competitive than ever, enrollment levels are at a 25-year high, and our financial health is robust. Lesley President Margaret McKenna agrees that the merger is a good idea for both institutions, adding, "AIB has a distinguished history and an even more promising future. AIB is now positioned to become one of the top arts colleges in the nation. By combining our strengths, Lesley and AIB will move in new directions for the benefit of our current and future students and for the community as a whole."

Total enrollment this year at Lesley is 6,655 students, of whom 1,643 are full-time and 4,812 are part-time. On campus there are 2,884, with 3,371 attending off-campus sites. There are 1,889 undergraduates and 4,766 graduate students. The minority breakdown of the 1999-2000 first-year class is nine percent African American, six percent Asian American, and 10 percent Hispanic. There are 1,644 full-time faculty members. Eight are Hispanic.

Lesley College received a $1.2 million grant from the U.S. Department of Education to prepare teachers to meet the needs of young children who speak limited English during their most critical years of language development. About one-third of Boston's children speak a first language other than English. As the population of Boston grows increasingly diverse, the need for qualified early childhood teachers is becoming critical.

Lesley's new program—the Boston Collaborative Bilingual Educator Project—is part of an effort to improve the academic performance of limited-English-proficient (LEP) students, who tend to score lower than native speakers on standardized tests and higher dropout rates than does the rest of the population. Under the project, the college will prepare 40 master's degree-level teachers to serve children in Boston and early childhood programs. More than one in four of the state's LEP students attends school in Boston.

The Bilingual Project helps fulfill a national promise to be more diverse as the population of Boston grows more diverse, observes President McKenna. "It is imperative that we reach these children early in their school lives." Lesley is already a leading bilingual education, offering courses and programs in a variety of areas, including early childhood education, helping educators at all levels understand the needs of these special populations.

In August, the college was awarded a $303,000 U.S. Department of Education grant to develop an online science education curriculum that helps teachers learn about science in a hands-on, investigational manner. The curriculum design is based on recent research on how students learn. The program is designed to help meet the needs of teachers who teach science classes in an inquiry-based format. This approach to teaching science has been shown to increase student achievement and interest in science.

Last November, the college hosted Literacy & Learning 99 at Boston's Hynes Convention Center. The three-day event brought together under one roof three of Lesley's most prestigious professional development conferences for educators: The England Kindergarten Conference, the Northeast Early Literacy Conference, and The Reading Recovery Institute. The event combines programs for classroom teachers, child care professionals, administrators, parents, and children.

"All Lesley students share a deep conviction and commitment to the importance of working with people," says McKenna. "Our faculty also believe in their individual and collective power to make a difference. Not only in their individual lives, but with organizations and social systems as well."
Maria Vallejo New Provost at Palm Beach Community College

Florida's Palm Beach Community College (PBCC) kicked off the 1999-2000 academic year with much enthusiasm, welcoming students, staff, and its new provost—Maria M. Vallejo.

Vallejo assumed the position on September 7, 1999, after serving as vice president for student affairs at Rockland Community College since 1996.

"I've been in the N.Y. tri-state area most of my life. When I came from Puerto Rico, I lived in the Bronx. I was ready for a challenge. I wasn't looking, but if an opportunity came up, I would consider it since my son was going to college," recounts Vallejo.

She recalls the events that lead to her recent relocation to sunny Florida: "I got a call from Eduardo Padrón [Miami-Dade Community College president] saying, 'I think you will be perfect for it. It's an up and coming institution, the oldest community college in Florida.'"

"I thought it was a big move but that it wouldn't hurt to give it a try. I had a long conversation with the president of PBCC. Even the telephone interview was relaxing. We joked around. It was nice. Then when I went to the interview, it was very well done—the forum with faculty and staff was great. Very supportive. Some of them had come from the Bronx. It was the first time that I felt an acceptance. They were concerned about the leader on the campus being an advocate for them."

It was meant to be. "I was one of 170 candidates. I had to go through the search committee and no one had any idea that Padrón had nominated me."

As provost, Vallejo is the chief executive officer for the Central Campus, a 15-acre complex at Lake Worth, which includes classroom and laboratory buildings, a gymnasium and athletic complex, a theatre, and a library resource center.

The various PBCC locations are Belle Glade, Boca Raton, Lake Worth, and Palm Beach Gardens. According to PBCC data, more than 11,000 students are served in courses annually, and there are more than 17,000 students enrolled in credit courses. Approximately, 25 percent are students of color, of which nine or 10 percent are Hispanic.

Academic program offerings include nursing, business, legal assisting, criminal justice, respiratory, tech, paramedic, and drama design. More than 2,300 degrees and certificates are awarded annu-

Vallejo's reception was warm, says Vallejo, "It is better in terms of welcoming me posted."

Vallejo's credentials are fine—a bachelor's degree from the University of New Hampshire College, two degrees from Columbia U. and a Ph.D. in bilingual curricular development from New York University.

Prior to her years at PBCC, she was vice president of academic student services at Community College (NJ) and dean of academic support at Bergen Community College.

"I'm driven and very attitudes. When I stop learning, it's move on. I knew that I was ahead. I have stamina and if People can read through valued to have an impact in it just my students. I moved from seling to dean, etc." Vallejo said with each position, she also has a more global impact students, faculty, and admin-

Her New Role

Part of her response involves making decisions to campus buildings. The largest campus of the dist
there are a lot of construction needs. Florida does not fund new construction; the state only funds refurbishing of buildings. So I am involved in deciding which buildings on campus need to be taken care of first, as well as when to move faculty and how to work politically with them about the move," she notes. Vallejo mentions that students also are affected by the construction needs at PBCC, so she takes that into consideration when determining what has to be done first.

Vallejo also partakes in the "day-to-day of the campus. What is happening with students? With customer service? Are checks getting to students on time? Etc."

Another exciting aspect of her position is curriculum development. Vallejo says, "I'm working with faculty, helping with the development of new curriculum. I went to Orlando recently because I'd like to start an internship program at Disney in the hospitality area for our students in culinary arts."

Vallejo also is responsible for dual enrollment for the district, which encompasses the college and high school. "I need to determine what the weaknesses in the system are and achieve improvement. The idea is that we follow the same policies and procedures for high school students, who can get high school and college credits on campus or at high school. These are all courses that have been approved by the president of the district, who is interested in having a one-college concept."

Throughout her career, Vallejo has been committed to promoting and mentoring women and people of color. PBCC has launched a leadership program of which Vallejo is proud. "It's something that I love doing, and now it's part of my job."

"Participants must do a project aimed at helping their professional growth and that of the institution. They also must attend two conferences a year—one to learn about government and how laws affect colleges; the second covers professional development. It is a yearlong program, when participants are given mentors based on where they want to go in terms of their career," says Vallejo.

"Florida has a real strong commitment. We are in a consortium with Florida Broward County Community College, Florida Atlantic, and PBCC. In addition to her duties at PBCC, Vallejo, who is a member of the Board of Directors of the National Community College Hispanic Council (NCCCH), was also appointed to a three-year term on The College Board National Task Force on Minority High Achievement. Stated Vallejo, "NCCCH represents the interests and concerns of Latino students, faculty and staff at community colleges. We try to be advocates for the group on our own campuses. When issues are out there, we can take a stand."

In 1999, this task force produced a report entitled Reaching the Top. Vallejo explains, "We have two more coming out. But this particular report looks at why minority students do not compare favorably with White students even when they go off to college—even the best and the brightest."

The report's findings answer the questions. "Why is that happening? What are the variables that affect that?" notes Vallejo. "Some of the findings are commonsensical."

Future at PBCC

"It's not completely set right now. I have a vision, but I need followers. I need to work with people on the campus by being their voice. I'm trying to get to know people. They felt they hadn't had a voice in a while. The person who filled the position before had two hats, so it was difficult to devote the kind of energy needed."

"Given that we are the largest community college in the district, I'd like to find out what our niche is. What do we want to be known as? Are we the campus that has initiated the internship program, which has incredible outreach? Right now I'm investigating, meeting community people to get a sense of community, to see how I can forge partnerships. I want to be here for my campus. I want people to be happy here, and I want them to know that their voice counts in what we do."

And making time to connect with staff outside of her immediate circle is an ongoing goal. "I started having brown bag lunches. I started having brown bag lunches so faculty and staff can sit down and have lunch once a month. While the lunches have been a hit, according to Vallejo, she's eager for more open forums. "I'll go into peoples' staff meetings, too."

Good things have come out of the brown bag lunches. For example, the idea for a dessert reception. Vallejo described: "The entrance fee is to bring a dessert, a recipe, and canned goods for the pantry. We will publish a dessert recipe book and use the book to fundraise for scholarships."

Despite Vallejo's busy schedule and commitment to this new challenge in her career, she takes pleasure in the treachery of academia. Vallejo told HO, "I still would like to teach early childhood courses and the freshman seminar."

Selected Honors and Affiliation

The following represents a sample of Vallojo's involvement in higher education and the honor that she has received:

- ACE/National Network of Women Leaders "Dr. Carol Russe Award" by Westchester/Rockland region, 1999
- Distinguished Community Service for 21st Century Collaborative, 1999
AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

Bridges Diversity and Learning

Organization Has an Action Agenda and Takes Action

by Mia Anderson

Tito Guerrero, president of the University of Southern Colorado and current chair of the Hispanic Caucus of the American Association for Higher Education, calls AAHE “the premier organization in higher education.” If service to diversity is any criterion, this might very well be the case. The AAHE board of directors approved a “Statement on Diversity” last April, the organization has devoted its national conference next month to “Diversity and Learning,” and AAHE envisions and realizes diversity in many other ways as well.

Mildred Garcia, associate vice provost for academic affairs at Arizona State University-West and AAHE board member, says that through the Statement, “AAHE has forcefully acknowledged that if our campuses are to be viable and vital and communities aimed to educate all students, diversity must be an integral part of higher education.” In its Statement, the board “forcefully affirmed the interlocking values that are essential to the Association’s work: quality, diversity, and improvement.” But they go a step further by acknowledging that “statements alone, however compelling, are rarely sufficient to bring about systemic change.” And they commit themselves and the organization to action: “AAHE will continue—through its projects, conferences, and publications—to help campuses increase access and diversity for students, faculty, administrators, and staff as well as in curricula and programs.”

Asked how the Statement could possibly be implemented, Guerrero comments, “As with any statement by a national organization, it will be largely dependent on the people back at the colleges and universities.” However, he continues, “even more important is the moral, the ethical leadership potential that such a statement has in the schools and communities when an organization like AAHE backs an issue like diversity.” Garcia hopes that “through the learning and deep dialogues occurring through the projects, conferences, and publications, the members will...bring back to their campuses new knowledge learned through AAHE’s efforts.”

Carlos Hernandez, president of New Jersey City University and member of the AAHE board, speaks of “focusing our attention on going beyond statements and creating a mechanism, a structure for implementing diversity...We’ll need to work on how we influence institutions,” he says.

Margaret A. Miller, “Peg,” president of AAHE, offers some background on “the Statement.” When she became president in June of 1997, she says, “relations among the caucuses and constituency groups [American Indian/Ala Native Caucus, Asian and Pacific Caucus, BL Caucus, Hispanic Caucus, and Women’s Caucus] the Community College Network, Grad Student Action Community, Research For National Network of Faculty Senates, and Pro Group] were not as good as they should be. I hadn’t understood the depth and degree upset over the selection of Anaheim [Calif. the site of the 2000 national conference]. A this led to a lot of discussion, and we took a this to the board. and there was a lot more discussion.”

“Coincidentally,” Miller continues, “they [in the process of reviewing their advocacy policy—the whole question of what issues they should support] were going to the campuses and other groups and asking for opinions...Only very rarely does the board a stand on an issue, but this turned out to be one of those issues. And now there’s a ‘Statement on Diversity’ and a ‘Diversity Action Agenda’ see that it gets carried out.”

The second item on the “Diversity Action Agenda,” after declaring that the 1998 Conference would include sessions and speakers who “articulate the value of diversity and how it is accomplished,” was setting the stage for the 2000 National Conference: “ways we keep higher education open to all Americans and help everyone succeed in our institutions.” The theme would be “To Form a More Perfect Union: Diversity and Learning,” and the locale would stay Anaheim. What better place to explore the many complex whys, how-tos, therefore of diversity than California—the heart of Propositions 209, 227, and 187.

According to Miller, a number of presid
of California colleges and universities were asked for their position on this controversial "site" question. and, of Anaheim, they all said, "Yes, yes, yes." The Black Caucus Executive Committee, however, resolved not to participate.

Their statement, prepared by the chair of the AAHE Black Caucus, Joseph H. Silver, Sr., vice president for academic affairs at Savannah State University, pointed out that "the anti-affirmation action movement [in California] adversely affected the constituents of the AAHE Black Caucus and other minorities. We felt that the anti-affirmative action agenda should be addressed by AAHE and that, as a caucus, we did not want to support an area that had a blatant disregard for these matters." While the declaration ends by applauding AAHE "on the steps taken since the Black Caucus raised the issue of the 2000 conference being held in California," and cites "an inclusive mission statement, a diversity statement, and a decision to take an advocacy role from this point forward," the Black Caucus offered an alternative site and forum to address the concerns of Blacks in higher education.

That summit was held this week, February 25-27, in Savannah, Georgia. Miller told readers in the June 1999 AAHE Bulletin that the board of directors "respects the resolution" but "conclude[s] that AAHE can be of most use to California's colleges and universities in particular, and to higher education generally, if the Association goes where issues of access and diversity are being wrestled with most intensely." Hernandez says, "What we don't need is an irreparable schism. Fortunately, positions have been taken that allow consensus. There is enough good will among the caucuses and between the caucuses and the board that despite our differences, we can come together."

The third item was developing a project on "increasing the success of students of color, as an example of the ways in which [AAHE] plans to support the [diversity statements'] goals through its projects." To use an old cliché, they began to put their money where their mouth is.

The project that quickly emerged—funded by a $200,000 grant from the Knight Foundation—is a series of monographs on "best teaching practices" for specific disciplines across the curricula for getting minority students involved and helping them to succeed. (An earlier monograph series focused on service-learning practices in specific disciplines.) The project will be directed by Carolyn Vasques Scalera, a sociologist from the University of Michigan, who came on board in January.

Further, the "Diversity Action Agenda" asserted that AAHE will:
- increase attention to diversity issues in all projects;
- increase communication with those representing diverse voices, welcome their input, and build and sustain their trust;
- act affirmatively in hiring at all levels of the organization;
- act affirmatively in recruiting and encouraging people of color to participate;
- ensure that AAHE programs, speakers, and conferences sustain attention to diversity;
- periodically invite constituency group leaders to meet with the board; and
- periodically produce reports about progress on the action agenda.

A lengthy list of actions under way followed this list of intentions. One item of particular interest to Hispanics refers to the service-learning (monographs) project that included "an effort to interest Spanish teachers in collaborating more with Hispanic communities. The American Association of Teachers of Spanish and Portuguese (AATSP) now has a proto-task force that will work on this." The status report notes that "our monograph work has an important diversity connection that the models are often directed at students of color, and their schools. Every volume has at least one model of essay on the why's and what's of minority outreach."

A report on AAHE's hiring noted that of its 13 administrative staff positions, six are held by African Americans and one by a Hispanic. "The problem we have at that level is the gender balance, with only one man." Of the four office directors, one is African American, and all are female. The project directors, the two vice presidents (Theodore J. Marchese and Kathleen Curry Santora), and the president are White. The 1999-2000 board of directors of ten men and ten women includes four (or 20 percent) Hispanics.

**Vision and Mission**

The "inclusive mission statement" referred to by Joseph Silver, Sr., says that "AAHE is the individual membership organization that promotes the changes higher education must make to ensure its effectiveness in a complex, interconnected world. The association equips individuals and institutions committed to such changes with the knowledge they need to bring those changes about." Once again, this sounds progressive and inspirational on paper, but how can it be implemented so that it makes a difference to the students in the classrooms across the nation?

Specifically AAHE "envision and articulates agendas for change." Good—someone has to be able to step back and see the situation and
imagine a solution, and clarify the steps needed to effect that solution.

The organization includes among its reasons for being “contributing to the knowledge of a diverse group of leaders committed to the systemic, long-term, cost-effective improvement of American higher education.” Good—it must be recognized that both the problem and the solution are systemic; that improvement of higher education, especially with regard to diversity issues, is not something that is worked on for a while and then allowed to fade as some new agenda attracts attention; that such improvement must be cost-effective or real-world considerations will eliminate it; and that someone needs to gather (and/or do) the research and the knowledge on these issues and get it out to the teachers and administrations and communities.

A third (of seven) specific activity embraced to carry out AAHE’s mission is “providing forums in which individuals from a variety of positions and institutions, within and outside higher education, can engage in constructive conversations about difficult issues.” Good—forums aren’t always available even when someone has a great deal to contribute, and conversations about “difficult issues” can’t rise very high without multiple perspectives on these issues being voiced and heard.

History and Membership

AAHE began as the higher education department of the National Education Association (NEA)—way back in the 1870s. That department, according to www.aahe.org, was called the Association for Higher Education (AAHE) and had as its primary function to organize an annual national conference, which continues to this day. In 1969, however, a group of AAHE members disassociated themselves from the NEA, “rejecting the NEA’s increasing emphasis on union activity... [and] forming the independent American Association for Higher Education.”

AAHE’s special programs have developed in-depth, long-term commitments such as the following:

- an Assessment Forum, which “advances the thoughtful practice aimed at improving the quality of undergraduate education”;
- the Forum on Faculty Roles & Rewards, which redefines faculty priorities and institutional expectations in the context of a rapidly changing workplace;
- the Quality Initiatives, working to help campuses implement “best practices”; and
- the Program for the Promotion of Institutional Change, which, with funding from the National Science Foundation (NSF), provided support to networked campuses working to improve “SME” education—science, mathematics, engineering, and technology.

AAHE “provides members with information, insight, and innovative thinking” through its publications, the bimonthly Change magazine, edited by Vice President Marchese, and the monthly (except July and August) AAHE Bulletin. It also offers books, monographs, directories, conference papers, and other publications “reflecting AAHE’s work on specific issues.” (For ordering information, contact the Pubs Order Desk at (202) 293-6440 x780.)

AAHE’s members are more than 9,000 faculty, administrators, and students from all sectors, disciplines, and positions, plus policy-makers and leaders from foundations, government, accrediting agencies, the media, and business—all working to carry out the vision of helping “all Americans achieve the deep, lifelong learning they need to grow as individuals, participate in the democratic process, and succeed in a global economy.”

Peg Miller came to the presidency, succeeding Russ Edgerton, from her position as chief academic officer of the State Council of Higher Education for Virginia. She will be leaving by August 1st of this year. Tito Guerrero says that she “has provided outstanding leadership during her tenure, and we wish her all the best.”

AAHE Hispanic Caucus

“Given attacks on affirmative action and changes in support for Hispanic students, from financial aid to remediation, we stand to lose an enormous amount of talent without more coordinated efforts,” says AAHE board member Sylvia Hurtado, associate professor of education, Center for the Study of Higher and Postsecondary Education, University of Michigan—Ann Arbor. “Organizations like AAHE are important in directing the national conversations among educators and identifying successful practices that hold promise for creating a more equitable society.” The Hispanic Caucus in particular lends voice to those concerns that have the heaviest and most direct impact on Hispanic students.

When asked what the business of the Hispanic Caucus is, Chair Tito Guerrero says that it provides an opportunity for Hispanics “to network within our own group, to maintain ongoing professional ties,” and “to bring to AAHE perspective.” “Our caucus provides us with the opportunity to have our voice heard by other higher education organizations, or nation... higher education’s positive response to diversity is a ‘national imperative,’ he adds, ‘given the dramatic increase in the Hispanic population’.”

Carlos Hernandez, a past caucus chair, aids that “it has been instrumental in the heard awareness of diversity in the bnc sense. Within itself, there is tremendous disparity. Hispanics from all levels and positions in higher education—so we’re in a good position to understand and speak to diversity issues.”

Guerrero, while he understands that “might be a group of two or concerned about location in Anaheim,” is looking forward to the 2001 conference. Typically, he says, there about 1,500 individuals who attend—administrators, faculty, and students involved in or interested in issues of diversity. The Hispanic Caucus provides scholarships for 12 graduate students from all over the country to attend. “It’s a wonderful opportunity for them.” They can be professional networks before they complete. They can talk with other Hispanics who have already successfully negotiated academia. They can also talk with other Hispanics about particular dilemmas they face in degree work—a problem in their dissertation work, for example.

Also, the Hispanic Caucus each year spo
a Tomás Rivera Lecture at the national conference. In 1999, Jim Cummins, professor of curriculum, teaching, and learning at the University of Toronto, addressed "Research, Ethics, and Public Discourse: The Debate on Bilingual Education" (see the June issue of AAHE Bulletin). Next month, in Anaheim, David Hayes-Bautista, professor of medicine and director of the Center for the Study of Latino Health, School of Medicine, University of California-Los Angeles, will lecture on "The Demographics of Civil Society and Intellectual Tradition."

The American Association for Higher Education views higher education as a key route through which individuals achieve the lifelong learning they need to grow as persons, participate in democratic processes, and succeed in a global economy. This view presumes structures of educational opportunity that are focused on teaching and learning accessible to our diverse populations, and purposefully evolving. The values of quality, diversity, and individual and institutional growth are all ethical components of this ideal.

Since its formation, AAHE has embodied these values in its various projects, conferences, and publications. AAHE has also been a cosignatory on documents such as the American Council on Education statement "On the Importance of Diversity in Higher Education" (February 1998, revised February 1999) and the Downs/Calumet brief (August 1998).

But a spreading wave of political and judicial decisions affecting higher education—Propositions 209, 227, and 187 in California, the Hopwood ruling in Texas, Initiative 100 in Washington state, the Boston Latin case, and others—has increased the AAHE Board's concern that the Association's vision and the values that support it are threatened. These actions, which have eliminated race, ethnicity, and gender as considerations in admission and scholarship decisions in the affected states, have led to cutbacks in recruitment programs for a diverse faculty and staff, and threaten to undermine decades of progress in broadening access to higher education and reducing social stratification within it. In an alarmingly short time, their chilling effect on the racial and ethnic diversity of key campuses has become apparent. The board believes that these rulings threaten not only diversity and access but also the overall quality of higher education and the public good it serves.

The AAHE Board of Directors forcefully affirms the interlocking values that are essential to the Association's work: quality, diversity, and improvement. Diversity creates the rich environments that are so crucial to democratic, real-world learning. Since by 2025 the American workforce will be predominantly comprised of people of color, access to higher education for historically underserved individuals is also in the nation's economic self-interest. The board believes that institutions of higher education have a moral and educational responsibility to ensure that talent is developed in all communities, and that American colleges and universities collectively and individually are strengthened by diversity in campus populations.

But statements alone, however compelling, are rarely sufficient to bring about systemic change. So AAHE will continue through its projects, conferences, and publications—to assist campuses to increase access and diversity for students, faculty, administrators, and staff, as well as in curricula and programs. Given the momentum and gravity of the threats to achieving an equitable system of higher education in this country, the association will sustain its efforts for years to come. It will also continuously reconsider the ways in which it carries out its organizational business to ensure that they are congruent with its values.

Finally, the board calls upon the associations members to commit their wisdom, energy, and resources to promote and strengthen diversity in and access to American higher education. It asks members to confront threats to diversity and to join the board's efforts to transform higher education and ourselves.

Approved by the AAHE Board of Directors
April 26, 1999

Jorge Klor de Aisa

Speaking about higher education generally and AAHE in particular, Sylvia Hurtado says, "We are all learning how to work together, and we need to form alliances across campuses and organizations if we hope to narrow the gaps in educational attainment." With similar emphasis on individuals and the alliances that they forge, Jorge Klor de Aisa, president of the University of Phoenix and newer AAHE board member, says that AAHE is an "extremely important organization because it's focused on individuals rather than institutions." It's a "very important voice in higher education policy-making," he says.

In the same vein, Hernandez, praising the unique contribution of AAHE to higher education, points out that it is the one membership organization, that it is the organization with "many, many different voices without the filtering of departments and institutions." He says that it's "not like the United Nations, which has its formal structure of ambassadors; it's a grassroots organization—like the N.G.O.s [non-governmental organizations]—that represent the people and that work to shape national policy." He looks forward to being involved. As our student populations become ever more diverse, the nation's need for work such as that being done by AAHE has never been greater, and we can only hope that Hernandez's optimism is contagious.
The Vanishing Campus Male
Should We Be Alarmed?

BY JEFF SIMMONS

During his 30 years in education, Tom Mortenson has watched trends evolve from the time when they weren't even considered trends. In the early 1970s, as a higher education analyst, he watched without any hint of concern as the pool of women enrolling in college began to rise.

Now, he's worried.

The number of female applicants has outstripped those of male applicants at many colleges, and, at the risk of sounding sexist, Mortenson believes there's much cause for alarm.

"I started off this process looking at their progress as a sort of cheerleader for women, and it was 10 years ago that I realized that the guys were not making progress," says Mortenson, a senior scholar at the Center for the Study of Opportunity in Higher Education. "The world is changing in ways that favor females and disfavor males."

Last fall, Mortenson penned the cover story for The College Board Review posing the question: "Where are the boys?" and analyzing the growing gender gap in higher education. His analysis spoke to a debate that, like the numbers of female enrollees, is picking up steam.

Goucher College in Towson, Md., drew together hundreds for a conference entitled "Fewer Men on Campus: A Puzzle for Liberal Arts Colleges and Universities" in November. Organizers helped officials decide how they should adjust their campuses, their curriculum, and, possibly, their marketing.

The reason for concern, they say, is that nationally, the percentage of males enrolled in undergraduate programs has plummeted to 45 percent, down 10 percent from 1970. Mortenson says that in 1997, men earned 520,500 bachelor's degrees, yet women earned 652,400.

The trend, he reports, crosses ethnic lines, so what is true for the general college-age population is occurring in Latino communities as well. "We see already that Blacks and Hispanics are less likely to go to college," he says, reasoning that the numbers of Latino men attending would then shrink to a much smaller percentage than those of White enrollees.

Mortenson's research found, for example, that between 1977 and 1996, the proportion of degrees awarded to Hispanic males dropped from 55 to 42.8 percent, a 12.2 percent decline. That drop is larger than that of other ethnic groups. Only American Indian males decreased at a greater percentage, by 12.9 percent.

At the Goucher conference, psychology professor Aida Hurtado of the University of California at Santa Cruz, cited one reason for the lower Latino enrollment: treatment of boys and girls in households. Because Latino parents grant boys freedom, they became more self-reliant and, in turn, attracted to a college education. Girls, however, were involved in household chores than previously an enroll at a higher rate.

"The conference ended with a desire for more dialogue and attention to the issue," says Debra Rubino, communications director at Goucher. "We are a lot of threats to liberal education, and this is yet another. There is a large issue of how to allow the arts to flourish because we believe it's really a positive, important, and vital type of education for our society."

Goucher figures only skim the face of the trend and its origins. A decade ago, the scales tipped in favor of women after generations of college marketing efforts designed to boost the numbers of women on campus. Numbers just shift to a leveling off: they could skyrocket.

In 1996, according to the U.S. Department of Education, there were more college-aged men women in the nation. Yet, 8.4 million women were enrolled college, while men accounted for 6.7 million enrollees. For the previous five years, the number of men enrolled in college declined.

The number of women rose. That gender shift also is reflected when looking at those who take the Scholastic Assessment Tests and at the applications that are delivered to admissions offices.

Education experts indicate that female enrollments have surpassed enrollments in both public and private, and four-year and two-year college. The U.S. Education Department forecasts that the trend will continue and beyond. This year, 92 million women will be enrolled and 69.6 million. That has prompted some, like Tom McEvoy, vice president of enrollment services at Beloit College in Wisconsin, to lobby for colleges to address the issue to determine what anything—a college needs to do to adjust to the changed demographics.
"The world is changing in ways that favor females and disfavor males."

Tom Mortenson, Senior Scholar, Center for the Study of Opportunity in Education

"I tend to agree with Tom Mortenson about the general dynamics of the problem," McIvor says, "from the perspective of the residential liberal arts college where one of the objectives of the institution, in addition to academics, is a learning environment where young men and women learn to live and grow together."

McIvor unsuccessfully urged the Associate Colleges of the Midwest, which is comprised of 14 liberal arts schools, to examine the issue. He says he wanted colleges to consider strengthening academic programs that appeal to men to attract more males.

"The consensus was that there isn't an issue," McIvor says, "and collectively, at this point in time, there would be no new initiatives to investigate the matter." He disagrees with the decision, saying, "a balanced residential community, and by 'balanced' I mean an intellectual balance of bright men and women, provides the richest environment for intellectual and personal growth."

Additionally, The College Board has been studying the trend, which it has traced through the numbers of students who take the SATs and their scores. Wayne Camara, the Board's executive director of research, reports that in 1998, 674,415 females took the SATs, while 579,235 males did. The percentages are the same for all ethnic groups (see accompanying chart). For Hispanics/Latinos, 22,593 females took the exam and 16,995 males.

Yet, males still score better than females. The average scores for males: Hispanic/Latinos were 570 in verbal and 489 in math, while for females they were 445 in verbal and 449 in math. Experts reason that one reason for this could be that more lower-performing females are now taking the exam, inevitably lowering the average score.

"You would assume that their chances of getting into college would be less than males," says Camara. "They might have lower scores than males, but that doesn't seem to be impacting their level of success in admissions."

The gender lines in higher education raise a number of questions, chief among them: What are the reasons for the trend? Mortenson says the figures speak to decades of "accumulated experiences in the lives of boys and girls and young adult men and women." His research examined their experiences at home, with their families, at school, and in the workplace. Like other experts, including those who spoke at the Goucher conference, Mortenson explains that women are better prepared psychologically and academically in the changing world.

Mortenson notes, for instance, that:

- Many boys are affected by living in single-parent households. In 1998, 68.1 percent of all children in the nation lived in households with two parents. For Hispanics, that number was lower, at 63.6 percent. More often than not, the single parent raising the children is female, and boys thereby lose a male role model.

- Boys are more likely to be shuttled into special education classes than are girls. Three-quarters of all children in K-12 classes for students with emotional disabilities are boys, and 73.4 percent of those identified with learning disabilities are boys.

"[Female applicants] might have lower scores than males, but that doesn't seem to be impacting their level of success in admissions."

Wayne Camara, College Board
Overall, girls fare better academically than boys do and are more likely to seek help from tutors or counselors. In 1998, for example, 30.8 percent of female college first-year students achieved an A or better, but only 27.4 percent of men did so.

"If you want to look at the learning styles of boys, boys mature a little bit later and develop social and academic skills later than girls, so girls have been given a huge head start in elementary schools," Mortenson says. "Boys are struggling to catch up, and a few do, but many don't." This, experts say, could be a key reason why more girls take the SATs to enter college.

"Adolescent girls are more much on task," says Gretchen W. Rigol, vice president of The College Board. "They are more likely to do their homework, more likely to be good students. The 'Miss Goody Two Shoes' image is unfortunate, but it's somewhat real. Females are more likely to have their act together and do some longer-range planning."

- Boys were more likely to spend their final year of high school participating in non-academic activities, such as partying, playing video games, and watching television. Girls, on the other hand, were more apt to spend that period focusing on reading, housework, homework, and volunteer activities.

- Females possess more skills suited for the urban world than do males because the changing labor force has shifted from a goods-producing industrial environment to a service-producing economy that favors females. "You see economic opportunity expanding for women and constrained for men," he says.

"What I think is happening is that the world is changing in ways that favor women's natural talents and disfavor men's," he says. "You see declining male labor force participation rates since the end of World War II at the same time that the female labor force participation rates are growing very rapidly."

Some colleges see a problem needing to be redressed. Others don't view it as an issue at all because women appear to make better students than do men. So admissions officers are reluctant to accept lesser qualified students and instead recruit more women who are better prepared and more committed.

"If you are a faculty member and you want to teach better motivated and prepared students and they happen to be women, then fine," Mortenson says. "If the guys aren't motivated, I don't think that colleges are going out of their way to better prepare them and motivate them."

At New York University, for example, the gender scales have shifted toward women. An estimated 60 percent of its undergraduate students enrolled at the College of Arts and Science are women.

"My sense is that we have strong students of both gender. I am not overly worried about this as I don't sense among student faculty an awareness of a political majoritarianism," says Santirocco, dean of the College of Arts and Science.

"I'm happy when I see ful opportunities for women. It pleases me that women are thriving in a field where they were in the past."

Students at New York University are more likely to major in the sciences and humanities, with 53 percent of women and 47 percent of men. While the disparity is shrinking, women still lag behind in receiving degrees in engineering and technology, such as Carnegie Mellon, 5 more males than females, as do Ivy League schools such as Harvard. Yet, most liberal arts schools currently enroll more females than males.

Goucher is struggling to even out its gender demographics. Of students, 50 percent are males. Yet, the percentage of undergraduate males on campus (54 percent) is now higher than that of underclassmen males (27 percent) and of African American males (29 percent).

Mortenson says that schools should look at the impact beyond the gender balance. For instance, he says, many young college-age women are too old to find college-educated men to marry. He goes so far as to say that boys who ignore traditional economic and civic roles could lose in the prison population.

This has drawn the ire of equal rights advocates who fear there will be a backlash against women. But Mortenson dismisses that he is calling the problem as he sees it, and he says that already might be practicing a behind-the-scenes form of gender affirmative action.

Some institutions, he says, might be bending the admissions standards a bit to bring more men into the fold. Others might attempt to attract athletic programs to attract males.

"We miss the causes of the problem when we approach the issue," Mortenson says. "I live on the lives of children growing up and I can't help but think that where you see adult male engagement from family life and social roles, there is a much greater problem."

The world is changing; these changes have different effects on women and men, and gender has to be to add these global changes are at the design level for the genders."
Assessing Equity for Women

Latina Earnings Lowest: 58 Cents on the Male Dollar

BY
Marilyn Gilroy

The good news: women are now the majority (56 percent) of students enrolled in both undergraduate and graduate institutions and, as a group, have surpassed men in degree attainment at the associate's, bachelor's, and master's levels.

The bad news: on average, a White man with a high school diploma still earns more than a woman college graduate of any racial, ethnic, socioeconomic, or ability group. Women overall earn 74 cents for every dollar earned by men; Latinas earn 58 cents, African American women earn 67 cents, White women earn 75 cents, and Asian American women earn 80 cents.

These findings were issued recently by the Women's Educational Equity Act (WEEA) Equity Resource Center at Education Development Center, Inc., as part of its compilation of existing research on equity for women and girls.

"There is still a real concern for equity issues," said Katherine Hanson, director of the Center. "Women and girls need a lot of resources and help." The WEEA Equity Resource Center was started in the mid-1970s to work with schools, community organizations, businesses, and individuals to:
- publish and market gender-fair education products;
- fight against discrimination based on gender, race, class, language, and disability; and
- disseminate the latest resources for multicultural gender-fair education.

The Center is an outgrowth of the Women's Educational Equity Act, a U.S. Department of Education program started in 1974, dedicated to reducing the educational disparity between men and women. It is the only federally funded program devoted exclusively to promoting gender equity and has been a major catalyst for infusing equity into educational systems. The WEEA program has awarded more than 700 grants to schools, universities, community organizations, and individuals. It also funds the WEEA Equity Resources Center at Education Development Center.

Although WEEA can boast a number of dramatic gains toward the goal of equity in the last 25 years, statistics show that there is still a long way to go.

"There has been an incredible amount of change since the enactment of Title IX," said Hanson. "But a lot of that progress has been for White women. That's a real concern for us."

The situation is especially critical for Latinas, who often lag behind women and girls in all categories of achievement. For example, the percentage of all females ages 16-24 years who are not in school and have not completed high school is 10.9 percent; for Latinas, it is 28.3 percent, almost triple the overall rate.

"We find that Latinas lag behind other groups in part because they are socialized to think of motherhood as their primary role," said Hanson. "The challenge is to try and increase their options."

WEEA has funded a number of grants that specifically targeted younger Latinas as well as those in college. The projects included one at six California elementary school sites where 120 Hispanic girls in grades three through five were introduced to math and science through intensive tutoring, guest speakers, and counselors who tackled self-esteem issues. The girls also attended a six-week summer institute that included programs for their parents.

On the opposite end of the spectrum, Westchester Community College, located north of New York City, targeted Hispanic women whose first language is not English and provided support for study in technological fields (engineering and computer sciences). In addition to offering academic support, this two-year program provided women with career counseling and mentoring from individuals who worked in local businesses.

The Resource Center works with these schools and other grantees of the WEEA program to translate the latest grassroots research and development into replicable models. These "field tested" methods are used to encourage innovation in schools, universities, and community organizations throughout the nation.

WEEA has also published bilingual resource guides for educators, single mothers, and community leaders who want to encourage gender equity (see end of article).

All of these efforts have raised awareness of the critical need of continuing toward the goal of equity. But even a concept as democratic as gender equity can have its critics.
“Some people believe that boys are losing out because of the emphasis on gender equity for girls during the last 20 years,” explained Hanson. “They believe that these efforts have been damaging to boys. That is clearly not true from the most recent statistics on test scores and achievement.”

Moreover, says Hanson, society in general benefits when everyone, regardless of gender or race, is included and provided with equal opportunity. And indeed, that is the true definition of gender equity, which is defined as a set of actions, attitudes, and assumptions that provide opportunities and create expectations about individuals regardless of gender.

In order to help turn this goal into reality, the WEEA has gone beyond grant programs and publications. Like many other organizations, the Center has been turning to the Internet and the World Wide Web to help reach new audiences.

For example, it has sponsored the Educational Equity Discussion list (EDEQUITY), an international online discussion about all aspects of educational equity in a multicultural context. EDEQUITY gives people an opportunity to ask questions and exchange information about teaching strategies, useful texts and films, innovative programs, current research, and funding sources.

“We have had a wonderful response to this,” said Hanson. “Our last online forum drew 680 participants who signed on for a discussion about the current status of gender equity initiatives.”

The Center is also offering an online course for teachers who want to explore ways to engage middle school girls in math and science. It was developed in response to research that shows that middle school is a critical transition period for girls. In analyzing achievement test scores, results show that through 5th grade, girls and boys score nearly identically in math and science; after that, girls’ scores begin to plummet. As girls reach middle school, they are also less likely to take elective courses in math and science. The downward spiral is even more severe for Latinas, who might come from poorer families where English is a second language.

“This course deals with the whole range of equity issues due to gender, race, ethnicity, and disabilities,” said Hanson. “It also explores power dynamics in the classroom.”

Of course, the overall purpose of the course is to help teachers increase the interest and achievement levels of middle school girls in math and science, thereby laying the foundation for a variety of options in college and, later on, management-level careers research.

The course is comparable to 16 hours of traditional instruction, and participants can receive credit toward their professional development requirements.

To round out its array of materials, the Equity Resource Center has also developed the WEEA Digest, available in print and online. The Digest offers articles and discussions on equity theory and research from national authorities on education. It is often used as a tool in teacher education courses and workshops.

For those who think that the battle for gender equity is slowing down, the WEEA Equity Resource Center provides new energy and tools to face the challenges that remain. Its mission is clearly defined and best expressed in the words of a former WEEA project director: “Gender equity is an alive and vital discipline that continues to evolve and change, just like the entire field of education. It is an issue that needs to be continually examined, revised, and supported. Even though it changes over time, gender equity is a real issue that needs to be addressed anew every year.”

The following is a partial listing of publications that can be found through the WEEA Equity Resource Center’s Web site: www.eewomen.org.

**Raising the Grade: A Curriculum**

A collection of fun and interactive activities that will strengthen the knowledge of K-12 students.

*Las matemáticas, las ciencias, y su biografía from the Encouragement of Girls in Math and Science Series*  
Open the doors of opportunity for girls in math, science, and technology with a pamphlet that shares current research on math and science and girls into practical, concrete action.

*Las matemáticas, las ciencias, y su biografía helps parents encourage their daughters in math and science.*
and overcome the barriers of sex discrimination by learning about the roles women play in science.

These pamphlets are especially appropriate for distribution at workshops and conferences.

Dr. Patricia B. Campbell, Campbell-Kibler Associates, 1992.

**ESL: The Whole Person Approach** for K-12 bilingual teachers

An innovative approach to ESL teacher training, this guide introduces the practitioner a holistic, humanistic method of bilingual education. The text fully integrates bilingual education with gender equity concepts both to improve Latino/Hispanic students’ English proficiency and to remove gender bias from multicultural curricula.


**Guía de Recursos para la Madre Sola (Single Mother’s Resource Handbook)**

For teen parenting programs, middle and high school teachers, counselors, resource centers, and individual mothers. An important addition to all programs serving pregnant and parenting teens, this all-time bestseller helps single mothers develop positive self-images, recognize available alternatives, better express their needs and feelings, positively influence their children, and use problem-solving skills to make better decisions. Updated in 1992 and translated into Spanish by the WEEA Equity Resource Center.


**Checklists for Counteracting Race and Sex Bias in Educational Materials**

For over 35 years, this easy-to-use handbook has helped parents and teachers evaluate bilingual and multicultural curriculum materials for the presence of race and gender bias. Martha P. Cotera, 1982.

**The Equity Principal: Administrator’s Handbook**

The Handbook provides practical workshop plans to help administrators promote equity as a criterion for excellence in today’s increasingly diverse population of learners.


**GESM: Generating Expectations for Student Achievement—Teacher Handbook**

This invaluable GESM (Generating Expectations for Student Achievement; formerly Gender/Ethnic Expectations and Student Achievement) handbook identifies five major areas of classroom disparity and offers research-based strategies to counter inequities. It will help teachers look at the impact of gender, race, and ethnic biases in their teaching and discover what happens when they reduce bias in their classrooms.


**Going Places: An Enrichment Program to Empower Students**

It details how to implement the “Going Places” program, explains how to recruit students, and guides teachers through the daily plan for 18 weeks. Finally, it emphasizes support groups, a sense of belonging, and parents’ involvement in the education of their children.

San Diego City Schools, 1991.

**The Hidden Discriminator: Sex and Race Bias in Educational Research**

The Hidden Discriminator provides an in-depth examination of stereotypes and bias in educational research. It explores the hidden effects of bias on decision-making and program design. It reveals numerous examples of bias in research—past and present—and concludes with guidelines for evaluating and eliminating sex and race bias in research. The set consists of a book and one each of the five pamphlets. The pamphlets are especially appropriate for distribution at workshops and conferences.

Dr. Patricia B. Campbell, Campbell-Kibler Associates, 1989.

**Infusing an Equity Agenda into Education**

The Infusion Process Model uses existing organizational structures and communication systems to generate broad-based advocacy for educational equity and infuses equity concerns into all levels of school district operation.

Record Numbers of Women Earn Ph.D.s

Minority Gains Even More Dramatic

BY AMALIA DUARTE

In the 1996-97 academic year, 42,705 research doctorate degrees were awarded—more than in any other year. But the big news is the record-breaking number of doctorates earned by women and, especially, minority women.

"The real story is that minority women have made huge gains," said Susan Hill, director of the Doctorate Data Project at the National Science Foundation (NSF), one of five federal agencies that sponsor the annual Survey of Earned Doctorates. "We see really incredible changes across the board for underrepresented women—Puerto Rican, Mexican American, African American, Asian and Pacific Islander, and American Indians."

According to the survey, women have made significant gains in doctoral programs throughout the academy. But what is the payoff for these newly conferred Ph.D.s?

Unfortunately, as in the past, the gains are unevenly spread across the campus. Not surprisingly, women remain underrepresented in the traditional arts and sciences. And they are still vastly underrepresented in other areas of study, such as engineering, computer science, and physics, which continue to be male bastions.

And there are questions about whether more women with Ph.D.s will translate into greater numbers of female deans, department heads, and even college presidents down the road. As women and minorities set new records for earning doctorates, fewer White males are choosing to get a Ph.D. Some speculate that White males are less interested in seeking a Ph.D. because higher education isn't offering the same long-term rewards anymore, particularly when weighed against the quick dividends found in the booming economy of the Information Age.

“We are delighted to see that more women are getting advanced degrees, and it would seem to follow that this would lead to more women in leadership positions on campus,” said Pamela Haag, director of research at the American Association of University Women (AAUW). "But higher education is moving away from those tenure-track positions, which might be why fewer White males are choosing to pursue a Ph.D. Too often women end up in part-time adjunct positions and can't make the jump onto the tenure track. So, we'll have to wait and see how this plays out."

The record-breaking 1997 figures, however, vividly demonstrate the inroads women have made into graduate degree programs. Women received a record number of 17,322 doctorates in the 1996-97 academic year. This figure represents 40.5 percent of all doctorates granted that school year. It was both the highest number given to women and the highest percentage compared to men. This record-breaking year continues the accelerated progress that women have made over the past three decades in earning advanced degrees as they got greater access to higher education. Much of it is pure demographics. As greater numbers of women went to college, more of them chose to go for a master's degree or a Ph.D. But in the 1990s, the trend has ratcheted up from slow and steady to overdrive. The number of women earning a Ph.D. in 1997 was 52 percent higher than in 1987; 20 percent higher than just 5 years earlier in 1992.

Why are so many women pursuing advanced degrees? According to Haag at AAUW, women, in gene value, have made significant advances in the past. And sometimes don't have loftier goals in mind when they pursue a master's or Ph.D. "Women put a much higher value on education, degrees, and credentials than men do," said Haag. "And one asked about why they got advanced degrees, women often mentioned personal reasons, such as want to be better educated or to be a better person."

Additionally, the recession of early 1990s might have diverted some women who were able to finish getting their degrees, into the economy when they couldn't find jobs. And there are other economic motivations as well, including keeping up with men in the corporate world. "Our research has found that women need to see an advanced degree as a way of getting ahead. It's a route to economic self-sufficiency," added Haag. 'A woman with a college degree earns about as much as a man with a high school diploma. So, getting an advanced degree can make up for those disparities in the job market. It gives some women more self-confidence in the workplace.'

PAMELA HAAG, DIRECTOR OF RESEARCH, AAUW
During the 1990s, the gains have come in programs throughout the academy, although unevenly. "In some fields, we've reached parity, but in other areas, women have barely made a dent," said Hill. In the physical sciences and engineering, for example, women are still a small minority in most programs. Chemistry is one area where women are now getting about a third of all Ph.D.s granted, but they remain isolated in many other physical science departments. Hill says that research has found that many women don't feel comfortable in the combative classroom style of these disciplines. "Women have a hard time surviving in that culture," said Hill. The women who do venture into such fields are often following in their father's footsteps.

"There is still profound segregation in terms of disciplines that men and women study, and it's most pronounced at the graduate level," said Haag. "Women tend to pursue advanced degrees in fields that pay less. And these are fields where there are fewer tenured positions and more adjunct and part-time jobs." But there are some real bright spots of success highlighted in the survey. For example, women in 1997 earned almost half, or 45 percent, of the doctorates awarded in the life sciences, which includes, of course, the biological sciences, health sciences, and agricultural sciences. This was a sizable improvement from just a decade before, when women got 35 percent of doctorates awarded in the life sciences, and a huge leap over 1977, when women got just 20 percent of Ph.D.s awarded in this field. Similarly in engineering, where while women only got 12 percent of Ph.D.s awarded in 1997, that was a big jump over 1987, a year in which women got a paltry 6.5 percent. And looking back to 1977, when women got just 3 percent of the engineering Ph.D.s, the overall

---

**Women received a record number of 17,322 doctorates in the 1996-97 academic year, 40.6 percent of all those granted.**

---

**Doctorate recipients by sex, 1967-1997**

![Graph showing the number of doctorate recipients by sex from 1967 to 1997.](Image)

SOURCE: NSF/NIH/NEH/USED/USDA, Survey of Earned Doctorates
The really dramatic gains, however, came for minorities, and, especially, minority women. Minorities earned a record 3,840 doctorates in 1997, an 8.4 percent jump over the previous year, marking an amazing 40 percent increase over 1992. Minorities earned nine percent of all doctorates awarded in 1997. While Asian Americans made the largest gains, Hispanics, African Americans, and Native Americans enjoyed greater success as well. From 1987 to 1997, the number of Hispanics earning doctorates increased by 67 percent; the number of African Americans getting Ph.Ds jumped by 75 percent, and Native Americans experienced a 30 percent boost in Ph.Ds awarded. And from 1977 to 1997, the number of minorities getting doctorates doubled, while the total number of Whites remained stagnant.

Hispanics made tremendous gains in the 1990s. In the 1996-97 academic year, Hispanics earned almost as many doctorates as did African Americans. And figures just released for the 1997-98 academic year show that Hispanic men outpaced African American men in important to success," said Haag.

Recruitment programs and—in the case of Asian Americans and Hispanics—sheer demographics play a large part in the gains seen today. But Hill points to lessons learned by those who are trying to recruit and retain minorities in advanced degree-granting programs. For example, she said, it used to be that many research assistant positions went to foreign students who did not qualify for other types of financial aid. This gave foreign students a higher connection to their professor, the department, and the university as a whole compared to minorities whose aid came in the form of a fellow offered strictly cash. No minority fellowships often research assistant's postdoc minorities that same inside field.

In the years to come, that women and minorities turn to set records for advanced degrees. And: women and minorities that final lap toward the their influence on the acad become adjunct instruc
tenured professors. "There! impact on higher education, you see more women and in teaching positions," said offers a tangible role model.

Amalia Duarte is a relations manager at Technologies.
DiSalvo Finds Academic Success at Delaware State

Sophomore broadcast journalism major Keyla DiSalvo, 17, has taken a circuitous route to the campus of Delaware State University (DSU).

Born in Maryland, her father was a high-ranking military official in the Venezuelan army, and their family traveled extensively from Caracas to Europe and back. At 17, she dropped out of high school to accept an unpaid full-time position at a public broadcast station in Caracas, later managing a department there, overseeing a staff of seven—many of them college students.

Speaking very little English, DiSalvo moved to her brother's house in Delaware and attended a local adult high school, graduating with a 4.0 GPA. After that, she was offered a position as a motivational speaker with the Organization of Adult Alumni Students in Service.

Since then, DiSalvo entered DSU, made the dean's list twice, and became a yearbook editor-in-chief and president of the Society of Professional Journalists. "I am living my dream," she said.

Luna Appointed to Women's Commission

Texas Governor George W. Bush appointed Dr. Marlene Luna to serve on the Governor's Commission for Women. Luna is dean of health sciences at Laredo Community College in Texas.

The commission identifies, researches, and develops strategies and projects that increase awareness of key issues affecting Texas women. Luna said that Bush expressed a great interest in the commission's working as well on initiatives for the health and welfare of the people of the state. With more than 20 years of teaching and administrative experience in the field of health education, Luna hopes to utilize her skills to help the commission address these issues.

Luna, a member of the National League for Nursing Accrediting Commission, has a bachelor's degree and a master's from Texas Woman's University, and a doctorate from the University of Houston.

Rubin to Lecture on Cuban Artists

New York City-based writer/photographer Edward Rubin will be giving a free illustrated lecture, "La Vida Loca: The Life of the Artist in Cuba," at the Cooper Union for the Advancement of Science and Art's Wollman Auditorium (N.Y.) on April 10.

Using pictures and words, Rubin will offer a penetrating view of Cuban society and how it got that way, as well as an intimate look at the lives of major artists living and working in Havana today. (Pictured here: a photo taken by Rubin of Alexsis Esquivel's Absolute Cuba.)

intending to put everything he has into the lecture, Rubin hopes to play to a full house. "Not an easy thing to do in New York City, where everybody, if they are not already jaded, has far too many things to do and not enough time to do them in," said Rubin.

"The lecture will be candid, pointed, and political. As a 'performer,' I tend to do a lot of 'off the cuff' stuff. Hopefully people will tear their hair out as they run from the auditorium. I certainly don't want to bore anybody. I want to thrill while informing."

Sanchez Receives Peace Prize

The California Wellness Foundation presented Gilbert Sanchez, director of the Gang Violence Bridging Project, based at the Edmund G. "Pat" Brown Institute of Public Affairs at California State University-Los Angeles, the California Peace Prize Award. The statewide prize, carrying with it a $25,000 grant, celebrates the courage and perseverance of California's most dedicated violence-prevention advocates.

Sanchez, who initiated the project and has been its director for nearly six years, was selected for having provided guidance and resources for young people whose opportunities for success have been thwarted by violence and poverty. A former gang member, Sanchez makes frequent presentations about the causes of gang and youth violence in government and law enforcement agencies and often testifies as a gang expert in court and before legislative committees.

Aparicio Wins MLA Award

The Modern Language Association awarded Frances Aparicio of the University of Michigan-Ann Arbor the 9th annual Katherine Singer Korac Prize for her book Listening to Salsa: Gender, Latin Popular Music, and Puerto Rican Cultures (Wesleyan University Press). The award is for an outstanding scholarly book published in English in the field of Latin American and Spanish literatures and cultures.

Rebecca Hardt of Ohio State University-Columbus also won the award for her book Embodying Enlightenment: Knowing the Body in Eighteenth-Century Spanish Literature and Culture (St. Martin's Press).

Martinez Addresses Eastern New Mexico-Roswell Graduates

Adrian Martinez was the featured speaker at Eastern New Mexico University-Roswell's thirty-second commencement convocation.

Martinez is a native New Mexican, born in southern Rio Arriba County in the village of Capulin. Because the one-room schoolhouse
in Capulin accepted students only through the eighth grade, and no one ever made it that far. Beginning with the seventh grade, his father sent him to boarding school in Santa Fe, and he graduated from Menaul High School in Albuquerque. He has academic degrees from the University of New Mexico and did his education administration work at Western New Mexico University. He also studied at ESNC, the University of Arzona, San Diego State University, the Universities of Valladolid and Salamanca in Spain, the Hellenic American Union in Greece, and the University of Guadalajara in Mexico. In 1988, he retired at New Mexico Military Institute, ending a thirty-year career in education.

Cortés Jr. Speaks at St. Mary’s

Community activist Ernesto Cortés Jr. gave a Lin Great Speakers Series lecture on “Community Organizing for Justice” at St. Mary’s University in Texas. Cortés is the Southwest regional director of the Industrial Areas Foundation (IAF), a non-profit community-based organization founded in Chicago to bring change to poor and moderate-income communities.

Cortés began his IAF affiliation in 1972, and in 1974 launched the San Antonio Communities Organized for Public Service, a church-based grassroots operation. He has initiated similar groups across the nation that are part of the IAF network. IAF leaders identify issues of neighborhood importance, including equalization of funding for public schools, indigent health care, job training, and economic development.

Hernandez Joins Roster of Wildlife Experts

Bird enthusiasts and game hunters often agree that one of the most popular native birds living in South Texas is the northern bobwhite quail. In fact, this bird species is the most economically important game bird in South Texas. With such a strong recreational and economic-based species, the Caesar Kleberg Wildlife Research Institute and the animal and wildlife sciences department at Texas A&M University-Kingsville hired a quail biologist.

He is Dr. Ridel Hernandez, a recent graduate of the joint doctoral program between Texas A&M-Kingsville and Texas A&M University. Hernandez continues the four-year South Texas Quail Research Project and also teaches range land plants and wildlife habitat management.

Rangel Speaks at UT-Austin Grad School Convocation

Rep. Irma Rangel, chair of the House Committee on Higher Education, was the featured speaker at the University of Texas-Austin Graduate School Convocation. Rangel spoke on “Sharing the Wealth of an Education.”

Rangel is the first Mexican American woman elected to the Texas House of Representatives, the first Mexican American woman elected as chair of the Mexican American Legislative Caucus, and the first Mexican American appointed to serve as chair of the House Committee on Higher Education. She is also a member of the Pensions and Investment Committee and the Education Committee of the Southern Legislative Conference.

Delossantos Honored for Commitment to Mental Health, Hispanic Community

Cristiana Delossantos, a master’s degree candidate in the University of Rhode Island’s (URI’s) College of Nursing, received both the $1,000 Clare Sullivan Memorial Nurse Leadership Scholarship and the Progresso Latino’s Health Award.

The Sullivan Scholarship, awarded by the Nursing Foundation of Rhode Island, honors students pursuing psychiatric nursing. Progresso Latino honored Delossantos for her work and perseverance in promoting good health for Latinos and other immigrants.

“I want to start a Hispanic nurses association at URI,” said Delossantos. “I want to go into the high schools, get into classes, inspire students to seek nursing as a career. Delossantos has been a registered nurse since 1994.

Vera Awarded University of Minnesota Puckett-Robinson Scholarship

Eyma Vera was one of eight high-achieving students honored with University of Minnesota Puckett-Robinson Scholarships for 1999-2000. The scholarships, sponsored by former Minnesota Twins baseball great Kirby Puckett and his wife Tanya, and the Jackie Robin Foundation, go to outstanding students color who have strong academic background and are active in serving their communities.

Vera, born in Bolivia, has undergone two surgeries aimed at correcting bone damage to her legs and arms and now wants to be an orthopedic surgeon. “I am so thankful,” Eyma Vera. “My brother and I are both attending University of Minnesota, and economically hard for my parents to have two children go to college. This will help my family so much.”

Pictured: Vera. Kirby Puckett and family and other scholarship winners.

Gonzalez Receives Educational Administration Council

Maria L. Gonzalez, head of New Mexico State University’s educational management and development department in the College of Education, is the president-elect of the University Council of Educational Administration (UCEA)—a consortium of 60 research universities that have doctoral programs in educational administration: leadership. She is serving in that position one year, followed by a year as president: one as treasurer, respectively.
“UCEA is the premiere organization in the field of educational administration,” Gonzalez said. “Founded more than 40 years ago, it aims to improve the preparation of school administrators and the profession’s knowledge base.”

**Chavez-Martinez, Hernandez, and Lopez Address Five-State Multicultural Conference**

Dr. Jeannie Chavez-Martinez (pictured), Roger Hernandez, and Dr. Martha Lopez will give presentations at the ninth annual Five-State Multicultural Conference co-sponsored by Garden City Community College in Garden City, Kansas, March 30-31.

Chavez-Martinez helps lead the Multicultural Resource Center at Pittsburg State University (Kan.). Pittsburg is one of dozens of communities across the nation that has looked to Southwest Kansas for advice and insight on dealing with a growing ethnic and cultural diversity.

Hernandez, a nationally-syndicated newspaper columnist based at the New Jersey Institute of Technology, writes on topics ranging from bilingual issues to Hispanic life in the U.S.

Lopez, with the California Extension Service, discussed health issues and trends in nutrition for Latino families at the conference.

**Zermeno Named “Year 2000 Teacher of the Year” by Sacramento County**

Alicia Zermeno, 1996 master’s degree alumna of the Orientation and Mobility Specialist Training Program at California State University-Los Angeles, has received the Sacramento County Office of Education’s “Year 2000 Teacher of the Year” award.

Prepared by Cal State L.A. to teach skills in independent movement and travel to persons who are blind or visually impaired, Zermeno described her career as unique and challenging. “I am a teacher outside the classroom walls,” Zermeno said. “My classroom is on school campuses, at stores, on public transportation, and at street intersections. During a community-based lesson, I can work on at least five different daily living skills without the student even knowing it.”

Pictured l to r: Associate Professor Diane Fazzi instructs Alicia Zermeno during a training session.

**Marcano Designs Poster for National Conference**

Vanessa Marcano, 27, Nuclear Medicine Technology student at Bronx Community College (BCC) of the City University of New York (CUNY), designed a poster on Implantable Cardiac Defibrillators (ICD) for the Society of Nuclear Medicine’s national conference in Philadelphia.

The poster illustrates “the importance of uncertain types of nuclear medicine imaging to assess which patients would benefit the most from ICD.” Marcano explained that “the study will save many patients from going through the implant process if it would not help them in the long run.”

Marcano has a bachelor’s degree from CUNY-City College. She decided to enroll in BCC’s Nuclear Medicine program before applying to medical school.

**Gomez a State Executive in Texas**

Vickie Gomez, director of admissions at the University of Texas of the Permian Basin, is the new vice president of admissions for the Texas Association of Collegiate Registrars and Admissions Officers, serving a two-year term.

“It is both humbling and very gratifying to have been selected by my peers to play a leadership role in our professional association. I am especially thankful to my university for supporting my nomination and look forward to a very exciting two years,” said Gomez.

**Loyola-New Orleans Names New Alumni Association President**

The Loyola University New Orleans Alumni Association (La.) named Marla L. Donovan the 1999-2000 board president. A school spokesperson said that Donovan exemplifies those characterisits Loyola seeks to form in its graduates—embodying the Jesuit spirit to serve as “people for others” in their community.

Donovan received a bachelor’s degree from Loyola’s City College in 1988 and has been involved with the university ever since. She was a founding member of the Loyola University New Orleans City College Leadership Committee, which evolved into the City College alumni board, and served as vice president of the board. She is a member of Loyola’s Heritage Society.

**Anacani Performs at Riverside Community College**

Renowned Latin recording artist Anacani, a regular performer on Lawrence Welk’s popular TV series during its heyday, appeared at Riverside Community College (Calif.) as part of Performance Riverside’s Big Band Pops Series concert “A Taste of Latin,” which featured a 17-piece professional orchestra.

Forerunner to such tremendously successful Latin American crossover singers as Ricky Martin, Christina Aguilera, and Selena, Anacani has continued to record and tour with the elegant, high-energy style that made her famous during the 1970s.

Anacani still tours with the Lawrence Welk group and is putting together a new CD that will emphasize both Latin and English music. “I really hope that the public continues to support Latin crossover music. It brings us all closer together as a common frame of reference through music we can bridge other gaps,” she said.
PLACES

HOSTS Program Thrives in El Salvador

Help One Student To Succeed (HOSTS) structured mentoring is a research-based and
nationally evaluated program for accelerating learning using one-to-one or small-group instruction in reading, writing, math, and Spanish language arts. Founded by teacher Bill Gibbons of the Vancouver, Wash., school district in 1977, the program has served hundreds of thousands of students in the United States.

In 1997, Salvadoran educator Licenciado Joaquin Garcia, working with HOSTS educators, brought the program to the Juan Bueno schools in his country. Many of the children who attend Juan Bueno schools are orphans as a result of a civil war. Many live in poverty, and about 80 percent receive partial or complete scholarships.

In its first application outside the U.S., the HOSTS program is thriving.

As HOSTS continues to succeed in El Salvador, it will continue to be embraced in all of Latin America," said HOSTS Spanish language arts manager Nancy J. Carter.

Pictured left: Garcia, Gibbons, and Carter.

New Mexico Universities Collaborate on NAFTA Studies

New Mexico State University (NMSU) and the University of New Mexico (UNM) are collaborating on research dealing with the effects of the North American Free Trade Agreement (NAFTA).

Jose Z. Garcia, director of NMSU’s Center for Latin American Studies, said that NMSU is focusing primarily on NAFTA’s impact on the U.S.-Mexico border region while UNM is looking at the broader context of the trade agreement. Results of the studies will be discussed at a conference to be scheduled in November.

The joint initiative was originally announced as the two universities celebrated the 20th anniversary of the New Mexico Consortium on Latin America, a partnership of the NMSU Center for Latin American Studies and the UNM Latin American and Iberian Institute.

Natural Toxins Research Center Proposed at Texas A&M-Kingsville

A Texas A&M University-Kingsville Natural Toxins Research Center might soon become a reality. A concept paper proposing a center, presented by Marc Cisneros, Texas A&M-Kingsville president, was acceptable to the Texas A&M University System Board of Regents; a full proposal by Dr. John C. Perez, biology professor and Natural Toxins Research Initiative director, was submitted for consideration.

Certain types of snake venom—a complex mixture of chemicals—have important medical properties. The goals of the center would be to provide reliable, single-source snake venom and venom products to biomedical researchers and to improve the biomedical research environment at Texas A&M-Kingsville.

Mayan Leader and Zapotec Cultural Agent Speak at Emory

EMORY Arcadio Salanic, from Quetzaltenango, Guatemala, and Eucario Angeles Martinez, from Oaxaca, Mexico, held a discussion, “Revitalizing Indigenous Culture, Grassroots Development, and the New Millennium: Voices from Rural Latin America,” at Emory University in Georgia. Both men explored the challenges of grassroots development in the midst of ethnic and civil strife and the effort to revitalize indigenous traditions in an increasingly global culture.

Salanic is a Quiche-speaking Mayan leader who has worked in the area of human rights and linguistic pluralism with the United Nations. Martinez is a Zapotec cultural agent with lifelong work experience at the grassroots level.

Arizona State Web Exhibit Examines Life of Mexican Americans in Arizona

A new Web exhibit prepared by a team from the Arizona State University (ASU) Department of Archives examines the history of Mexican Americans in Arizona since territorial days. "The Chicanita/Chicano Experience in Arizona" draws from materials in the department’s Chicano Research Collection and Arizona Collection.

Pictured here is a sample photo: Maria Flores, dressed in this costume, presents an image representative of the Indian, Spanish, and Mexican cultures indigenous to the southwestern region.

The exhibit contains sections on tribulations of Mexican Americans, acquainting viewers with the organiza- tion formed to preserve Mexican American culture in a Euro-American society.

With a poem by Alberto Rios, ASU professor of English and a native of Nogales, Web site has bilingual text and contains information on occupations and landmarks.

Web site address: www.asu.edu/archives/website/index.htm

University of San Francisco Hires Affordable Housing Conference Coordinator

The University of San Francisco (USF) Hispanic-Latino Association, La Compañía, sponsored the first annual California conference on affordable housing in community development. Since the 1970s, there has been a declining availability of affordable housing units.

Participants discussed family living, job creation, homelessness, education, children/youth and families, and community development. The Rev. Joe Haca assistant to the secretary of the Department of Housing and Urban Development, for increased partnership between governmental and private actors and government agencies.

Top Ethnic Studies Scholars Gather at California-Santa Barbara

UCSB Born of anger and socio- political ideologies of the late 1960s, ethnic studies programs at the University of California (UC) have reached a mature middle age.

About 10 of the university’s top ethnic studies scholars met at its Santa Barbara campus to look back at three decades of progress and to consider ways of uniting an ever more progressive future. Cliff Michel, director of UC-Santa Barbara’s...
for Black Studies, came up with the idea for the conference, "Celebrating 30 Years of Ethnic Studies Research: A Dialogue Among UC Ethnic Studies Faculty."


News from U.S. Department of Education

A major flood devastated the Rio Grande communities of Del Rio, Texas, and Acuña, Mexico, in August 1998. Although federal assistance and donations of money and supplies immediately poured into Texas to help the people of Del Rio rebuild quickly, their sister city of Acuña wasn't so lucky.


Elizabeth G. Flores (pictured), mayor of Laredo, Texas, and chair of the Border Coalition, was one of the conference leaders.

Río Bravo Association to Meet at Texas A&M-Kingsville

The Río Bravo Association will hold its annual meeting, "Camino y Ciudad: Borderlands in Transition," at Texas A&M University-Kingsville, March 30-April 1.

Río Bravo is the only organization devoted to examining educational issues promoting scholarly activities in higher education in the northeastern Mexico and Texas borderlands.

The conference—coordinated by Dr. Ward S. Albro, Texas A&M-Kingsville history professor emeritus, and María Elena Ramos Tovar, from the Universidad de Monterrey—was formed as an attempt to develop a closer connection between Texas' and northeastern Mexico's institutions of higher learning.

Dr. Rosario Torres Reyes (pictured), director of the university's Southwest Borderlands Cultural Studies and Research Center, is accepting paper and panel proposals on any topic dealing with the Texas and Mexico borderlands.

Contact: Dr. Torres Reyes, (361) 593-2569

Maes New Director of Pre-Collegiate Development Program at Colorado-Boulder

Johanna R. Maes is the new director of the Pre-Collegiate Development Program at the University of Colorado-Boulder. Housed within the Student Academic Services Center, the program is designed to motivate educationally or economically disadvantaged high school youth to complete high school, graduate, and successfully matriculate to a postsecondary institution.

Maes has broad experience as a presenter and consultant and is the recipient of many grants and awards. She is a member of several organizations, including the National Latino Children's Institute and the University of Colorado Hispanic Alumni Association. She has a bachelor's degree from Colorado-Boulder and expects to earn her master's from Regis University this year.

North Carolina Colleges and Universities Host Film Festival

Sewn North Carolina colleges and universities hosted the 13th annual Latin American Film and Video Festival, highlighting music and dance in popular films. "One Hundred Years of Latin American Film/ Cien Años de Cine Latino Americano" featured the best of Latin American films since the advent of sound pictures.

Screenings and discussions took place at Duke University, the University of North Carolina (UNC)-Chapel Hill, North Carolina Central University, North Carolina State University, Guilford College, UNC-Greensboro, and UNC-Charlotte.

Mexican film director Marcela Fernandez Voigante (pictured) introduced two films, including La Negra Angustias, a 1949 film about a female colonel in Emiliano Zapata's guerrilla forces during and after the Mexican Revolution (1911-17).

"This film offers an opportunity to better understand the many Mexicans who are coming to North Carolina by learning about their history," said Sharon Mijica (c), of UNC-Chapel Hill.

Northern Essex Receives Government Funding for Business Center

Sen. John Kerry and Rep. Marty Meehan presented Northern Essex Community College (Mass.) President David Hartleb with a check for $400,000 from the U.S. Department of Housing and Urban Development's Hispanic-Serving Institutions Assisting Communities Program for the establishment of a business assistance center.

"The Lawrence Business Assistance Center will provide information, technical assistance, education, and training to Latino business owners and entrepreneurs," said Hartleb. "The center will assist Latino microenterprises to develop, maintain, and expand their businesses and help them to market their products and services to the larger economic mainstream."

Pictured l. to r.: Kerry; Lawrence, Mass. Mayor Patricia Dowling; Meehan; and Hartleb.

Cuban Film Premieres at Lincoln Center

A new kind of Cuban cinema was born almost simultaneously with the 1959 revolution. Since then, it has been a powerful force in the collective memory of the Cuban people, providing both history and social cohesiveness. Cuban film celebrates the lives of ordinary folk, the emotional, economic, and sociopolitical reali-
ties of everyday life. Moreover, it offers surprisingly frank criticism of contemporary Cuba.

The acclaimed Cuban film If You Only Understood (Rolando Díaz, 1998, 87 min., First Run/Icarus Films) had its theatrical premiere at the Film Society of Lincoln Center (N.Y.).

A documentary "musical" about Havana, the film draws attention to the underlying conflicts in Cuban society today, including taboo subjects such as race, not usually represented in Cuban cinema.

University of Rhode Island Partners with Progreso Latino

The University of Rhode Island (URI) has formed a partnership with Rhode Island's Hispanic community. URI President Robert L. Carriker and other URI officials signed an agreement with representatives from Progreso Latino, the primary community-based organization in Rhode Island that advocates for the needs of Hispanics.

URI faculty members and psychologists Dr. Ann Varna Garis, Dr. Lawrence Grebstein, and Dr. Maria Garrido met weekly to train Progreso Latino staff to enhance the organization's mental health intervention capacity to the community.

“The multicultural exposure for our graduate students will better train them to work with Rhode Island's increasingly diverse population,” said Garis, director of the URI Psychological Consultation Center.

In the News at Pima

Pima Community College Downtown Campus (Ariz.) President Dr. Noelia Vela (pictured) was named one of Tucson's 1999 Women on the Move by the YWCA of Tucson, for professional and community service. She also received the 1999 Southern Arizona League of United Latin Americas Citizens award for community service.

Pima Community College, in partnership with Tucson Unified School District (TUSD) and Big Brothers-Big Sisters of Tucson, has reprinted the Amigo Mentoring Program. "Amigos" are TUSD personnel who each take on a one-to-one mentoring relationship with an at-risk grade-schooler. Trained as a Big Brother/Big Sister, a TUSD Amigo can help a Little Brother/Little Sister make progress in some key areas that ultimately helps him or her stay in school and thrive.

Austin Participates in Global Exchange Program

Seventeen students and three faculty members of Austin Community College (Texas) participated in a cultural exchange program with the Universidad Tecnológica de Coahuila in Saltillo, Mexico. The students brought with them various dreams of being a photographer, a historian, a writer for National Geographic, and more. All were eager to embark on an adventure and immerse themselves into a new culture.

Highlights of the trip included a visit to the archeological site Rincon Colorado, the Museum of Natural History in Monterrey, La Grulla de Garcia (Garcia’s Cave), and a performance of folkloric dances.

SBC Foundation Awards Grant to Hispanic College Fund

The SBC Foundation awarded a $50,000 grant to the Hispanic College Fund (HCF) to provide scholarships for deserving Hispanic students in Texas, Missouri, Oklahoma, Arkansas, Kansas, California, Nevada, Illinois, Indiana, Michigan, Ohio, Wisconsin, and Connecticut.

Based in San Antonio, Texas, the SBC Foundation has established a comprehensive record of providing scholarship support to HCF. The latest grant is its sixth to HCF since 1994. In 1999, the foundation won the HCF Corporate Partnership of the Year Award.

SBC Foundation President Gloria Delgado is pictured here accepting the award.

University of Miami Honors Amos

The University of Miami (UM) in Florida bestowed a Presidential Order of Merit award on prominent Cuban American philanthropist Erica Diaz-Verson Amos (pictured r.).

A member of the UM International Advisory Board since 1998 and co-chair of the Amigos, a support group benefit university's Cuban Heritage Collection has been instrumental in directing fundraising efforts for the collection and other study programs at the university.

"It is my great pleasure to honor Amos for her dedication to UM," s President Edward T. Foote II (picture) "Her commitment to the university has made it possible for me to become an international excellence in the area of Cuban studies.

Austin's Sembradores Gala He Underprivileged College Students

Club Sembradores de Am group dedicated to helping college students, sixth annual black tie Valentine's Day. Money was raised for scholarships at the University of Texas-Concordia University-Austin, Huston-T College, and St. Edward's University.

Preference for the scholarships with Central Texas students who are among generation of their family to attend college who qualify as being financially and educationally disadvantaged," said Dr. F. Miranda, president of the Austin, Texas, of Sembradores de Amistad. The name international nonprofit organization, with its headquarters in Monterrey, N.L., means "Sowers of Friendship" in Spanish.

PUBLICATI

Something to Declare

by Julia Alvarez

The 24 personal essays that make up this book are like snapshots rendered in prose, capturing the life and mind of an artist as she meditates on the dual themes of coming to America and becoming a writer. Julia Alvarez relates her inspirations and motivations, the secrets of her craft, and the de
dness and the repercussions of becoming an author.
paper. Plume. (800) 788-6262.

¡Yo!
(Spanish)
by Julia Alvarez

¡Yo! sigue las aventuras de Yolanda, quien se ha convertido en escritora. ¡Yo! es una completa y verdadera exploración del alma de una mujer, una meditación sobre la vida de una escritora, y una narración lírica de la búsqueda de identidad y lugar en el mundo del inmigrante.

paper. Plume. (800) 788-6262.

Tan lejos de Dios
(Spanish)
by Ana Castillo

_Tan lejos de Dios_ es un pueblito tranquilo en el centro de Nuevo México. En manos de Ana Castillo, sin embargo, _Tan lejos de Dios_ se despide como un sitio lleno de vida y de toda clase de choques: el pasado se enfrenta al presente, lo real con lo sobrenatural, lo cómico con lo horrible, el mundo indígena con el mundo latino y anglo, y las mujeres con los hombres. _Tan lejos de Dios_ cuenta la historia de dos décadas llenas de acción en la vida de una familia chicana.

paper. Plume. (800) 788-6262.

Women Authors of Modern Hispanic South America: A Bibliography of Literary Criticism and Interpretation

by Sandra Messinger
Cypress, David R. Kohut, and Rachelle Moore

This book lists references to critical and interpretive studies of the literary output of 169 major and minor Hispanic South American women writers active from the turn of the 20th century to 1989.

cloth. Scarecrow Press. (800) 462-6420.

Index Guide to College Journals
by Suzanne Milion and Elizabeth Malia

This book is an efficient reference source indexing approximately 16,000 journal titles represented in 48 core indexes used in college and public libraries. Emphasis is on English-language sources.

1999. 672 pgs. ISBN 0-8108-3569-X. $65.00
cloth. Scarecrow Press. (800) 462-6420.


Annick Sanjurjo, ed.

This publication recognizes the work of the well-known critic and Latin American art expert, the late José Gómez-Sicre, who from the 1940s until 1983 provided continuity in the temporary exhibitions program with a fervent and unmitigated faith in the art of his continent. A rich and unique reference source, it documents the history of the birth of Latin American modern art, and gives evidence of its worth and strength.

cloth. Scarecrow Press. (800) 462-6420.

Twenty-First-Century Poetry from Spanish America: An Index to Spanish Language and Bilingual Anthologies

by Iliana L. Sonntag Blay

This book provides access to 12,000 poems from 72 separate anthologies in three distinct indexes, making access to the verse writing of Spanish American writers easy.

cloth. Scarecrow Press. (800) 462-6420.

Behind the Mask: Destruction and Creativity in Women's Aggression
by Dana Crowley Jack

This book explores the origins, meaning, and forms of women's experience of their own aggression. Drawing from in-depth interviews with 60 women of different ages and ethnic and class backgrounds, Dana Jack—who teaches at Fairhaven, an interdisciplinary college of Western Washington University—provides a rich account of how women explain (or explain away) their own feelings and acts of rage and violence. She shows the positive sides of women's aggression, and the potential for destructive aggression to be transformed.

cloth. Harvard University Press. (800) 448-2242.

Crossing Borders
by Rigoberta Menchú

In this, the second installment of her autobiography, the celebrated Guatemalan Indian leader and Nobel Peace Prize winner picks up the story where her first volume, _I, Rigoberta Menchú_, ended. This book chronicles her role as roving ambassador for indigenous peoples and her...
return to the traditions of her Mayan background. Translated and edited by Ann Wright.


**Luddens’ Adult Guide to Colleges and Universities: A Directory of Thousands of Adult-Friendly Degree Programs**

by LaVerne L. Ludden and Marsha J. Ludden

This book emphasizes programs designed for working adults with information on nontraditional degrees, evening hours and other flexible schedules, credit for life experience, video learning, special services for adult students, and more.


**The Immortal Rooster and Other Stories**

by Diane de Anda

This book contains five tales about boys and girls facing the worries and joys of growing up and dealing with the new and unknown: the strange world of wild creatures, and the even stranger world of adults. Author Diane de Anda is a professor in the department of social welfare at the University of California-Los Angeles.


**The Love You Promised Me: A Novel**

by Silvia Molina

A modern professional woman in her forties, after a brief but intense extramarital affair, looks into her own and her family’s past to come to terms with her present, to deal with loss, to learn forgiveness and self-forgiveness, and to enter the future with grace and stability. Set in Mexico in 1994. The winner of the sixth annual Sor Juana Inés de la Cruz Prize at the Guadalajara International Book Fair for a work of fiction by a woman writer in the Spanish language. Translation by David Unger.


Many publications featured in this section are available through amazon.com.

**VIDEOS**

The following video recordings are available from:

**FILMS FOR THE HUMANITIES & SCIENCES**

PO Box 2053
Princeton, NJ 08543-2053
(800) 257-5126

**Spain: The Birthplace of a Language**

This program traces the linguistic foundation of the Spanish language and the historical influences that have shaped modern Spanish in general and the Castilian culture in particular: the Roman Empire, Catholicism, and Islam. Grammatical constructs, gender, and articles are also discussed.

(Spanish, 28 min. color) Item #FFH 9114

**The New Spain**

This program explores the cultural conquest of Mesoamerica through language, religion, and technology such as the printing press—and the influences that the native cultures exerted to give birth to the Spanish of Latin America.

(Spanish, 28 min. color) Item #FFH 9115

**The Forging of the New World**

As Mexico was born through the fusion of two traditions, a unique culture emerged—one that embraced liberal philosophies, such as those promulgated by Rousseau and Voltaire. During this period, Mexico gave birth to such great philosophers as Sor Juana Inés de la Cruz. Despite the efforts of the Catholic Church to suppress new traditions, this program explores the clash between the emerging culture of the New World and the conquerors from the Old World who imported the Inquisition.

(Spanish, 25 min., color) Item #F

**Teatro Español del Siglo de C**

Dramatic writing reached unequalled heights during the golden age (1500-1700), the crowning glory of Spain’s intellectual and artistic achievements. This program traces its development and provides unprec-
sent. Bibliographic information, in a number of languages, covers a wide range of subject areas, including literary theory, popular literature, and Hispanism.

(Spanish interface)

**Directorio de Bibliotecas Españolas**

Providing access to records from more than 9,000 Spanish libraries, this program is a vital first-stop reference resource for use in research, marketing, and promotion in the Spanish library market. It enables users to search detailed information on every Spanish library: full name, address (city, province, etc.), number and type of holdings; and specialty.

(Spanish interface)

**Bibliotecas sin Fronteras: Catálogo Colectivo de Fondos Iberoamericanos en Bibliotecas Españolas**

This publication contains three databases: a catalog of holdings on Latin America in important libraries in Spain; more than 10,000 records of articles on Latin America in scholarly Spanish journals; and records of doctoral theses on Latin America presented in European universities. The program provides a completely new reference work for researching any aspect of Latin American history and culture.

(Spanish interface)

## CONFERENCES

**Technology in Education Hands-on Conference**  
March 6-9

“TechEd2000,” an international conference and exposition relating to teaching and learning in a network world. At the Palm Springs Convention Center, Palm Springs, Calif.


**New Jersey Project ALANA Conference 2000**  
March 10

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching’s ALANA network of African, Latina, Asian, and Native American women in higher education in New Jersey holds its annual conference, this year on the theme “Personal Journeys/Common Destinations.” Keynote speaker is Emma Pérez, William Paterson University (N.J.) Distinguished Visiting Scholar, speaking on “Who Speaks for Women of Color?” At the Douglass College Student Center, Rutgers University, New Brunswick, N.J.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu.

(See related story, pages 13-15)

**TESOL Convention and Exposition**  
March 14-18

Teachers of English to Speakers of Other Languages holds its 34th annual convention and exposition. In Toronto, Canada.

Contact: (703) 836-0771.

**ACE 82nd Annual Meeting**  
March 18-21


Contact: ACE, (202) 939-9410; Web site. www.acenet.edu

**2000 5-State Multicultural Conference**  
March 30-31

The 9th annual conference sponsored by Garden City Community College (Kan.). Keynote speakers include Jeannie Chavez-Martinez, Pittsburg State University (Kan.), and Roger Hernandez, nationally syndicated columnist.

Contact: Carole Huxman at GCCC Trio Programs. (316) 276-9538; Web site. gccc.cc.ks.us.

(See related story, pages 35)

**NAHP Convention 2000**  
March 29-April 1

The National Association of Hispanic Publications presents “the Hispanic print event of the new millennium.” At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/CSO, (202) 662-7250.

**AAHE 2000 National Conference**  
March 29-April 2

The American Association for Higher Education’s 2000 national conference has as its theme “To Form a More Perfect Union: Diversity and Learning.” In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 393-6440; Web site. www.aahe.org.

(See related story, pages 21-24)

**NCA-CIHE 105th Annual Meeting**  
April 1-4

The North Central Association of Colleges and Schools’ Commission on Institutions of Higher Education presents “The Quest for Quality: Mission, the Commission, and a New Century.” In Chicago, at the Hyatt Regency Chicago.

**New Jersey Project Spring 2000 Conference**  
April 7

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching’s spring conference focuses on “Global Translations: Thinking, Writing, and Teaching across Borders” and features, among others, Ruth Behar, Cuban-born anthropologist at the University of Michigan. At New Jersey City University, Jersey City, N.J.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu.

**AACCC 80th Annual Convention**  
April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme “A World of Possibilities.” and an academic marketplace at the Hilton Washington in Washington, D.C.

Contact: Web site. www.aacc.nche.edu
Teaching, Learning, and Technology Conference
April 12-15

Florida Community College-Jacksonville, among others, is sponsoring "Teaching, Learning, and Technology: Challenges for Creating Sustainable Change in the New Millennium." At the Radisson Riverwalk Hotel, Jacksonville, Fl.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 692-3088.

The Latino Book Summit
April 15-16

This book summit celebrates books, careers, culture, education, health, and more. In San Diego, Calif.

Contact: (323) 255-9206.

UCEA 85th Annual Conference
April 16-18

University Continuing Education Association presents its 85th annual conference, "Riding the Waves: Strategies for the New Futures of Higher Education," dealing with trends in markets and futures, in leadership and management, and in learning and instructional technologies. Includes a special seminar on Continuing Education Trends in Latin America and Puerto Rico (in Spanish). In San Diego, Calif.

Contact: UCEA, (202) 659-3150; e-mail postmaster@nucea.edu. Web site: www.nucea.edu.

3rd Annual Conference on Diversity in Teaching and Learning in American Higher Education
April 19-22

"Text and Context: The Structures of Learning" includes among the keynotes José Cuellar, chair, La Raza Studies, California State University-San Francisco. At The Westin St. Francis Hotel in San Francisco.

Contact: (408) 864-8309/8393; Web site: www.TeachLearn.lhsda.edu.

American Educational Research Association Annual Meeting
April 24-28


7th Annual IDRA Early Childhood Educators Institute™
April 25-27

This year’s Intercultural Development Research Association La Semana del Niño institute is on the theme, “Educating the Next Generation.” Speakers include Regina Benjamín, Gloria Rodriguez, founder of AVANCE; Bertha Perez, UTSA-Downtown; and Diane Gonzales Bertrand, internationally known author of children’s literature. On two mornings, participants will visit schools that showcase innovative programs for diverse learners.

Contact: Carol Chavez at IDRA, (210) 444-1710; Web site: www.idra.org.

Illinois TESOL- BE 2000 Annual Convention
April 28-29

Illinois Teachers of English to Speakers of Other Languages/Bilingual Education presents its 26th annual convention, "Options and Opportunities." At Navy Pier in Chicago, Ill.

Contact: e-mail, enulm@harper.cc.il.us or G.porter@irc.deplaines.org.

NCORE 2000
June 1-5

16th Annual National Conference on Race & Ethnicity in American Higher Education. Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Among the keynotes is Edward James Olmos, in Santa Fe, N.M.

Contact: Web site: www.occe.ou.edu/NCORE.

AAHE Assessment Conference
June 14-18

The American Association for Higher Education’s 16th annual conference on assessment asks, "Rising Expectations: Is Assessment Delivering?" In Charlotte, N.C.

Contact: (202) 293-6440; Web site: www.aahe.org.

Latin American Educational Foundation Golf Tournament
June 21

The Latin American Educational Foundation hosts its annual Golf Tournament in Sedalia, Colorado.

Contact: (303) 446-0541

HACU 16th Annual Conference
November 4-7

This year’s theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, New Mexico.

Book Review

By Maria J. Estrada


Julio Marzan has compiled a volume of innovative pedagogical essays primarily for teachers of bilingual/bicultural Latino students. However, as Marzan states in his preface, "the intention is to introduce all students to models that they can emulate in their own imaginative writing."

The twenty-one essays include teaching techniques from grade school through college. Still, all of the essays have valuable information for any teacher needing to expose students to Spanish or bilingual writers. Through the emulation of established writers such as Whitman and García Lorca, for example, Julio Alvarez in "Missing Zebras" shows how to teach grade school students to write beautiful poetry. Alvarez also shows the value of intermixing cultural experiences in teaching students to write about their experiences in Puerto Rico and the exciting/new experiences about living in America.

In "Ode to Pablo Neruda," Martín Espada writes on using Neruda's odes as inspirational models for students.

Similarly, Federico García Lorca becomes the central inspiring fulcrum for Kenneth Koch's "Writing Poems Inspired by Lorca." Koch's emphasis is on color imagery and on having students, both Spanish- and non-Spanish-speaking, cooperate with each other in their translations.

David Mills, in "Ritmo y Vida: Rhythm and Life," uses Lorca's use of poetic devices, rhythm, and life associations to inspire students. Mills also talks about language issues with his students and the implications of translating Spanish into English.

In "Dia del Dulce/Sweet Day," using Paz, Pacheco, Gutierrez, Dertoro, and Blanco, Naomi Shihab Nye's pedagogical strategy is to have students explore their imagination as these established poets do in their writing.

But not all of the essays deal with traditional poetry or award-winning writers. "Inspiring Young Writers with Chicano Pinto Poetry," by Mary Sue Galindo, focuses on various prison poems' use of "sínto (pronto for prison), folk sayings (debo) and profanity" to inspire Texas teenagers.

"The Flowered Song: Learning from Aztec and Mexican Poetry" focuses on pre-colonial (Aztec) "Flor y Canto" or flower and song poetry for California elementary school children.

John Oliver Simon uses corridos and mariachi music to show rhythm in poetry.

Students are also taught to use creativity in shaping the structure of their poems in "Reading and Seeing: Teaching Bilingual Calligrams" by Mark Statman.

The book therefore offers a wide range of pedagogical techniques that focus on diverse teaching and poetic styles. The book also contains a useful bibliography of books and other sources for instructors wishing to add to their library and numerous pieces of student writing that testify to the success of the teaching strategies. These writing samples are probably one of the highlights of the book, as they show not only successful poems but exemplary composition samples. The book is also highly accomplished in its translations of Mexican poetry. There is a sense of history in the book that traces Mexican poetry all the way back to Aztec poetry, and the book captures the multiplicity of the Mexican American identity, a feat that is difficult in many cases.

However, the book falls short in its representation of authors. There are plenty of women authors not mentioned who work with Latina/o poetic forms and publish pedagogical essays, such as Pat Mora. Most of the emphasis is on established male authors such as Lorca and Neruda. Only two essays focused on women writers: "Waiting, Listening, and Wondering: Using Three Poems by Mayra Jiménez, Homero Aridjis, and Ernesto Cardenal" by Mark Statman and "Writing Vignettes with Sandra Cisneros's House on Mango Street" by Suzann Steele Saltzman.

In short, the book sets a patriarchal tone and offers an uneven representation of Latin and Latin American poets and writers, many of whom are women.

Although post-colonial issues and reader response theories are implemented in many of the essays, the writers do not set their teaching strategies within any given theoretical framework. For the instructor seeking theoretical approaches to teaching, this omission might be unappealing.

Overall, though, the book is an excellent resource, especially for the beginning teacher in need of strategies to involve bilingual or Spanish-speaking students in writing. The pedagogical strategies can also be applied to mainstream students as Marzan has done an exemplary job of outlining ways to include mainstream students and of translating the poems in the book from Spanish into English in order to make the lessons more inclusive. For the experienced instructor working with multicultural texts, there are several alternatives offered at the end of the book and some refreshing ideas on how to approach Spanish and/or bilingual literature.

True to Marzan teaching objective, the book offers strategies for a wide range of people to learn from.

Maria Jesús "Jesse" Estrada is a research assistant in the English department at Washington State University.

If interested in submitting a book review, please e-mail us at outlookq@aol.com for Book Reviewers' Guidelines.
Qualified undergraduates can train and be mentored at the cutting edge of biomedical research while receiving scholarship support.

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government's premier biomedical research and research training agency. NIH offers scholarships to qualified individuals who are committed to a career in biomedical research.

Scholarships of up to $20,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree.

For each award year, scholars work 10 weeks (with salary/benefits) at NIH employees in our research laboratories in Bethesda, Maryland. They are assigned mentors, participate in developmental and science enrichment seminars, and are provided with housing and transportation. After graduation, they work 1 year of full-time employment at NIH for each year of scholarship award.

INTERESTED STUDENTS SHOULD APPLY IF THEY:
- Are committed to a career in biomedical research;
- Are from a disadvantaged background;
- Have a GPA of at least 3.5 or are in the top 5% of their class;
- Are a U.S. citizen, national, or permanent resident;
- Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

FOR MORE INFORMATION, CONTACT THE UGSP AT:
- E-mail: ugsp@nih.gov
- Phone: 1-800-528-7689
- TTY: 1-888-152-3001

This is a special opportunity for special students.

NIH is dedicated to building a diverse community in its training and employment programs.

VISIT OUR INTERNET SITE FOR ON-LINE APPLICATIONS

Northern Virginia Community College

We turn dreams into realities!

"We're very proud of being among the leading institutions with minority students earning associate degrees! With a student body that is 55% female and almost 10% Hispanic, we're very proud of our commitment to diversity!"

Julie S. Wheeler, President Northern Virginia Community College

(703) 323-3000
Alexandria-Arlington
Loudoun-Manassas-Woodbridge

Find Yourself Here...

where an excellent education
at an affordable tuition
is part of every student's life.

OPEN HOUSE
Brooklyn Campus
Sun., March 5th
Noon-3 pm
Patchogue Campus
Wed., March 29th
7-9 pm

St. Joseph's COLLEGE

Brooklyn Campus
245 Clinton Ave
718-636-6858
Patchogue Campus
155 W. Roe Blvd
631-447-3219

St. Lawrence University invites applications for the Jeffrey Campbell Graduate Fellows Program. Named for the university's first African-American graduate—Jeffrey Campbell class of 1933—the Fellows Program seeks to attract outstanding beginning scholar-citizens to teach while working on their dissertations or terminal degree projects. Candidates must have completed coursework toward the Ph.D. or M.F.A. and must be members of underrepresented groups at St. Lawrence University and in American higher education, especially ethnic and racial minorities. Fellows receive a stipend of $25,000 the year, the possibility of additional funds for travel to conferences and professional meetings, and office space with computer. The institution expects Fellows to participate in the academic year, to teach one course each semester in a departmental program, to contribute to their research interests, and to present a research-based paper in the Fellows Lecture Series each semester as well.

Address applications and requests for information to: Peter J. Bailey, Direct Jeffrey Campbell Graduate Fellows Program, St. Lawrence University, Canton, New York, 13617. Review of applications will begin on May 15, 2000. Fellows will be selected and notified, when possible, by April 30.

St. Lawrence University is an independent, private, non-denominational university firmly committed to undergraduate liberal arts education and cross-cultural opportunities. Located half-way between the high peaks of the Adirondack Mountains and the national capital of Canada in Ottawa, the University provides unparalleled access to outdoor recreation and international social and cultural opportunities. University offers a unique learning environment with 160 faculty providing 33 majors, 32 minors, and 11 interdisciplinary programs, including a nationally recognized 1 Year Program. http://www.stlawu.edu.

SLU is an AA/EEO employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.
Saint Mary’s College
The Nation’s Premier Catholic Women’s College

- Making a difference by preparing women for roles of leadership and action in the worlds of work, church and community.
- Academic Emphases: Four-year liberal arts-based programs in humanities, natural and social sciences, fine and performing arts, professional and preprofessional majors. Excellent preparation for graduate and professional programs.
- The Financial Aid Office works closely with students and parents to help them develop ways to afford a Saint Mary’s education through a variety of financial aid options.
- The Office of Multicultural Affairs is committed to increasing multicultural awareness and encouraging meaningful interactions between people from different cultures.

Visit our Website: www.saintmarys.edu
(800) 551-7621 • (219) 284-4587 • FAX (219) 284-4716
E-Mail: admission@saintmarys.edu

Temple University
Is proud to be one of the nation’s most diverse colleges and universities.

For more information
1-888-340-2222
www.temple.edu
You could be making the educational investment of a lifetime.

Since 1972, more than 3,000 professionals have chosen Programs for Higher Education (PHE) as their partner. By choosing NSU's PHE, you invest in a high-caliber, field-based doctoral education program you can complete in three years—while continuing your career. You have the support of a full-time faculty and staff at our North Miami Beach campus, and you study with highly respected professors who are leaders in their fields.

An earned Ed.D. degree from the PROGRAMS FOR HIGHER EDUCATION could be that investment.

For more information call 800-986-3223, ext. 8527, or visit our Web site: www.fsac.nova.edu/phe

---

University of Houston - Where Diversity Counts

One of the highest priorities of the University of Houston is ensuring that members of diverse communities have access to the full range of educational opportunities provided. And UH is succeeding: approximately 53% of our students are female and women earn 53% of the degrees awarded; no one ethnic group constitutes a majority of the student body.

1-800-947-8838
www.uh.edu

---

Women's Voices, Women's Lives, Women's Solutions

Shaping a National Agenda for Women in Higher Education
March 27-29, 2000

Eastern Regional Site
THOMAS NELSON COMMUNITY COLLEGE
Williamsburg, Virginia

Join your peers in institutions from 20 states as we:
...develop new ways to work together
...share our experiences
...form collaborations to institute change
...build upon the strengths of diversity

Highlights
ACE Focus Groups for Women of Color
Caucus Sessions to Create an Agenda for Change
Student Housing & Networking Opportunities
State Clinic
30 Program Sessions on Critical Issues

For information on this national conference, call 757-825-2935
or visit our web site at:
www.tncc.cc.va.us/women/wihe.htm

---

UNIVERSITY of DENVER
DEPARTMENT of PSYCHOLOGY

The University of Denver Department of Psychology is searching for an exceptional, qualified researcher and teacher who has established a program of research and developmental processes. We hope to fill this position in either September 2000 or September 2001, and the position will remain open until if filled. Level is open, but our preference is to hire at least at the advanced assistant level. Applicants with developmental interests in an area of psychology will be considered. Send letter of interest, vita, at least three letters of recommendation (or the names and addresses of three referees who will not be contacted without your permission) and reprints/preprints to:

Developmental Search Committee
Department of Psychology
University of Denver
Denver CO 80208

The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans,
Assistant/Associate Professor
Special Education

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

One position exists involving teaching undergraduate and graduate courses related to high incidence and multiple disabilities, advisement, supervision, and research.

Eligibility Requirements: Earned doctorate in an appropriate discipline, professional experience with school age children or youth with disabilities and evidence of potential for significant scholarly accomplishment. Preference will be given to candidates with experience in university teaching, proposal writing, and school based research. Applicants must be committed to a collaborative, unified approach to teacher preparation and an inclusive model of service delivery.

Applicants should send a letter of application, resume and the names, addresses and telephone numbers of three (3) references to:

Yiping Wan, Ph.D., Dean
College of Education
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

Closing Date for Applications: March 21, 2000
DEPARTMENT OF FRESHMAN ENGINEERING

The Schools of Engineering at Purdue University invite nominations and applications for the position of Head, Department of Freshman Engineering. The successful candidate should be eligible for appointment as a full professor with immediate tenure based on a distinguished record in engineering education, research and service.

The candidate should be responsive to the needs and development of the faculty and staff; possess outstanding leadership qualities, communication skills, and administrative abilities; and support the following objectives of the Freshman Engineering Department:

- Identify future directions of the program and seek means for successful implementation.
- Provide high quality and innovative introductory engineering instruction, academic advising, and career development.
- Effectively recruit and retain talented engineering students.
- Motivate and prepare students to either enter the various professional Schools of Engineering or identify appropriate careers and educational programs.
- Support quality opportunities for women, underrepresented minorities, and students with special needs and abilities.
- Conduct research in engineering education.

Purdue is located between Indianapolis and Chicago in West Lafayette, Indiana. It is one of the nation’s leading land grant universities with a full range of academic majors and over 37,000 students. The Department of Freshman Engineering has a staff of approximately twenty, including seven faculty members and four academic advisors, with 1,700 entering students per year.

Applications will be considered until the position is filled; screening will begin immediately. A letter expressing interest in the position, a curriculum vita, and names and addresses of at least three references should be sent to:

Professor James W. Barnum, Chair
Freshman Engineering Department Head
Search Committee
School of Industrial Engineering
Purdue University
1287 Grissom Hall
West Lafayette, IN 47907-1287

Purdue University is an equal opportunity employer, and applications from women and underrepresented minorities are particularly encouraged.

Barry University – Your Choice for All the Right Reasons!

- Values-based Education
- Respected faculty who excel in the fields AND in teaching – their priority is to prepare YOU for your future.
- Over 60 undergraduate programs and 49 graduate degrees designed for the year 2000 and beyond.
- Opportunities to exchange ideas with students from across the U.S and over 70 different countries.
- Scholarship and financial assistance opportunities.
- Small classes taught by faculty not graduate students.

Visit us at: www.barry.edu

BARRY UNIVERSITY
A Catholic International University
11300 N.E. Second Avenue • Miami Shores, Florida 33161-6695
E-mail: admissions@mail.barry.edu

For more information, call 305-899-3100 or 1-800-695-2270
THE ART INSTITUTE OF BOSTON AT LESLEY COLLEGE

Graphic Design Faculty

Applications are invited for a Graphic Design faculty position at the Assistant Professor level. Full-time, renewable appointment, beginning Fall 2000. MFA required, with some college teaching and professional experience. Candidate must be an excellent designer, and have the ability to teach a broad range of undergraduate courses in graphic design and typography, from basic visual and conceptual development through advanced professional preparation. Responsibilities include advising, departmental planning, and curriculum development. Application review begins February 15, 2000 and continues until position is filled.

Send letter of application, resume, 20 slides of professional and students' work (and return envelope) to: Design Search, The Art Institute of Boston at Lesley College, 700 Beacon Street, Boston, MA 02215.

Illustration Faculty

Applications are invited for an illustration faculty position at the Assistant Professor level. Full-time, renewable appointment begins Fall 2000. MFA required with some college teaching and professional achievement. Share in teaching, advising and shaping an undergraduate program that includes both illustration and animation. Strong artistic skills in drawing, painting and mixed media, along with a basic understanding of digital imaging is emphasized. A/D February 15, 2000 and continues until the position is filled.

Send letter of application including, resume, teaching philosophy, 20 slides of professional and students' work (and return envelope) to: Illustration Search, The Art Institute of Boston at Lesley College, 700 Beacon Street, Boston, MA 02215. Lesley College is committed to developing a faculty, curriculum and pedagogy that reflects the increasing diversity of our community. Lesley College is an equal opportunity institution.

www.lesley.edu

UNIVERSITY OF NEW HAMPSHIRE

DEAN

School of Health and Human Services

The University of New Hampshire invites nominations and letters of application for the position of Dean of the School of Health and Human Services. The School offers undergraduate instruction leading to baccalaureate degrees in Communication Disorders, Family Studies, Health Management and Policy, Kinesiology, Medical Laboratory Science, Nursing, Occupational Therapy, and Radiologic Technology and in Social Work. Graduate degrees are offered in Communication Disorders, Family Studies, Health Management and Policy, Kinesiology, Nursing, and Occupational Therapy. Each program enables students to acquire the basic knowledge and skills needed to practice their chosen professions and to obtain a broad cultural background in the humanities and social sciences.

The Dean: The successful candidate will have demonstrated record of administrative experience, including personnel and program management, program evaluation, program development, budget development and management, as well as a significant record of accomplishment in teaching and research. The Dean is expected to: act as an advocate for the College's programs; consult with faculty, facilitate undergraduate and graduate education, research and outreach; have successful record in building external relationships and in fundraising; and promote faculty development in teaching and scholarship, and advance the College's affirmative action goals. The candidate's qualifications must include an earned doctorate and a record of teaching and scholarship appropriate to an appointment as a tenured professor in one of the College's departments. Above all, the Dean must possess the leadership skills to work effectively with faculty, students, and administrators within the University as well as with diverse constituencies outside the University.

Applications: Nominations and letters of application should include name, address, phone and e-mail address of five references and should be submitted to:

SHHS Dean Search Committee
Office of the Provost and VP for Academic Affairs
Thompson Hall 207
University of New Hampshire
Durham, NH 03824

The Committee will begin reviewing applications immediately and will continue until the position is filled. Date of appointment will be no later than July 1, 2000.

UNH is strongly committed to achieving excellence through diversity. The University actively encourages applications and nominations of women, persons of color, people with disabilities and members of other underrepresented groups.

Chairperson, Department of Computer Science

The Department of Computer Science at Wayne State University invites applications and nominations for the position of department chair. The Department of Computer Science is one of nine departments in the College of Science, and currently has 13 faculty members, approximately 350 graduate students, and 300 undergraduate majors. The department offers B.S., M.S. and Ph.D. degrees. Federal agencies as well as industries support a variety of research programs within the department.

Wayne State University, located in Detroit's cultural center, is a national comprehensive research university (Carnegie I) serving 32,000 students. The university has made a strong commitment to information technology and academic computing.

The chair will provide leadership in building and enhancing the department's research and teaching programs and play a leading role in campuswide initiatives in information technology. Candidates should have a strong research record and leadership skills. A Ph.D. in computer science or a closely related field is required. Women and minorities are particularly encouraged to apply.

Persons wishing to be considered for the position should include a curriculum vitae and the names of at least three professional references.

Please send all inquiries and application materials to:

Professor Bill Hase - Chair, Selection Advisory Committee
Office of the Dean
College of Science
2155 Old Main
Wayne State University
Detroit, Michigan 48202

Wayne State University is an equal opportunity affirmative action employer.

Chairperson, Department of Education

Elmhurst College seeks a Chairperson for its Department of Education. This is a tenure-track, academic year appointment (stipend available for summer responsibilities) with academic rank of Professor of Education, to begin August 1, 2000.

We seek a chairperson who will: administer a dynamic department of 8 full-time students who are enrolled in four undergraduate programs and one masters degree program; provide leadership in the area of program and curriculum development on both the undergraduate and graduate levels; prepare the department and the College for state and national accreditation (next visit is in Spring 2004); perform service at the department, College, local, state, and national levels; coordinate and work with other departments and College offices; mentor and assess department personnel; teach one course per semester; advise undergraduates beginning in the second year of the position and staff departmental courses and develop and implement the department budget.

Qualifications: Earned doctorate degree; at least 3 years of teaching experience as a certified teacher in K-12 settings; evidence of effective college teaching, experience in working with the NCATE accreditation process, a demonstrated record of scholarship; a record of demonstrated achievements in working with various educational constituencies; evidence of leadership and/or administrative experience; interest and experience in teaching diverse population and interest in pursuing the integration of technology with teaching and learning. We seek candidates with demonstrated ability to contribute to a multicultural campus community.

Salary and benefits commensurate with Chicago-area private schools and universities.

Elmhurst College is a private, church-related liberal arts college located 16 miles west of Chicago, Illinois. It offers programs at both the undergraduate and graduate levels. Its programs are accredited by NCATE, the North Central Accreditation Association, and the Illinois State Board of Education. The College's day and evening enrollments total approximately 2,600 students. Candidates should send letter of application indicating areas of interest, curriculum vita, 3 recent letters of recommendations with at least one indicating evidence of effective teaching and administrative skill, and at least one example of academic writing to Dr. Debra Moyer, Chair, Search Committee, Department of Education, Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126 by March 15, 2000.
ASSOCIATE VICE PRESIDENT
ACADEMIC OUTREACH AND SUPPORT

The Associate Vice President for Academic Outreach and Support is responsible for the coordination of academic support and promoting the integration of academic programs to all campuses. The Associate Vice President will assist the Vice President for Academic Affairs to ensure that the goals and objectives of all division representation are college-wide initiatives, and that there is a continuity of effort in academic support. The Associate Vice President represents the college in regional, educational, and professional networking activities. The Associate Vice President is responsible for providing academic leadership and strategic planning to the Academic Support Center and ensuring that the university's mission is achieved.

VICE PRESIDENT FOR INSTITUTIONAL EFFECTIVENESS

The Vice President for Institutional Effectiveness will report to the President of the College. The Vice President will serve as the chief administrative officer for the university and will be responsible for all aspects of academic, student support, and institutional effectiveness. The Vice President will be responsible for the development and implementation of strategic plans and initiatives that support the university's mission and goals.

EXECUTIVE ASSISTANT TO THE PRESIDENT

The Executive Assistant to the President will serve as a member of the President's Cabinet and will serve in the capacity of the President's personal assistant. The Executive Assistant will be responsible for coordinating all aspects of the President's schedule, including travel arrangements and correspondence. The Executive Assistant will also be responsible for managing the President's office and ensuring that all tasks are completed in a timely manner.

University of Nebraska
Lincoln

RESIDENCE DIRECTORS

UNL is committed to EEO/A and ADA/V.
If you require accommodation, please call (402) 472-3885

DENISE BORTON
202 University Housing
Lincoln, NE 68588-0622

MCC Manchester Community College

Founded in 1963, MCC is the largest of Connecticut's Community Colleges. A new library is included in the state-of-the-art 26 million dollar Learning Resource and Technology Center scheduled for occupancy Spring 2006. MCC is seeking candidates for the position of:

DIRECTOR OF LIBRARY AND INFORMATION RESOURCES

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at www.mccconncollege.edu or call (860) 647-6195.

Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community College

MCC Manchester Community College
MARY WASHINGTON COLLEGE

Director of Student Activities

Mary Washington College seeks applications for the position of Director of Student Activities. Mary Washington College is a coeducational, selective, public liberal arts college with approximately 3,800 full-time students. The Student Activities Office, as part of the Student Life area of the Division of Student Affairs, supports the College’s mission by fostering a diverse and student-oriented environment for learning, leadership, community-building, and creative expression beyond the classroom. The Director of Student Activities will have the primary responsibility for the day-to-day operations of Student Activities, including: advising, coordinating, promoting, and operating campus social, cultural, and educational activities. The Director is responsible for providing direction, leadership, and assistance to all aspects of campus programming. Duties include coordination of office activities, professional and support staff supervision, organizational advising, supervision of campus events, and outcomes assessments. The Director should be innovative, collegial, student-oriented, motivated, creative, and able to communicate well with students, faculty, staff, and members of the community. The Director shall act as a consultant to the Dean of Student Life and the Vice President for Student Affairs on all issues regarding student activities, student leadership development and event programming. Evenings and weekends are routinely part of this position.

A master’s degree in student affairs/higher education administration or related field, substantial experience in student organizational advising, progressively increasing experience in the student life area, and the ability to provide leadership, direction, planning and assessment at the divisional level required. Demonstrated experience advising/planning events and programs on a college level, including familiarity with entertainment or performance contracting required. Demonstrated experience working with diverse populations of students, staff, and faculty required. Experience with living-learning environments, in personnel and budget management required.

The start date for the Director of Student Activities position is June 25, 2000. Applications for this position should include a resume, a cover letter, copies of transcripts, and a statement regarding your philosophy of promoting student development through programming and leadership education. Candidates should also submit the names and phone numbers of three references to: Office of Human Resources, Box 615/DSA, Mary Washington College, 1301 College Avenue, Fredericksburg, VA 22401-5358. Deadline for receipt of applications is March 17, 2000 by 5 p.m. Postmarks will not be honored. Mary Washington College is deeply committed to affirmative action and encourages minorities and women to apply.

AAHE: American Association for Higher Education

Washington, DC
President

The Board of Directors of the American Association for Higher Education (AAHE), through its designated Search Committee, seeks nominations and expressions of interest for the position of President.

AAHE seeks an individual who has demonstrated the vision and courage to address critical and often groundbreaking issues in higher education. The President must be an individual with the values, capacities, and interpersonal skills to work with a heterogeneous membership of diverse backgrounds from all positions and sectors and to lead and inspire a 25-person staff. The President must provide the intellectual leadership and possess the administrative and fund-raising expertise to support and strengthen the organization.

AAHE is an individual membership organization of 9,200 faculty members, administrators, students, trustees, and others, that is committed to being the early champion of new concepts and breakthrough ideas dedicated to enhancing the effectiveness of American higher education. AAHE strives to set a national agenda for emerging issues in higher education, with a particular focus on improving undergraduate education. In April, 1999, the Board of Directors adopted the "AAHE Statement on Diversity" and has taken an active role in promoting issues related to diversity within all institutions of higher education. Other current initiatives focus on improvements in teaching and learning, faculty roles and rewards, quality and technology initiatives, student outcomes assessments, and service learning.

AAHE sponsors an annual conference and several special focus conferences, as well as an extensive set of publications, including Change magazine. In addition, the Association has a number of voluntary communities and caucuses that contribute to the life of the organization. The annual operating budget of approximately $4 million is generated from grants, dues, registration fees, publications and investments.

The search will continue until the position is filled, with an expected appointment date of July 2001. Letters of nomination or application, including curriculum vitae, may be submitted, in confidence, to:

President
American Association for Higher Education
e/o EDUCATIONAL NETWORK/KITZKIEFFER
98 Old South Road, Niantucket, MA 02554-6000

Educational Management Network's division of Kitzkieffer is supporting AAHE with this search. Requests for a copy of the Position Specification or questions may be directed to Lucie Leake or Nancy Martin via e-mail at ahe@emn.com. Additional information about AAHE is available at the organization's Web site: http://www.aahe.org

AAHE is an equal opportunity, affirmative action employer and actively solicits applications by and nominations of women and minority candidates.

NEW YORK CITY TECHNICAL COLLEGE

DEAN OF THE SCHOOL OF ARTS AND SCIENCE
DEAN OF THE SCHOOL OF PROFESSIONAL STUDIES
DEAN OF THE SCHOOL OF TECHNOLOGY AND DESIGN

New York City Technical College is the designated college of technology of The City University of New York, currently offering both baccalaureate and associate degrees, as well as specialized certificates. The college, located in downtown Brooklyn adjacent to the MetroTech Complex and succeeding complex, enrolls 11,000+ students in the technologies of: arts, business, communications, health and engineering; human services and law-related professions; technical and occupational education; and liberal arts and science and is approximately 275 full-time faculty.

The deans will report directly to the provost/vice-president academic affairs and will provide academic leadership to the school including curriculum and instructional design; annual and long-term academic and fiscal planning; personnel evaluation; enrollment and retention initiatives, and developing a teaching/learning environment.

The successful candidates will have a demonstrated record of commitment to providing for student success with a diverse student population and the ability to manage and direct institutional change. A doctorate in a relevant discipline or its equivalent and a minimum of 8 years of experience in administrative positions in a college or university setting is required, preferably in an urban institution. Resumes to: Michele Schain, Human Resources, New York City Technical College, 300 Street, N.Y.M.C. 11201. www.nycitytech.cuny.edu

NEW YORK CITY TECHNICAL COLLEGE

Librarian

Instruction/Instructional Librarian. Entry-level tenure track position.ALA MLS. Salary $38,652. Submit application letter, resume and three letters of reference by March 31, 2000 to: Search Committee, Walter W. Stern Library, California State University Bakersfield, 9001 Stockdale Hwy., Bakersfield, CA 93311-1099. CSU, Bakersfield is an AA/EOE. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

UNIVERSITY OF WEST FLORIDA

ENGLISH

Assistant Professor (tenure track): American literature secondary emphasis in Creative Writing, Critical Theory and Women Studies preferred. Starting date August 2000. Required Ph.D. in hand. Excellent teaching record, demonstrated record of research and publication, $35,000-37,500. Conference, travel and three letters of recommendation by March 1, 2000 to Dr. Gregory W. Lutes, Chair, Department of English and Foreign Language, University of West Florida, 11000 University Parkway, Pensacola, FL 32514-5750. Women and minority candidates are strongly urged to apply.

Equal Opportunity/Affirmative Action Employer.
PRESIDENT
Garden City Community College

Our energetic new president will arrive with the abilities and enthusiasm it takes to lead a unique and growing institution into an outstanding position in 21st Century education.

This president will:

- Operate with freedom and responsibility through policy-based governance.
- Lead efforts to meet the learning needs of a fast-changing, culturally diverse community.
- Exercise vision in leading the college, anticipating change and creating opportunity.
- Motivate employees to emphasize learning and student welfare above all.
- Come to us with an appropriate doctorate degree and experience.
- Understand and share the community college philosophy.
- Forge and maintain partnerships with business, industry, community organizations and educational institutions.
- Share, use and support techniques and technology for student success.

Apply by March 17, and begin this exciting opportunity
July 1, 2000

Our mission is to produce positive contributors to the economic and social well being of society. Our president will lead that mission from a 63-acre, 14-building campus, serving 3,000 people per year through traditional and non-traditional programs that:

- Build essential skills
- Provide academic advancement
- Open job and career opportunities
- Offer a wide range of life enrichment experiences

GCCC is integrated into a community of 30,000, which serves as the largest population center of a progressive rural area. Garden City, one of the fastest-growing and most diverse places in mid-America, is a major center for U.S. beef production, agriculture, and increasing manufacturing enterprises.

wwwGCCCC.CC.KS.US

GARDEN CITY COMMUNITY COLLEGE

POLITICAL SCIENCE INSTRUCTOR
Washtenaw Community College

A comprehensive two-year college dedicated to student, community and staff success.

This position is open in the Political Science program beginning in the fall of 2000.

Qualifications:
- A Master's degree in Political Science
- Demonstrated experience in teaching courses in Political Science
- Excellent oral and written communication
- Ability to work effectively with students, faculty, and administration

Apply by March 24, 2000.

Contact:

Washtenaw Community College
Office of Human Resource Management
First Floor Business Education Building
Room 520
4800 E. Huron River Dr, PO Box D-1
Ann Arbor, MI 48106
(734) 973-3497
For job postings and application materials, see our website:
http://www.wccnet.org/jobs
AA/EO/ADA Employer.

El Camino College is an accredited, public two-year college in southwest Los Angeles County. Founded in 1956, El Camino College serves close to 20,000 students per year.

El Camino College is an equal opportunity employer.

Vice President-Student and Community Advocacy

Qualifications: A master's degree and five (5) years increasingly responsible management experience. Demonstrated ability to lead the college in a manner that is consistent with the college's mission. Salary: $115,644 Annually. Closing Date: March 14, 2000.

Assistant Director - Admissions & Records

Qualifications: Any combination of experience equivalent to a Bachelor's degree in a related field and at least five years progressively responsible work experience in the area student services in an educational institution, including at least two years supervisory or oversight experience. Salary Range: $68,002-$76,611. Closing Date: March 31, 2000.

EL CAMINO COLLEGE-HUMAN RESOURCES
16007 Crenshaw Blvd., Torrance, CA 90050
(310) 660-3474 or 3476 Job Hotline (310) 660-3809
Visit our web site at: http://www.elcamino.cc.ca.us

EEO/AA
Brown University

The Education Alliance LAB at Brown University is currently recruiting to fill the following positions:

**RESEARCH & DEVELOPMENT SPECIALISTS**
(2 POSITIONS)

These positions coordinate and synthesize learnings from school or social change processes, and reform efforts at school and state levels to increase understanding of school improvement and systemic reform. Requirements for both positions include demonstrated experience in designing, implementing, and assessing applied research projects in concrete school and regional school district settings; ability to network with state, regional, and national education research centers; knowledge of current effective reform and research techniques; experience working in collaboration with external agencies on program evaluation; excellent written, oral, organizational, and interpersonal skills; related computer skills required; advanced degree in education or related field or equivalent combination of education and experience. Job#: HI00031

One position also requires experience working in collaboration with external agencies on school-wide comprehensive reform (CSPD) programs. Job#: HI00053

**PROGRAM PLANNING SPECIALIST/PROFESSIONAL DEVELOPMENT**

This position is responsible for assisting with project development and implementation of the LAB's applied research, development and dissemination program. It also serves as liaison to the National Laboratory Networking program. Requirements include extensive knowledge and experience working in professional development and school reform; demonstrated experience working collaboratively in in-service or inter-agency setting; advanced degree in education or related field or equivalent combination of education and experience; excellent written, oral, organizational, and interpersonal skills; experience working with high-level educators on school reform issues; education research background as applied to diverse student populations; advanced degree in education or related field or equivalent combination of education and experience. Job#: HI00032

**PROGRAM PLANNING SPECIALIST/SPECIALTY AREA**

This position assists with project development and implementation in the LAB's Specialty Area of Language and Cultural Diversity. Requirements for this position include extensive knowledge and experience working in the area of language and cultural diversity; demonstrated experience working collaboratively in an intra-agency setting; background and knowledge in educational research as applied to diverse student populations; excellent written, oral, organizational, and interpersonal skills; experience working with high-level educators on issues related to language and cultural diversity; advanced degree in education or related field or equivalent combination of education and experience. Job#: HI00009

To apply for these positions, please send your resume with cover letter to: Brown University, Human Resources, Box 1879, Job#:_____ Providence, RI 02912

Brown University offers competitive pay and an excellent benefits package, including health/vision insurance, generous retirement plan, superb recreational facilities, stimulating intellectual activities, and much more. An Equal Opportunity/Affirmative Action Employer.

Visit our website at: www.brown.edu

---

ROCKHURST UNIVERSITY
A Jesuit University

Applications are being accepted for a one-year appointment at the rank of visiting assistant/associate professor in U.S. history for academic year 2000-2001. Possible tenure track in fall 2001. The successful candidate will show an ability to teach courses in U.S. history, Western Civilization-post-1600, and upper division courses in the following: Civil War and Reconstruction, African American, or women's history. Ph.D. required. Teaching load is 21 hours (7 courses) over two semesters. Must be committed to excellent teaching. Please send a letter of application including a statement of your teaching philosophy, a cv, and the names, addresses, and telephone numbers of three references to Dr. Genevieve Robinson, Chair, Dept. of History, Rockhurst University, 1100 Rockhurst Rd., Kansas City, MO 64110-2561. Reviews begin March 1st.

---

UNIVERSITY OF WEST FLORIDA

ENGLISH

Instructor (non-tenure track) of Composition. Starting date Aug 2000. Requires MA in English, in hand, excellent record of teaching in the area of composition, and potential for excellence in research and publication. $22,500-25,000. Cover letter, vita, and three letters of recommendation by March 1, 2000 to Dr. Geoffrey W. Landes, Chair, Department of English and Foreign Languages, University of West Florida, 11000 University Parkway, Pensacola, FL 32514-7950. Women and minority candidates are strongly invited to apply. An Equal Opportunity/Affirmative Action Employer.

---

The University of Colorado is committed to diversity and equality on its campuses and in its employment practices.

The Board of Regents invites nominations and applications of candidates for the position of President, University of Colorado System. The President is the chief executive officer of the University of Colorado System. The President reports to the Board of Regents, the nine-member publicly elected governing Board.

The University of Colorado is a four-campus system with three general campuses in Boulder, Colorado Springs, and Denver, and a Health Sciences Center in Denver. The President's office is located on the Boulder campus. The student body includes over 44,700 students, almost a third of whom are graduate students. The University has a full-time faculty of 3,109 persons. The 1999-00 operating budget for the system approximated $1.3 billion, including $420 million in faculty generated research awards.

Qualifications include: a distinguished record of leadership accomplishments at a senior level in education, business, public and/or government service; a terminal academic degree; institutional advancement abilities; an appreciation for instructional and information technologies; an understanding of the changing demographics of a university and global community; and an ability to communicate effectively and openly.

Nominations must include the individual's current occupation, address, telephone number, and confirmation that the individual has been nominated. Nominations that choose to apply must complete the application requirements. Applicants must submit a letter addressed to the Presidential Search Committee, and include a resume and any additional pertinent information. The University of Colorado has retained the services of Heidrick & Struggles to assist with this search. Nominations and applications should be directed to Mr. William J. Bowen, Heidrick & Struggles, 233 South Wacker Drive, Suite 7000, Chicago, Illinois 60606-6402. Review of applications will begin March 8, 2000. Inquiries should be directed to Mr. Bowen at (312) 496-1794 or via e-mail at wjb60000@heidrick.com.

Colorado Revised Statutes (C.R.S.) 24-72-204 requires that applicants 'make a written request that the records be kept confidential at the time of submission of the records.' Records of applicants who do not make a written request for confidentiality must be disclosed upon request. To request confidentiality, include the following statement in the application letter. I wish to keep all records pertaining to my application for the presidency of the University of Colorado confidential to the extent permitted by state statutes.

For more information about the University of Colorado and the presidential search, please visit: http://www.cu.edu/regents.
Vice President for Student Affairs

Boston College invites applications and nominations for the position of Vice President for Student Affairs. The Vice President is responsible for providing leadership and direction in the development, implementation and supervision of programs and services to support the educational and personal formation of students outside the classroom. Reflecting its Jesuit, Catholic mission and heritage, Boston College endeavors to educate men and women to lives marked by integrity, faith and service.

Major areas currently reporting to the Vice President for Student Affairs include Student Development, Housing, Counseling Services, Health Services, Career Services, AHANA (African-American, Hispanic, Asian and Native American) Student Programs, Learning Resources for Student Athletes, Theater Arts Center, First-Year Experience, and Learning-to-Learn.

The Vice President must be able to contribute to the mission and heritage of Boston College. Candidates should have a minimum of ten years of significant, increasingly responsible administrative experience. Necessary qualifications include leadership, vision, exemplary skills in the development and formation of students, a strong commitment to student success, demonstrated competence in strategic planning, budget administration, communication skills, performance management and crisis management. An earned doctorate is required.

Founded in 1863, Boston College is a Jesuit university committed to excellence in teaching and research in undergraduate, graduate and professional programs. It has an enrollment of 13,000 students including 4,000 graduate students and 9,000 full-time undergraduates, 6,500 of whom live in University residences. Please refer to the Boston College web site for further information at www.bc.edu.

Nominations and applications should be sent to: Leo V. Sullivan, Vice President for Human Resources, Boston College, More Hall 315, Chestnut Hill, MA 02167-3819; Phone: (617) 552-3335.

Boston College is an Affirmative Action/Equal Opportunity Employer.

BOSTON COLLEGE
A Jesuit, Catholic University

The Chancellor and Board of Trustees of The Community College of Baltimore County invite nominations and applications for the position of Vice Chancellor for Institutional Advancement. This position will provide an extraordinary opportunity for leadership of the institution's advancement program, including fundraising, alumni relations, marketing, public relations, grants, and communications. The Vice Chancellor will also work closely with other members of senior management, the three campus presidents and campus-based foundations to develop a first-rate development program, including the launching of a major capital campaign.

The Community College of Baltimore County (CCBC), serving more than 60,000 credit and non-credit students annually, is Maryland's largest community college system, with three ethnically diverse campuses and four extension centers in suburban Baltimore County, Maryland. The College, which is the number one provider of undergraduate education and workforce training in the Baltimore metropolitan area, offers a broad array of transfer and career programs and services, including general education, basic skills instruction, employment training, student and community services, and economic development activities. The Board of Trustees recently approved a five-year strategic plan, LearningFirsts, which is designed to position CCBC as a premier learning-centered community college for the 21st century.

The Vice Chancellor for Institutional Advancement will be expected to provide collaborative, future-oriented leadership in the following areas: building a strong and effective annual giving program, soliciting major gifts, obtaining corporate and foundation support, raising funds from special events or initiatives, and planning for a future capital campaign by preparing the capital campaign strategy, overseeing campaign plans, and organizing the time and activities for the Chancellor and the Trustees devoted to the campaign.

Candidates for this position should possess strong communication skills, interpersonal and planning skills and the ability to work collaboratively with others as a member of a senior management team. Required: at least ten years' progressively responsible experience, including fundraising, marketing and management within a well-established, comprehensive development program. Experience with strategic and operational planning for external relations, marketing and development programs. Knowledge of, and commitment to, the use of information technology to achieve advancement goals, and broad experience in planning and executing a major capital campaign. Bachelor's degree required.

Applications will be accepted until the position is filled. Semi-finalists will be selected by mid-March. Compensation and benefits are competitive. Information about the College can be found on its web site: cbcc.cc.md.us. CCBC is firmly committed to institutional equity and diversity; people of color and women are strongly encouraged to apply. Applicants should submit a letter of interest, resume, and the names, addresses and telephone numbers of five references to:

Dr. Carol E. Kirwan, Chair
Vice Chancellor for Institutional Advancement Search Committee
10 DeBole Drive, Second Floor
The Community College of Baltimore County
109 South Rolling Road, Suite 200
Baltimore, Maryland 21228-5300

Nominations and letters of interest (addressing the qualifications) are invited and will be kept in confidence.

For additional information, contact:
The Honorable Paul L. Shaffer, President, Paul Shaffer, Inc.
2925 S. Meadowbrook Road, Suite B
Springfield, Illinois 62707

Vice President for Human Resources

Kent State University seeks a person with proven leadership ability to serve as Vice President for Human Resources. The position provides a unique opportunity to play a critical role in the human resource management of a major public university. The Vice President for Human Resources will serve as a key member of the University's senior management team and will report to the President. The position offers an opportunity to lead a diverse and dynamic human resource department.

In addition to the duties and responsibilities described below, the Vice President for Human Resources will be responsible for ensuring compliance with federal and state laws and regulations, as well as Kent State University policies and procedures. The Vice President for Human Resources will also be responsible for the development and implementation of human resource strategies and programs that support the University's mission and strategic goals.

The Vice President for Human Resources will be a strategic thinker with a strong ability to lead and manage teams, as well as the ability to work effectively with senior management and other stakeholders. The ideal candidate will have a strong commitment to diversity, equity, and inclusion.

The ideal candidate will have a minimum of ten years of progressive experience in a human resource leadership role, with a demonstrated ability to develop and implement strategic plans. A master's degree in human resource management or a related field is required. Experience in higher education is preferred.

Nominations and letters of interest (addressing the qualifications) are invited and will be kept in confidence. Applications should be submitted on or before March 1, 2020.
Assistant Vice President for Major Gifts

Recent promotions offer an opportunity to bring new fund-raising expertise to Carthage.

Within weeks, the College formally will launch a campaign for a new library and athletic arena. Lead gifts of $1 million and $7 million are financing approximately half the total project costs. Construction already is underway. The campaign aims to complete that financing.

The new officer will be the deputy leader of the campaign. Carthage seeks vitality, ambition, sound judgment, and reliable personal values in that individual. Whereas this high-visibility position requires candidates with fund-raising experience, an individual’s potential for future promotion is equally important. Other initiatives for further campus development will follow this campaign.

Located on the Lake Michigan shore midway between Chicago and Milwaukee, Carthage offers quick urban access from a relaxed, small-city environment. More than ten million people live within a two-hour drive. Total college enrollment exceeds 2,200. Founded in 1847, Carthage is the fourth-oldest Lutheran college in the country.

Statements of interest and resumes should be addressed to:

William S. Johnson
Associate Vice President for Major Gifts
Carthage College
2001 Alford Park Drive
Kenosha, Wisconsin 53140

---

Susquehanna University

President
SUSQUEHANNA UNIVERSITY
Selinsgrove, Pennsylvania

Susquehanna University seeks nominations for and expressions of interest in the position of President. During the past decade, Susquehanna has achieved significant national recognition as a selective, private university committed to its mission of educating capable undergraduate students for productive and reflective lives of achievement, leadership, and service in a diverse and rapidly changing world.

Susquehanna is a growing institution of more than 1,600 students organized into three schools: the School of Arts, Humanities, and Communications; the School of Natural and Social Sciences; and the Sigmund Witt School of Business. The University’s 200-acre campus, recognized for its beauty, is located in the Susquehanna River valley, fifty miles north of Harrisburg and approximately three hours from Philadelphia, New York City, and Washington, DC.

The President will lead a committed, enthusiastic faculty and administration in responding to the challenges and opportunities offered by an independent, undergraduate university. Susquehanna seeks a leader with the intellect, integrity, vision, energy, creativity, and management skills to build on the University’s record of success.

Inquiries, nominations, and applications should be directed, in confidence, to the consultant supporting this search:

Nancy A. Martin
c/o Educational Management Network/Witt/Kieffer
98 Old South Road
Nantucket, MA 02554-6000
c-mail: susquehanna@cmnem.com

For more information about Susquehanna University and the presidential search, please visit http://www.susqu.edu

Susquehanna University is an Equal Opportunity/Affirmative Action employer. Applications from historically underrepresented groups are encouraged.
Northwest Regional Educational Laboratory

ASSOCIATES

The following Associate positions require a Master's degree in education or a related area. Doctorate preferred; minimum five years' teaching experience or working in E.I.E.I. Experience managing technical tasks, working with a diverse staff and in multicultural situations and environments preferred. English oral and written communication skills in 51 percent of the work required. Starting salary is $16,000.

EVALUATION ASSOCIATE—Position 551, Technology in Education. Develop evaluation and assessment programs and materials using building cross-regional capabilities and developing information systems for collaboration efforts. Coordinate and monitor project activities and budgets. Requires database experience (Access and SQL) and online data collection programs such as HTML, Visual Basic, JavaScript, CGI and Active Server Pages.

EVALUATION ASSOCIATE—Position 554, Education, Career and Community Programs. Provide evaluation services to clients, including qualitative and quantitative analysis of data, and preparing materials for newsletters and web pages. Requires one year experience in educational evaluation and/or a Bachelor's degree in education. Starting salary is $16,000.

SCHOOL REFORM ASSOCIATE—Position 557, Planning & Program Development. Conduct and report research studies of specific school reform issues, including evaluation of policies and practices. A Bachelor's degree in education or a related field is required. Starting salary is $16,000.

RESEARCH AND EVALUATION ASSOCIATE—Position 558, Mathematics and Science Education Center. Provide evaluation services for program clients, including qualitative and quantitative analysis of data. Requires a Bachelor's degree in education or a related field. Starting salary is $16,000.

THE ASSESSMENT ASSOCIATE—Position 559, Assessment and Evaluation. Develop and conduct writing assessment training for high school English teachers. Must have experience in the development of programs to support teachers. A Bachelor's degree in education is required. Starting salary is $16,000.

TECHNOLOGY DEVELOPMENT ASSOCIATE—Position 560, Technology Program. Experience in developing and implementing technology tools for schools and other educational settings is required. Must be able to use HTML, Java, Access, and other tools. Starting salary is $16,000.

TRAINING & TECHNICAL ASSISTANCE ASSOCIATE—Position 561, Education, Career and Community Program. Manage projects relating to career development programs nationwide. Coordinate staff development with institutional and educational administrators. Requires a Bachelor's degree in education or a related field. Starting salary is $16,000.

EQUITY ASSOCIATE—Position 563, Equity Center. Provide technical assistance in training and in-service area to develop policies and educational programs to address equity. Requires a Bachelor's degree in education or a related field. Starting salary is $16,000.

TRAINING ASSOCIATE—Position 565, Comprehensive Center. Participate with training team to design, develop, implement and evaluate programs and projects. Requires a Bachelor's degree in education or a related field. Starting salary is $16,000.

TRAINING & TECHNICAL ASSISTANCE ASSOCIATE—Position 569, National Resource Center for Safe Schools. Coordinate activities related to development of collaboration networks with OSER-IDEA. Provide technical assistance to clients and establish training needs and protocols. Requires a Bachelor's degree in education or a related field. Starting salary is $16,000.

SENIOR ASSOCIATES

The following positions require a Doctorate in education or a related area, as well as the same general requirements as the Associates. Starting salary is $16,000.

SENIOR EVALUATION ASSOCIATE—Position 570, Technology Program. Develop and conduct evaluation training for high school English teachers. Must have teaching experience. A Bachelor's degree in education is required. Starting salary is $16,000.

UNIVERSITY OF IDAHO

Special Assistant to the President

For Diversity and Human Rights

Special Assistant to the President and participates as a member of the Executive Council and President's Staff. The Special Assistant assists the President in the development and implementation of programs and policies addressing diversity and human rights issues at the university. The Special Assistant also serves as the University's liaison to external organizations and agencies. The Special Assistant reports to the Office of Diversity and Human Rights.

Ocean County College

Special Assistant to the President

For Diversity and Human Rights

Special Assistant reports to the President and participates as a member of the Executive Council and President's Staff. The Special Assistant develops and implements programs and policies addressing diversity and human rights issues at the college. The Special Assistant also serves as the College's liaison to external organizations and agencies. The Special Assistant reports to the Office of Diversity and Human Rights.

Ocean County College Science Dept.

Special Assistant to the President

For Diversity and Human Rights

Special Assistant reports to the President and participates as a member of the Executive Council and President's Staff. The Special Assistant develops and implements programs and policies addressing diversity and human rights issues at the college. The Special Assistant also serves as the College's liaison to external organizations and agencies. The Special Assistant reports to the Office of Diversity and Human Rights.

Ocean County College

Special Assistant to the President

For Diversity and Human Rights

Special Assistant reports to the President and participates as a member of the Executive Council and President's Staff. The Special Assistant develops and implements programs and policies addressing diversity and human rights issues at the college. The Special Assistant also serves as the College's liaison to external organizations and agencies. The Special Assistant reports to the Office of Diversity and Human Rights.

Ocean County College

Special Assistant to the President

For Diversity and Human Rights

Special Assistant reports to the President and participates as a member of the Executive Council and President's Staff. The Special Assistant develops and implements programs and policies addressing diversity and human rights issues at the college. The Special Assistant also serves as the College's liaison to external organizations and agencies. The Special Assistant reports to the Office of Diversity and Human Rights.

Ocean County College

Special Assistant to the President

For Diversity and Human Rights

Special Assistant reports to the President and participates as a member of the Executive Council and President's Staff. The Special Assistant develops and implements programs and policies addressing diversity and human rights issues at the college. The Special Assistant also serves as the College's liaison to external organizations and agencies. The Special Assistant reports to the Office of Diversity and Human Rights.

Ocean County College

Special Assistant to the President

For Diversity and Human Rights

Special Assistant reports to the President and participates as a member of the Executive Council and President's Staff. The Special Assistant develops and implements programs and policies addressing diversity and human rights issues at the college. The Special Assistant also serves as the College's liaison to external organizations and agencies. The Special Assistant reports to the Office of Diversity and Human Rights.
Carthage seeks one or more seasoned professionals to augment a team of senior admissions and financial aid officers. Growing numbers of student applications and the planned expansion of the College create the need to reinforce professional staff resources. New member(s) will carry the title "Director of Admissions and Financial Aid," will have broad decision-making authority, and will receive a highly attractive compensation package. The starting date can be immediate, or delayed to suit personal needs.

Carthage seeks energetic, ambitious individuals, with expertise in admissions work, who can work effectively on a team of similar professionals. The College provides an excellent springboard for professional advancement, either on campus or at other institutions. Carthage expects a minimum commitment of four years from members of its professional staff.

Located on the Lake Michigan shore midway between Chicago and Milwaukee, Carthage offers quick urban access from a relaxed, small-town environment. More than ten million people live within a two-hour drive. Total college enrollment exceeds 2100. Founded in 1847, Carthage is the fourth-oldest Lutheran college in the country.

Send statements of interest and resumes to:

Brenda A. Poggendorf
Vice President for Enrollment
Carthage College
2001 Alford Park Drive
Kenosha, Wisconsin 53140

---

CENTRAL MICHIGAN UNIVERSITY

PRESIDENT

Established in 1892, Central Michigan University (CMU) is a comprehensive state University with over 800 faculty serving an on- and off-campus enrollment of 26,000 students. CMU has eight colleges and offers more than 30 undergraduate and graduate degree and 150 major areas of study. The University competes in Division I-A athletics and provides public broadcasting coverage for the largest region of any radio and television station in the U.S. The main campus is located on 400 acres in Mt. Pleasant, and 15,000 students located in the heart of Michigan's Lower Peninsula. In two recent years, U.S. News and World Report ranked CMU at one of the top regional universities in the nation. Black Issues in Higher Education magazine ranked CMU second in the nation in the number of master's degrees awarded to African Americans and the 12th in the nation in master's degrees awarded to women.

The new President of CMU will inherit a dynamic, healthy institution that is moving forward in critical areas, including enhancing academic excellence, meeting the needs of students and society, and developing the physical needs of the campus.

The University seeks a president with the following leadership qualities: traits and characteristics; a demonstrated, effective leader with vision, strong external skills, an understanding of academic environment, and a commitment to diversity.

For more information about the University, the president, and desired leadership qualities, please consult this website: www.cmich.edu/position.html.

Applications and nominations may be sent in full confidence to:

Shelly Weiss Stoeckab, Managing Director and Vice President
Lesley Boyd, Consultant
The Education Practice, A.T. Kearney, Inc.
335 John Carlyle Street, Alexandria, VA 22314
Phone: 703/735-4427 Facsimile: 703/516-1782
Email: lesley.boyd@atkearney.com

CMU is an AFTEO institution and is strongly and actively committed to increasing diversity and providing equal opportunity within the community. CMU does not discriminate in employment against person based on age, color, disability, gender, handicaps, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight.

www.cmich.edu/afteo.html

---

VICE-PROVOST FOR MINORITY AFFAIRS AND FACULTY DEVELOPMENT

UNIVERSITY OF MISSOURI-COLUMBIA

The University of Missouri-Columbia invites applicants and nominations for the position of Vice Provost for Minority Affairs and Faculty Development. Reporting to the Provost, the Vice Provost provides leadership in support of diverse programs, curriculum, instruction, and research, and academic professional development programs. The Vice Provost has direct responsibility for Black Studies, Women's Studies, the Program for Excellence in Teacher Education, African American Studies, and Disability Studies.

The Vice Provost also serves as advisor to the Provost on academic policy matters, administers budget, plans programs, acts as ambassador for underrepresented campus groups, and provides oversight of diversity and professional development activities. The Provost and Academic Council are seeking a dynamic individual with experience in academic administration.

The University seeks an established scholar with credentials that would justify appointment as a tenured professor in an appropriate discipline. The person holding this position should have proven administrative experience, a record of scholarship, and a strong advocate for faculty development programs as well as for new and established faculty. A thorough understanding of and experience in academic administration is essential.

The University of Missouri provides a forward-thinking environment with a strong institutional commitment to diversity. Mizzou leads the Big 12 in African American student enrollment and boasts a growing number of minority faculty. A number of enrichment programs as well as curricular and extracurricular programs are in place to ensure opportunities for minority students.

Send all applications and nominations to:

The Office of the Provost
114 Jesse Hall
University of Missouri-Columbia
Columbia, MO 65211

To ensure full consideration, application and nominations should be received by March 10. Review of applications will begin March 15.

The University encourages applications from women, minorities and Vietnam-era veterans and is an Affirmative Action/Equal Opportunity Employer. Visit the University of Missouri-Columbia website at http://www.missouri.edu/
University of Michigan

Human Resources & Affirmative Action

The University of Michigan, one of the nation's preeminent research universities, seeks nominations and applications for the position of Associate Vice President for Human Resources & Affirmative Action. As the highest-ranking human resources professor at U-M, the Associate Vice President must possess a successful record that demonstrates strategic insight, strong management talent, and the ability to advocate for our resources issues with the leadership in both academic and non-academic units. The successful candidate must foster and promote the University's commitment to build a diverse community and supportive environment.

The Associate Vice President will have direct responsibility for University programs on:

- Recruitment and employment
- Classification and compensation systems
- Employee and labor relations
- Organizational design, management and information systems
- Policy development

The successful candidate will also possess outstanding written and oral communications skills and will be imaginative and creative problem solver. In addition to a significant record of achievement in human resources and some knowledge of higher education, an MA in a related field is required.

Nominations and applications will be reviewed on an ongoing basis beginning February 2000 and will be accepted until the position is filled. Correspondence should be addressed to:

Kim M Morrison, Ph.D., Managing Director or Jo-Anne Zoll, Vice President and Senior Associate Diversified Search Companies One Commerce Square 2005 Market Street, Suite 3300 Philadelphia, PA 19103 Phone: (215) 668-3586 Fax: (215) 668-6399 E-mail: jzoll@divearch.com

A Non-Discriminatory, Affirmative Action Employer

The Florida State University

The Florida State University is classified as a Research 1 University by the Carnegie Foundation for the Advancement of Teaching and is located in the State Capitol. The College of Education has a long and honored history as the second founded College in the University. The instruction and the unit hold numerous accreditations. The advanced graduate and research mission is central to the College with 21 doctoral degree programs. The Graduate School and the cooperative improvement of K-12 education are essential to the mission.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following position.

Assistant Professor
INSTRUCTIONAL SYSTEMS
(Tenure-earning)

The Department of Educational Research at Florida State University seeks an Assistant Professor for a tenure-earning position in Instructional Systems. A strong systems focus is required, and ability to teach courses in performance technology and instructional design is desired. Responsibilities include teaching graduate courses, conducting a program of research, and engaging in service to the university and profession. An earned doctorate is required. Candidates should demonstrate strong potential for scholarly achievement and the ability to secure external funding for research projects.

Send application package, including letter of application documenting interest and qualifications; current vita; sample publications; and three letters of recommendation along with a list of names, addresses and telephone numbers of five references who may be contacted to: Dr. Walter Dicke, Chair, Instructional Systems Search Committee, Department of Educational Research, 307 Stowe Building, College of Education, Florida State University, Tallahassee, FL 32306-4458. For further information, contact him at (850) 644-8785, fax (850) 644-8776, or email at wdicke@mail.esc.fsu.edu. Applications for this position will close on March 31, 2000. Position will begin no later than August, 2000.

The Florida State University is an equal opportunity/affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

PASSAIC COUNTY COMMUNITY COLLEGE

COLLEGE COUNSELOR

We are inviting applications for a College Counselor position to provide services in personal counseling, career counseling and academic advisement. The successful candidate must have a background in student development theory and understanding of an application to a community college setting. A Master's degree in student services, counseling, education is required, community college work experience preferred. Bilingual skills (English/Spanish) also preferred.

Visit our website at www.pccc.edu for information about the College. Apply to office@pccc.edu or visit the website to review and cover letter at mail in.

Michael Silvestro
Passaic County Community College
One College Boulevard, Paterson, NJ 07503
Associate Director for Residence Life – Provide overall direction and support to staff responsible for the daily administration of the residence halls. Supervise 3 Assistant Directors who are responsible for management and operations of residence halls and for the Director of Residence Security. Bachelor’s degree (doctorate preferred) in student personnel services or higher education administration or related field. 6-8 years in residential life administration required including supervision of full-time professional staff and experience as a live-in staff member. Must have comprehensive understanding of student development philosophy, residence hall management, and residential security.

Leased Properties Service Coordinator – Responsible for administering the graduate law and upperclass student housing lease program. Plan and oversee the management of leased property and monitor facility issues. Meet with students to facilitate roommate agreements, coordinate resolutions, address disciplinary issues. Bachelor’s degree required, Master’s degree preferred. Working knowledge of student development theory. 1-3 years’ experience including both demonstrated skills in conflict mediation and dispute resolution, and administrative/organizational expertise within a university setting.

Residence Director – Vacancy is anticipated for Spring 2000. For the above positions, resume to Mary L. Langie, 6 Speare Hall.

Safety Systems Coordinator/Shift Supervisor – Supervise Residence Hall community exception, coordinate schedule assignment, monitor adherence to policies/procedures, and assist with problem resolution. Supervise the operational aspects of the Residence Security System, Bachelor’s degree and 3-5 years’ work experience in the areas of safety, security, and/or building management required, university setting preferred. Supervisory experience required. Must be knowledgeable about residential security systems, database management and computers. Work schedule is 10:00am - 6:00am, Wednesday-Sundays. Resume to Dave Robb, 6 Speare Hall.

Please send resume to the indicated contact person and location at Northeastern University, 360 Huntington Avenue, Boston, MA 02115. Resumes received by March 6, 2000 will receive primary consideration.

Northeastern University is an Equal Opportunity/Affirmative Action Title IX Employer.
ANTONIA REGISTRAR
Office of the Registrar

A ssist in the planning, organizing and implementing of the processes required for the final evaluation/graduation area. Primarily responsible for evaluating records of candidates for degrees and certificates, certifying eligibility for degree conferral, awarding of institutional certificates, and recommendation for New Jersey certification. With other professional staff shares responsibility for the general management of the office to insure a high quality and efficient delivery of services. Will be responsible for acquiring a thorough working knowledge of the university's student information system, academic policies and curricula.

Qualifications: Bachelor's degree and experience working in a higher educational setting required. Excellent interpersonal, organizational, communication, and analytical skills required. Demonstrated knowledge of administration computing systems necessary. Must be detail oriented. Specific experience in a registrar's office with SIS-Plus On-Course preferred.

Salary Range: $33,324 - $49,994
Starting Date: March 27, 2000
Apply by: March 6, 2000
Send letter and resume (include V/) to: Montclair State University, Box C316-V068/40, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution

LONG ISLAND UNIVERSITY

Long Island University is the nation's eighth largest private university with six campuses in metropolitan New York and Long Island.

SCHOOL OF EDUCATION BROOKLYN CAMPUS

Invites applications for the following tenure-track positions:

SPECIALIST IN EDUCATION OF TEACHERS FOR URBAN MINORITY STUDENTS: Assistant/Associate Professor. Earned doctorate or ABD. Expertise in curriculum development and learner-centered educational practices.

MATH EDUCATION: Assistant/Associate Professor. Earned doctorate in Math Ed or ABD. Interest in inquiry-based teaching and constructivist approaches to teaching Math in elementary and middle schools. Ability to work with teachers in urban schools.

SPECIAL EDUCATION: Assistant/Associate Professor. Earned doctorate in Special Education or ABD. Experience in inclusive education. Ability to work with teachers in urban inclusive schools.

The Brooklyn Campus is home to the Center for Urban Educators funded by the Henry Lucas Foundation. CUE supports research on the education of teachers for urban contexts. The Campus, occupying a 10-acre site in downtown Brooklyn, is one of the country's most dynamic and diverse urban campuses. It enrolls 9,100 students in over 52 undergraduate and 62 graduate degree programs in a full range of areas, including business, education, psychology, nursing, health professions, liberal arts and sciences, public administration, and fine arts, with doctoral programs in Clinical Psychology and Pharmacy. Send letter of interest and c.v., indicating position desired, to: Department of Education, Long Island University, Brooklyn Campus, 1 University Plaza, Brooklyn, NY 11201-8423. Applications reviewed as received. LIU is an Affirmative Action/Equal Opportunity Institution.
Dean of Student Systems

A large urban community college is accepting applications for the position of Dean of Student Systems. Reporting to the Vice President for Student Affairs, the Dean provides leadership for Admissions and Recruitment, Registration, Assessment, Financial Aid, and the Records function. Assuring the College’s compliance with financial aid regulations and reporting requirements is a key responsibility.

A clear vision of technology used in student systems, strong organizational and effective communication skills are essential. A master’s degree in a related field and at least five years of higher education administration experience are required. A doctorate and community college experience are preferred. Forward resume vitae with letter of application and three references by March 18, 2000, to Human Resources, BH, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130.

Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals traditionally underrepresented groups. AA/EOE

Long Island University:

SCHOOL OF EDUCATION
C.W. POST CAMPUS

Invites Applications for tenure-track positions in the following areas:

CURRICULUM AND ASSESSMENT: Assistant Professors: Expertise in curriculum design, content and assessment with thorough knowledge of educational child development & standards; teaching experience preferred, doctorate required.

EDUCATIONAL FOUNDATIONS: Assistant Professor: Expertise in philosophical, social or historical foundations of education with solid understanding of all these areas; teaching experience preferred, doctorate required.

EDUCATIONAL TECHNOLOGY: Assistant Professor: Expertise in development of instructional environments with the support of the internet, strong understanding of child development & educational technologies; exp. preferred, doctorate required.

LITERACY: Two positions, Assistant Professors: (1) Expertise in diagnostic & prescriptive clinical exp. & research required. (2) Expertise in literacy acquisition & assessment in literacy acquisition; clinical experience & doctorate required.

SCHOOL COUNSELING: Two positions, Assistant Professors: Expertise in school counseling with strong developmental experiences; knowledge of research & tests & measurements; clinical experience & research preferred, doctorate required.

SPECIAL EDUCATION: Assistant Professor: Expertise in instructional methods for children with mild to moderate special needs; teaching experience & doctorate required.

TEACHER EDUCATION: Two positions, Asst./Assoc. Prof. Expertise in development of school/university partnerships, field-based education (viz. student teaching), child-centered educational practices; teaching experience & doctorate required.

TEACHING AND LEARNING: Assistant Professor: Expertise in child development with specialization in learning and intelligence theory; teaching experience preferred, doctorate required.

ADJUNCT PROFESSORS: Positions available in all departments; Programs are learner-centered & include significant field components; strong record of clinical exp. & Master’s degree required, doctorate preferred.

The C.W. Post Campus is in a beautiful academic setting on the north shore of Long Island in Nassau County, thirty miles east of Manhattan. It enrolls 8,500 students in graduate and undergraduate degree programs in a variety of areas including liberal arts and sciences, business, education, health professions, library science, public administration, and visual and performing arts, with doctoral programs in Clinical Psychology and Information Sciences. Send letter of interest and cv, indicating position desired, to Debra Amabile, Personnel Office, Long Island University, C.W. Post Campus, Brookville, NY 11548. All resumes received by March 31, 2000 will receive full consideration. LIU is an Affirmative Action/Equal Opportunity Institution.

Community College of Philadelphia:

VICE PRESIDENT FOR STUDENT AFFAIRS

Community College of Philadelphia invites applications and nominations for the position of Vice President for Student Affairs. Founded in 1965, the College enrolls more than 18,500 students with an annual budget of approximately $79,000,000. The Community College of Philadelphia is seeking a Vice President responsible for all student services, including:

- Counseling/Adult & International Student Programs
- Admissions/Enrollment Management
- Financial Aid
- Records and Registration/Student Information Systems
- Testing and Assessment
- Intramural Athletics/Extra & Co-curricular Programs
- Career Planning and Job Placement
- Student Health
- Judicial Affairs

The successful candidate must be results-oriented, and demonstrate knowledge of the areas of responsibility, initiative and student advocacy. This position requires effective leadership and management skills in a complex organization. Personal qualifications include vision, creativity, a collaborative style, strong interpersonal skills, and a commitment to a diverse campus environment. A doctorate is preferred; master’s degree in higher education administration, counseling or a related area is required. At least five years of upper-level administrative experience in an institution of higher education is required. Community college experience is strongly preferred.

The position is available on or after July 1, 2000. A highly competitive salary and complete fringe benefits package are offered. In making application, candidate must be responsive to the listed experience and requirements shown above. Interested candidates should forward their resume, three letters of recommendation and a letter of application (including salary history), addressing and demonstrating how they meet the required and preferred qualifications of the search committee. Application materials must be postmarked by March 31, 2000 and addressed to:

Chair, Search Committee
Vice President for Student Affairs
C/o: Human Resources Office
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals traditionally underrepresented groups. AA/EEO
MARY WASHINGTON COLLEGE

Associate Director of Student Activities and Community Services

Mary Washington College seeks applications and nominations for the position of Associate Director of Student Activities and Community Services. Mary Washington College is a coeducational, selective, public liberal arts college with approximately 3,800 full-time students. The Student Activities and Community Services offices, part of the Student Life area of the Division of Student Affairs, supports the College's mission by fostering diversity of student opportunities for learning, leadership, community building, and creative expression beyond the classroom. The Associate Director of Student Activities and Community Services will have the primary responsibility for the coordination of the institution's community service program: Community Outreach Resource (COR) Program. The volunteer program is student-run, and the Associate Director advises students and faculty on the development of community service and service learning programs.

Reporting to the Director of Student Activities, the Associate Director will also serve in responsibility for the college's day operations of Student Activities, including assistance in advising, coordinating, promoting, and operating campus social, cultural, and educational activities. Specific skills in the area of leadership development, cultural awareness, and student-based program implementation are desirable. The Associate Director should be innovative, collegial, student-oriented, motivated, creative, and able to communicate well with students, faculty, staff, and members of the community. Evening and weekend work are routinely part of this position.

A master's degree in student affairs/highest education administration or related field, and/or an equivalent combination of education and experience, is required. Demonstrated experience in collegiate/community serv and leadership training highly desirable. Experience in grant writing, implementation, and program assessment preferred. Demonstrated experience in working with diverse populations of students, staff, and faculty required.

Experiences with living-learning environments, in personnel and budget management required.

The start date for this position is June 25, 2009. Applications for this position should include a resume, a cover letter, copies of transcripts, and a statement regarding your philosophy of promoting student development through service learning and leadership education. Candidates should also submit the names and phone numbers of three references to: Office of Human Resources, Box 615/ADFA, Mary Washington College, 1301 College Avenue, Box 61, Fredericksburg, VA 22401-5558. Deadline for receipt of applications is March 21, 2009 by 5 p.m. Notarized applications will not be honored. Mary Washington College is an equal opportunity employer and encourages applications from qualified minorities and women.

DISTANCE LEARNING REFERENCE LIBRARIAN

NEW JERSEY CITY UNIVERSITY seeks an energetic, service-oriented Reference Librarian. This is a full-time, tenure-track position. Provides reference service to distance education students; participates in the selection and evaluation of electronic reference resources, and in the planning and implementation of library technology applications. Serves on library and campus-wide committees as assigned.

Required Qualifications

An MLS from an ALA-accredited program; wide knowledge of electronic and print reference sources; excellent oral and written communication skills; knowledge and experience with electronic resources and library technology applications in a networked environment, especially distance education; evening and weekend hours required.

Preferred Qualifications

Experience in academic reference service, electronic distance education experience, some supervisory experience, demonstrated experience with a variety of microcomputer applications in a networked environment.

Application Deadline

The position will be available July 1, 2009. Deadline for submitting applications is April 15, 2009. Send a letter of application, resume, and names, addresses, and telephone numbers of three (3) professional references to: Grace Buia, Library Director, New Jersey City University, 2039 Kennedy Boulevard.
The University of South Florida, College of Nursing is seeking applicants for:

A COORDINATOR OF THE PRIMARY CARE PROGRAMS

Doctoral degree in Nursing or related field and Master's degree in Nursing required. Qualifications and experience to meet criteria for appointment at Assistant/Associate Professor level. National certification as a Nurse Practitioner, and eligibility or currently licensed to practice as a Nurse Practitioner in Florida required. Salary is commensurate with education and experience.

A PEDIATRIC NURSE PRACTITIONER FACULTY POSITION

Doctoral degree in Nursing or related field and Master's degree in Nursing required. Qualifications and experience to meet criteria for appointment at Assistant/Associate Professor level. National certification as a Nurse Practitioner is preferred, and eligibility or currently licensed to practice as a Nurse Practitioner in Florida required. Salary is commensurate with education and experience.

The College of Nursing is one of three colleges in the Health Sciences Center at the University of South Florida and offers a baccalaureate, masters and a Ph.D. program. The College is part of the 2nd largest university in the Southeast with more than 35,000 students and one of three Research I Universities in the Florida State University System.

To apply, please submit the following: curriculum vitae, USF application, original transcript of highest degree, current licensures, and five letters of reference. Application material must be received no later than March 31, 2000. All material should be directed to:

Rebecca Slasou, PhD, RN
Chair of Search Committee
College of Nursing
University of South Florida
12901 Bruce B. Downs Blvd., MDC 22
Tampa, FL 33612-4766

Deadline for submission is March 31, 2000.

Associate Professor/Dean of the College

Princeton University

Princeton University’s Office of the Dean of the Faculty seeks an assistant or associate dean to be responsible, with the Dean, for implementing policies and procedures affecting the Faculty and, in particular, the 1200 members of the Professional Research, Technical, and Library Staffs on the main campus and at the Princeton Plasma Physics Laboratory. The incumbent oversees all personnel actions for members of these staffs, including appointments, promotions, and annual salary review. He or she is also responsible for overseeing various faculty matters, including the administration of faculty summer salaries and the preparation of materials for the Faculty Advisory Committee on Appointments and Advancements. The individual must be tactful and discreet in handling confidential and sensitive information and must be able to work well with chairs, faculty, and staff while solving often difficult problems. Excellent written and oral communication skills, outstanding analytical skills, sound judgment, and the ability to organize and prioritize many ongoing projects are essential. At least five years of academic work experience (teaching, research, and/or administration) and familiarity with Princeton University or a comparable academic setting are required. A Ph.D. in a field taught at Princeton and an understanding of the scientific research environment are preferred.

Salary will be commensurate with the qualifications and experience of the applicant. The position is available July 1 or earlier if possible. For full consideration application materials must be received by MARCH 15, 2000.

Princeton provides an exceptional benefits package. Interested candidates should submit a scannable resume or, plain white paper with standard 12 pt. Times Roman or similar font and salary requirements to: Human Resources, Clio Hall/05647-HHE, Princeton University, Princeton, NJ 08544-5264. For more information on how to apply, please see our Web site at: http://www.princeton.edu/hr/emp/howtoapp.htm or call our Employment Opportunities Hotline at (609)...
FACULTY POSITIONS IN:
Business Administration
Education

ASSISTANT DEAN POSITION IN:
Academic Affairs

The College: Warren Wilson College is an independent liberal arts college located on a beautiful 1100-acre campus in the Blue Ridge Mountains on the edge of Asheville, North Carolina, one of America’s most livable cities. The College is recognized in the Making a Difference College Guide as progressive and committed to social, environmental, and global awareness; in Peterson’s Education for the Earth: A Guide to Top Environmental Studies Programs; and in Barron’s Best Buys. We enroll 760 undergraduates (including international students from 24 countries) in a range of baccalaureate programs in traditional and non-traditional liberal arts areas and selected professional programs, as well as 90 graduate students in an acclaimed low-residency MFA program in creative writing. Faculty members are ranked, with a system of extended contracts instead of tenure. The College is a cohesive community, with over 90% of students, about half of full-time faculty, and many staff members residing on campus; a shared governance system; and a sizable volunteer staff. Warren Wilson College offers a triad education program combining study, work, and service. All resident students work 15 hours per week on campus, providing the essential services to maintain the College, and all students engage in service to others as a requirement for graduation.

BUSINESS ADMINISTRATION: This is a one-year, full-time position, beginning August 1, 2000. We seek a faculty member with strong leadership and teaching abilities, for a department that has begun to offer minors and concentrations in entrepreneurship, non-profit management, and international management. Particular teaching responsibilities for this position include Principles of Management, Non-Profit Management, and Entrepreneurship, as well as directing the departmental internship program. Candidates with an earned doctorate or the M.B.A. degree are preferred. M.A. and A.B.D. candidates are also invited to apply.

ASSISTANT DEAN, ACADEMIC AFFAIRS: This is a full-time, twelve-month, continuing appointment, beginning July 1, 2000, and requires an earned doctorate. Under the direction of the Vice President for Academic Affairs, the person in this position assists in the administration of the academic programs, including curriculum development and implementation for the general education components of the education program, and academic program assessment; teaches at least one, four-credit course per year as a first-year seminar; and assists in the coordination of academic advising for all students. The successful candidate must have a record of teaching excellence and professional activity, preferably in an undergraduate liberal arts college, and administrative experience as an academic administrator (as in an academic programs, department or division). See a complete position description on our web page: www.warren-wilson.edu.

Interested applicants should submit a cover letter, curriculum vitae, official graduate transcripts, and three letters of reference to Dr. Virginia McKinley, Vice President for Academic Affairs, Warren Wilson College, P. O. Box 9006, Asheville, NC 28815-9006. Interviews of applications for all positions will begin immediately and continue until the positions are filled.

We desire a diverse faculty and a community that reflects a global outlook. We particularly invite applications from women, ethnic minorities, and members of other groups historically underrepresented in academia.

Assistant in Recreation and Leisure Services
RECREATION & LEISURE SERVICE ADMINISTRATION
(Non-Tenure-Earning)

The Assistant in Recreation and Leisure Services will be responsible for the internship and field work courses which will include: the organization and administration of these courses, the placement and supervision of students, the evaluation of student performance, the identification and evaluation of quality internship and field work sites, and travel for student visitation. Responsible for teaching an introductory course and others as needed and assigned. The coordination, organization, and advisement of incoming undergraduate majors will also be a responsibility of this position, along with the advisement of the student majors’ club.Minimum qualifications include an earned Master’s degree with at least one degree in Leisure services, Recreation, or Parks.

Send application package, including letter of application documenting interest and qualifications; current vitae; sample publications; and three letters of recommendation along with a list of names, addresses and telephone numbers of five references who may be contacted to: Dr. Julie Dunn, Chair, Leisure Search Committee, Department of Human Services and Studies, 215 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4458. For further information, contact her at (850) 644-4244, fax (850) 644-6403, or jsunn@edconfac.fsu.edu. Application deadline has been extended until March 10, 2000. Position will begin no later than August 1, 2000.

The Florida State University is an equal opportunity/affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

DIVISION DIRECTOR
TECHNOLOGY IN EDUCATION

Lesley College, www.lesley.edu, a private teaching institution located in Cambridge, Massachusetts, prepares women and men for professional careers in business, human services, management, and the arts. A commitment to teaching, the liberal arts, scholarly inquiry and lifelong learning are the foundations of Lesley’s educational philosophy. Our Technology in Education is a leading graduate program for the integration of technology in schools. It seeks a dynamic, visionary Division Director to actively move the program forward.

The Division Director will provide cutting-edge academic and administrative program leadership, particularly inspiring and supporting faculty with a vision for the power of educational technology in schools. In this twelve month position, the Director manages 12 core faculty, 6 support staff, 75 adjunct faculty, 150 students throughout the world. The program is delivered in three formats: on campus in an intensive weekend format in fifteen states, an Internet based distance learning format, and in a traditional semester format on campus. The Director will oversee the division’s academic and pedagogical quality. Requirements include an earned doctorate; eligibility for the rank of Associate or Full Professor; an exemplary teaching record; and experience in higher education and with integrating technology in education in K-12 classroom environments. Experience with strategic planning and progressive program development also necessary. Highly desirable: significant educational technology accomplishments, and ability to integrate student perspective into curriculum, a broad delivery, as well as recruit and retain diverse faculty, staff and students.

The starting date for this position is July 1, 2000. Review of materials will begin March 1, 2000. The position will remain open until the final selection is made. Applicants should submit a letter of intent, showing how their credentials and experience match the qualifications, current vitae and names and addresses of three references to: Kristie Cottone, Human Resources, Lesley College, 29 Everett Street, Cambridge, MA 02138; hrmail@lesley.edu.

Visit our job postings on our website: www.lesley.edu/jobs. For a more complete description of this position, Lesley College is committed to diversity in its workforce. Persons of Color are encouraged to apply.

Lesley College is committed to diversity in its workforce. Persons of Color are encouraged to apply.
ASSOCIATE PROVOST
FOR INFORMATION RESOURCES

Rowan University, a public comprehensive institution, is one of nine state colleges and universities in New Jersey. Recognizing and enhancing the role that technology plays in the campus, Rowan is in the second year of a five-year strategic planning effort in which technology has been featured as one of two top budget priorities. During this period, accomplishments include:

- Reorganizing all campus technology departments (Network and System Services, Instructional Technology, and Management Information Services), into a joint Division of Information Resources.
- Upgrading all campus networking infrastructure using OC-12 switches.
- Installing new high-speed servers.
- Creating an integrated campus help desk.
- Installing 35 smart classrooms.
- Providing phone to pull network connections for 3500 resident students.
- Adding new information and support staff, and creating a campus-wide technology advisory committee.
- Adding new voice-over Internet Protocol (VoIP) telephones, plus more than 300 students and part-time employees.

A master's degree from an accredited college or university is required; a doctoral degree is preferred. At least one experience of responsibility in a technology-related field, with extensive skills and technical knowledge in current computing and telecommunications technology, and at least three years of experience in a higher education setting, preferably on a college or university campus, are required.

In addition to the requirements above, the ideal candidate will possess the following qualifications and experience:

- Strong leadership, management, planning, budget, and written and oral communication skills.
- Ability to build strong teams, both within the Division and across the University.
- Ability to work effectively with people at all levels of the organization, including faculty, staff, and students.
- Experience in classroom instruction, preferably at the college or university level.

A salary range of $75,000 to $90,000 is available, along with a comprehensive benefits package. The starting date is July 1, 2000, or as mutually agreed.

Rowan University is an equal opportunity employer. Women, minorities, and individuals with disabilities are encouraged to apply.

SOUTHERN VIRGINIA COMMUNITY COLLEGE

Northern Virginia Community College (NVCC), one of the three largest multi-campus community colleges in the nation serving 50,000 students annually, is searching for a chief academic and administrative officer of its Loudoun Campus, one of five campuses. Loudoun, the fifth largest county, has a diverse student body of approximately 6,000 students in both credit and non-credit programs during Fall 1999. With a strong emphasis in technology, the campus has 2 academic divisions: technology and business.

Qualifications:

- A commitment to the mission of the community college.
- An earned Doctorate from an accredited institution of higher education.
- Progressive administrative experience at a division level.
- Strong written and oral communication skills.
- Experience with and knowledge of technology in higher education.
- Commitment to creating and maintaining high quality learner-centered programs and services.
- Commitment to building productive partnerships with the community.

Starting salary range: $82,497-$93,641 + benefits. Visit us on the web at WWW.NORTHVA.COM. Send a letter of application resume with the names, addresses, telephone numbers and email addresses of five (5) references to NVCC-VA, 4901 Wharton Chapel Road, Annandale, VA 22003 (Fax: 703-993-5862) or email submissions to provost@nvcc.cc.va.us. Closing date applications: March 15, 2000. Anticipated starting date: June 25, 2000. EEO/AA

CAPITAL COMMUNITY COLLEGE

12 Month Management Position
ANTICIPATED START DATE: AUGUST 1, 2000

MINIMUM QUALIFICATIONS:

Masar’s degree in Higher Education Administration or related field and six years of administrative experience in Higher Education with teaching experience, including three years of supervisory experience.

Responsibilities:

- Under the direction and supervision of the President, the Academic Dean is the chief academic officer of the college, responsible for the development of academic programs, student services, and the professional development and evaluation of faculty and staff. Providing leadership in the areas of academic standards and policies, instructional development, and instructional services, the Academic Dean oversees the assessment, planning, and implementation of academic programs and services.

Minimum Salary:

$76,000.06 approximate annual

Application Procedure:

Send letter of intent, resume, and three (3) references to: Mr. R. Fisher, Dir., Human Resources, Capital Community College, 61 Woodland St., Hartford, CT 06105

APPLICATION DEADLINE: MARCH 30, 2000

For full consideration, applications should be received by deadline.
State University of New York
COLLEGE OF TECHNOLOGY AT ALFRED
FACULTY POSITIONS
Fall 2000

Alfred State College is a baccalaureate and associate degree granting college of technology and a unit of the State University of New York with a commitment to quality undergraduate teaching. The college is one of five Colleges of Technology in the System which have formed an Alliance to better address the human resource needs of business and industry in the State with respect to technological education. Alfred State offers associate degrees in forty fields and a growing number of baccalaureate programs in engineering technology and related areas. A major new initiative is underway to convert the college to a 4-year and 2-year polytechnic.

The campus is located in a historic academic village containing three colleges, approximately 76 miles south of Rochester, New York. There is a separate vocational technology campus located 23 miles from Alfred in Willsville, New York. The region is one of great natural beauty and outdoor recreational attraction.

Alfred State has an enrollment of about 3,000 students, most of whom live on campus. Close personal ties between students and faculty characterizes the Alfred State experience. Programs emphasize science and technology applications.

The college has three academic schools: Arts and Sciences, Management and Engineering Technology, and Vocational Technology. Tenure track faculty positions needed for Fall 2000 are listed below. Preference will be given to candidates with earned Master's Degree or Ph.D. as indicated and who can demonstrate the following qualifications:

- Industrial work experience and/or professional licensure, where applicable
- A strong commitment to quality undergraduate teaching
- Proficiency in the use of computer technology
- Ability to enhance the diversity of the campus environment
- A willingness to participate actively in the college learning community

American History--Ph.D.: Western Civilization and other World Civilizations, relates closely to fulfilling general education requirements.

Architectural Engineering Technology / Computer Imaging (Two Positions): Master's in Architecture, professional registration preferred or willingness to acquire. Knowledge of computer-aided design practices is required and experience in teaching an architecture curriculum. 2. Master’s in Fine Arts with teaching experience in 2D/3D Design, Ceramics, and Figure Drawing with lecture experience in Art History. A portfolio of student artwork samples is required.

Business Administration Technology (Two Positions): 1. Master’s degree in Administration. Provide support for the newly established Sports Management program. Teaching responsibilities may include courses in Business Administration, Economics and Computer Applications. 2. Ph.D. in administration, law or related business field. Duties include coverage of upper-level course work in support of the MBA in Financial Services curriculum, pending program approval. Plus courses in Business Administration, Economics, and Accounting.

Civil Engineering Technology--Master's in related field, Ph.D. and/or licensure preferred. Two and four year degree offered. Construction, primary teaching responsibilities will include concrete, steel, soils and geology.

Computer Information Systems (Four Positions): 1. MS Computer Science or related field--C++, Visual Basic, database and Oracle with office and application applications with an emphasis on server operations. 2. MS Computer Science or related field--technical expertise in networking, required, networking certification preferred. Windows NT Client Server and Web Administration. 3. MS Computer Science or related field--Ph.D. preferred--area of instruction includes object oriented programming, networking, telecommunications, and database. 4. MS Computer Science or related field--Ph.D. preferred--instruct upper level computer courses and responsible for development of new curriculum. Areas of instruction include instruction, programming, networking, and Web.

Construction Management Technology--Master's in related field, Ph.D. and/or licensure preferred--should be prepared to teach at all levels in Bachelor degree curriculum including construction management, scheduling and estimating.

Librarian (Assistant) - MLS from ALA accredited institution--coordinating of technical services, knowledge of cataloging standards, experience with electronic databases.


Social Sciences--Ph.D.: Instruct General Psychology and General Sociology plus introductory courses in education.

VOCATIONAL TECHNOLOGIES

Minimum qualifications for the Vocational Technology campus are an associate degree with a bachelor's degree preferred. Also required is a minimum of five years of approved trade experience or seven years of professional experience.

Automotive Trades--demonstrated experience in body welding, wrecker operation, auto inspections, autobody skills, computerized estimating, maintenance of air conditioning and heating systems.

Audio-Visual--demonstrated experience in body welding, estimating, frame measuring and pulling, plastic welding finishing basics, major refinishing and major collision repair.

Culinary Arts--culinary, managerial, administrative and professional experience preferred. Need mastery of cooking methods, food presentation, nutrition, sanitation, cost control and menu planning.

PROFESSIONAL POSITION

Residence Hall Coordinator(s)--bachelor's degree required--coordinates all aspects of residence hall living including administration, supervision, discipline, programming and staff training.

APPLICATION PROCEDURES

Rank and Salary: Commensurate with qualifications.

Deadline: Search process will continue until positions are filled; however, letters of interest submitted prior to March 15, 2000 will receive priority.

Send a letter of interest, resume and three references to:

Director of Human Resources
Alfred State College
Alfred, New York 14802-1196

Equal Opportunity/Affirmative Action Employer: Minorities, women and persons with disabilities are encouraged to apply. If an accommodation due to a disability is needed to apply, please indicate in letter of interest.

LANSING COMMUNITY COLLEGE

ATHLETICS DIRECTOR Bachelor's Degree with emphasis in athletic administration or related field required. Masters Degree preferred. Progressive exp in administration of sport activities req. Ability to communicate in variety of situations and with diverse populations. Strong oral and written communication skills; ability to solve problems using logical processes. Ability to manage people, operations, and provide guidance/counsel to students req. Send cover letter, resume and completed application (call 517/483-9753 to obtain form) to: 8150-Human Resources Department, Lansing Community College, PO Box 40010, Lansing, MI 48901-7210.

COMMUNITY COLLEGE OF PHILADELPHIA

MATHEMATICS

MATHEMATICS: tenure track position anticipated beginning Fall 2000. Required: master's degree in mathematics, dedication to quality teaching, both developmental and college level, and serious interest in curriculum development. Proven record of innovative teaching experience and use of technology a plus. Send resume and 3 letters of recommendation by April 1st, 2000 to: Division of Business, Science and Technology, Room W27, Community College of Philadelphia, 1700 Spring Garden St., Philadelphia, PA 19130. E-mail to math@hcpphila.edu. Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally underrepresented groups. M/F/D.

SUNY College of Technology

CULTURAL CENTER OF TROY, LLC

CONTRACT ARTIST FOR FALL 2000

2022 Cultural Center of Troy Festival: 'Thank You for Everything!' Sept. 29, 2000 - April 15, 2001

This new open sky art exhibit will feature 5 artists from the Capital Region and others from across the United States. Works will be on display for the entire year. Call 274-4306. Applications due by Aug. 15, 2000.
UNIVERSITY OF NEW HAVEN
Physics and Education
(Seach Re-Opened)

ASSISTANT/ASSOCIATE PROFESSOR OF PHYSICS AND EDUCATION: Ph.D. in Physics required, 3 years minimum experience teaching physics at the college level on a full-time basis. Well-versed in computer software for physics teaching. Candidates with experience in training science teachers in grades K-12 will be given preference. Successful candidate will aid in the development of a Web page to include interactive learning modules for physics topics. Collaborate on “in-service” workshops and in the development of grant proposals in physics and education.

Send cover letter, current vitae, and at least three professional references to:

Search Committee Chair
Search Committee #99-41A
UNIVERSITY OF NEW HAVEN
300 Orange Avenue
West Haven, CT 06516

At least one reference must address the candidate’s teaching ability. Candidates who previously applied will be given full consideration and need not reapply. This search will continue until a qualified candidate is selected. The position will begin on September 1, 2000.

UNH is an Equal Opportunity Employer. Individuals of color and members of other underrepresented groups are strongly urged to apply. The University seeks diversity in its faculty.

Assistant/Associate Professor
Restorative Dentistry

Temple University has two Presidential appointments for full-time faculty positions in the Department of Restorative Dentistry currently available. Responsibilities include didactic and clinical teaching of predoctoral and postgraduate (AEGD) students in the disciplines of restorative dentistry, dental materials, and/or general dentistry. Research/creative activity is encouraged. Applicants should have strong background in teaching and clinical practice, with evidence of academic accomplishment. Preference will be given to candidates with postgraduate training in dental materials, general dentistry, prosthodontics, and operative dentistry. DMD or DDS degree and Pennsylvania dental license are required. Salary and academic rank commensurate with experience and qualifications.

Interested applicants should send a cover letter and curriculum vitae to Temple University School of Dentistry, Room 415-LP, 3223 North Broad Street, Philadelphia, PA 19140. Minority and female applicants are encouraged to apply. An equal opportunity/affirmative action employer.

WANTED: An experienced, high energy, entrepreneurial chief financial officer with leadership skills to advance the academic, research, and public service agendas in higher education in dynamic, fast-growing Oregon.

The Oregon University System (OUS), consisting of seven universities, operates under the control of a single Board. This position reports to and is a member of the cabinet of the Chancellor, the System's chief executive officer, whose office is staff to the Board and responsible for academic planning, budgeting, administration, and the provision of information about System activities to the public and governmental agencies.

The Vice Chancellor for Finance and Administration is responsible for Systemwide financial, personnel, and administrative management, including supervision of staff engaged in collective bargaining, contraventions, internal audit, legal services, operating and capital budget processes, information services, and institutional research.

The individual leading financial and administrative affairs for the OUS during the next decade will be expected to enhance present working relationship operating under new authorities with state agencies that allow for to independently conduct business to move forward fully implementation of a new budget model recently approved by the Legislature to advance accountability framework reflecting the stature, responsibilities of the Board and Chancellor as well as a greater autonomy and expanded responsibilities at each campus. This Vice Chancellor is expected to be an entrepreneur and opportunity broker, as well as a reward of university resources, with significant experience in working with a governing board, campus leadership, and legislative committees.

Minimum requirements: a bachelor's degree at least seven years of related experience in increasing responsible positions (preferably in higher education in a multi-location system) and/or senior-level experience in public administration; and demonstrated ability to provide leadership in an ever-changing and dynamic environment. This position is located in Eugene, Oregon, and will be available immediately.

The search will continue until an appointment is made. Applications, nominations, or inquiries should be received by March 27, 2000 and directed to:

Dan Williams, Chair
Vice Chancellor for Finance and Administration
Oregon University System
P.O. Box 3175
Eugene, Oregon 97403
Phone: (541) 346-5798 Fax: (541) 346-5790
E-mail: Maria.Stewart@ous.edu

OUS is an Equal Opportunity and Affirmative Action Employer. Women, minorities, and underrepresented groups are encouraged to apply.
The William Paterson University of New Jersey is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are accomplished, distinguished, and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation, and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student/faculty ratio (12:1) and small class size (12:3) for the 5,000 undergraduate and 17 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

The University invites applications and nominations for these full-time, 12-month administrative positions.

**Director of Employment**

**Equity and Diversity**

Reporting to the Associate Vice President for Diversity and Minority Affairs, the Director is the University’s compliance officer and assists the campus community in promoting affirmative action, equal opportunity employment, and diversity. The Director interprets and administers state and federal affirmative action/equal opportunity employment laws and regulations as well as the University’s policies on diversity and discrimination to ensure compliance. The Director directs the faculty, staff and administrative offices in the development and implementation of strategies to encourage the recruitment, retention, and promotion of individuals to promote diversity in accordance with federal and state laws and institutional policies.

The Director also investigates all complaints and appeals from faculty, staff, and students regarding affirmative action, discrimination, sexual harassment and racial conflict, and recommends solutions with respect to these investigations to the Associate Vice President for Diversity and Minority Affairs. She prepares an annual report and carefully monitors the implementation of relevant policies and regulations in all University areas. Requirements include a Master’s degree from an accredited institution, plus five years of successful leadership experience supervising and administering related programs, as described above, preferably in a higher education environment, and proven ability as a strong advocate for minorities and underrepresented groups. Excellent written and oral communication skills are required, as is the ability to work closely and effectively with faculty, students, and staff. Also required are strong problem-solving and conflict resolution skills.

**Director of Instruction and Research Technology (Search Extended)**

The Director of Instruction and Research Technology provides vision, leadership, and management in support of the use of information technology in teaching and research for more than 300 full-time faculty in the five Colleges of the University (Arts and Communication, Business, Education, Humanities and Social Sciences, and Science and Health). Reporting to the Associate Vice President for Library Services and Information Technology, the Director works with the academic community to enhance curricular and research activities through the use of information technology. Responsibilities include management of public access computing facilities, training programs for faculty, oversight and administration of the unit budget, and preparation of related grant proposals and other documents. The four functionally defined departments in the unit are: Student Technology Instructional Design, Media Services, and Video Communications (satellite up/downlinks, and broadcast cable, and interactive facilities to support video and teleconferencing). The Director advises administrative leaders of developments and trends in the application of information technology to teaching and learning.

Requirements include at least five years related professional experience in higher education and experience working directly with faculty in this context; evidence of a strong user-service orientation; evidence of scholarship and excellent written, oral, and interpersonal skills required. Experience with use of the Internet (Web, e-mail, and other delivery methods); experience as a teaching faculty member helpful; knowledge of the use of statistical software for research (SAS, SPSS); and a doctorate in an academic discipline with experience in the use of technology to support teaching and learning are required.

For each of these positions, salary is negotiable and commensurate with expertise and experience. Letters of application accompanied by a recent curriculum vitae and the names and addresses of three references should be sent to: Dr. Robert Seal, Executive Assistant to the Provost, 300 Rarsoni Hall. Drawer H0, William Paterson University, 300 Pompton Road, Wayne, NJ 07470. Additional information about the Community College of Rhode Island is available at www.ccri.edu. The review of applications will begin immediately upon receipt and continue until each position is filled.

**COMMUNITY COLLEGE OF RHODE ISLAND**

**PRESIDENTIAL SEARCH**

The Board of Governors for Higher Education invites applications and nominations for the position of President of the Community College of Rhode Island. The President is the chief executive officer of the Community College and reports to the Board of Governors. The Board of Governors seeks a visionary leader. The successful candidate must have recent senior-level administrative experience at a community college; must be a person of integrity and should have excellent interpersonal and communication skills. Compensation will be commensurate with experience and qualifications. A comprehensive benefits package is available. Candidates should submit a letter of application, resume, response to the Presidential Profile and the names of three current professional references. For full consideration, all application materials must be received by March 24, 2000. For more complete descriptions of the Presidential Profile and the Community College of Rhode Island please contact:

**President**

Office of Higher Education
301 Promenade Street
Providence, RI 02908-5748

Telephone inquiries should be directed to: Sharon Tooze.

Presidential Search Liaison, (401) 825-2126. TTY: (401) 222-1350

Additional information about the Community College of Rhode Island is available at www.ccri.edu.

This is a Gold Hill Associates assisted search.
Grinnell College is currently seeking applications for the following newly-created position:

**DIVERSITY OFFICER**

The Diversity Officer will assist in furthering Grinnell College's commitment to campus diversity, specifically by focusing on the College's efforts to recruit and hire a diverse faculty and staff. The Diversity Officer will work with various groups on campus, including the Office of Human Resources and faculty-staff committees, to evaluate and improve the College's methods for hiring and will assist in enriching the College's commitment to be a diverse campus community. The College is welcoming of all identities, backgrounds, and experiences. The College is committed to the principle of diversity and inclusion in all its activities and programs.

Candidates should possess significant, related experience, particularly prior experience with diversity hiring, Superior project management skills; ability to manage budget; expertise in training design/delivery; ability to integrate/coordinate with various community individuals, and organizations; consultative skills; attention to detail while maintaining focus on strategic thinking. Advanced degree preferred; previous experience as a faculty member at a college or university desirable. Reports to the Dean of the College with significant cooperation required with the Office of the Dean, the Office of Human Resources and other campus entities.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduates and 2,000 graduate and professional students from every state in the District of Columbia of the United States and 40 other countries. The College's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-riche educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the top nationally selective liberal arts colleges in the United States. It ranks in the top ten among all colleges and universities in endowment resources per student and the top twenty in alumni gifts per student. Additional information can be found at the college's website (<www.grinnell.edu>).

Application Process: To be assured of consideration, submit a letter, a resume and a list of three employment references to:

Russell K. Ogrod, President, c/o Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112, or send e-mail to robogrod@grinnell.edu or to fax 515-269-4885 by March 10, 2000. The position will remain open until filled.

Grinnell College

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No application shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed or disability.
William Paterson University of New Jersey is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student-faculty ratio (12.1) and small class size (21.3) for its 29 undergraduate and 17 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 30,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

The University invites applications and nominations for these full-time, 12-month administrative positions.

Associate Vice President for Diversity and Minority Affairs

William Paterson University seeks an innovative and visionary individual with proven administrative ability and experience who can provide strong leadership for the continuing development, implementation, and refinement of programs and activities to promote diversity on campus. Reporting to the Associate Vice President for Diversity and Minority Affairs are the Office of Employment Equity and Diversity, the Office of Minority Education, and the Education Opportunity Program (EOP). The successful candidate reports to the Provost and Executive Vice President.

Qualifications and requirements for the position include an earned doctorate from an accredited university, with at least five years of successful related administrative experience in higher education; successful experience developing and supervising programs and initiatives of the three offices; demonstrated knowledge of federal and state regulations related to issues of educational opportunity, affirmative action and equal employment opportunity, access and student retention, equity, diversity and discrimination; program planning and grant-seeking experience; record of successful leadership to diverse constituents in higher education; demonstrated ability as a strong advocate for the concerns and perspectives of minority and underrepresented groups; excellent organizational and fiscal management skills; and excellent interpersonal skills and ability to communicate effectively with faculty, students, staff, administrators and external constituencies.

Executive Director of International Programs

Reporting directly to the Provost and Executive Vice President, the Executive Director of International Programs will have responsibility for providing campus-wide leadership in advancing and promoting the internationalization of the curriculum and the University. The University seeks a proven leader with vision, creativity, and ability to work collaboratively with faculty, students, staff and other administrators in developing, coordinating and managing a comprehensive international agenda. The Executive Director serves as head of the Center for International Programs and will supervise the Director of International Student Services, the Director of Study Abroad Programs, and support staff.

Requirements for the position include an earned doctorate from an accredited institution; successful experience developing and administering international programs in a college/university setting, especially international academic programming, international exchange agreements, international outreach and recruitment, study abroad, and international student services; evidence of successful grant writing; a significant record of teaching, scholarship, research/creative activity, and service at a four-year college or university; strong commitment to and successful experience with diversity issues in higher education; and excellent communication and interpersonal skills.

Assistant Dean of Graduate Studies (Search Extended)

Reporting to the Associate Vice President and Dean of Graduate Studies and Research, the Assistant Dean will assist in the development and implementation of graduate policies and procedures at the University. The successful candidate provides leadership for enrollment management at the graduate level, including marketing, recruitment, admission and retention, auditing and monitoring student academic progress, and the offering of quality graduate student support services; supervises the staff in the Office of Graduate Studies; and manages the graduate assistant selection and placement process.

Requirements and qualifications include an earned doctorate from an accredited institution; three to five years of successful experience in the administration of graduate education programs; demonstrated supervisory and budgetary experience in a responsible administrative position in a college/university; background and experience in graduate recruitment/admissions/retention, and in college level teaching; knowledge of the utilization of information technologies in admissions; effective interpersonal and communication skills; ability to work effectively with faculty, students, and staff; and demonstrated commitment to diversity.

For each of these positions, salary is negotiable and commensurate with expertise and experience. Letters of application accompanied by recent curriculum vitae and the names and addresses of three references should be sent to: Dr. Robert Seal, Executive Associate to the Provost, 100 Raubingel Hall, Drexel HS, William Paterson University, 30 Pompton Road, Wayne, NJ 07470. Additional information about the University can be found at https://wpunj.edu. The review of applications will begin immediately upon receipt and continue until each position is filled.

Lawrence University invites applications for a two-year visiting assistant professor of psychology position (which may become tenure-track) beginning September 2020. Applications will be considered as they arrive. Teaching responsibilities include Principles of Psychology, Psychology of Gender, and topical courses in health, personality, social, and/or developmental psychology. Candidates whose research and teaching address issues of race, gender, sexuality, ethnicity, or class are particularly encouraged to apply. Lawrence University is 1200-student competitive liberal arts college in northeast Wisconsin with a distinguished conservatory of music. The psychology department is housed in new facilities, including lab space for experimental and observational studies. Send a letter of application, vita, one copy of selected publications, and evidence of teaching effectiveness, and have three letters of recommendation sent to: Terry R. Rew-Gottfried, Chair, Department of Psychology, Lawrence University, P.O. Box 559, Appleton, WI 54912-0559. Questions may be addressed via email: Terry.R. Rew-Gottfried@lawrence.edu.
DIRECTOR OF ADMISSIONS AND FINANCIAL AID

The Community College of Baltimore County at the Essex Campus invites applicants for this FT position of Director of Admissions and Financial Aid.

Under the supervision of the Dean of Student Development and Enrollment Management, the Director of Admissions and Financial Aid will have administrative responsibility for all phases of admissions and financial aid. Responsibilities will also include the administration of institutional, campus and governmental policies/procedures as they relate to offices, planning, implementation and evaluation of enrollment development strategies to meet system/campus goals. The Director oversees the administration of financial aid services (scholarships, loans and student work programs).

REQUIREMENTS:
- Masters Degree: Higher Education Administration, Student Personnel, Counseling or Business Administration. Five yrs. of directly related, progressively responsible administrative experience in Admissions and/or Financial Aid in higher education. Demonstrated experience in strategic planning for enrollment management and in working with Integrated Management Information Systems/Computer Software.
- Knowledge of recruitment and Financial Aid databases, financial aid needs analysis procedures, appropriate state/federal regulations and compliance. Demonstrated skills in organizational leadership, management and staff development. Excellent written, oral and interpersonal communication skills.

PREFERRED REQUIREMENTS:
- Ability to work effectively with students, faculty/staff. Experience directing a Welcome/Information Center. Policy and Procedure experience as they relate to academic admission programs. Evening/weekend work and local travel required. Category V on the 12 month Administrative Schedule.
- $15,245 - $7,882 (salary beyond the midpoint only applies to internal applicants who are CCBC benefit eligible employees).

For consideration please submit a resume and cover letter addressing requirements by March 17, 2000 to: Penny Elsea, Ph.D., Dean of Student Development and Enrollment Management, CCBC-Essex Campus, 7201 Rossville Blvd. Baltimore, Md 21237. Fax 410-238-4635. TTY 410-238-6001.

AABEON Employer. Women and minorities are encouraged to apply.

ASSISTANT DEAN/DIRECTOR OF GRADUATE PROGRAMS

The College of Business Administration at Northeastern University invites applications for nominations for the position of Assistant Dean/Curator of Graduate Programs. Reports to the Dean, the successful candidate will provide leadership and overall management of eight dynamic programs of the Graduate School of Business Administration as Professional Accounting. Irrelevant graduate programs include our Part-Time MBA program ranked 15th in the nation by US News and World Report and our High Tech MIB Program recently ranked the #1 MBA Program in the country by Computerworld.

The Assistant Dean will assist in determining strategic priorities for the College as they relate to graduate programs, career services and professional development activities. They are responsible for advocacy faculty, curriculum innovation and teaching. Work closely with the Graduate Programs Committee and Academic MBA Coordinator to ensure that curriculum is current, relevant, and compliance with AACSB standards. Primary responsibilities include managing human and fiscal resources and supervising overall activities of the program; setting enrollment goals; managing student recruitment; managing the operational budgets setting objectives for career and co-op placement.

Appropriate academic credentials include an MBA with a minimum of ten years experience in providing leadership within diverse business organizations. five years which is directly related to leadership within academia and graduate business program. Terminal degree and graduate business teaching experience will be considered a plus.

To learn more about Northeastern University and the College of Business Administration please check our website at www.cba.neu.edu.

Nominations or applications and resumes should be sent to:
Irwin Weiss, Dean
101 Hayden Hall
360 Huntington Avenue
Boston, MA 02115
Fax (617) 373-2056
Email irwweiss@neu.edu

Northeastern University is committed to diversity and is an Equal Opportunity, Affirmative Action, Title VI Employer.

SAINT JOHN'S UNIVERSITY

ASSISTANT DEAN FOR STAFF DEVELOPMENT AND DIVERSITY

Saint John's University invites applications for a 10 month position of Assistant Dean for Staff Development and Diversity. This position will focus first on the education of student paraprofessionals in all elements of the mission that comprise the co-curriculum with the goal of creating effective learning communities; and second on diversification of the residence hall programming and training of residential assistants staff on such key topics as race issues. This position may also (if desired) be a Faculty Resident, who will have responsibility for one floor of upperclass students.

Requirements: Master's or Bachelors Degree and three years experience in residential life as a professional, knowledge/experience of effective programming with expertise in residential programming, experience in training resident assistants and disciplining, understand and support the Catholic/Benedictine values of the institution.

Saint John's University is a liberal arts college for men located in central Minnesota. It is coed, 70 minutes northwest of Minneapolis/St. Paul. More information is also posted on our website www.sju.edu.

Submit letter of application, resume and three recent letters of recommendation to:
SJJ Director of Human Resources
Saint John's University
Collegeville, MN 56321

Applications received after May 5, 2000 cannot be guaranteed consideration.

Women and people of diverse racial, ethnic, and cultural backgrounds are encouraged to apply. Saint John's University is an EEO/AA employer.
CALIFORNIA STATE UNIVERSITY, FRESNO

COLLEGE OF HEALTH AND HUMAN SERVICES

TENURE TRACK POSITIONS

California State University, Fresno is located in the heart of the San Joaquin Valley, on the western edge of the Sierra Nevada Mountain Range. The university has a current enrollment of approximately 18,000 culturally rich and diverse students. Positions available: August 2000; open until filled.

COMMUNICATIVE SCIENCES AND DISORDERS. Teaching coursework and supervising clinical practicum in a deaf education curriculum with a comprehensive philosophy. The successful candidate may be called upon to teach in a distance education mode (59111132). Contact: Dr. Paul Ogden (559) 278-2423.

GERONTOLOGY PROGRAM. Gerontology Program Director/Assistant or Associate Professor sought for the Interdisciplinary Gerontology Programs. Assignment as coordinator will be 50% program/curriculum development and 50% teaching. The successful candidate will direct the Gerontology program and teach undergraduate courses in Gerontology. Contact: Dr. L. Jay Fine (559) 278-2838.

HEALTH SCIENCE DEPARTMENT. Assistant Professor/Lecturer position in Epidemiology/Biostatistics with 50% time teaching undergraduate/graduate courses and 50% working with county health department. Earned Doctorate in Epidemiology/Biostatistics preferred. Applied health experience is required, MPH is preferred. Contact: Dr. Sherman Sowby, (559) 278-2106.

KINESIOLOGY DEPARTMENT. Teaching in pedagogy in physical education, measurement and evaluation, growth and development, history/philosophy/or others based on department needs. The successful candidate will supervise student teachers and become integrated into the research and service of the department and develop and implement curriculum in Pedagogy. Contact: Ms. Joanne Schroll (559) 278-2050.

NURSING DEPARTMENT. Two full-time positions available. Teaching coursework in critical care nursing, and advanced medical-surgical nursing (992H04). Contact: Dr. Marlene Dohn (559) 278-5221. Teaching coursework in pediatric nursing and maternal-child health nursing (992H05). Contact: Dr. Gail Bailey (559) 278-4165.

RECREATION ADMINISTRATION AND LEISURE STUDIES. Program Coordinator. The successful candidate will be granted tenure at the Professor rank to a nine-month faculty position. Assignment as coordinator will be 50% administrative, 50% teaching. An earned doctorate in recreation, parks and leisure studies or related with expertise in leisure services management is required. Contact: Dr. Ralph Weber (559) 278-2968.

SOCIAL WORK EDUCATION. Department Chair. Twelve-month administrative assignment with tenure granted to a nine-month faculty position. Successful candidate will provide departmental leadership, demonstrate ability to work with community groups to develop support resources, and have a background in the successful use of technology in instruction. Contact: Dr. Richard Salvino (559) 278-5278.

COMMUNITY COLLEGES OF SPOKANE, INVITES APPLICATIONS FOR THE FOLLOWING FULL-TIME, TENURE TRACK FACULTY POSITIONS:


Salary: $37,132 for all positions. For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-5499 at (509) 533-7429, TDD (509) 533-7666 or access our Website at http://csb.spokanecc.org. AA/EOE

PRESIDENT

North Harris College

The North Harris Montgomery Community College District welcomes nominations and applications for the position of President, North Harris College.

North Harris College's 200-acre wooded campus is located twenty minutes north of downtown Houston and offers more than 60 programs of study in academic and technical areas. The campus reflects the rich diversity of our community and boasts students hailing from 53 countries. The college enrolls nearly 10,000 students in credit programs and 19,000 in the Community Education program.

The position reports to the Chancellor of the District and requires: an earned doctorate from a regionally accredited university, administrative experience at the president, vice-president or dean level at a comprehensive community college system; experience in providing educational or support services directly to students through teaching, student services, library assistance, or other areas of professional service where engaging students directly is required.

Qualifications important to the position: Applicants should demonstrate:

- Deep commitment to the comprehensive community college and to the fulfillment of the mission by developing and maintaining the highest academic and student service standards;
- Manifest integrity, highest ethical standards, and respect for the dignity and worth for individuals and groups;
- Excellent interpersonal and communication skills, good will, and a sense of humor;
- Understanding, respect, and support for diversity among students, faculty, staff and other constituent groups;
- Strong commitment to innovation and continuous improvement of the quality of educational programs and services to students;
- Significant and successful responsibility with budgetary and other financial matters;
- Ability to develop and expand partnerships with businesses, school districts, governmental entities, community organizations, and the general public to meet the educational and workforce needs of the community;
- Wide-ranging skills and sensitivity needed to be an effective campus leader and a district administrative officer in a multi-campus system;
- Expertise in organizational assessment, strategic planning and evaluation, and documentation of institutional effectiveness; knowledge and skills required to provide state-of-the-art technological support systems for students, faculty and staff;
- Personal attributes which help to create and maintain an environment of inclusiveness in planning and decision making.

Application material should include (1) a cover letter describing how the requirements and qualifications for the position are met by the applicant, (2) a current resume including major career accomplishments and (3) the names, addresses, and telephone numbers of five employment-related references. Letters of nomination and application material may be mailed, faxed or forwarded electronically to: North Harris College President Search, Department of Human Resources, 250 North Sam Houston Parkway East, Houston, TX 77060 or Fax 281-260-3186 or email jobs@nhamcc.edu

Final review of applications by the search committee will begin the week of March 31. Reporting date is expected to be no later than August 2000.
Did you know that...

ethnic news is now fully indexed and available for research and reference in electronic format on CD-ROM in Ethnic NewsWatch, a full-text general reference database of the publications of the ethnic, minority and native press, dating back to 1993.

Ethnic NewsWatch is one of more than 180 newspapers, magazines and journals reflecting the ethnic, minority and native press (African American, Caribbean, Arab and Middle Eastern, Asian American, European/Eastern European, Hispanic, Jewish, Native American and Multi-Ethnic) that are now part of the Ethnic NewsWatch database.

For the first time...

Ethnic NewsWatch gives you fast and easy electronic access to more than 270,000 complete articles, editorials, columns, book, movie, and theater reviews (and more) reflecting the ethnic diversity of America. And, with Ethnic NewsWatch you have news, culture and history with the other side of the stories.

Now Ethnic NewsWatch is available in academic, public, school and government libraries nationwide.

Ask for Ethnic NewsWatch on CD-ROM at your public library or local high school and public libraries.

For more information, contact Softline Information, Inc.
20 Scenics Street, Stamford, CT 06901  •  (800) 524-7922  •  Fax (203) 975-6347

Be an Influential Force in the Power - Learning of Learning

Houston Community College System

Assistant Dean of Enrollment Services

The Assistant Dean will assist the Dean of Student Development in the coordination of all facets of the college's student development programs. Position will be responsible for the overall coordination of all admissions and enrollment processes including Financial Aid, Testing, Orientation, Admissions, and multiple site registration.

Requirements:
Master's degree from an accredited institution in counseling, higher education administration or related field. (Photocopy of college transcript showing degree conferred must accompany the application.)

Minimum of three (3) years of related administrative experience with supervisory responsibilities required, preferably in a related position in an institution of higher education.

Experience in developing retention strategies that address the needs of a diverse student population to ensure student success.

Knowledge of the enrollment of all local, state, and federal statutory requirements in financial aid, testing, admissions, registration, and other related program standards.

The starting salary range for this position is $4,646 to $5,425/month.

Please refer to JVN00049 when making an inquiry or applying for this position. An IHCCS employment application is required for consideration. To request an application, call (713) 718-8565 or visit our web site at www.hccs.cc.tx.us Application deadline is 3/10/00.

Houston Community College System
320 Jackson Hill, HR Dept, Ste. 220
Houston, Texas 77007

IHCCS is an Equal Opportunity Employer.

Peralta Community College District

President

Laney College, Oakland, California

The President of Laney College will serve as the chief academic and administrative officer of the college under the general direction of the Peralta Community College District Chancellor. The President of Laney College will provide outstanding leadership, displaying initiative, sophistication, and advanced professional development appropriate to that of a president of a major urban campus. Working in the San Francisco Bay Area, the President of Laney College will have a unique opportunity to lead the college through skillful strategic planning and program evaluation, and in an aggressive campaign to expand ties to the rapidly growing high technology business community.

Evaluating nearly 12,000 students per semester, Laney College is the flagship institution of the four community colleges comprising the Peralta District. Adjacent to scenic Lake Merritt, the 60-acre Laney campus is a community focal point, situated in the cultural and business center of the East Bay. Laney College and the Peralta District are committed to providing premier educational programs to the diverse communities of the San Francisco Bay Area.

Application Information: For a profile brochure, contact Larry Hardy, Director of Personnel and Affirmative Action, 333 East 8th Street, Oakland, CA 94606. Tel. (510) 466-7230, Fax (510) 466-7249. Or, see our Web site: www.peraltacs.co.us.

For additional information, contact Del M. Anderson, Search Consultant, Association of Community College Trustees, 4100-10 Redwood Road, #251, Oakland, CA 94619. Tel. (510) 638-5288, Fax (510) 382-9537.

The Peralta Community College District is an equal opportunity/affirmative action employer.
VICE PRESIDENT for Business and Finance

St. Norbert College invites inquiries, nominations and applications for the position of vice president for business and finance. Founded in 1898, St. Norbert is a private, selective, coeducational, primarily residential liberal arts college with a long tradition in Catholic higher education. Located in the Green Bay, Wisconsin area, the College enrolls about 2,000 traditional undergraduate students and 100 graduate students. With a corrective maintenance plan in place over the last fifteen years, the campus is exceptionally well maintained. The College has an annual operating budget of approximately $47 million, and an endowment of about $43.5 million. There are 116 faculty and the student-faculty ratio is 14:1.

The vice president is the chief financial officer of the college and works directly with the president and the Board of Trustees to establish budgets; manage endowments; oversee all business operations including financial aid; manage all auxiliary services, telecommunications, and conferencing activities; maintain all physical resources; and coordinate human resource needs. The vice president reports to the president and serves as an integral member of the institutional management team, the Administrative Advisory Council (AAC). The vice president staffs four Board committees: Finance, Investment, Audits, and Buildings.

The successful candidate should have experience in higher education administration and management. A master’s degree in a related field and a CPA are preferred. Compensation for this position is highly competitive with peer institutions. The position is available in June 2000.

Candidates should provide a resume, the names and phone numbers of five references, and a cover letter describing their interest in the position and the experience that they would bring. All candidate materials will be held in confidence. For fullest consideration, materials should be received by March 10, although the position will remain open until it is filled. Applications and nominations should be sent to:

Jean Dowdall or Robert Atwell
A.T. Kearney Executive Search
333 John Carlyle Street
Alexandria, VA 22314
fax (703) 518-1733

Inquiries should be directed to them at:

atwell@aol.com
phone (941) 957-0010
or to jean.dowdall@atkearney.com
phone (703) 739-4761

Submission of materials by e-mail as Word documents is encouraged.

All applicants will be given equal consideration regardless of race, sex, religion, age, color, national origin, marital status, disability, and sexual orientation, citizenship status, or other protected class status.

---

AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

Agnes Scott College seeks highly qualified, experienced candidates for the position of Julia Thompson Smith Chaplain. An endowed position, the Julia Thompson Smith Chaplain fulfills a crucial role in the spiritual and intellectual life of the College. The dialogue between faith and learning at Agnes Scott College fosters academic freedom, as well as an appreciation of pluralism and a desire for diversity. Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community of scholars with one of the largest endowments per student of any college in the country.

JULIA THOMPSON SMITH CHAPLAIN

Responsibilities: The Chaplain provides spiritual and intellectual guidance to a diverse faith community of students, faculty and staff through worship, pastoral care and counseling. The Chaplain works with students, faculty and staff to offer a variety of programs, which emphasize the vitality of faith and learning, address challenging ethical and social issues and foster greater knowledge and understanding of all religions. The Chaplain coordinates campus volunteer efforts. The Chaplain develops and maintains good relationships with neighborhood churches, synagogues and houses of worship. The opportunity to teach seminars or courses in religious studies or related fields may be present.

The Chaplain conducts worship services during Orientation, Sophomore Family Weekend, Alumnae Weekend and Senior Investiture, as well as plans and coordinates convocations and baccalaureate services. This position reports to the Vice President for Student Life and Community Relations/Dean of Students and works with students, faculty, staff, alumnae, trustees, community leaders and members of professional organizations.

Qualifications: A seminary degree is required, as is ordination in the Presbyterian Church (U.S.A.). A doctorate in religious studies, ministry or related fields is highly desirable. Previous campus ministry experience will be helpful. The successful candidate will demonstrate knowledge of worship leadership. Qualified candidates will be proficient in counseling skills, small group leadership and homiletics. Excellent communication skills, both oral and written, are required.

Send letter of application, current résumé and names and phone numbers of three references to: Agnes Scott College, Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030. Review of applications begins immediately and continues until position is filled.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in its employment.

Affiliated with the Presbyterian Church (U.S.A.), Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.

An Equal Opportunity Employer.

www.AgnesScott.edu

---

How Easy Can It Get?
Outlook®
E-Mail us your ads at:
Outlook@sprintmail.com
and visit our Website at http://www.HispanicOutlook.com
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
announces (17) faculty positions for Fall 2000
(subject to financial ability)

John Jay College of Criminal Justice seeks faculty with a demonstrated record of prior teaching and scholarship who may participate in both graduate and undergraduate education. Doctorate required for professional rank. For appointment as Instructor, master's degree required. ABD and teaching experience preferred. Instructors are limited to five one-year appointments. Salary commensurate with experience.

DEPARTMENT OF ENGLISH
Assistant Professor
(One position available)

1) Generalist in medieval literature and writing courses, specialization in 17th Century English literature 2) Generalist in teach core literature and writing courses, specialization in comparative since 1945 3) Writing specialist to teach and design a variety of writing courses; experience in computer-based instruction and the ability to teach business and technical writing preferred 4) Generalist to teach core literature and writing courses, specialization in Renaissance literature 5) Generalist to teach core literature and writing courses, specialization in 18th Century literature.

DEPARTMENT OF LAW, POLICE SCIENCE AND CRIMINAL JUSTICE ADMINISTRATION
Assistant Professor/Instructor of Law
To teach survey and upper level courses in Criminal and Constitutional Law. Area of specialization open, with preference for criminal and judicial experience.

DEPARTMENT OF PHYSICAL EDUCATION
Assistant Professor/Coach/Instructor
(two positions available)

1) Teaching classes in tennis and personal fitness, and coaching both varsity sports 2) Teaching classes in fitness, health and stress management, and coaching one of the following sports: soccer, volleyball, or tennis. Collegiate coaching experience preferred.

DEPARTMENT OF PUBLIC MANAGEMENT
Assistant Professor/Instructor
(two positions available)

Public Administration/Research and Evaluation Methods. Expertise in one or more of the following areas: program evaluation, and management of research methods. Substantive experience in juvenile justice and/or inspection and oversight preferred. 2) Public Administration or Economics/Accounting and Auditing. Expertise in accounting and auditing, with experience in one or more of the following: public sector accounting and program auditing, forensic accounting, accounting related to criminal investigation.

DEPARTMENT OF PUERTO RICAN STUDIES
Assistant Professor
Search Reopened

Specialization in criminal justice and social sciences. Expertise in Puerto Rican, Caribbean and Latin American communities in the USA and knowledge of respective geographic areas.

SEEK DEPARTMENT
Assistant Professor/Instructor
Ph.D. in Social Work, Psychology or Counseling and successful counseling experience in higher education. Responsibilities focus on counseling and teaching a criminal course.

DEPARTMENT OF SCIENCES
Assistant Professor/Instructor
(two positions available)
Positions Revised and Search Reopened
College Laboratory Technician
(two positions available)

1) Chemistry/Forensic Chemistry. To teach courses from general natural science, general analytical, and forensic chemistry. Strong research agenda and thesis mentoring required 2) Chemistry/Forensic Science. To teach courses in forensic science program and conduct research in graduate program 3) College Laboratory Technician to assist in the preparation of experiments for laboratory courses. Skills in the maintenance and repair of scientific and computer equipment desirable.

DEPARTMENT OF SOCIOLOGY
Assistant Professor
(two positions available)

Research interests in probation, substance abuse and deviance. Related interests in inner city communities and immigration 2) Specialist in international law and criminality in research methods and qualitative analysis

Please send letter of application, curriculum vitae and three references, etc., to respective department chairpersons at John Jay College of Criminal Justice, CUNY, 899 Tenth Avenue, New York, NY 10019.

John Jay College has a strong institutional commitment to the principle of diversity. In that, we are particularly interested in receiving applications from a broad spectrum of individuals, including women and minority groups. Reasonable accommodations will be provided to persons with disabilities upon request.

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451
Tel.: (201) 845-9744
FAX: (201) 368-0433
McHENRY COUNTY COLLEGE
Faculty Positions

McHenry County College, a public comprehensive community college located northwest of Chicago in Crystal Lake, IL, invites applications for the following 9 month tenure track positions:

ACCOUNTING: Minimum of Master's degree in Business, Business Education or Accounting, to include 24 semester hours Accounting coursework and 2000 hours related work experience within the past five years. Bachelor's degree in Business plus CPA or CMA is acceptable. Knowledge of computerized accounting systems desired.

ART/COMPUTER GRAPHICS: Teach digital design courses, develop curriculum, coordinate Mac Lab in conjunction with coordinator of Network Services. Photoshop, Quark, Illustrator and Premier experience preferred. Include exhibition record/sides. Minimum of MFA or MA in Art/Computer Graphics.

BIOLOGY: Teach introductory courses for biology and allied health majors (lead instructor), and introductory courses for non-majors. Minimum of a Bachelor's degree in biological science with broad-based background.

COMPUTER INFORMATION SYSTEM: Teach Computer Literacy, Visual Basic 6.0, and Java. Minimum of Bachelor's degree in Computer Science or Bachelor's of MIS and 2000 hours of work related experience.

COUNSELOR: Provide academic, career and personal development counseling to Spanish and English speaking students and teach Personal Development courses. Minimum of Master's degree in Counseling, College Student Personnel, Psychology, or related field and fluency in Spanish.

GEOGRAPHY, EARTH SCIENCE, GEOLOGY: Teach lower division courses in earth sciences, physical geography, regional geography and environmental sciences. Minimum of Master's degree in Geography, Earth Science, Geology or Master's degree in Science to include 15 graduate semester hours in the Earth Sciences or Physical Geography. Broad background in Regional, Human and Physical Geography and Physical Geology a must.

HISTORY/POLITICAL SCIENCE: Teach courses in Political Science, American History and U.S. Government. Minimum of Master's degree in Political Science to include course work in History with 24 semester hours of U.S. History and World Civilization.

PHILOSOPHY: Teach lower division courses from among Introduction to Philosophy, Logic, or Ethics. Living with Death, Religions of the World. Include critical thinking as part of all teaching. Minimum of Master's degree in Philosophy or Theology. Philosophy preferred.


SPANISH/FRENCH: Teach 3 sections Spanish and 1 section first year French each semester, assist in cultural programming. Minimum of Master's degree in Spanish with substantial course work in French.

THEATER: Theater generalist with extensive production experience. Teach 7 theater courses and 1 speech course annually, develop curriculum (especially Ethnic Traditions in American Theater), direct student productions. Minimum of Master's degree or MFA in Theater (acting or directing) substantial course work in speech communications.

Application forms and additional information about the college and positions available on college website: www.mchenry.cc.il.us.

In addition, candidates should submit: (1) letter of application including statement on their commitment to the community college and teaching/counseling, and their experience and interest in one or more of the following: diversity, technology, and interdisciplinary course work; (2) a current resume; (3) transcripts; (4) names, addresses and phone numbers of three references to:

Barbara Kreutzmann
Director of Employment Services
McHenry County College
8988 U.S. Highway 14
Crystal Lake, IL 60012

Application forms and additional information available online at:
www.mchenry.cc.il.us

Deadline for applications is March 10th. (Fax and email not acceptable.)

McHenry County College is an EEO employer and committed to diversity in its college community.

UNIVERSITY OF CALIFORNIA, BERKELEY

Director, Office of Undergraduate Admissions and Relations with Schools

The University of California, Berkeley, as the flagship campus of the University of California, is responsible for directing recruitment, admission and yield activities for entering freshmen and advanced standing students. The Director must articulate Berkeley's policies and decisions to prospective applicants, high school counselors, parents, faculty, senior administrators and other stakeholders in Berkeley's undergraduate admissions process. The Director must also be able to articulate effective strategies for recruitment and yield, particularly in light of the increasing diversity and complexity of the applicant pool.

The successful candidate will demonstrate a clear commitment to excellence in undergraduate admissions and a related field; a clear commitment to excellence in undergraduate admissions; a clear commitment to diversity and excellence in undergraduate admissions; a clear commitment to diversity and excellence in undergraduate admissions; and a strong commitment to the goals of the University of California, Berkeley.

Send nominations and applications to: Mr. David Karpinski or Carolyn Auteri, Office of Undergraduate Admissions, 3401 University Avenue, Berkeley, CA 94720. Phone: (510) 642-3300. Fax: (510) 642-3304. E-mail: carolyn.auteri@berkeley.edu

Nominees for the position will be invited to apply.

A complete application will include a letter of interest including a statement of how the candidate satisfies the position qualifications listed above and a current resume. At a later time the applicant will be expected to provide letters of reference, including the names, telephone numbers and addresses of colleagues who can provide assessments of the candidate's qualifications.

Deadline for applications is May 1, 2000. Review of completed applications will begin on February 24 and will continue until the position is filled. This is a full-time, salaried position with a comprehensive benefits package, including health, dental, vision, and retirement plans. The University of California is an equal opportunity employer and is committed to diversity in its faculty, staff, and student population, as well as diversity in its recruitment, selection, and promotion processes.

EOE/AA
Tenured Faculty Positions

Columbia Basin College, a comprehensive community college in southeastern Washington, is seeking tenure-track faculty with a passion for teaching and a commitment to student success, the community college mission, and shared governance. The college offers an excellent faculty development program, encourages a wide variety of backgrounds and interests, and is supportive of innovative and different modes of instruction. The Columbia Basin is a desert region with three cities and smaller communities, and is located near the Columbia, Snake, and Yakima rivers in southeastern Washington State. The area includes major science and technology centers, a thriving wine industry, agricultural development, and numerous recreational and cultural opportunities. Open until filled, but for best consideration apply by March 1, 2000.

- Anthropology/Social Science Instructor
- Automotive Instructor
- Biology Instructor
- Career/Transfer Center Counselor
- Counselor
- Database Administration Instructor
- Dental Hygiene Instructor
- E-Commerce Instructor
- Music Instructor
- History/Latin America/Political Science Instructor
- Human Services Instructor
- Machine Technology Instructor
- Mathematics Instructor
- Nursing Instructor
- Psychology/Social Science Instructor

For required application forms or more information, please contact:

Human Resources
Columbia Basin College
2600 North 20th Ave.
Pasco, WA 99301-3379
(509) 547-0511, ext. 2233

Application and information also on the World Wide Web at www.cbc2.org

Columbia Basin College
An affirmative action, equal opportunity institution

ASSISTANT PROFESSOR AND LANDSCAPE ECOLOGIST
IN THE AGRICULTURAL EXPERIMENT STATION

UNIVERSITY OF CALIFORNIA, DAVIS, CA

POSITION RESPONSIBILITIES: The focus of the position is the ecology and management of California rangelands (grassland, shrubland, woodland, mesic riparian areas, and desert) using science to address important issues in California landscape with emphasis on spatial characteristics as appropriate. Additionally, there are international opportunities for landscape level research on production dynamics and environmental aspects of grazing systems, especially in Africa and Eurasia. Research on landscape should be capable of advancing the understanding of landscape level process solving problems of land use, and advancing the science of spatial analysis for understanding of landscapes. It is anticipated that a successful candidate will collaborate with other scientists at UC Davis, Cooperative Extension specialists, farm advisors, researchers from other universities and agencies. The successful candidate will be expected to develop and direct undergraduate and graduate courses, including comparative ecology of range ecosystems, monitoring of rangeland ecosystems and rangeland planning. The candidate will assist in teaching other undergraduate and graduate courses. The successful candidate will be expected to participate in departmental, College, and Division committees and student, regional and national organizations that address landscape issues. Send a statement of teaching interests, curriculum vitae, publication list, reviews, and key publications (up to five), copies of undergraduate (within five years of degree) and graduate transcripts, a detailed CV, letters of reference, and telephone numbers of at least three references to: Dr. Montague W. Demment, Chair, Search Committee, Department of AARES, University of California, One Shields Ave., Davis, CA 95616-85. Telephone: (530) 752-7757; FAX: (530) 752-4361. E-mail: satter@ucdavis.edu. Review of applications will begin on May 1, 2000. Positions to remain open until filled.
FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

Foothill-De Anza Community College District, located in Northern California, is inviting applications from applicants who would like to join a leadership team committed to excellence and innovation in academic programs and student services. The district's colleges, De Anza College in Cupertino and Foothill College in Los Altos Hills, are both located in the world-famous scientific and technological hub known as the Silicon Valley.

Director, California Virtual Campus
This management position will plan, direct and coordinate online instructional projects related to the state-funded California Virtual Campus (CVC) grant. It will facilitate instructional design and development projects in support of the 24 colleges in the Greater Bay Area Consortium. First review date: April 7, 2000.

Dean, Distance and Extended Learning (De Anza College)
Under the direction of the VP of Workforce, Technology and Economic Development, this management position will provide strong leadership and vision in coordinating and directing all of De Anza College's distance and extended learning functions, including planning, budgeting, curriculum delivery, and student services delivery via television, Internet, emerging technologies and off-campus modes. First review date: April 7, 2000.

Dean, Distance and Mediated Learning (Foothill College)
This management position will provide strong leadership and vision in the coordination and direction of all of Foothill College's distance and mediated learning functions, including strategic development, budgeting, curriculum development and delivery, and student services support for distant learners. First review date: April 7, 2000.

Dean, Middlefield and Evening Campus (Foothill College)
Reporting to the Dean of Faculty & Staff, this position coordinates instruction, student services, and administrative support of the Middlefield and Evening Programs. Areas include: registration, counseling, EOPS, financial aid, career center, cooperative education, transfer center, tutorial support, learning resources, health, food, multi-media, faculty and student support services. First review date: March 31, 2000.

Dean, Student Outreach and Retention (Foothill College)
Reporting directly to the VP of Instruction and Student Development, this management position is responsible for assessment and placement, MESA program, PUENTE program, Pass the Torch program; outreach and recruitment; development, maintenance and evaluation of student success systems; college retention efforts and student outcomes. First review date: April 21, 2000.

To obtain more information about these positions, visit our website at: www.fh.fhda.edu/district/ht/employment.html or contact Employment Services (650) 949-6217 or employment@fhda.edu AA/EOE
HISPANIC OUTLOOK 1999-2000 RATE CARD

SUGGESTED AD SIZES

**Full Page Spread**
15" wide (1/2" gutter) x 9.75" deep

**Full Page**
7.5" wide x 9.75" deep

**2/3 Page Vertical**
4.875" wide x 9.75" deep

**2/3 Page Horizontal**
7.5" wide x 7.25" deep

**1/2 Page Vertical**
3.625" wide x 9.75" deep

**1/2 Page Horizontal**
7.5" wide x 4.75" deep

**1/2 Page Island**
4.875" wide x 7.25" deep

**1/3 Page Vertical**
2.375" wide x 9.75" deep

**1/3 Page Horizontal**
4.875" wide x 4.75" deep

**1/4 Page**
3.625" wide x 4.75" deep

**1/6 Page Vertical**
2.375" wide x 4.75" deep

**1/6 Page Horizontal**
4.875" wide x 2.375" deep

**1/12 Page**
2.375" wide x 2.375" deep

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. No cancellations or changes will be accepted after closing dates. Refer to schedule for deadlines.

CLOSING DATES

<table>
<thead>
<tr>
<th>Issue Date</th>
<th>Closing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24</td>
<td>Sept. 7</td>
</tr>
<tr>
<td>October 8</td>
<td>Sept. 21</td>
</tr>
<tr>
<td>October 22</td>
<td>Oct. 5</td>
</tr>
<tr>
<td>November 5</td>
<td>Oct. 19</td>
</tr>
<tr>
<td>November 19</td>
<td>Nov. 2</td>
</tr>
<tr>
<td>December 3</td>
<td>Nov. 16</td>
</tr>
<tr>
<td>December 17</td>
<td>Nov. 30</td>
</tr>
<tr>
<td>January 7</td>
<td>Dec. 14</td>
</tr>
<tr>
<td>January 28</td>
<td>Jan. 11</td>
</tr>
<tr>
<td>February 11</td>
<td>Jan. 25</td>
</tr>
<tr>
<td>February 25</td>
<td>Feb. 8</td>
</tr>
<tr>
<td>March 10</td>
<td>Feb. 22</td>
</tr>
<tr>
<td>March 24</td>
<td>March 7</td>
</tr>
<tr>
<td>April 7</td>
<td>March 21</td>
</tr>
<tr>
<td>April 21</td>
<td>April 4</td>
</tr>
<tr>
<td>May 5</td>
<td>April 18</td>
</tr>
<tr>
<td>May 19</td>
<td>May 2</td>
</tr>
<tr>
<td>June 2</td>
<td>May 16</td>
</tr>
<tr>
<td>June 16</td>
<td>May 30</td>
</tr>
<tr>
<td>June 30</td>
<td>June 13</td>
</tr>
<tr>
<td>July 14</td>
<td>June 27</td>
</tr>
<tr>
<td>July 28</td>
<td>July 11</td>
</tr>
<tr>
<td>August 11</td>
<td>July 25</td>
</tr>
<tr>
<td>August 25</td>
<td>Aug. 8</td>
</tr>
<tr>
<td>September 8</td>
<td>Aug. 22</td>
</tr>
<tr>
<td>September 22</td>
<td>Sept. 5</td>
</tr>
</tbody>
</table>

HOW TO PLACE ADVERTISEMENTS

By Mail—All materials should be sent to:
Hispanic Outlook in Higher Education; Display Advertising
210 Route 4 East, Paramus, NJ 07652
By E-Mail—outlook@sprintmail.com
By Fax—Transmit to (201) 587-9105 seven days a week
To Confirm—Call (201) 587-8800 (x102 or x106)
Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.

TRIM SIZE: 8.375" w X 10.875" d
LIVE AREA: 7.5" w X 9.75" d
BIND METHOD: Saddle Stitched
KIND OF PRINTING: Two Color Web
PAPER STOCK: 70 lb. opaque
# Advertising Index

<table>
<thead>
<tr>
<th>District</th>
<th>College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CALIFORNIA</strong></td>
<td>California State University, Bakersfield 52, California State University, Fresno 74, El Camino College 53, Foot Hill-De Anza Community College District 61, Graceland-Community College District 76, Mountain View-Los Altos Union High School District 10, Pepperdine University 65, Feralita Community College District 76, San Francisco State University 89, University of California, Berkeley 79, University of California, Davis 83, University of San Francisco 61, Westminster College 73, <strong>COLORADO</strong></td>
</tr>
</tbody>
</table>
I PUNTO FINAL!

Mutual Discovery

Recently I had the opportunity to listen to one of the best contemporary Latin American writers, Carlos Fuentes. I felt I had reached an oasis in the middle of the city of Chicago. The words that flowed out of the writer were abundant in their beauty and use of language and contained profound and provoking thoughts. The power of the Spanish language reverberated in the conference room. The power of the ideas is still reverberating inside me as I write this piece.

Carlos Fuentes reminded the audience that Spanish is the fourth most common language spoken in the world. In the United States today, there are approximately 30 million Spanish speakers. He anticipated that in the 21st century, this country will change significantly to become more multicultural and hopefully more inclusive and accepting of differences.

To move forward, we also need to be reminded of the lessons from the past. Fuentes did exactly that by emphasizing that mutual discovery was the greatest significance of [Europe's] discovery of the New World. Different cultures met and began a long journey of influencing each other. We tend to forget that America also discovered Europe. The worst part of that encounter was that the need to conquer led to destruction and elimination. Destruction of any civilization causes intellectual and cultural poverty. Encounters of different races, languages, and cultures should become enriching experiences. It is through their mixture that civilizations are energized.

Given our numbers and rising economic power, Hispanics in the United States should have the opportunity to shape the new millennium. Spanglish should thus become the language of our “mixed heritage.” To my annoyance, these thoughts were uttered by one of the best craftsmen of the Spanish language, Carlos Fuentes himself. Needless to say, they have generated several opinion pieces in the local newspaper.

As I write this, I am reminded of the powerful message I heard. To be Latino in this country in the 21st century, you need not limit yourself to the Spanish language. You can dance between the cultures; you can mix vocabulary into a new mestizo language. Because the mixing of languages represents the intermingling of both worlds, you can bring together different heritages. And that is the reason why I feel that we can make a difference. I believe new millennium belongs to those of us who can bring different backgrounds together, who can create coalitions who can create new ways of doing an living without forgetting our past, our heritage. The future belongs to those of us who are contributing to make this country multicultural. Those of us can provide new examples of how to help shape higher education.

Here in Illinois, when we speak to one another, we might use different intonations of Spanish; we might switch to English, and sometimes say things in Spanglish; but we share the understanding that the only way to make a difference is through collaboration.

The Mexican writer Jose Vasconcelos predicted that the future lies in a race, mix breeds: la Raza Cosmica. This new race will be the one that accomplishes what ethnic prejudice has prevented us from doing: create a better world. Carlos Fuentes agrees with Vasconcelos. The 21st century will see the beginning of the mestizo Spanglish will become the default language of this new race. Hopefully to use Spanglish will not mean the disappearance of this country of Spanish. Instead, we could be the ones to finally make United States a country where being bilingual is culturally desirable, a country where monolingualism is frowned upon as cultural deprivation.

Although I miss speaking and hearing the Spanish with which Carlos Fuentes recently addressed the audience in Chicago, I know that the future demands mutual discovery, mutual influencing, the creation of new words, and believe that we are in the right place and at the right moment: that the cultural encounters, we can energize others to create a better society. I believe that to the many Latino students at our university, we are role models, at least, that when they hear my accent they are reminded that, indeed, we all came from somewhere else. These same students must also realize that without abandoning who we are, we have the power to influence and to come together to shape a better future.

If interested in submitting a Punto Final! “think piece,” please e-mail us at sloutlook@aol.com for guidelines.

PO. Box 68
Paramus, NJ 07652-0068

ADDRESS SERVICE REQUESTED

Bulk Rate
U.S. POSTAGE
PAID
Permit #664
S. Hackensack, N.J.

MS. CARLA KREPPEIN
ASSOCIATE DIRECTOR
ERIC CLEARING HOUSE ON HIGHER EDUC.
1 DUPONT CIRCLE SUITE 630
WASHINGTON, DC 20036

538
DON'T MISS THESE IMPORTANT ISSUES!

Graduate Issue
April 21st
Ad Deadline: April 4th

April 21, 2000
Ad deadline:
April 4, 2000

Top 100 Colleges Hispanics
May 5, 2000
Ad deadline:
April 18, 2000

Health Professions
June 2, 2000
Ad deadline:
May 16, 2000

For more information please contact us at
(201) 587-8800 (Ext-102 or 106)
Fax: (201) 587-9105
E-mail: Outlook@sprintmail.com
FEATURES

Council of Independent Colleges: Supporting a Common Agenda
Service, not policy, is the emphasis of this 475-member group. 6

Holy Family College Develops Neighborhood Center
Council of Independent Colleges' Kellogg Grant at Eight Institutions 10

Discovering the Riches Within
Cooper Union's Saturday classes nourish potential artists from New York's high schools. 12

Norma Cantú Talks with HO About Civil Rights and Education
A Harvard Law grad at 22, she emphasizes problem-solving over "findings." 15

George Castro Wins High Honor for Mentoring
Retired from IBM, he's capturing national attention for his labors of love at San Jose State University. 20

La Raza and MALDEF Fear House Resolution 2
Groups question whether parental consent over notification better serves students. 23

Is Higher Education Just a Dream for Latinos?
Without positive interventions, yes. But programs at American and George Washington are improving the odds. 25

Making Paradise a Little Better for Hispanics
Three University of Hawaii Latinos launch a successful law students association. 29

DEPARTMENTS

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW
Private Colleges and their Enveloping Myths 5

Honor Roll: Emory University
Training Cultural Bridge-Builders 17

People, Places, Publications, Conferences 32

Book Review: Mexicanos: A History of Mexicans in the United States
42

Cubanidad Today
back cover
A Capitol View

Private Colleges and their Enveloping Myths

by Gustavo A. Mellander

America's very first institutions of higher education were private endeavors. Founded by a White male elite, they were created for those like them—only younger. In part, they wanted to break away from European traditions and establish very pragmatic institutions for their sons and nephews.

Harvard was established in 1636, a mere 16 years after those intrepid pioneers waded onto Plymouth Rock. Others followed. William and Mary in 1693, Yale in 1701, and Princeton in 1746.

Much has changed since those early days. But most of America’s perceptions remain mired in their early history, in what some have characterized as the myth of private higher education.

Diversity

But change they have, and the changes have been dramatic. So much so that many now feel it is more accurate that they be called independent institutions. Most are coeducational, open to students and faculty from the diverse religious and ethnic background that is America, and many are full partners with the federal government’s educational and research initiatives.

They have a reputation for innovative outreach efforts, generous institutional aid programs, and a creative “welcome mat” that has allowed them to serve student populations as diversified as those of their public counterparts.

They are very similar to public colleges and universities. For instance, their outreach efforts and success rates with Hispanics are comparable to if not better than those of flagship public universities. Yet the myth that few Hispanics can or do attend those institutions continues to flourish.

Too often, the media and public blindly accept the antiquated notion that private institutions are the domain of students from wealthy, White families. Because of that perception, many Hispanic students and families do not fully consider the complete range of institutions and opportunities that is available to them.

The reality is that private institutions are as diverse as their public counterparts. About one in four students enrolled at four-year private institutions is from a minority background, compared to a similar proportion at four-year public institutions.

The proportion of students from specific racial/ethnic groups is surprisingly similar. The distribution of students at four-year private institutions is Hispanic, eight percent; African American, 10 percent; Asian, six percent; and Native American, one percent. At four-year public institutions, those percentages are the same for all but Hispanics, who are seven percent.

Only for the Rich?

Diversity is not only ethnic but also financial. Many will be surprised to note that 27 percent of students enrolled at independent four-year institutions have family incomes under $30,000—compared to 28 percent of students enrolled at public four-year institutions. Similarly, 48 percent of dependent students enrolled at independent four-year institutions have family incomes under $50,000—compared to 49 percent at public four-year institutions.

Eight of 10 students attending private colleges and universities receive some form of aid. They receive an average institutional grant of $5,400 and an average total award package of $11,000. In fact, students attending private institutions receive four times more grant aid from their institutions than from the federal government.

Another “myth-busting” fact is that the median family income for undergraduates at four-year private institutions is actually lower than the median family income for undergraduates attending public flagship universities—and the gap in income is growing. In 1992-93, the national median family income for all undergraduates attending public flagship universities was $49,658; in 1995-96, it had increased to $51,231.

By comparison, the 1992-93 national median family income for undergraduate students attending four-year independents was $47,735. In 1995-96, it had decreased to $46,863. In 1995-96, the national median family income for Hispanic students attending public flagship universities was $32,571. In the same year, the national median family income for Hispanic students attending four-year private institutions was $16,760.

Since most Hispanic students are the first generation in their family to attend college, their rate of admittance and success is of interest. How do first-generation students fare at private colleges? To begin with, 33 percent of all students at independents are the first in their family to attend college—and 34 percent at public institutions.

The similarities are so close that even higher education scholars are surprised when they study them. That in itself is a clear indication of the power and endurance of the myths about private higher education.

Amazing Success Rates

Studies show that independent institutions have greater success graduating students—include minority students and first-generation—than do public institutions.

• 65 percent of full-time students who received a bachelor degree from an independent were able to complete it in four years or less; 34 percent at state institutions

• 42 percent of Hispanic students receiving a bachelor’s degree completed it in four years or less; 24 percent at public institutions.

• 61 percent of Hispanic students at four-year independents receive their degree in five years or less; 76 percent at public institutions.

• 65 percent of first-generation students who attend private college and universities receive their degree within five years as compared to 44 percent of the total first generation.

A National Unified Voice

There are approximately 1,600 private colleges and universities in the United States. More than 90 are members of the National Association of Independent Colleges and Universities. Some have headquarters in Washington, D.C., and the association serves as a unified voice for private higher education at the halls of government and around the nation.

Membership is as diverse as students includes traditional liberal arts colleges, research universities, and faith-related institutions, historic black colleges and universities, women’s colleges, and two institutions. For more information, contact Tony Pals at tony@naicu.edu.

Dr. Mellander is a professor of economics at George Mason University.

End of Document
Supporting a Common Agenda

BY MARILYN GILROY

At first glance, Mount Holyoke College (Mass.), Alaska Pacific University, and Texas Lutheran University seem to have little in common. But in fact, these institutions find a common framework as members of the Council of Independent Colleges (CIC), an organization that serves its members by providing resources, ideas, and practical advice to advance institutional excellence.

Established in 1956, CIC now has 475 college and university members. In addition to being nonprofit, independent, baccalaureate degree-granting institutions, CIC members are also characterized by:

- small to moderate size,
- a focus on learning and individual attention to students,
- commitment to liberal arts and sciences in general education (approximately 30 percent of course requirements for graduation), and
- offerings in at least five areas of concentration in the liberal arts and science disciplines.

Dues for joining CIC are based on FTE enrollment and range from approximately $1,700 to $5,400 per year. There are 16 staff members who work out of the organization's headquarters in Washington, D.C., and a governing board made up of college and university presidents and corporate and foundation executives.

CIC colleges are located in every region of the country, but they are united in the common ideal that "Independents" play a key role in offering higher education to the nation's diverse students and that their work "can be strengthened by collective action," according to CIC President Allen Splete.
years, whereas only 34 percent of students at tax-supported institutions graduate after four years. Moreover, the independents graduate minority students at a rate 25 percent higher than that of public institutions.

These success rates are probably due to the attention on "educating the individual," which is the focus of smaller colleges. According to CIC reports, most independent institutions offer a strong sense of community where each student is a person, not a number. Students have the opportunity to develop close relationships with faculty, and the result is a more intense, individualized learning experience not found in large state universities.

For Hispanic students, this can be the difference between persevering and dropping out. At Barry University and the University of the Incarnate Word, both CIC members serving high numbers of minority students, the student-faculty ratio is approximately 15:1, allowing for small classes and mentoring relationships that often develop outside of class.

Yet some minority students might feel intimidated by the costs of higher education at a private school, which often carries a price tag of $25,000 per year and upward. But supporters of independent institutions point out that they generally offer more and better financial aid packages to their students than do public colleges. For example, independent colleges in Massachusetts boast that last year they provided $1.2 billion in financial aid to students and that they accounted for two-thirds of all minority students attending college in that state and awarded three-fourths of all degrees to minorities.

Despite this rosy picture of achievement and substantial outcomes, the nation's private colleges and universities are buffeted by the same changes that are affecting other institutions. These include the rapid development of technology as a powerful force in higher education, the changing demographics and nature of teaching/learning in today's classrooms, and continued pressures to control the rising costs of a college education while balancing budgets.

But rather than view these as obstacles, CIC urges its members to see prevailing factors as opportunities that will allow them to become more "vital, and in some cases transformed by this fast-moving and increasingly competitive environment."

CIC helps its member institutions rise to today's challenges by implementing national projects, programs, and special initiatives that engage colleges and universities in reforms. Several foundations and trusts provide support for CIC. In some cases, funds are issued directly to participating members. Last year, CIC made grants of more than $750,000 to 72 colleges and universities.

"We are a direct service organization to colleges and universities. We run projects to help colleges enhance their educational programs and manage their resources more effectively," said Stephen Pelletier, vice president for communications. "We are not a public policy organization."

In this way, CIC distinguishes itself from National Association of Independent Colleges Universities (NAICU), which seeks to influence policies through lobbying efforts on Capitol Hill and monitoring legislation that affects higher education.

Yet the two organizations do work in tandem and are allies in strengthening the position of independent colleges and universities.

"We complement each other," said Pelletier. "But we each have our turf."

The independents graduate minority students at a rate 25 percent higher than that of public institutions.

Impressive Range of Programs and Projects

In fact, CIC program reflects its clarity of purpose: review of the council's projects publications shows a wide range of support to help colleges improve their educational and administrative performance and increase their institutional visibility. CIC pays particular attention to cultivating effective leadership at the top through the annual Presidents Institute, the largest meeting of private college presidents in the country. The Chief Academic Officers Institute (formerly the Deans Institute) brings together academic officers from around the nation. There are additional periodic retr
for presidents and their spouses in recognition of the unique role that partners play in supporting the careers and goals of college leaders.

Other CIC projects delve into the heart and soul of higher education. For example, the Council recently issued its findings from a project funded by a $1 million grant from the Pew Charitable Trust that engaged 22 colleges in a two-year examination of how institutions could shift from a teaching focus to a learning focus. The report, entitled **Faculty Roles, Faculty Rewards, and Institutional Priorities**, includes frank discussions by faculty members on how their roles are changing and how institutional incentives affect their work.

Another project reflected the basic goal of many independents, which strive to integrate education with real life experience and give students a sense of their roles as part of a larger community. Ten CIC members participated in the Serving to Learn, Learning to Serve program, which established service-learning opportunities for college students that focused on improving the school success of elementary, middle, and secondary students. Undergraduate teacher education students from CIC institutions tutored at-risk students in after-school programs, worked with students and parents to improve reading skills, and developed culturally appropriate curricular materials for recently immigrated Haitian, Nicaraguan, and Mexican elementary students.

Many of these projects are conducted under the auspices of the Consortium for the Advancement of Private Higher Education (CAPHE), an organization started by private foundations to help direct their philanthropic support of private higher education. CAPHE was acquired by CIC in 1993 and continues to merge foundation interests with support for college and university reform.

For those who thought that private colleges are primarily elitist in nature, it might come as a surprise that one of the major initiatives mounted by independent colleges is aimed at improving the aspirations and attainments of low-income students and minority pre-college students. The most ambitious of these efforts has been the College/Community Partnership. This six-year project was funded by two separate $1 million grants from the DeWitt Wallace-Reader's Digest Fund and enabled CAPHE to encourage partnerships between private colleges and community agencies to help improve the educational attainment of low-income students. A recently released report entitled **The Intentional Community** evaluates the projects and shows how collaboration can provide incentives and hope for youth in poor neighborhoods. The report serves as a blueprint for what works and of pitfalls to be avoided.

One institution, Mount Holyoke College in Holyoke, Mass., targeted Latinos, who make up a significant proportion of the city's population but are not an integral part of the local power structure. The goal of the project was to help students gear up for college by building study and test-taking skills. The Mount Holyoke program also joined with the Latino Scholarship Fund, which, in turn, formed a Latino Scholars Club where students get together not only to receive tutoring assistance and meet with mentors but to enjoy seminars about Latino poets, produce a newspaper, and plan and organize informational trips and scholarship fund activities.

What makes the projects described in **The Intentional Community** unique is that rather than remain isolated campus entities, these "town and gown" partnerships seek to develop networks and linkages in the community that share the costs of facilities, resources, and transportation necessary to operate the programs.

This is especially true of The Connecticut College/Centro de la Comunidad partnership in New London, Conn., which increased cooperation so that local students and families became involved in activities on the campus, and area churches and community groups contribute additional supplies and financial resources. The partnership conducted a four-week summer Camp Rotary Program in which 50 middle school students worked on reading and writing skills and participated in educational field trips. The students used the college's recreational facilities for various activities such as dance and swimming.

On the other side of the country, CIC member Heritage College joined in a community partnership with the Yakima Valley Farm Workers Clinic to provide activities on college awareness
admissions, and financial aid. Key to the program was the participation of students’ parents and guardians, who were also made more aware of the opportunities that higher education holds for their children. The partnership awarded 17 scholarships and began a scholarship endowment fund.

By promoting this type of grassroots leadership and offering models for change, CIC often helps its members change the public perception of the role of independent colleges. Instead of being viewed as elitist and isolated institutions, these colleges become a “backyard resource” for their communities and explore new ways of fulfilling their educational missions.

Future of Independent Higher Education

Like many sectors of higher education, CIC has spent a great deal of time and energy dealing with the tough questions that affect the future of the independents. How can private colleges maintain enrollment? How can colleges control administrative costs as well as those related to salaries and benefits? How will institutions keep up with information technology? These were some of the issues of greatest concern that were reported in the latest annual survey of CIC presidents.

There are no easy answers, but CIC continues to provide resources that can help its members. Through its Web site, it offers financial planning tools that are designed to help institutions estimate costs of network hardware. In conjunction with this, the council will hold its 11th annual conference on technology later this year.

Knowing that resources are of prime concern, CIC arranges for college presidents to meet with foundation officers to seek support through philanthropic endeavors and competitive grants.

Another CIC project, Preparing Future Faculty, was a pilot program to prepare graduate students to teach by establishing half-time teaching residencies and mentors in liberal arts colleges for graduate students.

Many of these initiatives were developed under the guidance of President Allen Splete, who recently announced his retirement (see sidebar). Under his leadership, CIC has clearly strengthened its role as a service organization while enhancing the position of independent colleges and universities.

As the search for a new leader begins, it is Splete who probably best described where CIC stands today. “While there are always more mountains to climb and opportunities to serve,” Splete said, “I believe that the time is right for the next generation of leadership for CIC and for me to start the next chapter in my life. CIC is stronger than ever before. There are in place many strong pillars on which CIC can build an even stronger future.”

About President Allen Splete

Dr. Allen Splete, president of the Cou of Independent Colleges, will retire, eflec June 30, 2000. He has served 14 years president and is credited as being the clyst for CIC’s growth over the past decades. Under Splete’s leadership, the organization membership has doubled and its budget quadrupled—to $36 million. In addition, has raised $17 million to support CIC’s wc

“I have cherished the nation’s independent liberal arts colleges and universities throughout my career,” said Splete. “They truly in my heart and soul... It has been deeply rewarding honor to serve and be advocate for these institutions.”

Splete joined CIC in 1985 as executive vice president. He was appointed president in 1986 following the resignation of Gary Quinl. Splete was previously president of Westminster College (Pa.) and held administrative posts at St. Lawrence University and Syracuse University.

Since he announced his retirement, Splete has received tributes from colleagues throughout the country. James B. Applebee, president emeritus of the American Association of State Colleges and Universities, said, “His tireless energy, the cooperative relationships he forged with his colleagues, and the success of his approach. He will be sorely missed.”

A panel of CIC presidents has been appointed to begin the process of finding a successor to Dr. Splete.
HOLY FAMILY COLLEGE

Develops Neighborhood Center

CIC Kellogg Grant at Eight Institutions

By AMALIA DUARTE

How many nursing programs incorporate door-to-door health education campaigns in poor, urban neighborhoods? Well, at Holy Family College, nursing students have been taking preventive health care out of the classroom and hospital and into the homes of Philadelphia residents. They have put together information campaigns on lead poisoning and then gone out into the community, ringing doorbells and handing out the literature. In a similar pound-the-pavement campaign, they have helped residents install smoke detectors. And in an ongoing program, they have helped bring food to elderly shut-ins and acted as their companions.

These programs benefit the neighborhood, but they also offer the students firsthand, practical knowledge about community nursing and have other results that are hard to measure but just as important.

"We are preparing students to provide global health care, and so we try to expose them to a variety of situations," said Dr. Jane Carlea, the division head of nursing at Holy Family. "And it helps the students develop their own sense of worth and self-esteem."

These unusual neighborhood outreach efforts were made possible by a grant given by the Council of Independent Colleges (CIC). Two years ago, in January 1998, CIC selected eight private colleges and universities that were member institutions and located in major urban areas to participate in the Implementing Urban Missions Program. The program offers institutional grants of up to $150,000 each for two- or three-year projects to expand and/or improve their missions and activities in serving their urban communities.

The $15 million grant, which is CIC's largest ever, comes from the W.K. Kellogg Foundation. CIC offers support and ongoing monitoring of the projects. In addition, CIC has sponsored conferences that bring together project directors and community members to share success stories and lessons learned. They met for the first time in June of 1998 in Chicago and again this past October in Philadelphia.

Colleges and universities involved in this initiative span the country, and each offers a distinct spin on how it seeks to fulfill its urban mission. Other participating institutions are Bloomfield College in New Jersey, Columbia College in Chicago, Johnson C. Smith College in North Carolina, Lesley College in Massachusetts, Marygrove College in Michigan, Mount Saint Mary's College in California, and Ohio Dominican College in Ohio.

Marygrove College, for example, is trying to boost the number of African Americans in the teaching profession, while Columbia College, an arts, media, and communications institution, develops alliances with community groups to advance the arts.

"This program is a real win-win. It taps into institutional strength that is then used to enable the community to solve some of its problems," said Michele Gilliard, executive director of the Consortium for the Advancement of Private Higher Education (CAPHE) and director of the Implementing Urban Missions program. (CAPHE is a separate operating unit of CIC and designs and administers directed-grant competitions.)

CIC has a long history of working in the area of community-college partnerships. The organization has given out 84 separate grants to colleges and universities totaling almost $35 million in six different
projects since 1984. All of these projects were aimed at helping institutions partner with their local communities. In addition to the Implementing Urban Missions project, two other programs have focused on service learning: two involved working with local scholarship organizations to improve access to higher education; and a sixth project synthesized many of these activities. “We’re responding to and supporting the interests of our member institutions,” said Gilliard. “For small, private colleges that are regionally focused, it is critically important to have a strong, supportive relationship with the surrounding community.”

For Holy Family, the grant seemed serendipitous. Dr. Cardea had proposed the idea of starting a nurse-managed community center but hadn’t gotten the idea off the ground yet. “We had talked about it, and the faculty liked the idea. And we had met with the pastor at a local church, Mater Dolorosa Parish,” said Dr. Cardea. “Then right about this time, the CIC call for urban Mission grants came through. It was one of those wonderful times when an idea is percolating and moving and then the funding comes along to make it happen. I was thrilled when we were chosen.”

Although the neighborhood center is about 10 miles from Holy Family’s Northeast Philadelphia campus, it seems a world away. Sponsored by the Sisters of the Holy Family of Nazareth, Holy Family College is a small, private, liberal arts school that draws its students primarily from middle- and upper-middle-income families, most living in the surrounding area. It is a commuter school with two campuses, one located in Northeast Philadelphia and the other in Newtown, Pa. The small student population of 2,600 full-time and part-time undergraduate and graduate students affords a low student-faculty ratio of 11:1 and makes for small classes and an intimate atmosphere. As the school’s literature states, “Students are our name, not a number.” About 90 percent of Holy Family students receive some form of financial aid, including scholarships, grants, work opportunities, and loans.

Holy Family offers 43 undergraduate programs of study in the areas of business, education, the humanities, nursing, natural sciences/mathematics, and social sciences. New and updated degree programs include communications, computer management information systems, international business with a language concentration in Spanish or French, and sport management.

Holy Family’s nursing and education programs have strong reputations. Within the elementary education division, students can pursue dual certification in elementary/special education and elementary/early childhood education. Study in secondary education is also offered. In addition, students can explore the classroom of tomorrow in a state-of-the-art model classroom.

At the graduate level, Holy Family College offers programs in education, nursing, and counseling psychology. In psychology, the college gives working adults the option of a part-time program held at the Newtown Campus in Bucks County.

The nursing program focuses on aggregate base-care. Skills in leadership, program planning, and research are key concepts in this advanced practice program in community health nursing. A core curriculum of 18 credits provides a strong foundation in nursing theory, research, ethics, epidemiology, and healthcare systems analysis. Concentration courses in community health combine the public health and nurse sciences to provide a basis for promoting wellness and change in the design of care to selected populations. An elective concentration of six credits in health care education or health care administration completes the program.

Students from the nursing program spend time at the neighborhood center for their clinical studies to gain practical skills and to conduct research. But the center clearly does much more than fulfill credit requirements. It would seem to complement one of the college’s stated goals: “To foster a collegiate community that affirms the dignity of the human person and witnesses to a living Christian faith.” “We’re somewhat unique in that many community health centers offer straight medical care such as well-baby visits, immunizations, and exams,” said Dr. Cardea. “But we are much more focused on wellness and health promotion.”

The center supports a range of projects, from CPR classes to a tutoring program for elementary school children that taps the energy of eager high school students who act as teachers, tutors, and role models. The neighborhood center is entirely collaborative, with an advisory board comprised of members of Holy Family College, Mater Dolorosa Parish, Fransford Community, a neighborhood organization. “It truly is a joint effort,” said Dr. Cardea. “If the community doesn’t like it, we don’t do it.”

Early on, the advisory board identified a need in the neighborhood for a safe place for child play and for the elderly to congregate during the day. As good fortune would have it, there was a vacant lot across the street from neighborhood center. “It was filled with old cars and trash,” said Cardea. “It was a perfect spot to take over and clean up a blighted spot in the neighborhood.”

The site might have been perfect, but it took two years of wandering through Philadelphia’s labyrinthine bureaucracy before they got possession of the lot. N. plans are under way for a neighborhood playground with wood chips and grass to replace the asphalt and broken glass. Who knew what might have happened if Dr. Cardea about to struggle to build the playground could’ve very well be that the neighborhood center hadn’t been created, that lot would have stayed vacant eyesore.”
Discovering the Riches Within

Nourishing Potential Artists

BY JEFF SIMMONS

It's Saturday morning, and dozens of students, many nursing steaming cups of coffee, shuffle in from a cold fall day and into an inviting, warm art studio in Manhattan's East Village. While most of their classmates likely are enjoying a typical weekend reprieve from classwork, they have no such luck.

They settle onto wooden and metal stools, withdraw charcoal pencils and felt-tipped pens from backpacks, and resume what has become a weekend ritual: drawing and sketching and learning about art in a novel program at The Cooper Union.

"You need to plan your composition," says Christine Rosales, co-instructor in one classroom, as she maneuvers between the long tables blanketed in sketch pads.

The room is virtually silent, except for the sounds of her voice and the strokes of pencils on paper. The students, a majority Latino, African American, and other minorities, are intently studying the young nude model as he methodically strikes a variety of poses.

"You want to look at the model," says the bespectacled 19-year-old, a blue bandanna wrapped around her hair. "You have to trust what you see."

What they see is art come to life. Something most of the students could only have dreamed about in their home schools across New York City. Amid swift budgetary cuts, art programs in public schools have been decimated for years, allowing many potential artists to slip through the cracks.

In recent years, New York City educators have forged private-public partnerships to beef up art and music programs, and recently departed public schools Chancellor Rudy Crew has stressed the value of the arts in creating well-rounded students. But students say that many high schools still allow the arts to languish.

That is where The Cooper Union steps in, as it has for more than three decades. "Parents as well as schools don't always encourage students. I would say they don't get encouragement in many areas," says Dino Blanche, coordinator of the Saturday Outreach program, who has watched hundreds of students blossom in the last decade.

"They evolve on a few levels. They get a different perception about themselves, and that perception is that they start to see themselves as part of a bigger world rather than just in their small high school. Their self-esteem also starts to rise, because there are a lot of high expectations of them."

The Saturday Outreach program was fashioned to attract and assist students who might not have had access to the arts because of economic or geographic hardship. The program enrolls 400 students, drawn by the free instruction and...
materials. The only out-of-pocket costs: bus and subway fares, and lunch.

The Saturday Outreach program is ethnically diverse, though organizers could not provide a specific breakdown. The Outreach project is diverse but with more numbers of White students because it draws more youths from suburban areas.

Cooper's president, John Jay Iselin, said that the grant allows the existing program to "broaden cultural and educational possibilities for our students and for all New Yorkers. It gives us a chance to extend our cultural commitment to underserved communities."

Though joined in title and in intent, the Saturday and Outreach projects are somewhat different. The Saturday project enrolls only New York City public high school students in 10th through 12th grades. Under the watchful eyes of program staff, classes are taught by Cooper Union undergraduate students and run for 22 Saturdays between October and April.

The Outreach project serves students in the New York City area’s public and private schools in 10th through 12th grades. Cooper faculty teach in this project, and all students must attend a portfolio review. The year-round project is divided into seasonal four- and eight-week sessions.

On any given weekend, Saturday students can be seen learning hands-on about architecture, drawing, graphics, painting, and sculpture, and preparing their portfolios during seven hours of classes. Meanwhile, Outreach students in the same two Cooper buildings are engaged in writing, drawing, photography, printmaking, design, and contemporary art issues. On a recent weekend, students were intensely developing pinhole pictures in a darkroom, while doors away, students were designing cardboard constructions. In another room, students engaged in a creative writing exercise.

Saturday Outreach, which enrolls one of every two students who apply, is destined to branch out this year, fueled by a $600,000 grant from the Lila Wallace-Readers Digest Fund. Last August, the fund gave out grants totaling $1.1 million to six professional arts colleges and universities around the country to increase youth access to high-quality arts experiences.

The money will allow the program to forge links with the Jamaica Center for Arts and Learning in Queens and with ABC No Rio in Manhattan’s Lower East Side.

Both community-based centers are located in neighborhoods with high minority populations, and organizers believe that the expansion will bring more inner-city high schools into the fold. Currently, students travel from the New York City area to Cooper Union.

At the same time, the expansion gives Cooper’s undergraduate students the opportunity to develop teaching skills and to work with a more diverse population. Undergraduate students have been working with the high school students on Saturdays since the program’s infancy.

"It's an exciting way of enhancing our relationship with the neighborhoods around us," said Robert Ritschl, the Cooper Union dean who initiated the proposal.

Jamaica Center’s program will offer four free courses in performing and visual arts. In some cases, organizers say, this will be the only art instruction available to many of the schools in northern and southeastern Queens.

ABC No Rio, a community center for art and activism, will offer printmaking and photography courses in the 10-week sessions annually. Organizers say that the class will be team-taught, offering a setting with a much higher teacher-student ratio than in most public high schools.

Students often arrive with low expectations, many receiving poor feedback from counselors, classmates, and teachers. Often parents have spin tales about struggling artists and have attempted to deflect their artistic visions with talk about more lucrative professions like medicine and the law. “They want to know how much money they can make,” admits Marina Gutierrez, a mixed media artist and co-director of Saturday Outreach. “They fear they are not going to be able to make a living.

As she’s gazing at the program’s first-year students, she’s come to expect the initial inhibitions and misperceptions. “The students have come from an atmosphere of absence and neglect,” she says. “They’ve not been challenged, and they’re limited in their experiences.”

“Someone will come into this program with low expectations of himself and not have a clear direction. He’ll demonstrate some ability but has not been pushed very far so he’ll enter the program at a sort of unsophisticated level.”

But with each semester—students are not limited to one—she and colleague Tony Gonzalez have watched the students’ attitudes change. They become more self-confident and speak up more in class.

“I was doing a critique yesterday,” she says, “and it takes a long time go through and address each piece of work, and I would give a more thorough review to the pieces early in the critique. When time was running o
the students called attention to it and said [that they wanted] to get more thorough on everything. 'We think you should time each critique,' they said."

"They proceeded to keep me on each piece and say 'Move on,'" she adds. "It was very funny but also wonderful. They were directing me on what they thought was appropriate."

Gutierrez, Gonzalez, and Blanche have also served as role models, particularly to minority students.

"As someone of Latino descent who is succeeding, I guess I serve as a role model for students who aspire to succeed and if that is happening, that is great," says Gonzalez, adjunct professor and faculty advisor to the Saturday Outreach program.

He pauses, then adds: "I am very sensitive to Latino issues. Personally, I would like to see more representation of students of color in general, but only because of my background. It is closer to my heart."

Students are often guided to various studios to meet with Latino, African American, and White artists and quiz them on their specialties.

"Our challenge is to fully represent the diversity just in the way our school system is very diverse, and our mission is to include that and make visible the incredibly diverse range of professionals we are dealing with in the world," says Rosales.

As Gutierrez watches, she quietly praises one student in the portfolio class. The students are feeling some pressure this fall day because of a college fair portfolio day at the nearby Fashion Institute of Technology. They're all anxious about displaying their work for art school admission.

Headphones supplying him with a private stream of techno-pop music, Claudio Nolasco is drawing out what little noise there is in the classroom as he sketches with a black marker. A recent graduate of the city's High School of Art & Design, the 18-year-old has been enrolled in the Cooper program for two years now.

He says later that his family wasn't initially receptive to his dreams of an art career. Some friends told him it was a dumb decision.

"At the moment, I am just trying to get into college and see where it goes from there," he says. "Ever since I was a little kid, I liked drawing and coming up with characters and cartoons. Over the years, it became more of a personal expression."

The climate in the room, he admits, can be competitive. This, because the student sitting next to you could be vying for the same seat in art school. But, he notes, "it is very easy-going here... We're always trying to do one better than the rest, draw a little better, but other than that, it's relaxing."

In a rear corner, 17-year-old Aaron Chanamckenn is pensively sketching the male model. Her head bowed, she softly graces her pencil across the pad.

She later recalled what the experience was like the first time she stepped into the Cooper classroom.

"We walked in, and they said get a pad and a piece of charcoal and start drawing. We just sketched all day from 9:30 till 5. We just sketched. It was so intense. I had never done anything like this before. I realized the next couple of weeks were going to be hard work."

Unlike many of her classmates, she said that she's always had encouragement. Her mother is an artist and pushed her to draw. "My mother said, 'I was born an artist, and [you will] be an artist,'" Chanamckenn says. Asked what being an artist means, she responds, "To have the mentality to analyze things in an artist's way. Not to look through the eyes of a politician or a scientist, but to look at the world and your surroundings and appreciate the colors and lights in the world."

Soon after, students in many of the classes begin to pack up their bags. Toting their portfolios, they are headed across town to the college fair. Some, though, eventually won't have to travel far in the future because they'll be accepted into Cooper.

Each new school year, 60 first-year students begin in Cooper's art school, and about 15 to 20 of them have been in the Saturday Outreach program. An additional two to five graduates of the Outreach program are accepted into Cooper's architectural program.

Most of all, the organizers hope that the Saturday Outreach students leave not just with an educational experience but with a new outlook on life.

Says Blanche: "I tell them that inside of them there are fabulous riches that are yet to be discovered, sort of like an ancient sacred book that has yet to be opened or an oracle that has yet to be discovered—lying inside of themselves.

"And that a career in art will not fail to develop their growth in perceiving and understanding themselves and giving them a chance to be happier, more fulfilled and alive in the world."

912
Norma Cantú Talks with Outlook about Civil Rights and Education

If you believe the press clips on Norma Cantú, director of the U.S. Education Department's Office for Civil Rights since 1993, she is either on a mission for radical change or is dedicated to seeing justice served. One conservative critic accused her of conducting an "in-your-face civil rights agenda." Her supporters say that she fights for the rights of minority students who often cannot afford representation, and she combats educational discrimination. One education newspaper said that "many college officials and civil-rights watchers consider her the most aggressive and fearless advocate of minority, disabled, and female students in the last 20 years." Because the Office of Civil Rights (OCR) has a $66 million budget and staff of 700 investigating colleges and schools, no one questions her influence.

Cantú arrived at the Office of Civil Rights with impeccable credentials. Bilingual and the daughter of working class parents, she graduated from Harvard Law School at age 22. Prior to joining OCR, she spent 14 years as a lawyer for MALDEF, the Mexican American Legal Defense and Educational Fund. She is the longest serving director of OCR in the 20th century.

Interviewed by The Hispanic Outlook, Cantú revealed the status of affirmative action cases, discussed issues facing Hispanic students, and explained OCR's direction.

HO: What are the major accomplishments of the Office of Civil Rights in your six years on the job?

CANTÚ: Our major achievement is changing the culture of our staff from one that focuses internally to one that looks outside for partners and for finding new ways to resolve long-standing problems. We've changed our complaint resolution approach, which now emphasizes problem-solving and mediation. I contrast it with the old style in handling civil rights where we emphasized issuing findings and documentation. In the past, we put time and energy into writing reports, and now we emphasize solving problems.

HO: Concerning minorities, which issues have been addressed?

CANTÚ: We focus on early educational years and ensuring that minorities are given access to quality education. The kind of problems we and where we are showing success, involve minorities referred to low "dumb down" classes. We have also tackled language-minority children receiving English classes and of racial harassment. We also in-school segregation issues minorities and court chance to achieve high stand referred to as "second generation Board of Education.

HO: What are the key OCR addresses?

CANTÚ: Our office is here civil rights areas—disability, race, and at the. When I started coming about two-thirds of our resources went to disability. Race, and age were squeezed remaining one-third. What we try to identify issues that were addressed. Age isn't an age, people have as many problems as in the sixties. Disability no longer half of the complaints are gender and race, the other half have a more balanced case to because disability complaints decreased, since we still have a number of them. Our portfolio expanded because we received complaints regarding gender.

HO: What are the dominant issues that OCR tackles?

CANTÚ: There's no one single that is the largest. Racial harassment, within-school placement issues access to services for language-minority students are the three key. Racial harassment is defined as words or conduct that interfere with a student's access to education. It can vary from physical violence directed at students because of race to pervasive verbal conduct at school. To such level of harassment, it must be pervasive, not an individual case. Placement issues involve students being assigned to classes because of their national origin or race, or denied access to full educational opportunities. For example, one school district identified
American students as being emotionally disturbed and isolated from regular coursework without having done an appropriate evaluation. One teacher assigned African American students to special education courses, but she invited in the parents of White students for a consultation. Pertaining to English-language learners, we have identified places where there are no services for students. This is happening predominantly in the South because of the influx of recent immigrants.

**HO:** Affirmative action has come under severe attack. In California, an amendment was passed outlawing it, yet OCR fights for affirmative action in admissions. Why?

**CANTÚ:** There are two types of affirmative action: remedial affirmative action where a court or our office has determined that affirmative action is necessary. When we find discrimination, we tell the university that what they've done isn't effective. That's rare, and in fact, I can't remember a recent case over the last 10 years. Voluntary affirmative action is most common. A school or college doesn't want to sue but wants to increase participation of some underrepresented group. It can be voluntarily started and stopped. When California, which was operating voluntary affirmative action, stopped it, our office made no move. We saw it as voluntary affirmative action; we played no role in it. What effect has that had in our office? A complaint was filed because a new system was put in place. Our office is working with the state to respond to that suit.

**HO:** California is only one state. What is the status of affirmative action cases in the other 49 states?

**CANTÚ:** Affirmative action is alive and well in colleges in America because colleges still believe in the value of educating all students. Our office has helped colleges understand that affirmative action should be "mended not ended," as President Clinton said. Affirmative action should be followed as in the Bakke case (the 1978 Supreme Court ruling). In the Bakke case, the U.S. Supreme Court approved of affirmative action with conditions. One important condition was affirmative action should allow students to compete against each other fairly. If we see one committee evaluating minority candidates and the other committee evaluating non-minority, that doesn't fit. Back in 1978, universities thought they could put together the best class, and the Supreme Court upheld rights of universities to build their own classes but put conditions in place. Affirmative action should be done in a "narrowly tailored way," said the Court. You can consider race but only as much race as it takes to meet the college's objectives. If a university's objective is to create a diverse student body and it has many Latino students but wants to attract more Latinos, that's not meeting objectives. If they have wide diversity on campus, they might need to move away from race and move to socioeconomic factors.

**HO:** Describe affirmative actions in most colleges across the U.S.?

**CANTÚ:** Most college administrators are working hard to achieve diversity and use affirmative action as a legal tool. These campuses are committed to the goals of having a diverse student body. They might not reach out to one tool, race-conscious decision-making, but there are other tools to employ. Secretary Riley in a May 7, 1999, speech on Brown vs. Board of Education listed 10 other ways that colleges could continue to pursue diversity goals. Colleges are trying to catch up to where they were before. In my home state of Texas, undergraduate enrollment is reaching the levels it was at before, and in California, people are still working creatively to respect state law but not lose the goal of diversity.

**HO:** What special issues do Hispanic students face?

**CANTÚ:** Concerning Hispanics, we're addressing barriers in the K-12 pipeline so students have the best chance to be admitted to the college of their choice. The K-12 issues that affect Hispanic students include racial harassment and being kept out of gifted classes.

**HO:** What is OCR doing about segregated suburban school districts?

**CANTÚ:** We used to handle school-to-school issues of racial isolation, but Congress passed legislation preventing our office from dealing with it. When I talk of issues of racial isolation, we discuss it within the school—thus not school-to-school. The department provides financial incentives to deal with school-to-school segregation, which is the federal magnet school program. It's competitive, and the best ideas are rewarded with federal money.

**HO:** What is the situation regarding gender equality?

**CANTÚ:** Title IX prohibits gender discrimination in federally funded activities. The largest areas involve sexual harassment, athletics, and a smaller category of girls and women excluded from certain classes like math and science. Boys can be excluded from classes such as nursing. Athletics are unique because Congress expected that contact sports would be separate between boys and girls. Sexual harassment is another issue. The Court has taken on cases involving middle schools. The Court decided that a school could be sued if a student harassed another student and the school knew about it but was indifferent. If you want more information on this area, visit our Web site at www.ed.gov/offices/OCR.

**HO:** What progress have we made in gender equality?

**CANTÚ:** Before Title IX, women numbered eight percent in medical school and six percent in law school. Now in law schools, women make up 40 percent of the class, and in medical school, it's closer to 50 percent. The other visible change is in access to careers. Men couldn't be elementary school teachers, and women couldn't be doctors. In the area of computer science, it's still disproportionately male. Is it lack of financial assistance? Counseling? We are trying to identify the causes.

**HO:** Once you identify the causes, what do you do?

**CANTÚ:** We can offer technical assistance, do an investigation, and demonstrate what the facts are. We can take a variety of approaches.

**HO:** Other key issues?

**CANTÚ:** We also address accountability systems that states are adopting to raise standards. Some states are putting in place assessments that include high school graduation tests and promotion tests. We think that's what states should do. We want more accountability, and high school diploma should mean something. We are preparing technical assistance to ensure that tests are accurate and used in ways they are designed for. For example, in Georgia, elementary school teachers were using IQ scores to decide who should be in gifted classes. State designers never intended IQ tests for that IQ tests are used with a bundle of measures to determine potential. OCR provided technical assistance to Georgia educators. Georgia decided to fund teacher training and to train teachers to identify students who would do well in gifted classes, including grades and past performance.

**HO:** Last question. You've been called "an advocate" and "fearsome". How do you view yourself?

**CANTÚ:** That quote was anonymous. I will say that I view our office as having a proud record of reaching educational and legally sound solutions to long-standing civil rights problems.
Emory University
Training Cultural Bridge-Builders

by Roger Deitz

Emory President William M. Chace reminds us that it is more than 36 years since Emory successfully sued to overturn state legislation preventing private colleges in Georgia from admitting Black students without losing tax exemption. "Today, just three decades later," he reflects, "no other first-rank research university has a higher percentage of African American students or faculty. We are proud of the more diverse campus we have been able to create. But there is still more to do."

The president also notes that Emory draws strength from the "advantages of a cosmopolitan city" (Atlanta), the "blessings of strong sister institutions," and the "philanthropic generosity of alumni and friends." He says that he believes that diversity is a richness that must be explored, and adds, "We live in a culturally rich nation whose multifarious strands of ethnic heritage make America unique in many ways. We have an unparalleled opportunity to explore the potential for creating a civil society that not only tolerates but relishes the differences that comprise our strength."

President Chace then cites a remark by T.S. Eliot that a proper education should present students with subjects for which they have no particular aptitude. "Education should stretch students beyond what they're especially comfortable doing and being," says Chace. "I would amplify Eliot's observation by saying that all of us, while we have some aptitude for human relationships, constantly need new experiences to train that aptitude. College is preeminently such an experience. It is a kind of experiment in learning that is also an experiment in living."

The president says that this is "unfamiliar territory" that the students face, including "not merely racial or ethnic differences among their fellow students, but differences in style, of method, of thinking, of habit and custom in every imaginable combination." President Chace concludes, "We make students face a world they have not experienced before, believing they will thus learn more of the world as it really is. We create for students a place where, we hope, they can take on the broad humanity, the acute perception, and the mental dexterity of citizens of the world. The world that will await them 20 years or four years down the road—indeed tomorrow—will be difficult for them to imagine now. Confronting them with diversity today will lessen the shock of the future." It is hard to imagine a worthier Honor Roll inductee, or more apt and inspiring words from a university president. We therefore welcome Emory University to the Honor Roll.

Emory was founded by the Methodist Church in 1836 in Oxford.
Honor Roll Facts in Brief

INSTITUTION
Emory University

LOCATION
Office of Admissions
200 Boisfeuillet Jones Center
Atlanta, Georgia 30322-1950
(800) 727-6036

ESTABLISHED
1836

ENROLLMENT
11,294 total enrollment (1999 first-year class of Emory College is 26.5 percent minority.)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$22,870 tuition for undergraduates (*5 percent of all students receive some financial aid.)

FACULTY
2,500 of which 2,085 are full-time and 16.6 percent are minority.

SEVERAL DEGREE PROGRAMS
African-American Studies
Latin American and Caribbean Studies
Neuroscience and Behavioral Biology
Nursing
Theology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
International Student and Scholar Program
Multicultural Learning Resource Center
Women's Center

INTERNET ADDRESS
www.emory.edu

Georgia, and named for Methodist Bishop John Emory. During the Civil War, Emory College was closed, and the unused college buildings were first commandeered as a Confederate hospital and then occupied by Northern troops. In the early 1900s, two brothers, Asa and Warren Candler, were instrumental in Emory’s move to Atlanta and its elevation to university status.

Asa, an Emory trustee who had purchased the formula for Coca-Cola in 1888, gave $1 million and seventy-five acres of land to the school. His brother Warren, a Methodist bishop and former president of Emory College, was named chancellor. Sixty-five years later, in 1979, another pair of brothers, George and Robert Woodruff, transformed Emory with their gift of $105 million. Both men were Emory trustees. In addition, Robert was chair of the board of The Coca-Cola Company, and George was a business leader and philanthropist.

Emory College, which is the undergraduate liberal arts college of the university, became coeducational in 1953. In 1962, Emory trustees took the lead in ending the racial segregation of private higher education in Georgia, successfully suing to overturn restrictive provisions of the state’s constitution. Former President Jimmy Carter joined the faculty in 1981 as a University Distinguished Professor. The Carter Center was established that same year. American architect Henry Hornbostel designed the Atlanta campus in 1915. With its rolling hills and pines, the Druid Hills landscape reminded him of Northern Italy. For this reason, he created a campus of buildings with red-tile roofs designed in the Italian Renaissance style.

Many of these buildings remain today on the quadrangle. The bucolic Druid Hills section is a residential neighborhood located four miles east of downtown Atlanta. Some eight major buildings an approximate cost of $215 million, will be constructed by 2001. Emory’s Atlanta campus. They will support programs in the arts, sciences, and research and patient care in the health sciences.
including a new nursing school building. With 15,500 employees, Emory is one of the five largest private employers in Atlanta, contributing an estimated $2.4 billion annually to the state's economy.

There are 11,294 students enrolled in Emory's nine schools, and this number is split fairly evenly between undergraduate, graduate, and professional students. Undergraduates number 6,215; graduate and professional students number 5,079. For its 1999 first-year student class, Emory College (the undergraduate school) admitted 42.6 percent (1,200) of the nearly 10,000 applicants. The class average SAT is 1329; its unweighted average GPA is 3.6. The class is 26.5 minority and 54.8 percent female. Sixteen percent hail from Georgia.

The most recent statistics for undergraduates (Emory College) show enrollment to be 44.2 percent Asian American, 20 percent African American, 13 percent International, and 29 percent Hispanic. The graduating class of 1999 for last May included 309 (10.1 percent) Asian/Pacific Islanders, 304 (9.6 percent) African Americans, 128 (4.0 percent) Internationals, and 103 (33 percent) Hispanics. As of last year, the faculty total of 2,500 consisted of 2,085 regular, full-time faculty members. Minority faculty comprised 16.6 percent of the faculty workforce, and female faculty accounted for 31 percent of the total. The highest concentrations of minorities were found within the instructor (26.4 percent) and the assistant professor (21.7 percent) ranks. Minorities represent 89 percent of the tenured full professors at Emory, which reveals a steady increase from 1993. A total of 755 faculty members hold tenured positions at all ranks, accounting for 36.2 percent of the total faculty. Tenured minority faculty (17) comprise 10 percent of the total number of tenured faculty; an increase from last year. It should be noted that 65 minority faculty members are on tenure track and progressing toward tenure.

Excellence in teaching continues to be one of Emory’s highest priorities. In fact, the university is distinguished by its equal regard for teaching and research. The University Teaching Fund provides $250,000 annually to support teaching improvement and innovation for the development of new and nontraditional courses and curricula. It also encourages interdisciplinary and extracurricular courses and programs. Emory College established the Center for Teaching and Curriculum to reward excellent teaching throughout Emory College and to provide support for the development of new courses, curricula, and methods of instruction.

The Candler School of Theology’s new curriculum takes a different direction in training seminarians by emphasizing the practices of Christianity every bit as much as the preaching of it. As a university related to the United Methodist Church, Emory provides ample and creative opportunities for enhancing religious life on campus through worship, service, education, and undergraduate and graduate student organizations. Some 1400 first- and second-year students take advantage of a unique college experience at Oxford College, which provides a liberal arts setting with an intense teaching environment—one in which a class size of 20 students. Recent changes in the medical school curriculum emphasize earlier introduction of patient care, more small-group teaching, and a focus on ethics and patient communication skills.

Research on teaching practices is paying off at Emory. Jacqueline Irvine, Candler Professor of Urban Education at Emory, has made training teachers to deal with children from many cultures—and their parents—a centerpiece of her research. Irvine is project director of CLUTES (Center for Urban Learning/Teaching and Urban Research in Education and Schools), which has trained more than 150 teachers in five Atlanta area school districts to link classroom experiences with current research and knowledge about culture and ethnicity. The program has been recognized by the U.S. Department of Education to be an example of best practice in professional development.

Irvine says that one reason the program is needed is that too often teachers think of parental involvement in a very narrow way. “We require parents to come to the school, sit in the little chairs, and hear how their children are doing and what they should be doing as parents.” But many immigrant parents don’t respond to that, possibly because they feel uncomfortable, says Irvine. “If they don’t visit the school or respond the way the teacher would like them to, teachers often interpret that as ‘the parents don’t care.’” Irvine asserts that this is probably not the case. “I’ve never met a parent who didn’t want their child to do well in school,” she says.

To prove her point, Irvine takes teachers in the CLUTES program out of the classroom and into African American and other culturally diverse neighborhoods—Hispanic, Vietnamese, and Laotian populations are growing rapidly in the Atlanta area—to visit parents’ homes and their communities. “Teachers inevitably say, ‘Oh, yeah, these parents really do care about their kids.’” reports Irvine. “These cultural immersion trips allow teachers to use what they’ve learned about kids in the home environment as links to the curriculum and the classroom.” Teachers’ new insights might be as subtle as learning that pointing at people, a favorite method for calling on students in class, is an insult in some cultures or that touching one’s head or failing to look someone in the eye has special significance. “If teachers know nothing about the way the Vietnamese community, for example, understands the world, they can’t use their viewpoints in the classroom,” says Irvine. “I see teachers as cultural bridgebuilders between students’ homes and mainstream America.”
George Castro Wins High Honor for Mentoring

IBM Retiree a Standout at SJSU

BY NANCY L. STAKE

According to George Castro, associate dean for science outreach at San José State University (SJSU), "Mentoring is not only critical to the future of our youth, but for the entire future of science." He feels that a poster in a colleague's office says it best: "No shirt, No shoes, No service; No math, No science, No jobs." Castro likes to add a corollary: "No literacy, No math, No science."

Recently, Castro received national recognition when he was honored at the White House with the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. Established in 1996, and administered and funded through the National Science Foundation (NSF), this award annually recognizes individuals and institutions that have been exemplary in encouraging minorities, women, and persons with disabilities to pursue careers in scientific, engineering, and technical fields.

Castro was one of 10 individuals recognized in this manner from universities across the country. He was cited for outstanding achievement in mentoring and guiding minority students. According to President Clinton, the awardees "serve as examples to their colleagues and will be leaders in the national effort to train the next century of scientists, mathematicians, and engineers."

This recent honor wasn't just a singular event for Castro. When you enter his modest office in SJSU's science building, you cannot help but notice the large number of plaques on the wall.

Among them are the Albert V. Baez Award for Outstanding Technical Contribution to Humanity, IBM Outstanding Employee, and the Martin Luther King Good Neighbor Award. In 1996, Castro was one of five laureates selected by Junior Achievement of Santa Clara County to be inducted into the Santa Clara County Business Hall of Fame. In 1997, he received the "Giant in Science" Award from the Quality Education for Minorities organization in Washington, D.C.

Mentoring at San José State University

Castro, who has a doctorate in physical chemistry, took an early retirement from IBM Research, San Jose, Calif., in 1995. ending a 27-year career with the company. He then began what he calls his "second career" at San José State University, where he's now doing what he loves most—mentoring minority students who are typically underrepresented in science, math, and engineering. Castro has been uniquely successful at giving them the tools and the motivation to finish school, attend college, and subsequently go on to build their own successful careers.

He has developed relationships with elementary, middle, and other high schools adjoining the SJSU campus to improve the math and science learning under SJSU's Community Outreach Partnership.
and 21st Century Community Learning Center programs. In addition, he directs the Mathematics, Engineering and Science Achievement K-12 Schools Program for Santa Clara County, which operates out of the university.

Castro has also developed partnerships and programs with K-12 schools and community colleges. The goal is to improve student achievement in math and science courses and to increase the pool of science students who can enter the university. He directs a major partnership between SJU and the East Side Union High School District. Funded by NSF, this project has significantly increased the number of students who complete the math and science college prep courses. This partnership also provides employment opportunities for underrepresented undergraduate students wherein they mentor and tutor K-12 students.

Giving Back to the Community

Maria Saavedra is one of the SJU students who mentors students at a San José neighborhood school. Now in her senior year, Saavedra is working on a major in nutrition, and she also carries minors in chemistry and biology. According to Saavedra, there are many barriers for Hispanic young people who want to attend college, such as family pressures and the need to learn new study skills.

“Often we are the first in our families to go to college, so we have no prior experience to draw upon, and it’s difficult for us to know what to expect,” she said. “Our families also have difficulty understanding the pressures we face. In order to get an A in hard courses, it’s critical not to get behind in assignments, and that pressure can pull us away from family needs.”

“The struggle can be overwhelming at times,” Saavedra continued. “but I feel fortunate to have Dr. Castro for a mentor because he understands what I am going through. He’s a strong role model who always strives to be the best he can be, and, in turn, he challenges me to be the best I can be.”

Adds Saavedra, “Working with kids who are growing up in a neighborhood similar to the one in which I grew up allows me to give something back to the community. I really enjoy making science fun and relevant for them, and it keeps me going to see their growing interest in science.”

It All Began at IBM

As manager of IBM’s Physical Sciences group, Castro helped build the organization into one that is world-famous for its many scientific discoveries. Among them were the first superconducting polymer, novel organic metals and superconductors, high resolution laser techniques, and new methods of investigating magnetic materials.

During his tenure at IBM, Castro began an on-the-job training program for minority students at a local college to assist them in becoming IBM technicians. Over two decades, he personally mentored and hired more than 20 minority and female students who studied science and engineering. He was an active role model, frequently volunteering his time to visit elementary schools, high schools, and universities. He also personally sponsored many scholarships for high school and community college students.

His involvement in the Society for Advancement of Chicanos and Natives Americans in Science (SACNAS), both as an officer and board member, also began at IBM. He helped build SACNAS from a small group into one of national prominence that now serves more than a thousand students a year. Says Castro, “So many of our students are the first in their families to go to college, and few have mentors who can help them with career choices. It is for students like these that organizations such as SACNAS perform such a crucial service.”

The group returned the compliment when 21 students from SJU’s Chapter of SACNAS were among those who nominated Castro for the Presidential Mentoring Award.

One Student at a Time

Castro’s passion for mentoring began when he and his wife were raising their four children. They are now Stanford graduates, the fourth graduated from UC Davis. He believes that young people need two things to succeed: mentoring and knowledge. Early in his career, he determined to dedicate his life to the mentoring career.

Asked how he feels about recent Presidential award, Castro acknowledged the personal satisfaction in such an honor but said he is even more gratified by the letters he receives from former students:

“Letters from my students who now working in scientific fields has real impact on me,” he comments.

“Often the students themselves do not realize what mentoring has done for them until they are working in successful careers. It always encourages me to hear from them,” he said.

Thinking about his own interaction with young people, he adds:

“My greatest successes with mentoring came one student at a time,” he adds. “Helping young people this way is not revolutionary; but if sustained, it can add up over the years to a meaningful change for the better...
Former Students Speak

Mike Ramirez, currently the manager of component integration at IBM Research, in San José, was one of Castro’s students. “When I first met Dr. Castro 15 years ago, I was a third-year electrical engineering student at SJSU,” said Ramirez. “He hired me to work on his project to improve the signal-to-noise ratio of magnetic media. He encouraged me to work with other scientists who also became my mentors, and to continue my studies and graduate… I became the second of nine children in my family to receive a college degree, and I feel fortunate to have had Dr. Castro’s positive influence to guide me through my academic and career success,” Ramirez said.

Luis Franco, now a program director of mechanical integration at IBM Research, said, “Both of my parents came from Mexico and had always supported my education. When I was a senior at SJSU majoring in chemical engineering, I didn’t think that I needed a mentor. However, Dr. Castro gave me an understanding of my culture in the U.S. and he inspired me to become a mentor for those less fortunate. Now I help aspiring college students in the Puente and ENLACE (Engaging Latino Communities for Education) English and math programs,” said Franco. “Dr. Castro helped me learn that just having someone as a role model can truly help a struggling minority student to see a path to success. His gift was to transfer to me some of his passion for mentoring.”

The Need Is Great

Castro feels fortunate that he has always worked in a culture and environment that encourages opportunities to mentor young people. However, the need is great, and according to Castro, there are not enough effective champions to help. “In my work with K-12 schools, I am overwhelmed by the number of middle and high school students who have few mentors to help them with college and career awareness,” Castro said. “Counseling in public schools seems to be in a never-ending decline with no hope of bringing it back. This leaves many youth who, outside of the classroom, learn mainly from each other, from television, and, more recently, from visual and aural media and the Internet.

“As a result, we see a great number of lost and confused high school students,” Castro observed. “This situation begs for a creative solution in order to revitalize and greatly expand the proper mentoring of youth if we are to have a better informed citizenry.”

Castro will use the $10,000 grant from the Presidential Mentorship Award to expand his mentorship activities. Preliminary plans include providing tutoring materials and stipends to assist university students who wish to mentor public school students. He will also arrange for funding for student organization such as the SAGANAS, and continue to generate external grants for variety of science outreach projects.

Nancy L. Stake, public affairs specialist at SJSU, is editor of OnCampus, the faculty/staff newsletter, writes for the alumni publication, and conducts outreach activities that increase SJSU’s visibility. Prior to SJSU, Stake had a 15-year career in the high-tech public relations field. She has an M.S. in mass communications from SJSU.

The Ohio State University
AGRICULTURAL TECHNICAL INSTITUTE
Wooster, Ohio
January 2000

POSITION: Assistant/Associate Professor
Ornamental Horticulture (12 Mo. Tenure-Track Position)

START DATE: July 1, 2000

SALARY: Salary will be commensurate with experience and training. The Ohio State University benefits include group life insurance, major medical and hospitalization insurance, retirement plan and annual vacation, sick leave and maternity leave.

DESCRIPTION: Responsibilities include teaching technical courses in several areas of ornamental horticulture such as landscape plant materials, nursery management, plant propagation, turfgrass practices, and arboriculture. The individual must develop a practical hands-on program of teaching that supports the mission of the Institute. He/she will publish and present research results to scientific and industry audiences and give leadership to state, regional and national professional organizations. The person will advise students, engage in professional development, and provide service to the University. The individual will develop a strong, positive relationship with the green industry.

QUALIFICATIONS: Ph.D. in Horticulture preferred. Masters in Horticulture or related discipline with appropriate experience considered. A strong record of past teaching is desired. Applicants should have excellent communication skills.

MATERIALS REQUIRED: Send letter of application, vita, transcripts, a list of references and three letters of reference to:

Dr. Robert McMahon
Horticultural Technologies Division
Ohio State ATI
1328 Dover Road Wooster, OH 44691
Phone: (330) 264-3911, extension 1320
E-mail: mcmanahon.2@osu.edu

Consideration of applications will begin March 31, 2000. Applications will be accepted until the position is filled.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Provost and Vice President for Academic Affairs

California State University, Sacramento invites applications for the position of Provost and Vice President for Academic Affairs. The Provost is responsible for providing leadership to the educational programs of the University and, with other senior officers, to the University as a whole. The Provost is responsible directly to the President and assumes leadership of the campus in the President’s absence.

The ideal candidate will work collaboratively and productively with others in fostering change and adapting to new circumstances which face higher education. The ideal candidate will be an individual of serious intellectual purpose, with a deep understanding of contemporary, intellectual issues as well as an awareness of social realities and current social changes.

Review of applications will begin March 10, 2000. A complete description of qualifications and application instructions may be found at http://www.csus.edu/fas/Provost. VA.htm. Send to:

Office of Faculty and Staff Affairs
California State University, Sacramento
6000 J Street, Box PVP
Sacramento, CA 95819-6032

EO/AA
La Raza and MALDEF Fear House Resolution Unhappy with Bilingual Ed Provisions

BY ALAN FINN

House Resolution 2, more commonly referred to as the “Students Results Act of 1999,” passed late last year despite strong opposition from several major Latino organizations.

The estimated $8 billion bill, aimed at raising academic standards and improving services in the nation’s poorest K-12 schools, was passed by the House of Representatives on October 21, 1999, by a vote of 358 to 67. It has since been referred to the Senate Committee on Health, Education and Labor, and Pensions, where it is still being hotly debated.

Critics of the bill, although pleased with its ambitious size and scope, take offense at its parental consent provision. Unlike other groups cited in the bill for funding, the provision requires that parents and guardians of Limited English Proficient (LEP) students complete a consent process before their children may receive language instruction. If the process is not completed, the school may take action to enroll the student in an English as a Second Language (ESL) program without parental consent. It is a process that has some leaders in the Hispanic community, such as Raul Gonzalez, educational policy analyst for the National Council of La Raza, condemning as “vague,” “elaborate,” and “full of bureaucratic red tape.” NCLR along with other Latino organizations is proclaiming the provision a violation of the civil rights of LEP students and, more specifically, Latinos (who comprise 75 percent, or more than 26 million students, of that segment).

“At issue for the Hispanic community is that the parents of LEP students are required under this bill to go through a consent process is unprecedented,” said Gonzalez, who supports parental notification over consent. “It’s vaguely defined, and it singles out one particular group for different treatment.”

There is no disputing the fact that a consent process does exist, but interpretations of the effects of the bill vary greatly, particularly on the issue of what effect the implementation of the provision will have on the nation’s millions of LEP students. Objectors to the provision contend that the already poorly equipped schools to which Title I (the nation’s greatest scale education effort to fund and assist 95 percent of the nation’s poorest schools) pertains would be ill-suited to handle the provision’s paperwork requirements. Consequently, some community leaders have taken notice and expressed concern that many students would be left waiting weeks in cafeterias and libraries before they would be able to attend classes.

Republicans, especially members of the House Committee on Education and the Workforce, might support the provision, but NCLR is not alone in reaction. The Mexican American Legal Defense and Education (MALDEF), the National Association for Bilingual Education (NAELE), the Leadership Council on Civil Rights have all announced their intent to fight for changes when the bill reaches the Senate. These organizations will have the support of longtime civil rights attorney Bill Tanner, who said working on civil rights issues in 1954 with Thurgood Marshall, and today serves as vice chair of the Leadership Council on Civil Rights.

“The process I’ve convicted, as it is set will take weeks,” said Tanner. “The question is why educators who in their judgment the child needs certain services should need parental consent. Could you imagine the school system would operate if it had to get consent from parents before it began to implement each part of the curriculum?”

“The school district would have to through a process of seeking parental consent before it can offer the services,” said Tanner. “If after a period of time, it is unable to achieve parental consent, didn’t have an answer one way or another, it could offer the services—but it would have to jump through a variety of hoops.”

Victor Clark, education policy coordinator for the Republican members of Education and Workforce Committee, believes otherwise. According to Clark, legislation ensures that students would time to receive services from the first day of school and that the issue comes down to whether or not people have faith in their individual school systems.

“The fundamental reason for us putting this provision in the law is to make sure that parents and school officials are working in the interests of the children,” said Clark. “We do require schools to make good faith effort to obtain consent, and if that turns into a proctor process, we do allow for instruction of a child to commence. It is an accommodation of the lack of faith in the school system.

“We believe that schools will figure out a way to implement this law that the children receive,” added Clark. “Yes, we realize it will require change the way they do business a little bit, but we think it’s worth it.”
Another problem critics cite is that the provision fails to specify time frames. Gonzalez believes that deadlines, not faith, will move schools to achieve results.

"It has two effects. The first is that it'll prohibit schools from serving these kids for an unspecified period of time," said Gonzalez. "It doesn't specify in the bill when this consent process has to begin. And because of that, schools that in the past have not relished the idea of serving students with LEP will be allowed to delay the process indefinitely."

According to the bill, if a school does not receive the consent form from parents, it must send a notification letter to the parents stating that an assessment of the child was made showing that Title I services are in order and that the school intends to provide those services. However, schools cannot begin to provide those services until 10 days after they provide that notification. In the best-case scenario, contends Gonzalez, kids will miss at least 10 days of classes.

"We don't know how long this process would take," said Gonzalez, because it's not in place currently. "These are parents that traditionally have not been welcomed in the schools, and also these are parents who are less likely to be involved with the school's parental involvement efforts."

"This provision does nothing to encourage parents to become more involved in the schools," added Gonzalez. "Having one single group of parents go through this red tape would most likely discourage them from becoming involved. Even if the forms of consent are language-appropriate, the fact that they have to complete paperwork that no one else has to do just to get their kids in class is burdensome to these parents. It sends a signal to them that we don't want you or your kids in our school."

Clatt defends the provision, arguing that its purpose is to ensure that parents have an opportunity for input into the type of education their children receive.

"Bilingual education is very controversial in a number of places around the country, and a lot of parents have felt that their children have been put into certain types of bilingual education classes that aren't serving their children well," said Clatt.

As an example of an instance where the consent provision would have made a difference, Clatt described testimony during the hearings that told of a child being placed in a language immersion program for Chinese because the child had a last name that sounded Chinese.

"The child didn't speak Chinese, wasn't Chinese, but nonetheless the school assigned him to a Chinese class," said Clatt. "In Arizona, there have been issues where parents were not happy with the type of bilingual class that their child was placed in. They [those opposed to the provision] either have some problems with parents having input into the process, or they don't think schools could do it, which is an indictment of the school systems."

Gonzalez criticizes opponents of bilingual education who believe that students are being inappropriately placed in bilingual education and have, he contends, created a bureaucratic process to insure that such mistakes cannot happen.

"A better way to achieve that, however, is to assess their language skill and include teachers and parents in the placement process," said Gonzalez.

To Clatt, it's a question of parents taking a short amount of time to review their options and making a choice. "All we have done here is ensure that they have some input into the process," he said. "It ensures that their civil rights and educational needs are taken into account."

Although Tanner and most leaders in the Hispanic community praise the work of Republicans on most other parts of the legislation, he suspects there are other reasons why the GOP leadership is supporting the provision. "I think that there are people who fly under the banner of English-only who believe that some school systems are implementing bilingual policies to delay the acquisition of English," said Tanner. "They think that by requiring that parents give their okay, they will begin to get rid of some of these bilingual systems. I think that it is the school system's responsibility to determine the mechanism and the educational program that will be most useful for advancing the education of kids with limited English proficiency."

Even critics agree, however, that the greater purpose of closing the achievement gap between students in economically depressed areas and students in more affluent districts is admirable.

Under this bill, state schools and school districts would be held accountable for improving the academic achievements of Hispanics and other students by setting specific performance benchmarks. Students from backgrounds would have to make adequate yearly progress as measured by standardized tests. The bill plans to succeed in improving academic performance where others have failed by breaking students down into categories of race, economic status, language minority status, gender, disability, and migrant status so as to leave no group neglected.

"States, school districts, and schools would then be held accountable for insuring that all children have made substantial academic progress. Their data would be reported to the U.S. Department of Education so that the federal government can have a better idea of how various sub-populations are performing in individual states," added Clatt.

In addition, the bill allows states and school districts to take collective action in school districts and schools that are not helping kids make adequate academic progress. States will look at school districts critically, and school districts will look at schools to make sure that no children are left behind.

"What they're trying to achieve with this legislation is to redefine what successful school is and to insure that in that definition all kids receive the attention they need to make these academic gains," said Clatt.

"They haven't begun to debate yet," added Tanners. "It's not over by a means. I'm hopeful there will be significant changes in the bill in the Senate. The Senate is expected to begin consideration of its own bill in early 2000. It will start from current law and look critically at some of the provisions in HR 2, particularly the provisions that would hold schools accountable for student achievement."
Is Higher Education for Latinos Just a

American and George Washington University Programs Improve the Odd

BY
KATHY THOMPSON

Left unchecked and untreated, the gap between the educated and undereducated will continue to spread, leaving millions of Latinos dangerously behind their peers, and relegated to menial jobs as unskilled labor.

From the antiquated archives of a university library, found in the book *Mexican Americans in School: A History of Educational Neglect* (1970), under the subheading “Intellectual Capacity” appear the following words:

Lower innate intelligence is generally no longer ascribed to Mexican-American children. Although IQ scores may be low, most schoolmen explain this phenomenon in terms of environmental factors, or the inadequacy of available psychometric instruments, or both. Nevertheless, the long history of belief in genetically determined lower intelligence still finds adherents. As one California principal stated, “Given time and library resources, it would be possible to make a strong case that racially these people are inferior.”

 Blow the dust off this misconception of Hispanic Americans, and one can see clearly the academic acracy that the Latino community has had to endure—and overcome—in the last decades. The question we must ask now is whether this archaic mentality has really changed that much over the years, and whether advancement of Latinos in our society is still held hostage to this type of mindset.

Oh sure, this Neanderthal school principal would probably lose his job (at the least) for making the same statement today (his words of wisdom were published in 1970—nearly 30 years ago). But, speaking frankly, is this mindset still alive today—just unspoken? Whether conscious or subconscious, one must face the harsh reality that in many areas it is still alive, and it is going to take some deliberate action on the part of the Latino community, as well as school administrators, educators, counselors, and parents, to change it.

If it wasn’t important to overcome this mentality before, it is imperative to do so now. According to a recent U.S. census, less than ten percent of Latinos hold a college degree. And, although most sources would say that access to higher education is increasing for the Hispanic population, the gap between those with a degree and those without seems to be widening at an alarming rate.

With the Hispanic population growing almost four times faster than that of any other group, by 2005, Hispanics are expected to surpass African Americans as the largest minority group in the United States. It is crucial at this point that educators take stock of any hidden biases and reconcile them to reality immediately. There is a tremendous negative economic implication of this situation. There is a tremendous loss of potential workers, and with thousands of undereducated workers with abilities to move up.

Already, in the Washington, D.C. vicinity alone, the Hispanic population has passed even the White “majority” in some areas, according to a *Washington Post* article published on Nov. 2, 1999.

In the city of Alexandria, Virginia, a close suburb Washington, D.C., 24.7 percent of the student body is Hispanic, a 22.6 percent is non-Hispanic White. African Americans still hold a majority in that school district, 46.5 percent. Hispanics also outnumber Whites in D.C. schools.

Despite the staggering increase in their population, Hispanics still tend to be woefully underrepresented on school boards, in school administration, and in classrooms. According to the *Post* article, only one Alexandria nine school board members is Hispanic. None is African American. All nine seats on the boa
(From Educating a New Majority, Rendon, Hope and Associates, 1991)

Percent Master's Degrees, 1976 and 1986-87
(From Educating a New Majority, Rendon, Hope and Associates, 1991)

Percent Doctoral Degrees, 1977 and 1990
(From Educating a New Majority, Rendon, Hope and Associates, 1991)

School board representation is a crucial issue for the Hispanic cause. It is the school board that makes operational and curricular decisions for a school system. It is here that board members must provide funding for educational resources geared toward helping Latino students meet reasonable academic standards. It is here that the decision regarding the availability of bilingual education and extracurricular tutorial resources is made.

Boards must be sensitive to the demographic trends facing their vicinity and be prepared to act accordingly with regard to curricular changes or enhancements to aid students falling behind because of language barriers or cultural nuances.

A recent U.S. census reported that fewer than ten percent of Latinos over 20 have college degrees. And, by all reports, this education gap seems to be widening faster than the population is growing.

"Almost 60 percent of jobs today require college-level skills," says Anthony Carnevale, co-author of the Hispanic Association of Colleges and Universities/Educational Testing Service (HACU/ETS) study, Education = Success: Empowering Hispanic Youth and Adults. "The tremendous growth of the Latino population has not been accompanied by a corresponding growth in academic achievement. To rely on a steady-as-she-goes policy would be to perpetuate the status of too many Hispanics—who already face language and cultural obstacles—as second-class citizens."

The Education = Success study released the startling statistic that only 55 percent of Hispanic eighth graders expect to obtain college degrees. According to Carnevale, "We have encouraged the least advantaged Hispanics to expect less of themselves and for themselves."

If we don't implement drastic remedies, "too many of the nation's fastest growing population will be left jammed shoulder-to-shoulder in the day-labor hiring halls and minimum-wage jobs at the lower rungs of the economic ladder," said Carnevale.

Experts say that, in addition to the system's inability to keep pace with the population growth, many Latino students lack the resources and parental encouragement needed to succeed in school. They are left to the status quo, which, for many, is barely meeting basic educational standards.

Left unchecked and untreated, the gap between the educated and undereducated will continue to spread, leaving millions of Latinos dangerously behind their peers and relegated to menial jobs as unskilled labor.

THE ISSUES

Low Self-Esteem

Many Latino students feel insecure with their language skills. Like any child or adolescent, they are afraid of being different. When the teacher calls on them, they are hesitant to speak up for fear of being laughed at by their classmates.

"A Hispanic student may not want to speak out in class because they don't see anyone else like them," says Morris Jackson, community programs officer at American University. "They have feelings of inferiority and are self-conscious about their language skills and are embarrassed about their accent."

Poor Language Skills

In addition, children—who especially those in the lower elementary grades—really might be unable to understand the teacher. If children hear nothing but Spanish in the home, they might have picked up only limited English from playmates and might have no reading comprehension or writing skills whatsoever. Placed in a classroom with children who have spoken English since toddlerhood and whose parents have read bedtime stories and taught the alphabet for several years prior to their entrance into kindergarten, Latino children have a hard time competing and might start their educational career behind the game.

Lack of Resources

I was raised in an upper-middle-class home in an American suburb. My brother and I, the younger two of four children, were the classic underachievers. We skat-
ed through our school day looking out the classroom window and dreaming of skateboarding and building forts in the woods.

Because we didn't listen in class, we were both tagged as needing "extra help," he in reading and I in math. When informed of our academic weaknesses, our parents sprang to action—Kenny got "Hooked on Phonics" records, and I got multiplication tables set to music. Kenny overcame his reading problem and is a successful pastor who reads voraciously and writes with flair. I made it through all the required mathematics courses to meet high school and college graduation requirements. No, I don't love math, but I was provided with the resources that I needed to succeed.

Unfortunately, this scenario does not play out so easily amongst the Latino population in America. Many children are the first generation in their family to speak English. Many have parents who completed no higher than an eighth grade education.

Because parents are frequently working in blue-collar professions and providing for large families on limited incomes, it is not so easy to just run out to "Zany Brainy" and buy the latest computer games, tutorial, and other helps to give their children the extra boost they need to succeed.

If the parents' English language skills are mediocre or poor, teachers might be unable to communicate the message that the child is in trouble to begin with.

Unfair Comparisons Based on Test Results

According to Tensie Cadenas, director of the Early Identification Program at George Mason University, the testing system is unfair on its face.

"Many Latino students come with limited education. They are put in a classroom with students from middle-class, American backgrounds and then are tested and compared with them. Some teachers have not been trained to cope with the discrepancy in educational background, so they compensate by lightening the load for Latinos, who then respond by slacking off. In some cases, they do the minimum of what is expected of them," Cadenas says. "They are, therefore, unprepared for the realities of college life."

"Students need to feel like they belong in the schools," Cadenas says. "They need to feel that teachers have the same expectations for them as they do for other students. They need to feel that teachers care."

Families Might Be Unconvinced of the Benefit of a College Education

In addition, there are deeply ingrained cultural barriers to Latino students' pursuit of higher education that must be overcome.

"There's a very close-knit family structure," says Marquita Lightfoot, associate director of undergraduate admissions at American University. "Young women are not necessarily expected to go out and become educated and intellectual. They are expected to stay close to the family."

"Several years ago, there was a young woman at AU who was clearly capable, clearly bright. She finally ended up dropping out of college because her family expected her to contribute to the family income," Lightfoot says.

Tensie Cadenas believes that Hispanic parents do want the best for their children in the long term, however.

"They come from a culture where often education is not as much of a priority. To overcome this mentality, you just explain to the parents the need for higher education, and they will usually support you. Explain the economic implications, and they will understand the need to prepare girls for school."

"You clean houses," Cadenas will tell them, "and that's good. Somebody needs to do that. But do you want your child equipped only to clean houses, or do you want her to have other options? They always say, 'I want my child to have options.' You just explain that they have a marketable skill they will be in the same situation for the rest of their life."

Percent of High School Graduates (Age 18-24) Enrolled in College

Distributions of Entering Freshmen in 4-year Institutions by Race
The Time to Fix the Problem Is Now!

So what's the next step? How can we overcome the obstacles in order to adequately prepare the next generation of Latino young people to face the challenges of the 21st century?

According to Antonio Flores, president of the Hispanic Association of Colleges and Universities, it is possible to close the educational gap for Latino students. If we are able to increase Hispanic college attendance rates by 10 percent by 2015, the gap will disappear.

The question is, however, how to add Latino students to the rolls of American colleges and universities.

It's critical to have clear and regular conversations, such as the one Tensie Cadenas outlines above, with parents of students from early childhood education through middle school and high school. This can help to convince Latino parents of the pressing need to open the way for their children to receive the best education possible for as many years as possible.

Programs geared toward informing the Latino community of the educational opportunities that exist for them are also important.

The HOSTS Program

Creating mentoring programs, such as the HOSTS program being tested in the Dallas area, is one means of identifying problem areas for students in the early grades. Here, educators use a thorough testing system to determine a child's reading and interest level and learning style. The information is put into a database that provides a visual picture of a given child's areas of weakness, and a tutoring/mentoring relationship is established based on that specific child's educational needs.

Early Identification Program

Programs such as George Mason University's Early Identification Program (EIP) target primarily Latino high school students who are capable but, for whatever reason, are not living up to their academic potential. High school counselors or teachers recommend specific students for the program, and students apply for admission. EIP is a multi-year college preparatory program in which students participate in cultural events, attend tutoring sessions with university students, faculty and staff, and participate in a camp to acquire leadership skills. Upon successful completion of the program, participants are guaranteed admission to George Mason University.

¡Alcance!: Opportunities through Higher Education

For several years, American University has hosted a one-day college fair for several thousand Latino high school students who don't have the resources to make the usual rounds of college visits. ¿Alcance!, they have the chance to meet recruiters from 55 colleges, such as American University, College of William and Mary, University of Maryland, Virginia Military Institute, Stanford University, and Yale University, and to talk with financial aid experts to help plan their educational futures. At least six of the universities represented have established scholarships, between $1,000 and $10,000, to be awarded to particular students who attend ¿Alcance! and have applied.

English Language Institute

Students who wish to attend American University but whose language skills are not at an adequate level are given the opportunity to participate in the English Language Institute. Here, students attend language classes and may take other non-credit courses, and then, when their language skills have risen to an acceptable level, they may enroll in a degree program.

Regardless of what we do to include the Latino community in the mix of those who receive higher educational opportunities, we must do something.

As Antonio Flores said in "Closing the Opportunity Gap" (The Voice, November 1999), "We already know from our history how costly the alternatives can prove when we choose discrimination and ignorance over inclusion and enlightenment."

We must extend the opportunity for educational betterment to all of America's citizens. Not only will it improve the outlook of one of America's fastest growing demographic groups, but also it will improve the entire makeup of the American economy and society.

Kathy Thompson, a graduate of American University's School of Communication, is a member of the Media Relations staff at AU.

Correction

The innovative transitional English program created by John Lihani, Emeritus University of Kentucky, as described in Hispanic Outlook 12/5/99 issue is accessible at:

http://www.uky.edu/~globlex

We are sorry for any inconvenience this may have caused.
Making Paradise a Little Better for Hispanic

La leyenda de las tres Latinas

BY DANNY MORENO

Once upon a time, in a galaxy far, far away (better known as the University of Hawai‘i at Manoa), there lived tres Latinas (two of them Chicanas) who wondered why the land of paradise was shutting its doors to the disenfranchised. They asked themselves why there was “very little interaction between the Hispanic community and the community at large,” and why the needs of the Hispanic community were not being met. Las tres Latinas sought guidance from the all-powerful, all-knowing, and ever-wise guru of paradise land, Larry Foster, dean of the William S. Richardson School of Law. He cautioned that many had tried to make a difference in the lives of Hispanics but few ever returned from their journey to the outer edges. No, he did not suspect foul play; for the wise one knew that these earlier pseudo-rangers, equipped with cell phones and heavily padded resumes, were forever lost in the corporate Black Hole, never to be seen or heard from again.

Rosa M. Hernández, Liz A. Robinson, and Anne E. López, co-founders of the Honolulu Hispanic Law Students Association, have no intention of becoming another Black Hole statistic. These three activists do not believe in the furry little Taco Bell fairy with the whiskers and wet nose, but they do believe in promoting diversity and striving for academic excellence. They are “committed not only to establishing an Hispanic presence at the law school” but also to “educating all law students concerning the Hispanic culture and its influence on the legal profession.” All three are members of the Law Review program at the University of Hawai‘i. Interestingly, Rosa is an editor on the Pacific Asian Legal Studies Journal.

Do not attempt to tell Rosa, Liz, or Anne that their goal of achieving true diversity and equal representation on the islands cannot be achieved, because they will look you straight in the eye and tell you with burning conviction que “Si se puede.” And if you dare to stop them from completing their quest, you will end up in traction at the nearby Queen’s Medical Center, for they are as formidable as a Mack truck and as tenacious as bulldogs (but with a smile, of course).

It all started when the immediate-past HNBA/LSD Region-Y president, Danny Moreno, telephoned Rosa at her home in Hawai‘i during the Summer of 1998. He was shocked (well, not really) that there were only two Latina law students, and he encouraged Rosa to start an HNBA/LSD affiliate chapter in Hawai‘i. Rosa admits that soon thereafter, he “dismissed the idea as too far-fetched.” Where in the land of paradise was she going to find more Hispanic law students? She would have better luck finding a T. Rex sipping on a pineapple daiquiri on the veranda of the Ala Moana Hotel. But, as I would have it (is there really such a thing as luck?) Rosa came in contact with Liz, the other Latina law student. After a bit of investigation, the pair soon realized there was a trio of unknown Hispanic law students. I searched the campus until they came face to face with Anne López, and asked her, “Are the other Latina we have been sent to look for?” She smiled. Thus began la leyenda de las Latinas (The legend of the three Latinas).

Rosa M. Hernández, president, HLSA, attended California State University-Fresno, where she earned a B.A. in Journalism-Public Relations. She went on to obtain her M.A. in Rehabilitation Counseling, completing the initial part of her studies at CSU-Fresno, and completing the rest at the University of Hawai‘i at Manoa. Her education and training in assessing rehabilitative needs...
plans for an insurance company primed her for her role as president of HLSA. The experience that she gained from participating in settlement negotiations and dispute resolutions has given her the skills and patience to meet the challenges of running a successful and dynamic organization in today's highly competitive world.

At first, Rosa was undecided about what to call the group. She wanted the group to stand out and considered such catchy acronyms as MAPS (Minority Association of Progressive Students), PALS (Progressive Alliance of Law Students), and SALSA (Society of American Law Students). However, in the end, she opted for HLSA. The group found an advisor in the early part of 1999. They were recognized by their school's SBA, and held their first open meeting on February 25, 1999.

With some guidance from Michele M. Castillo—immediate-past SBA president (1998-99), Thomas Jefferson School of Law, vated the ABA/LSD's "SBA President of the Year," ABA/LSD lieutenant governor, Women in Law (and the list goes on...)

—Rosa was able to generate interest in her new organization and the HNB/A/LSD. As part of Michele's L. governor and SBA duties, she flew down to Hawaii during March '99 for the ABA/LSD spring conference. While there, she met with Rosa and the HLSA's advisors. Michele spoke on the virtues of joining the HNB/A/LSD, the annual HNB conference, and the HNB/LSD Moot Court Competition. Rosa went on to corral some more support from her classmates and faculty. Rosa says that "there was not much interest at first because the campus was already inundated with other minority student organizations." Then, quietly, little by little, she began to notice a change in attitudes towards the fledgling organization. Students and faculty began to take notice. Of course, Rosa had lots of help from the other two co-founders.

Liz A. Robinson, treasurer. HLSA, is no stranger to hard work. She has committed herself to academic excellence. Liz, originally from Whittier, Calif, earned her B.A. in international relations with a minor in business administration and geography, from California State University-Chico. Last year, she clerked for the Honorable Gail C. Nakatani. As a result of her academic achievements, Liz was offered a highly coveted legal research T.A. [teaching assistantship] position last semester. Currently, Liz is on the school's moot court team. And if that isn't impressive enough, Liz was elected the executive and research editor for Law Review in 2000-01. Liz says that her duties will entail "keeping track of deadlines and making sure everyone is on schedule."

For now, Liz looks forward to participating in the 5th Annual HNB/LSG-sponsored Moot Court Competition at Georgetown University, scheduled for March 18-19, 2000. She hopes to utilize her "Best Oralist" skills from appellate advocacy to give the U of H team the winning edge in Washington, D.C. No doubt her diverse educational background has influenced her life goals. Liz has two daughters, six-year-old Madeleine and two-year-old Stephanie. She's interested in diversity education in the elementary schools. "I would like to be involved in the local school board someday," says Liz. What does Liz think about living in Hawaii? She says, "I miss my grandmother's frijoles."

Anne E. López studied at San José State University, San José, Calif. Her B.S. degree in occupational therapy has put her in touch with the unfortunate victims of work-related injuries. She has evaluated and analyzed workplace safety issues and designed and implemented individualized return-to-work programs for injured workers. Anne is proud of the fact that she is ranked 11th in her class. She, like Liz, was also "Best Oralist" in her section of appellate advocacy. Anne is a staff member of Law Review and was elected editor-in-chief of Law Review for the year 2000-01. Although Anne is not competing in this year's HNB/LSG Moot Court Competition, she is lending her expertise by serving as the "team coordinator," scheduling practices and generally cracking the whip.

According to Rosa, "Anne was the catalyst that solidified our organization. Anne made wonderful suggestions at a time when we were just starting out, and she helped us gain the support of the faculty." It was Anne who formulated the HLSA constitution. A key element of their constitution clearly states that the group's objectives are "to instill upon law students the importance of giving back to the Hispanic community by establishing relationships with Hispanic communities and leaders." Another important feature is the group's realization of the importance of "establishing organizational continuity" to insure that the fight continues even after they graduate.

Anne also put together a proposal for funding in order that the group would be able to participate in the HNB/LSG Moot Court Competition in March '00. So persuasive was the proposal that the SEED Foundation (Student Equity, Excellence, and Diversity) awarded HLSA $3,000 to assist with the travel-related expenses of attending the event. As for now, Anne says that "this is an opportunity to serve, educate, and touch the lives of the Hispanic community within the University of Hawaii."

The stage has been set for an action-packed Moot Court Competition in D.C. With money in hand, and jet fuel in their blood, Rosa Hernández, Liz Robinson, and Colette L. Honda (the third member of the moot court team) intend to bring next year's HNB/LSG Moot Court Competition to Honolulu. No doubt, this turbo-charged trio is destined for success. Incidentally...
one of the other schools competing in Washington, D.C., is Thomas Jefferson School of Law. The team from TJSL consists of José Arnoldo García, Alicia Z. Aguirre, and Danny Moreno.

Colette Honda speaks Spanish and plans to one day travel to Barcelona, Spain. Colette says, “The Hispanic team appealed to me because of my interest in travel and other countries, and also from my interest in the Hispanic culture and language.” Her list of accomplishments is impressive. Colette is a dual-degree candidate at the U of H. She is working towards her M.A. in history, with an anticipated completion date of December 2000. Politics is in her blood—Colette is the SBA Secretary and ABA/LSD vice chair at her school. All good politicians must know their history. And if that isn’t enough to keep her occupied, Colette is the quarterback for her law school women’s flag football team. People often compare her quarterback skills with those of Dan Marino of the Miami Dolphins (well, that might be stretching it a little). Let’s just say that she’s good—she’s been quarterbacking for her team at the Pie Bowl (students vs. alumni) since 1998. Colette is also an environmentalist and a member of the Hawai‘i Business Jaycees. “I’ve been an active member of HILSA since last year and have been involved in all the activities,” including, says Colette, the Surf Taco fundraiser.

Rosa is proud of the fact that HILSA has been in existence now for one year. According to Rosa, “the HILSA is the only Hispanic student organization in the University of Hawai‘i-Manoa system.” Issues such as labor, immigration, biculturalism, and bilingual education are just a few of the many projects on their “TO DO” list this semester. Planning and organizing events is challenging enough even for the most experienced leaders, but fundraising is a different animal altogether. Unlike many law schools, the U of H provides little or no funding for its moot court participants, especially if they are not part of the school’s designated moot court teams. What to do?

Rosa, Liz, and Anne hit upon an idea that resulted in a $700 windfall. They invited the owner of Sufi Taco (a local restaurant) to “come out to the campus to sell their burritos and tacos.” The proceeds were to go to HILSA. In a short 3-hour period, Sufi Taco sold over $600 worth of tacos and burritos, with $700 going to HILSA. Word of their success spread like wildfire through the lush campus after a local television station featured the three in a promo ad for the Rainbow Wahine Basketball team (U of H women’s basketball). Liz says, “The camera crew went around the campus and got different groups of students to yell ‘We’re #1!’ We had no idea what we were getting into when they filmed us on ‘Surf Tri-Days.’” The commercials have been running since November ’99, and the three have become instant local celebrities. The rest is HERstory.

Para las tres Latinas, and Colette, congratulations y buena suerte. Your commitment and dedication offer reassurance that the impossible dream is not just a dream, and that it’s okay to reach for the stars. The most important step is the first. Remember, you’ll never get sucked into a black hole if you keep your feet firmly planted in the community; your anchor to reality.

Author Danny Moreno is SBA president Thomas Jefferson School of Law in San Diego, Calif, and will complete his legal studies December 2000.
Castro and Zencic Work on U.N. Forum

St. Francis College (N.Y.) students Gilbert Castro (pictured) and Ines Zencic are helping to organize the Fall 2000 Millennium Forum at the United Nations, working with Yassia El-Ayouty, St. Francis College professor in the department of international cultural studies.

The forum's theme is "The UN for the 21st Century." Topics include peace, security and disarmament, human rights, poverty eradication, environment and sustainable development, globalization, equality, justice and diversity, and strengthening the UN.

As interns, Castor and Zencic will help with government liaisons, conference planning, and coordination of millennium events.

Garden City Community Honors Gonzales

Garden City Community College (GCCC) in Kansas sponsored an event honoring the life and career of longtime Garden City resident Lydia Gonzales.

Gonzales has organized voter registration efforts, sponsored GCCC's chapter of the Hispanic American Leadership Organization, worked to obtain scholarships and support for young Hispanic men and women, and created GCCC's annual Hispanic Student Day.

Among many honors, she was named Garden City Business and Professional Woman of the Year, earned the Outstanding Service Award of the Kansas Advisory Council for Vocational Education, was named GI Forum Woman of the Year, and was named a role model for all generations by earning a 1997 Buena Gente Hispanic Leadership Summit Award.

Nationally, Gonzales has met President Clinton, earned a Lifetime Achievement Award from the U.S. Hispanic Leadership Conference, and was inducted into the National Women's Hall of Fame by the League for United Latin American Citizens.

Contreras Lectures at Western Washington

Using natural herbs to meet the medical needs of Mexico's indigenous peoples, Doña Enriqueta Contreras has served as a Zapoteca curandera (traditional healer) and midwife for more than 40 years and is said to possess a unique and powerful gift of healing.

She traveled from the Sierra Juarez mountains of Oaxaca in Mexico to Bellingham, Wash., where she lectured in January at Western Washington University. Together with Larry Estrada, professor and director of American cultural studies at Western, Contreras discussed social, ethical, and political conditions presently impacting curanderas in the Sierra Juarez. They talked about the recent organizational efforts by these women to seek support and status from the modern medical community and the Mexican government. Contreras also conducted a seminar on the use of herbal, medicinal plants and her work as a midwife.

Sánchez Translates at Australian Snake Venom Laboratories

When Juan Velez, a businessman from the Foundation of Investigation and Intellectual Development in Colombia, wanted to conduct research on venom of South American snakes and involve people worldwide, he asked Elida E. Sánchez, Texas A&M University-Kingsville's Natural Toxins Research Initiative laboratory director, to translate for him in Australia.

Sánchez met Velez in Los Angeles, flew to Thailand for a week to attend the fifth Asia-Pacific Congress on Animal, Plant and Microbial Toxins, then to Australia for another week with Velez and Peter Mirtschin, a venom supplier from South Australia. Velez selected Sánchez because of her knowledge of venom research and fluency in Spanish. She has a master's degree from Texas A&M-Kingsville.

Rutgers Exhibits Sánchez Photos

The Mason Gross galleries at Rutgers University (N.J.) exhibited "Printed Convictions," drawings and related works by Juan Sánchez, nationally known Latino artist and alumnus of Rutgers' Mason Gross School of the Arts. Sánchez talked about his works during a discussion led by Alejandro Anreus, chief curator of the Jersey City Museum.

"Once We Were Warriors" (picted), a new Sánchez print published by the Rutgers Center for Innovative Print and Paper (RCIPP) and Rutgers' Center for Latino Arts and Culture, with support from the National Endowment for the Arts, was one of the featured works. "This print looks at how Puerto Ricans must constantly work to preserve their own culture in the face of the overwhelming influences of the United States," said Judith Brodsky, founder and director of RCIPP.

Sánchez, an associate professor at Hunter College, earned his master's degree at Rutgers.

Sánchez Chairs Foundation Board

Phillip V. Sánchez, vice president of News World Communications, Inc., which publishes Noticias del Mundo, a New York-area Spanish-language daily, and Tiempo del...
Mundo, a Spanish-language weekly published in Latin America, is the new chair of the board of the Educational Foundation of the Americas. He succeeds the late Dr. Burton Grossman, Mexican banker, industrialist, and philanthropist.

The foundation has helped to develop universities in Mexico and is now assisting a group of schools in Mexico City, specializing in bilingual computer, mathematics, and science education for children.

Sánchez is chair of the boards of the National Hispanic University (Calif.) and the Good Life Television Network in Washington, D.C., and a trustee of the University of Bridgeport (Conn.).

Castillo Chairs Texas Council

Dr. Max Castillo, president of the University of Houston-Downtown, is new chair of the Council of Public University Presidents and Chancellors (CPUPC).

Castillo has been a Council member for seven years and is a former vice chair.

The CPUPC provides a forum for discussing needs and concerns of the public universities of Texas and encourages inter-institutional cooperation. The Council is composed of presidents and chancellors of Texas' 49 publicly supported general academic universities, system offices, and health-related institutions.

Montero Strengthens Student Affairs at Brown

Janina Montero, known for her work at improving communications among diverse groups, is now an advocate for students and their range of out-of-the-classroom needs at Brown University (R.I.).

In January, Montero, the former dean of student life at Princeton University, became vice president for campus life and student services at Brown.

She reports directly to the president and is responsible for the department of athletics and physical education, office of student life, office of residential life, food services, chaplains office, Third World Center, and Sarah Doyle Women's Center. In July, she will oversee the admissions office and the office of financial aid.

Montero has a bachelor's degree, master's, and doctorate from the University of Pennsylvania.

Sklar Dean of Academic Affairs at L.A. City College

Dr. Martha Sklar is now dean of academic affairs at Los Angeles City College (LACC). Interim dean since 1998, in that position she supervised the media and performing arts, departments, library, and community service program. She also oversaw a number of job-training programs and major federal grants.

Sklar is a member of the Association of California Community College Administrators, the National Council of Teachers of Mathematics, and the California Community Colleges Association of Occupational Educators.

The Cuban-born Sklar, a mathematics professor at LACC from 1976 to 1995, has a bachelor's degree from Roosevelt University and a master's and doctorate from Northwestern University.

Esteban in Fresno City Program

Carina Esteban is serving until May as a trainee with Fresno City College's (Calif.) psychological services program, which is recognized by the APA with the highest level of accreditation available to agencies with pre- and postdoctoral internship programs in psychology.

A part-time social worker, Esteban, 23, is pursuing a doctorate at the California School of Professional Psychology (CSPP)-Fresno. She holds a bachelor's degree from Florida Internat University and will receive her master's CSPP-Fresno this summer.

Espinosa Awarded Fellowship

Eugenio Espinosa, assistant professor at State University of New York (St Rockland Community College, received a fellowship for a four-week artist's residency at the Vermont Studio Center. Cuban-born, Espinosa recently visited his native country and returned to Rockland to deliver a lecture and slide show, "Going Home Artist's Return to Cuba."

Irizarry Wins University of the Arts Award

Johnny Irizarry, University of the (Penn.) class of '83, received a 1999 Alumni Award.

Irizarry is program specialist for I studies of the school district of Philade helping shape programs and curric development on Puerto Rican, American, and Latino studies. In 1986, h named executive director of 1 PuertoRriqueño, a community-base organization that gained new acclaim his leadership. He received the Paul Ro Social Justice Award from the Brea Roses Community Fund, the Citizen Year Award from the annual Puerto Rico Week Festival, and a special Achievement der Zee Award from Brandywine Works among other honors.
Three Dog Night Star a Hancock Alum

Rock music star and former Allan Hancock College (Calif.) student Chuck Negron returned to his alma mater to sing before a standing-room-only audience. Negron, lead singer of the popular '70s group Three Dog Night, attended Hancock from 1960 to 1964.

Negron sang many Three Dog Night hits—"One," "An Old-fashioned Love Song," and "Joy to the World"—and performed selections from his new CD The Long Road Back. Between songs, he spoke about his time at Hancock. His recent book Three Dog Nightmare, a best-seller, includes a chapter about the college, titled "The Best Years of My Life."

Arizona State Honors Trujillo

Gary L. Trujillo, CEO, president, and chair of the board of Quepasa.com, received the Arizona State University College of Business Distinguished Achievement Award at the college's convocation Dec. 16. The award recognizes business alumni who have made significant contributions to their field, their community, and the college.

Quepasa.com, an Internet company, provides the rapidly growing U.S. Hispanic market with information and interactive content, in both Spanish and English. Earlier, Trujillo was president and founder of the Southwest Harvard Group, an asset management company, and a partner in the Corella Cable and Wire Company—the first company in the U.S. to receive an exclusive minority contract from AT&T to produce cable wire.

Costa Rican Official Speaks at Life University

Dr. Rogelio Pardo (pictured at 1 with Dr. Sid E. Williams), health minister of Costa Rica, addressed graduates of Life University (Ga.) in December. Life, known for its School of Chiropractic, awarded 445 degrees and certificates during its ceremonies for its Fall 1999 and Winter 2000 classes.

Pardo discussed the recent inclusion of the chiropractic profession in the Central American country as a "totally separate and distinct practice." He said he hoped it would serve as a model for other Central American countries.

Undergraduate honors for the Fall 1999 class went to Guenia Bravo, class valedictorian.

Navarro on National Board

Richard Navarro, dean of California State Polytechnic University-Pomona's School of Education and Integrative Studies since 1997, recently joined the board of directors of the National Board of Professional Teaching Standards.

Navarro is a member of the Intersate New Teacher Assessment and Support Consortium's higher education advisory board. He spent 14 years in the department of teacher education at Michigan State University before coming to Cal Poly-Pomona. At Michigan State, he founded and directed the Julian Samora Research Institute, the first Latino policy research center in the Midwest.

Richard Santillian, Cal Poly-Pomona's interim vice president of academic affairs, said of Navarro, "His election to this board allows him the opportunity to support teachers and student education at a national level."

Mujica Keeps Thunderbirds in Air

An F-16 jetfighter flown by the U.S. Air Force Thunderbirds goes twice the speed of sound, pumps out 25,000 pounds of thrust, and maneuvers at 500 mph just 18 inches from the wingtip of the next plane.

Former Garden City Community College (Kan.) student Alonzo Mujica makes that possible. A skilled mechanic, his job is to assure that the unit's 10 single-engine Fighting Falcons perform properly every time they're flown. "It's a very serious business we do, and my schooling helped me become what I am right now," said Mujica.

Mujica believes young people need positive role models, and he hopes to be one at the classroom level. He often answers questions, explains propulsion concepts, and shows the aircraft to a wide variety of people, including children, at small town air shows. "My advice to anyone who wants to join the Air Force is to go to college first."

Flor Ada Wins Award for Latest Book

The University of San Francisco's (Calif.) Alma Flor Ada, professor of education and noted author of children's books in Spanish and English, won the Pura Belpre Author Award for Under the Royal Palms: A Childhood in Cuba (Athenaeum Books). The award honors Latino and Latina writers and illustrators whose works best portray, affirm, and celebrate the Latino cultural experience in children's books.

In a heartwarming and loving portrayal of her childhood days in Cuba, Ada describes her deep friendship with a beloved dance teacher. Readers meet relatives and share the tragedy of the loss of Ada's uncle. Photographs enhance the diary-like depiction of Ada's early years.

New Mexico Starts Internet Pilot

The University of New Mexico (UNM) has added a new lane to the information superhighway. Dr. Jeronimo Dominguez, vice provost of UNM's Extended University, said its new Internet Pilot Project began offering courses this semester.

Nine courses are offered—four in nursing, two in English, and one each in public administration, anthropology, and psychology. Some are for undergraduate credit, some for graduate credit, and some for both.

These courses "respond to the needs of New Mexico's rural communities and help on-campus students as well." "These courses allow students throughout New Mexico to complete the degree requirements without having to be on campus. This is a significant step in assisting students to complete degrees in order to obtain better jobs."
In the News at Rio Hondo

To celebrate students' completion of Rio Hondo College's (RHC's) short-term child care training program, the college joined forces with East Los Angeles College (ELAC) and Los Angeles County supervisor Gloria Molina for a day filled with job opportunities, testimonials, entertainment, and congratulations. RHC Superintendent/President Dr. Jesus "Jess" Carreon congratulated students alongside ELAC President Ernest Moreno and Molina. Students received pins to acknowledge their membership in the Southern California Association for the Education of Young Children.

David Segrist, an RHC trustee since 1993, said, "As board president, I want to increase the college's outreach to include preschool children through senior citizens. I want to look into establishing off-campus sites to serve these and all members of our community."

Miami-Dade Trains Refugees

More than 2,000 refugees are able to receive educational assistance and vocational training at Miami-Dade Community College (M-DCC) through a $45.5 million grant from the state of Florida Department of Children and Families Refugee Programs Administration. The program, Refugee/Entrant Vocational Education Services Training (REVEST), assists refugees of all nations, Cuban-Haitian entrants, and Amerasians. Eligible are those who have been in the U.S. for 60 months or less and lawfully permanent residents who were refugees prior to adjusting to permanent residency. Program participants may enroll in vocational English training, GED preparation, vocational skills training, employability seminars, and other programs. Applicants must apply in person at the REVEST office on M-DCC's Wolfson Campus in downtown Miami, 300 N.E. Second Ave., Building One, First Floor.

In the News at Trinity

"Ritmo de Pueblo: A Festival of Puerto Rican Music and Art," was held recently at Trinity College and other locations in Hartford, Connecticut. Valeriano Ramos Jr., Trinity's director of community service and civic engagement, said that the festival project celebrated Puerto Rican musical traditions and culture in ways that informed, educated, entertained, and engaged. It also promoted a greater appreciation of the community's culture and the many contributions Puerto Rican artists have made to it.

Trinity hosted Julio Pantoja's photographic exhibit, "Tucumán: The Children Twenty Years Later," in January. In the wake of a military repression in Argentina, anyone who spoke out against the military government was targeted for retaliation. Pantoja's exhibit featured portraits of the children of men and women from the province of Tucumán who "disappeared" during the military dictatorship. Photos of the children, who would now be in their late teens and early twenties, are frequently shown with photographs of their parents, who were the same age when they vanished.

A Pantoja photograph from the exhibit is shown here.

Austin Community Hosts Latino Literary and Arts Festival

Austin Community College (ACC) in Texas hosted its seventh annual Latino Literary and Arts Festival. Artists Arthur Sze, Ruben Martinez, and Hector Galán were the featured attractions.

Sze, known for his startling juxtaposition of images and ideas, shared some of his musical and visionary poetry. He recently released The Redshifting Web: Poems 1970-1998. Martinez, an Emmy Award-winning journalist, poet, and performer, is the author of The Other Side: Notes from the New L.A. Mexico City and Beyond.

New Mexico Tech Protects Endangered Species

Dr. Daniel H. López, president of the New Mexico Institute of Mining and Technology, said that a consortium of associated scientists successfully tested New Mexico Tech's patented non-toxic, all-natural chile-pepper-based repellent to help control the destructive impact of the rosy wolfshad (Euglandia rosea).

Rosy, a carnivorous snail native to the Southeastern United States, has caused the total extinction of several snail species and threatens the extinction of additional snail species in Hawaii and other islands in Pacific and Indian oceans.

Lorenzo Torres, an affiliate of New Mexico Tech, was instrumental in discovering and patenting the chile-based repellent.

GateWay Holds Financial Aid Week

To help students find ways to finance education, GateWay Community Co (Ariz.) offered workshops during its annual Financial Aid Awareness Week. Activities and advice were offered in the areas of financial aid, scholarships, federal work study, and money management.

GateWay student Lorey Ann Attanasio, an asthmatic training for a career in respiratory care, says she wanted for scholarships, she probably would not have stopped going to school. After taking the burden of student loans, she knew she had to be a better way. She started looking for work, searching around GateWay's campus for more than $30,000 in scholarships. On receiving a $1,000 Chela Scholarship, said, "It's all here, and I didn't have to go or do any research."

Chicagoland Students Receive North Park Scholarships

Two North Park University first-year students from the Chicagoland area in Illinois received Mustard Seed Scholarships as part of the university's commitment to supporting Chicagoland for outstanding African American and Native American students.

Ricardo Leiva (L) and Maritza Verduzco (R) qualified because they were in the top 15 percent of their high school class and had ACT composite scores of at least 24.0 and SAT scores of at least 1240.

Also receiving funds were returning students Monica L. Cotrell, Sherina N. Grah and Shari L. Hayden. Shanna C. Lee. Ric
Medina, Olivia Nodal, Ysenia Ramirez, and Chris L. Turner.

Texas Wesleyan Baseball Gala Features Palmeiro

Texas Wesleyan University's Baseball Extravaganza 2000 featured Major League Baseball All-Star Rafael Palmeiro. The event benefited the university's athletic programs.

Palmeiro, first baseman for the Texas Rangers, made his major leagues debut with the Chicago Cubs in 1986. The Sporting News Player of the Year, Texas Rangers Player of the Year, and American League Designated Hitter of the Year ranks among active leaders in hits, RBIs, and home runs, and is a four-time American League All-Star and two-time Rawlings Golden Glove award-winner as first baseman.

Palmeiro has been a spokesman for the Juvenile Diabetes Foundation's "Walk to Cure" program, where he pledged $100 for each home run he hit. He is also a spokesman and fundraiser for the Lena Pope Home, where he has helped raise $60,000 through his home run sponsorship, as well as working on foster home recruitment. Pictured (1 to r.): Palmeiro and Dave Yoskula, Texas Wesleyan University vice president for enrollment and student life.

NACME Alumni Excel

NACME Three recent National Action Council for Minorities in Engineering (NACME) Alumni Award winners spoke of how critical NACME's support was to them as undergraduates.

Justin Blount worked summers and arrived at Syracuse University for his sophomore year unable to pay his tuition; Tina M. Herrera's father, her financial and emotional anchor, was felled by illness while she was at Berkeley College, and Eric Adolphe recalled living in the basement at the City College of New York, on the verge of dropping out of the engineering program, until he learned about NACME.

Today Blount is a leading business consultant at DuPont. Herrera's research at NASA was part of the MIR Space Station project; and Adolphe is president and CEO of a $12 million telecommunications company, the OPTIMUS Corporation.

Texas A&M-Kingsville Touts Migrant Program

Representatives of Texas A&M University-Kingsville presented the College Assistance Migrant Program (CAMP) and the High School Equivalency Program (HEP) as examples of success at the 1999-2000 Texas Migrant Education Conference.

The event provided a forum for educators to share and enrich their knowledge of effective practices to help develop a collective vision of excellence in migrant education.

Texas A&M-Kingsville first-year student Wilfredo Puente (pictured), was honored as an Exemplary High School Graduate Migrant Student. Class valedictorian, he had the highest high school GPA of the seven students honored.

Consuelo Martinez, Texas A&M-Kingsville special programs director; Edgar Nandin, HEP assistant director; Yolanda Garcia, HEP counselor; Marcos Benavides, CAMP coordinator; and Martie De La Paz, CAMP recruiter/advisor, were in attendance.

Mt. Hood Community Creates Hispanic Post

Gayle Parker was named Hispanic Services Coordinator at Mt. Hood Community College (MHCC). The new position entails heading the El Futuro Abierto program and the Oregon Leadership Institute.

"This is exciting for me as a Hispanic woman..." Parker said. "The Latino population is the fastest growing minority group in this area, so we're serving the community through these efforts."

The college's Oregon Leadership Institute program, a cooperative effort with the Oregon Council for Hispanic Advancement, trains Latino college students, who then mentor local Latino high school students. The El Futuro Abierto program caters to Spanish-speaking women who want to take ESL classes at MHCC, providing child care and transportation in order to make the classes accessible.

"Dos Fronterisas" at Texas Woman's University

Sharon Warwick and Maria Teresa Garcia-Pedroche explored the borders of artistry with their show of mixed media creations, "Dos Fronterisas," at Texas Woman's University (TWU).

Garcia-Pedroche (pictured), associate curator at the Southern Methodist University Meadows Museum, showed artist-designed books, mixed media works, retablos (painted altar panels), paintings, and installations. An award-winning artist with a master's degree from TWU, she creates paintings and retablos from photographs, printed text, and found objects.

Warwick, a TWU visiting assistant professor in art education, who also has a master's from TWU, was in 1997 named National Middle School Art Educator of the Year.

35th Anniversary for Manhattan Community College

Borough of Manhattan Community College (BMCC) in New York is celebrating its 35th anniversary throughout the 1999-2000 academic year.

"While we have always honored our initial mission to provide education and training that can transform the lives of our students, the college has earned a reputation as an institution that, through innovation and creativity, keeps pace with the rapidly changing world around us," said BMCC president Antonio Pérez. Pictured (1 to r.): Pérez and Professor Lawrence Sner cut the anniversary cake as Professor Frank Navas looks on.
Houston-Clear Lake Signs Arts Agreement

The Universidad Veracruzana, Mexico, is part of a three-way collaboration in the arts with the University of Houston-Clear Lake (UHCL) in Texas and the Academy of Fine Arts and Design in Bratislava, Slovakia. The agreement between the universities includes faculty exchanges and art exhibits. Plans to extend the exchanges to include students are in the process.

NYU Hosts Debate on U.S. Blockade of Cuba

The Cuba Legal Studies Group (CLSG) at the New York University School of Law brought together legal scholars and public policy experts for an ongoing international debate about the legitimacy of the continuing United States embargo of Cuba. Panel participants addressed the latest developments in the 37-year-old embargo, specifically the Helms-Burton Act, which many international public law experts have criticized as a violation of the customary rules of international law.

CLSG is an educational, non-partisan student organization dedicated to the study of Cuban law and society. The group strives to create a forum for critical discussion and analysis of Cuba and U.S.-Cuba relations.

Female and Hispanic Enrollment up at Texas Health Science Center

More women are enrolled in the medical and dental schools of the University of Texas Health Science Center at San Antonio than ever before. The percentage of Hispanic students enrolled is up as well, from 18.93 percent last year to 19.57 percent, according to university statistics.

Of 824 students enrolled in the Medical School, nearly half, or 401, are women. Female enrollment is also up in the Dental School, where 150 of 399 students, and 11 of 57 postdoctoral students, are women.

NAICU Commends Clinton

According to the National Association of Independent Colleges and Universities (NAICU), President Clinton’s FY 2001 higher education budget proposal is very good news for America’s neediest and middle-class families struggling to make college a financial reality. David L. Warren, NAICU president, said that Clinton’s proposal represents a comprehensive and substantial investment in the nation’s students and the federal programs that millions of students rely on to attend college.

The proposal significantly boosts grant aid, increasing funding for the Pell Grant and Supplemental Education Opportunity Grant (SEOG) programs. Total funding for the Pell Grant program would increase by $716 million. By NAICU’s estimate, the number of SEOG recipients would expand by 100,000 students.

Laredo Community College Expanding Science Building

Members of the Leo G. Cigarroa family joined members of the Laredo Community College (LCC) family in announcing a $21 million federal grant that is expected to transform the lives of area students pursuing careers in math, science, engineering, and health-related fields.

“This is a historic moment for the city of Laredo and the college,” said college president Dr. Ramón H. Doválina (pictured), in announcing the U.S. DOE grant, which will support construction of a new 18,000-square-foot laboratory wing for the Leo G. Cigarroa Science Building, initially constructed in 1968 to honor Cigarroa, who served many years on the college board of trustees and was instrumental in the development of the campus.

After the Disciplines: The Emergence of Cultural Studies

Michael Peters, ed.

What are the underlying historical, epistemological, and political reasons for the emergence of cultural studies? To what extent does the emergence of cultural studies displace or dislocate traditional disciplines? What forms of resistance have cultural studies encountered and why? To what extent does the emergence of cultural studies reflect a changing mission of the university and changing relations between the university and the wider society? This book addresses these issues, and more.

Concerto Conversations

by Joseph Kerman

Leading critic and musicologist Joseph Kerman examines how a wide range of composers have handled the balance and contrast between soloist and orchestra by looking at the soloist's entry in the music and the role of virtuoso passages. Comes with a companion CD, which contains works discussed in the book.

Diary of a Guerilla

by Ramón "Tianguis" Pérez

In its most literal sense, this book is a simple self-portrait of a naïve, idealistic Mexican teenager drawn into armed rebellion against the national government out of love for his homeland. This is not the urban world of Mexico City but the campo of Mexico, where Spanish is a second language, native Indian languages predominated, and hired gunmen settled land disputes.

Translated by Dick J. Reavis


Realismo mágico y primitivismo: Rerelecturas de Carpentier, Asturias, Rulfo y García Márquez.

(Spanish)
by Erik Canayd-Freixas

This study brings together, for the first time, the concepts of magic realism and primitivism in the readings of the key works of the Hispanic narrative: Alejo Carpentier, Miguel Ángel Asturias, Juan Rulfo, and Gabriel García Márquez, among others.


Technology and Competitiveness in Mexico: An Industrial Perspective

by Thomas J. Botzman

Mexico is looking for ways to successfully make the transformation from Third World to First World economic status. This book is geared primarily towards industry practitioners looking for a greater understanding of Mexican industrial technology, with a goal of implementing strategies that will succeed as the economic system changes.


CrashBoomLove: A Novel in Verse

by Juan Felipe Herrera

In this novel in verse—said to be unprecedented in Chicano literature—poet Juan Felipe Herrera illuminates the soul of a generation. Drawn from his own life as well as a lifetime of dedication to young people, this book helps readers understand what it is to be a teen, a migrant worker, and a boy wanting to be a boy.


America's Top Jobs® for College Graduates. 3rd ed.

by J. Michael Farr

An essential reference for college graduates, career changers, students, job seekers, employment counselors, and those seeking upward career mobility. Includes detailed information on more than 100 jobs and trends for college grads and those considering a college education. Reflects employment prospects and pay by type of degree and major, plus labor market trends.


Chon A. Noriega, ed.

Issued twice a year, this interdisciplinary, refereed journal is dedicated to scholarly research relevant to or informed by the Chicano experience. Aztlan welcomes submissions in the humanities, social sciences, and arts. For a $25 yearly subscription, contact: e-mail aztlan@csru-ucla.edu.

Fall 1999. 194 pgs. ISSN 0095-2664. $12.50 paper. UCLA Chicano Studies Research Center. (310) 825-2642.

El retorno de las yolas: Ensayos sobre diáspora, democracia y dominicanidad

(Spanish)
by Silvio Torres-Saillant

This book highlights the cultural, political, and economic interdependence of Dominicans in the home country and in the United States, while debunking the negative stereotypes the media in the Dominican Republic propagate about U.S. Dominicans. It urges the Dominican intelligentsia in the sending country to recognize the invaluable contributions of the diaspora not only in terms of economic support to Dominican society through sizable remittances but also in terms of cultural production in democratic practices, and in modifying the very notion of "Dominicaness" to make it more inclusive in terms of class, gender, ethnicity, and race.


by Sarah Aponte

Dominicans can begin to organize the existing knowledge about Dominican migration and the life of the community in the United States. Sarah Aponte, library scholar and administrative coordinator of the City University of New York Dominican Studies Institute at City College, has created a foundational reference source.

1999. 178 pgs. $15.00 paper. CUNY Dominican Studies Institute. (212) 650-7496.


by Donald W. Bleznick

This book encompasses a broad spectrum of references to general bibliographical guides, bibliographies of Hispanic literature, literary dictionaries and encyclopedias, histories of Hispanic literatures, linguistics, and a guide to scholarly journals.
High-Flavor, Low-Fat Mexican Cooking
by Steven Raichlen

Mexican food doesn’t have to be unhealthy. Given the splendid raw materials—gorgeous vegetables, explosively flavored chilies and herbs, freshly made tortillas, the incredibly diverse selection of grains and beans—it should be one of the healthiest cuisines on the planet. Steven Raichlen presents his approach to remaking Mexican food in a delicious and healthful image. Photography by Greg Schneider. Food styling by Paty Forrestel.


Many publications featured in this section are available through amazon.com.

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, NJ 08543-2053
(800) 257-5126

Méjico or Mexico: The Struggle for Identity

After Mexico gained independence from Spain, the young nation continued to struggle for identity as it sought to define itself geographically, politically, and culturally. This program examines the influences of such writers as José Santos Chocano, Enrique Gonzales Martinez, and Los Contemporáneos, among others.

(Spanish, 25 min., color) Item #FFH 9117

Spanish Today

Although Spanish is the dominant language throughout Central and South America, it is a Spanish that has been deeply influenced by the region’s indigenous cultures. This program examines the linguistic synthesis of Spanish, English, and the languages of Yucatan, Chiapas, and Oaxaca.

(Spanish, 25 min., color) Item #FFH 9118

Spanish in America

Spanish is the second language of the United States, and for many living in America, it is their first language. This program examines the influence of Mexican culture in the U.S. and the debate in Mexico about the anglicization of Spanish.

Mexico’s multicultural heritage is explored along with the pervasiveness of Spanish (Spanish, 25 min., color) Item #FFH 9117

CONFERENCES

TESOL Convention and Exposition
March 14-18

Teachers of English to Speakers of Other Languages holds its 34th annual convention and exposition in Toronto, Canada.

Contact: (703) 836-0774.

Heritage College Diversity Conference
March 16-19


Contact: Irma de Prieto, (509) 865-3678, e-mail, deprieto_i@heritage.edu; Web www.hertiage.edu.

ACE 82nd Annual Meeting
March 18-21

The American Council on Education’s Annual Meeting, “A New Agenda for a New Higher Education in Transformation”—focusing on the transformational changes taking place throughout society and how higher education is reshaping its priorities on issues as technology, diversity, teacher education, college costs and financial aid, and globalization—convenes in Chicago at the Sheraton Chicago Hotel and Towers.

Contact: ACE. (202) 939-9410; Web www.acenet.edu.

2000 5-State Multicultural Conference
March 30-31

The 9th annual conference sponsors Garden City Community College (Kan.), Keiser University (Fla.), Pitzer College (Calif.), and the University of South Carolina (Columbia). Key speakers include Jeannine Chavez-Martinez, Pittsburg State University (Kan.), and R. Hernandez, nationally syndicated columnist.
Contact: Carole Huxman at GCCC Trio Programs, (316) 276-9538; Web site, gcccc.cc.ks.us.

NAHP Convention 2000
March 29-April 1

The National Association of Hispanic Publications presents “the Hispanic print event of the new millennium.” At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/CEO, (202) 662-7250.

AAHE 2000 National Conference
March 29-April 2

The American Association for Higher Education’s 2000 national conference has as its theme “To Form a More Perfect Union: Diversity and Learning.” In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, www.aahe.org.

NCA-CHE 105th Annual Meeting
April 1-4

The North Central Association of Colleges and Schools’ Commission on Institutions of Higher Education presents “The Quest for Quality: Mission, the Commission, and a New Century” In Chicago, at the Hyatt Regency Chicago.

PRBA Scholarship Fundraiser
April 6

The Puerto Rican Bar Association will host its 43rd annual scholarship fundraising banquet, themed “Empowerment in the 21st Century.” Keynote speaker is Puerto Rico Governor Pedro Rosselló. The banquet raises funds for law students and honors Latino leaders. In New York City.

Contact: (212) 447-4444.

New Jersey Project Spring 2000 Conference
April 7

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching’s spring conference focuses on “Global Translations: Thinking, Writing, and Teaching across Borders” and features, among others.

Ruth Behar, Cuban-born anthropologist at the University of Michigan. At New Jersey City University, Jersey City, N.J.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu.

AACC 80th Annual Convention
April 8-11

The American Association of Community Colleges presents its annual convention, this year on the theme “A World of Possibilities,” and an academic marketplace at the Hilton Washington in Washington, D.C.


Teaching, Learning, and Technology Conference
April 12-15

Florida Community College-Jacksonville, among others, is sponsoring “Teaching, Learning, and Technology: Challenges for Creating Sustainable Change in the New Millennium.” At the Radisson Riverwalk Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-3231, or Jeana Davis, (904) 632-3088.

The Latino Book Summit
April 15-16

This book summit celebrates books, careers, culture, education, health, and more. In San Diego, Calif.

Contact: (323) 255-9206.

UCSA 85th Annual Conference
April 16-18


Contact: UCEA, (202) 659-3430; e-mail, postmaster@ucea.edu; Web site, www.nucca.edu.

3rd Annual Conference on Diversity in Teaching and Learning in American Higher Education
April 19-22

“Text and Context: The Structures of Learning” includes among the keynote speakers José Cuellar, chair, La Raza Studies, California State University-San Francisco. At The Westin St. Francis Hotel in San Francisco.


American Educational Research Association Annual Meeting
April 24-28


7th Annual IDRA Early Childhood Educators Institute™
April 25-27

This year’s Intercultural Development Research Association La Semana del Niño institute is on the theme, “Educating the Next Generation.” Speakers include Regina Benjamin; Gloria Rodriguez, founder of AVANCE; Bertha Perez, UTSA-Downtown; and Diane Gonzales Bertrand, internationally known author of children’s literature. On two mornings, participants will visit schools that showcase innovative programs for diverse learners.


IllinoisTESOL-IL 2000 Annual Convention
April 28-29

Illinois Teachers of English to Speakers of Other Languages/Bilingual Education presents its 26th annual convention, “Options and Opportunities.” At Navy Pier in Chicago, Ill.

Contact: e-mail, eminice@harper.il.cc.us or Gsporter@irc-desplaines.org.
NCORE 2000
June 1-5

13th Annual National Conference on Race & Ethnicity in American Higher Education. Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Among the keynote speakers is Edward James Olmos. In Santa Fe, N.M.

Contact: Web site, www.occe.ou.edu/NCORE.

AAHE Assessment Conference
June 14-18

The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" in Charlotte, N.C.


Latin American Educational Foundation Golf Tournament
June 21

The Latin American Educational Foundation hosts its annual golf tournament. In Sedalia, Colo.

Contact: (303) 446-0541.

Books in Spanish for Young Readers: Summer Workshops 2000
June 26-28, July 10-12, and July 31-August 2

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos, announces this year's three-day summer workshops: "Books and Reading Strategies for English Language Learners in Grades K-8," "Current Issues: Books in Spanish for Young Readers," and "Literature in Spanish for Children and Adolescents/La Literature en Español Dirigida a los Lectores Infantes y Juveniles" (the latter conducted in Spanish).

Contact: e-mail, ischon@mailbox.csusm.edu.

Kiva's Mexico 2000 Education Tour
September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fair and school visits.

Contact: Annette Wright, (303) 770-3C e-mail, kivaexpo@mindspring.com.

HACU 16th Annual Conference
November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.


---

EDUCATIONAL STUDIES

UREA FOR THE ENGLISH GENERALIST

Carleton College invites application for one full-time, tenure-track appointment beginning September 1, 2000, at the rank of assistant professor. We are seeking Ph.D.s with a commitment to teach in a liberal arts setting. Candidates should have a solid disciplinary and interdisciplinary background in the psychological, sociological, historical, or philosophical foundations of education. Strong research interests in urban education and/or multicultural education are desirable. Responsibilities include teaching courses in multicultural education, special methods courses, and supervision of student teaching. The successful candidate would also be expected to create his or her own courses to strengthen the teacher licensure program that focuses on urban education. Secondary school teaching experience and prior supervision of student teachers desirable.

Candidates should speak to their experience and desire to work in an educational studies program within the context of a highly selective liberal arts college. Carleton College is located 35 miles south of Minneapolis/St. Paul and is on a three-term per year, two-course per term schedule. Women and minorities especially encouraged to apply. Send resume, letters and transcript by April 14, 2000, to:

Deborah Appleman, Chair
Educational Studies
Carleton College
Northfield, MN 55057

Affirmative Action Equal Opportunity Employer

POLK COMMUNITY COLLEGE

INSTRUCTIONAL FACULTY

The following anticipated full-time, tenure track positions exist beginning the fall of the 2000/2001 academic year:

- English
- History
- Humanities
- Mathematics
- ESL
- Physical Science
- Economics
- Biology
- Nursing
- Computer Science
- Coordinator of Engineering Technology

Minimum requirements include a Master's degree and eighteen graduate hours teaching the discipline. Teaching experience is factored into the screening process but knowledge of the discipline, awareness of current trends in instruction, and comfort with instructional technology are also important factors.

*Note: Coordinator of Engineering Technology not a tenure track position

For an expanded job posting and application materials, visit our website at www.polk.cc.mn.us. Applications are also available from the Human Resources Office, 999 Avenue H, NE, Winter Haven, FL 33881-4299, (863) 299-1070. Application review will begin March 27, 2000, although applications will be accepted until finalists are identified. EEO/AA/Drug-Free Workplace.
Book Review

By Javier A. Martínez, Ph.D.


Drawing on the findings of Chicano and Mexican American historians, González's book is primarily "a synthesis of studies in the field." By amassing a diverse amount of historical material, the author provides the reader with a rich and thoroughly detailed history of Mexicans in the United States.

González's book is divided into an introduction and nine chapters, the first of which examines the origins of Spanish civilization from its beginning in the Upper Paleolithic period to its Golden Age in the fifteenth century. González recounts the first meeting between Europeans and the indigenous people of the Americas. He explains in a clear and systematic way the various accepted historical reasons for the fall of the Aztec Empire and the lasting impressions left on the Americas by the Spanish, most notably the language.

Chapter Two traces Spanish movement into the north until 1821, specifically the settling of New Mexico. González's prose is clear, his information factual and direct, and his storytelling abilities begin to flower in this chapter. His enthusiasm for his topic is evident, and the recounting of, for example, Cabeza de Vaca's exploits, is enthralling even to those of us already familiar with this territory.

Chapter Three examines the Mexican period of Southwest history, from 1821-1848. Mexican independence, the Texas Revolt, and the Mexican War are succinctly but competently examined. González also describes the complexity of Anglo-Mexican relations and their substantial differences in California, New Mexico, Arizona, and Texas.

This state-by-state approach is again used in Chapter Four, perhaps the most powerful. González communicates a genuine sense of agony suffered by Mexicans and U.S.-born Mexicans in the last fifty years of the 19th century. González's style will never be confused with Acuña's impassioned (and embittered) prose, but this chapter communicates forcefully the many atrocities perpetrated against U.S. Mexicans throughout the American Southwest.

Chapter Five recounts the great migration from Mexico into the United States by thousands of Mexicans. González does an admirable job of examining the social forces that precipitated this exodus, including the Mexican Revolution. The author draws a neat and discernible line between the economic development of the Southwest and its impact on the lives of rural immigrants.

González's overview of the Depression is perhaps one of the book's most important moments. He calls much important research done in this area, summarizing effectively in Chapter Six why, in his words, the Depression was "an unmitigated disaster for Mexicans." Too often, images of the Depression construct an inaccurate portrayal of a homogenous U.S. suffering from economic strife. González effectively demonstrates that the misery of this time was more far reaching than many realize, impacting the lives of those who were already marginalized. U.S. Mexicans, after all, were forced to endure nativist smear campaigns and forced repatriation. An effect cap to this chapter is González's brief look at Mexican women and their role in the labor movement, reminding us that Mexicans were more than passive witnesses to history: they were active and influential players.

González's treatment of U.S. Mexicans during the Second World War is well written, but perhaps a bit sparse, in part, Chapter Seven suffices because González takes upon himself the onerous task of examining the role of Mexicanos not only in the war but in the two decades following. Certainly there is plenty of material here for two chapters, especially when one considers, as González points out, that the decades follow WWII were pivotal in the formation of the U.S. Mexican middle class.

Chapter Eight examines the Chicano movement of the sixties and seventies. González openly admits that he has been "sometimes critical..." of what have become mainstream interpretations in Chicano Stud departments. "Many of my Chicano colleagues," he writes, "will find my work excessively conservative." González's conservatism, one might be tempted to think that he would be unjustly harsh on the proponent of "Brown Power." Quite the opposite, González's approach is not only balanced but insightful in that he presents a vis of a singular Chicano Movement but Movements, all of which were aimed at gaining political representation: cultural pluralism. González reviews effectively the e: days of Chicano activism, its bolstering by a generation of Chicano students, and how the Movement impacted various U.S. Mexican communities. The author also devotes a chapter of the book to the Chicanas movement, arguing that Chicanas have weathered the shifting political landscape far better than have their male counterparts.

The final chapter examines U.S. Mexicans from 1975-1998. The most useful cap to the narrative, this chapter is a scattershot overview of everything from immigration to NAFTA, from Mexi Catholicism to the work of Guillermo Gómez Pera and the career of Selena. While anything but a critical analysis of the contemporary Mexican condition, the closing chapter does remind readers about diversity of our cultural production in the late 20th century and how we are increasingly moving into the foreground of U.S. culture.

There are moments in Mexicanos: A History of Mexicans in the United States when a reader might wish for a more rigorous critique of the subjects discussed, but that type of analysis is not the goal of the book. In all, González's narrative is clear, and his information comprehensive. The book serves as a fine introduction to the history of a people that instructors of Mexican American/Chicano history will find especially useful and accessible.

Dr. Martínez completed his B.A. at the University of Texas at Austin, his M.A. at the University of Texas-Pan American, and his Ph.D. at The Ohio State University. He is currently the assistant to the president at the University of Texas at Brownsville and Texas Southmost College.

If interested in submitting a book review, please e-mail us at outlook@aoi.com for Book Reviewers' Guidelines.
BUILDING BRIDGES TO HIGHER HEIGHTS

DIVERSITY THROUGH AFFIRMATIVE ACTION

WASHINGTON, DC
CRYSTAL GATEWAY MARriott
ARLINGTON, VIRGINIA

AMERICAN ASSOCIATION FOR AFFIRMATIVE ACTION

26TH ANNUAL CONFERENCE

APRIL 5 - 8, 2000

Featured speakers and workshop presenters will engage participants in thought-provoking dialogues and activities focused on the ways in which an inclusive American society produces phenomenal results in business, education, and government as well as in society at large. The Conference will also provide us with a forum for meaningful dialogue on improving interpersonal and intergroup relationships and combating prejudice, intolerance, and hostility. Additionally, the conference schedule will allow us an opportunity to visit Capitol Hill to speak in support of affirmative action.

For more information, please contact AAAA:

5530 Wisconsin Avenue
Suite 1110
Chevy Chase, MD 20815
Phone: 800-252-8952
Fax: 301-656-9008
Email: mkthr@aol.com

WWW.AFFIRMATIVEACTION.ORG.
DEAN
LIBERAL ARTS

College of DuPage has a full-time, administrative position reporting to the Vice President for Academic Affairs to maintain and develop the educational programs of the Liberal Arts Division. Responsibilities include developing and implementing division goals and objectives with the three associate deans and the director or performing arts, and the division faculty.

Qualifications: A Master’s Degree in a discipline contained in the division or related field with a combination of three to five years administrative and teaching experience or an equivalent combination of training and experience. A doctorate or Ph.D. is preferred.

This position is available June 1, 2000. Starting salaries for this 12-month assignment are dependent on education and experience but normally range from $56,700 to $70,600.

College of DuPage also offers a generous benefits plan.

Call, write, or e-mail for an application packet:

Office of Human Resources
COLLEGE OF DUPAGE
Attn: Administrative Recruiting
425 22nd Street
Glen Ellyn, IL 60137
630-942-2460
dcumres@cdnet.cod.edu
equi: opportunity employer

KENT STATE UNIVERSITY

DIRECTOR
FACULTY AND STAFF ASSISTANCE PROGRAM

Kent State University invites applications for the position of Director, Faculty and Staff Assistance Program. Reporting to the Associate Vice President for Human Resources, the Director is primarily responsible for providing professional mental health assessment interviews, crisis intervention, referral services, and short-term counseling to the University's full- and part-time faculty and staff members. Additional duties include: a) development and implementation of educational programs for faculty and staff to promote awareness of alcohol and drug abuse and other personal problems; b) development and implementation of programs to educate supervisors in managing and identifying employees in need of assistance; c) advising supervisors in matters involving employees with personal problems affecting work performance; and d) recommendation of policies and procedures to promote early detection and prevention of problems which impair job performance.

Kent State University is a Carnegie Research II institution offering nearly 170 baccalaureate majors, 37 master's programs and 20 areas of doctoral study. The total operating budget for fiscal year 2000 is in excess of $290 million. Approximately 974 faculty and 2,067 non-instructional staff comprise the University’s full-time workforce and approximately 2,021 comprise the part-time faculty and staff workforce. With an extensive reach throughout northeastern Ohio, Kent State University is strategically located 45 minutes from Cleveland and two hours from Columbus and Pittsburgh. Kent State University reflects the cultural and commercial vitality of the region and is poised to meet the challenges of the 21st century.

In order to be considered for this position, candidates must possess an independent license as a counselor, psychologist, or social worker (master's degree required, doctoral degree preferred), and possess five years clinical experience in assessment, diagnosis, and treatment settings including work in alcohol and chemical dependency treatment. It is also required that the candidate have excellent oral and written communication skills. In addition, it is preferred that the applicant have the following: a) prior experience in an EAP setting; b) eligibility for certification by the Employee Assistance Professionals Association; c) certification as a chemical dependency counselor; and d) demonstrated administrative, supervisory, organizational, and budgeting skills.

Compensation includes an excellent benefits program and salary commensurate with experience and credentials.

Letters of application, including resume, nomination and a list of at least five knowledgeable references (name, address, e-mail, phone number) should be sent to:

Dr. Sally A. Kandel
Associate Vice President for Human Resources
Kent State University
P.O. Box 5190
Kent, OH 44242-0001

Review of applications will begin on March 25, 2000 and will continue until the position is filled.

Equal Opportunity/Affirmative Action Employer
RESIDENCE LIFE
CAL POLY POMONA, near Los Angeles, is seeking the following full-time, 10-month, live-in positions in University Housing Services:

AREA COORDINATOR
$2,662 - $3,191 per month
The Area Coordinator will provide staff development and leadership to two/three professional staff Coordinators & six Resident Advisors; serve as counselor & mediator in University Residence Halls; develop & implement a major residence life program component; coordinate administrative operations of the hall. Requires a Bachelors degree (Masters preferred) in a related field PLUS 1 yr. (2 yrs. preferred) professional exp. in one of the student services program areas or related field; exp. developing and implementing integrated multicultural perspective in education, cultural, and social programs and activities; knowledge of the practices, procedures & activities of a university housing department.
Refer to Job #99-SA-029

RESIDENCE COORDINATOR
$1,925 - $2,496 per month
The Residence Coordinator will assist with the selection, training, oversight and evaluation of six student Resident Advisors; provide staff development, leadership training and the daily work of student desk assistants; meet w/ residents regarding resident, emotional or academic concerns; assist with development and maintenance of a resident life program that addresses the needs of our present-day population of college students; advise co-curricular activities. Req.’s & one yr. exp. in direction & coordination of group activities (graduation or current enrollment in master’s degree program desirable); knowledge of the practices, procedures & activities of a university housing department.
Refer to Job #99-SA-028

HALL COORDINATOR
$895 - $1,285 per month
The Hall Coordinator will assist with the day-to-day work of six Resident Advisors regarding student concerns. Degree in related field is desirable.
Refer to Job #98-SA-115.

Positions include an on-campus, furnished apt. & reduced meal plan. A representative will be available to speak to interested candidates at the ACPA Conference. Apply by: 3/13/00. Call (909) 869-3733 to request application package. www.csupomona.edu/~hrs.
AA/EOE/ADA

ILLINOIS INSTITUTE OF TECHNOLOGY
Chicago, Illinois
Vice President for Institutional Advancement

As it approaches the climax of a record-setting campaign effort, the Illinois Institute of Technology ("IIT") seeks a Vice President for Institutional Advancement to lead the institution to the next level of achievement with its external constituents. IIT is a private, Ph.D-granting university serving 6,000 students enrolled in programs in engineering, science, psychology, architecture, business, design, and law. IIT has a history of exceptional intellectual achievement that includes 3 Nobel Prize winners and a winner of the National Medal of Technology. Its landmark campus is internationally famous because it was designed by Ludwig Mies van der Rohe who served as Dean of the University's College of Architecture. One of the 16 institutions that comprise the Association of Independent Technological Universities (AITU), IIT offers exceptional preparation for professions that require technological sophistication and is a leader in interdisciplinary education. Through a committed faculty and close personal attention, it provides its students a challenging academic program focused by the rigor of the real world.

Reporting directly to the President of IIT, the Vice President for Institutional Advancement is responsible for the leadership of the alumni relations and development operations. Immediate responsibilities will include the successful conclusion and celebration of the IIT Challenge Campaign, an effort that will have raised in excess of $250 million. The VP will oversee the University's proactive management of alumni, friends, and, particularly, donor relationships and will implement internal planning, budgeting, systems, personnel training, and other programs designed to motivate and to develop the Institutional Advancement staff. Of particular importance is the ability to undertake a leadership role in the University's public relations and marketing efforts, thereby creating a seamless and compelling case for presentation to the institution's many constituencies.

The Vice President for Institutional Advancement will have at least ten years of extensive, general experience in external relations and in the administration of an advancement department of a complex organization, preferably in academic or a similarly sophisticated not-for-profit institution. In some cases, general management experience in a not-for-profit setting may be satisfactory. S/he will have participated in a significant capital campaign. Experience with scientific or technical education or organizations is desirable. The Vice President will have demonstrated success in developing and implementing strategic institutional advancement plans and will possess an understanding of and a vision for the promotion of IIT's mission.

In addition, the successful candidate will demonstrate excellent leadership and communications skills; the capacity to build, lead, and to manage a team, an entrepreneurial spirit, self-confidence, and enthusiasm for working with an eclectic group of strong-minded, highly intelligent people; and a sense of humor. The search process is currently underway and will continue until the position is filled. Nominations and applications should be submitted, as soon as possible, to the search consultants conducting IIT in this search:

Vice President for Institutional Advancement
Illinois Institute of Technology
C/O EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
Attention: Dennis M. Bardeen/Jennifer Konopchuk
2015 Spring Road, Suite 510
Oak Brook, IL 60523.

IIT has engaged Educational Management Network/a division of Witt/Kieffer, an executive search firm serving higher education and other not-for-profit organizations, to assist the search committee. Confidential inquiries may be directed to the consultants conducting the search, Jennifer Konopchuk or Dennis M. Bardeen at 630-990-1370 or via e-mail for this search at IIT@kemnet.com.
The Illinois Institute of Technology is an Equal Opportunity Employer, as is EMN/Witt/Kieffer.

EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER

INDIAN RIVER COMMUNITY COLLEGE
Fort Pierce, Florida

Indian River Community College invites applications for the following full-time position:

- Program Director/Instructor - Surgical Technology

Applications will be accepted until the positions are filled. Please contact (561) 462-8406 or e-mail hduncan@irccefl.edu to request minimum qualifications requirements, job description and employment application. EEO/ADA/DFWP.
INSTRUCTORS

Triton College, a community college located in the western suburbs of Chicago, offering a comprehensive curricula of career and liberal arts education leading to associate degrees and occupational certificates, is seeking to fill full-time tenure track faculty positions starting August of 2000. Candidates should be student-oriented, strong advocates of professional growth, practice creative/innovative teaching methods and technology oriented. Review of resumes will begin immediately and continue until filled.

The following positions require a Master's degree, with teaching experience preferred:

- ENGLISH #F-48
- MATH #F-49
- GEOGRAPHY #F-47 (15 graduate hours in Geology preferred)
- ADVERTISING ART & COMPUTER DESIGN #F-50
- COMPUTER INFORMATION SYSTEMS #F-54

The following positions require certification and/or a Bachelor's degree:

- AIR CONDITIONING & REFRIGERATION #F-51
- ELECTRONIC TECHNOLOGY #F-52
- ORNAMENTAL HORTICULTURE #F-53
- SONOGRAPHY #F-55
- COURT REPORTING #F-33 (Requires CSR license or Bachelor's degree)

Please mail or fax: (708-583-3139) your resume and transcripts indicating position number to Human Resources Office at:

T Triton College
200 Fifth Avenue
River Grove, IL 60171
visit our website at www.triton.cc.il.us

POSITION AVAILABLE
Title: Affirmative Action Officer
Department: Chancellor's Office
Salary (or Range): High $40's

Indiana University South Bend invites applications for the position of Affirmative Action Officer. Reporting to the Chancellor, the individual directs and administers the University Affirmative Action Plan; investigates discrimination and harassment complaints; develops, implements, and interprets policy and procedure on equal opportunity, affirmative action, and diversity-related issues; and conducts related professional development programs for faculty, staff and students.

The ideal candidate must have a thorough understanding of diversity, affirmative action, and sexual harassment issues. Candidates must have an understanding of faculty governance issues in higher education community, demonstrated administrative ability and leadership success. This includes working knowledge of appropriate legal statutes and demonstrated commitment to the program. Depending on qualifications tenure is negotiable. Review of applications will begin on March 20, 2000 and continue until the position is filled. Send a resume and letter of interest, relating qualifications and experience to the position along with the names of three references to:

Linda Chen, Chair
Affirmative Action Search Committee
Political Science Department
DW 2177; IUSB
1700 Mishawaka Avenue
South Bend, IN 46624-7111

Indiana University, South Bend is an affirmative action/equal opportunity employer and actively seeks the candidacy of minorities, women and the disabled.

State University of New York Health Science Center Syracuse

Department of Neurology, SUNY Upstate Medical University, an AA/EEO employer, is recruiting neurologists for the following positions:

1) EMG/Neuromuscular Asst. Prof.
   Two years of fellowship with research experience required.

2) Pediatric Neurologist Asst. Prof.
   Subspecialization in Peds. Neurology required.

3) General Clinical Neurology/Teaching Asst. Prof.
   Fellowship training with objective recognition as outstanding teacher.

4) Stroke/Interventionist Asst. or Assoc. Prof.
   with fellowship and research experience.

5) Movement Disorders Asst. or Assoc. Prof.
   with fellowship training and research experience.

6) Neuro-Ophthalmologist Asst. Prof.
   with fellowship training and headache expertise.

Please send CV to:
Burk Jubelt, M.D.,
Professor & Chairman
Department of Neurology
SUNY Upstate Medical University
750 E. Adams St.
Syracuse, NY 13210

Waubonsee Community College

associate dean for health & life sciences

Waubonsee Community College is seeking candidates for an administrative appointment to provide leadership for the division of Health & Life Sciences. Master's degree in related field plus three years community college experience as faculty member or administrator required. Comparable education or management experience may be considered.

Waubonsee Community College is a fully accredited community college with a headcount enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values: Quality, service, value, innovation and accessibility.

Salary $55,000 to $59,000 with generous fringe benefit package including full family medical coverage provided at no cost to the employee.

Review of applications will begin immediately and applications will be accepted until the position is filled. To maximize the opportunity for selection, letter of interest, resume and completed college application form should be forwarded to the Office of Human Resources as quickly as possible.

(630) 466-7900, Ext. 2914
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harter Road
Sugar Grove, IL
60554

http://www.wcc.cc.il.us
VICE PRESIDENT FOR STUDENT AFFAIRS

San Diego State University invites applications and nominations for an experienced and visionary campus life educator to fill the position of Vice President for Student Affairs. The Vice President, who reports directly to the President and is a member of the University Cabinet, is the chief student support services officer for the University and is responsible for the leadership of a division of approximately 300 persons and an annual operating budget of $2.5 million.

The Division of Student Services operates the Student Health Center, Financial Aid Counseling and Psychological Services, Career Services/Compliance and Disability Services, Housing and Residential Life, Student Resource Center, Office of Educational Opportunity/Ethnic Affairs, International Student Center, Judicial Procedures, Ombudsman, Scholarship Office and Test Office. It is also the liaison with the Associated Students, and over 300 student organizations. The Vice President collaborates with the College Deans in joint program support of college-based Assistant Deans for Student Services. The Vice President also has responsibilities associated with off-campus constituencies including parents and community organizations supporting student success and opportunities.

The successful candidate will have at least five years experience in high-level, progressively responsible student affairs administration, demonstrated leadership in promoting a multi-cultural living/learning environment and in establishing successful partnerships with faculty and academic administrators, effective oral and written communication skills, and outstanding decision making abilities. Proven ability to raise funds for scholarships and student affairs initiatives is preferred. San Diego State University is committed to the principle of shared governance among faculty, students, staff and administrators. It is expected that finalists for this position will demonstrate a personal and professional commitment to inclusive leadership and collegial cooperation in achieving University goals. An earned doctorate is preferred; a master's degree is required. Extraordinary experience may be given consideration in lieu of an earned doctorate.

San Diego State University, founded in 1897, is one of 23 campuses of the California State University system. SDSU enroll over 31,000 students and offers 75 bachelor's degrees, 57 master's, 17 doctoral degrees. The campus employs 2,509 full-time and part-time faculty members and 1,681 staff. Over 3,000 students live on the campus in University housing.

SDSU is located in San Diego, a vibrant and widely diverse city of over 1.2 million which offers exciting opportunities because of its emerging biotechnology and telecommunications community, its location on the border with Mexico and the Pacific Rim, and its culturally diverse community. Extensive opportunities for recreation, tourism, education and business have drawn a highly educated population. For additional information please visit SDSU Web site at http://www.sdsu.edu.

The search committee will begin reviewing applications on Monday, March 20, 2000 and will continue until the position is filled. Appointment of the Vice President for Student Affairs is expected to become effective July 1, 2000. The compensation is competitive and commensurate with experience and qualifications. Please send nominations and applications to: Office of the President, San Diego State University, 5500 Campanile Drive, San Diego CA 92182-8000.

SDSU is an Equal Opportunity Employer and Does Not Discriminate Against Persons on the Basis of Race, Religion, National Origin, Sexual Orientation, Gender, Marital Status, Age, Disability or Veterans Status.

COUNTY AGRICULTURAL AGENT III

Provides leadership and support to develop an extension program in various horticultural including delivery of programs for floriculture, nursery, garden center commercial landscaping and consumer horticulture production in Union County an integrated pest management extension service for all crops. The position includes developing and training Master Gardener volunteers in home horticulture and environmental education. Additional responsibilities include educational programming in resource management and small business management and teaching appropriate to the needs of clients in Union County. Participate in appropriate departmental, Cooperative Extension, College, University County Administrative functions.

Requirements: Requires a Bachelor's degree in Science and Master's degree in Ornamental Horticulture and integrated Pest Management, Business Administration or related field and three years of relevant full-time experience. In addition, an earned doctorate is preferred.

Applications accepted until March 31, 2000, or until suitable candidate is identified. Please send letter of application, curriculum vitae and names and addresses of at least three references to: Bruce Barbour, Chair, Department of Agricultural Science, Rutgers Cooperative Extension, Rutgers, The State University of New Jersey, 88 Lipman Drive, New Brunswick, NJ 08901-85. Rutgers University is an Affirmative Action/Equal Opportunity Employer. Employment eligibility verification required. Individuals covered by Section 503 of the Vietnam Era Veterans Readjustment Act of 1973 or Section 423 of the Vietnam Era Veteran Readjustment Act of 1973 may self identify. If you so desire, please do so in the cover letter and transmit your curriculum vitae. To learn more about Rutgers University and employment opportunities, visit our website at http://hr.rutgers.edu.
ASSISTANT TO THE PRESIDENT AND DIRECTOR OF INSTITUTIONAL DIVERSITY

Smith College seeks nominations and applications for the position of Assistant to the President and Director of Institutional Diversity. This position is primarily responsible for the oversight and coordination of all efforts of the College to achieve its goals in the attainment of campus diversity, including assuring fairness and equal opportunity in employment and retention, and overseeing the implementation of its affirmative action policies and diversity services.

Reporting to the President and serving as the College's Affirmative Action Officer, the Director of Institutional Diversity leads and coordinates campus-wide efforts on issues of diversity and inclusion, and both advises on and interprets policy related to affirmative action.

The duties of the Assistant to the President and Director of Institutional Diversity include:

- providing leadership in campus efforts to achieve understanding, tolerance, and acceptance of diversity;
- collaborating with the College's senior leadership in finding ways to advance Smith's diversity agenda;
- initiating and implementing programs in the areas of institutional diversity and affirmative action;
- reporting periodically to the President on the progress and effectiveness of affirmative action and diversity efforts;
- administering College civil rights grievance procedures;
- supervising the Coordinator of Disability Services; and
- serving on the President's Cabinet, the College Council on Community Policy, and undertaking other specific projects as assigned by the President.

Candidates should have the following attributes and experiences:

- a vision of how to achieve diversity while maintaining a sense of common purpose and shared values;
- broad administrative and leadership experience, including experience and success in leading organizational efforts to achieve greater diversity;
- knowledge and experience of institutions of higher education and familiarity with academic governance;
- a working knowledge of laws and regulations relating to civil rights, equal opportunity, and affirmative action;
- mediation and problem-solving skills;
- advanced degree and college teaching experience preferred.

Submit nominations or letter of application, resume, and names and telephone numbers of three references to: Human Resources, Smith College, 50 Pomeroy Street, Northampton, MA 01063. Fax (413) 585-2294. Screening of applications will begin immediately. Application review will continue until the position is filled. Please submit cover letter with salary requirement, resume, and names of three references to: Director of Human Resources, Smith College, 50 Pomeroy Street, Northampton, MA 01063. Fax (413) 585-2294. Screening of applications will begin immediately with preference given to applications received by March 31, 2000. Smith College is an equal opportunity employer encouraging excellence through diversity.
### Texas A&M University-Corpus Christi

#### College of Business

**Tenure Track Position Available**

**Beginning Fall 2000**

Texas A&M University-Corpus Christi College of Business invites applications for the position of assistant professor in marketing. A qualified applicant must have a doctoral degree from an AACSB accredited program, recent teaching experience, and involvement in professionally related service. Experience in marketing is preferred. The position requires teaching undergraduate and graduate marketing courses.

Applications are invited for full-time appointments beginning Fall 2000. Applicants are encouraged to submit their applications immediately. The search will continue until the position is filled. Applications should be submitted to:

**Dr. M. H. Abdelsamad, Dean**

College of Business
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78412
Telephone 361-825-6045
Fax 361-825-2725

Texas A&M University-Corpus Christi is an affirmative action/equal opportunity employer.

---

### Rowan University

**POSITION:** Provost of the University

**DESCRIPTION:** Rowan University is inviting applications and nominations for the position of Provost of the University. The Provost provides over 300 administrative, management, and support staffs, and budget, and plans development for the colleges of Business, Communication, Education, Engineering, Fine and Performing Arts, Liberal Arts and Science, School of Graduate Studies, Information Resources, and the Library.

The Provost serves as University liaison to the Board of Trustees and the Board of Trustees Sub-Committee and serves as chief liaison to the University Senate. The Provost provides over 300 administrative, management, and support staffs, and budget, and plans development for the colleges of Business, Communication, Education, Engineering, Fine and Performing Arts, Liberal Arts and Science, School of Graduate Studies, Information Resources, and the Library.

The Provost serves as University liaison to the Board of Trustees and the Board of Trustees Sub-Committee and serves as chief liaison to the University Senate.

**QUALIFICATIONS:** The successful candidate must have an earned terminal degree in an appropriate field, an established record of teaching, research, and writing and the ability to work effectively with diverse populations from all segments of the university and outside communities. The individual should be able to help formulate and articulate the vision and goals of the university, both internally and externally.

**ROWAN UNIVERSITY:** Rowan University (formerly known as Glassboro State College) is a selective, medium-sized, state university located in southern New Jersey close to Atlantic City and Philadelphia. In 1992, Rowan University received $100 million gift from Henry and Betty Rowan, one of the largest gifts ever bestowed on a public university. The gift has been a catalyst for Rowan's transformation into a university of regional prominence. Founded in 1923 as a normal school for teachers, the university enrolls over 9,500 students in degree programs ranging from bachelor's through doctoral. The university is divided into six colleges (Business, Communication, Education, Engineering, Fine and Performing Arts, and Liberal Arts and Sciences) and a Graduate School. The 200-acre campus contains 31 buildings, including six residence halls and three apartment complexes. The university was also the site of the historic Summit Conference between President Johnson and Soviet Premier Kosygin in 1968. Additional information about Rowan University can be found on the [Rowan University website](http://www.rowan.edu).

**APPLICATION PROCESS:** Applications should include: a narrative letter indicating how the individual's experience and background relate to the position qualifications; a complete curriculum vitae; and the name, current title, address and telephone number of five (5) professional references. Applications will be reviewed beginning March 10, 2000, and will continue until the position is filled. Applications and nominations should be sent to:

**Cheryl Pirovano Search Office of the President Rowan University 361 Mullica Hill Road Glassboro, N.J. 08028**

Rowan University is an affirmative action/equal opportunity employer.
Brookdale Community College is a growing institution recognized for its vision, excellence in educational practices, effectiveness in meeting diverse and eclectic student needs, utilization of state-of-the-art technology and resources, and its ability to anticipate current and future needs of the students, citizens, and community it serves. Located on 220 acres in central coastal New Jersey, the sprawling campus provides a pastoral setting, and is approximately 50 miles south of New York City and 70 miles north of Philadelphia.

The College invites applications for Faculty positions for September 2006. Brookdale is an innovative and comprehensive open admissions two-year college with an enrollment of approximately 11,500 students (approximately 7,500 FTE). We seek colleagues who share our unequivocal commitment to quality instruction, collaborative relationships, and value service, diversity, innovation, and technological literacy. These are full time, tenure track entry level positions.

**BIOLOGY**
Master's degree in Biology with specialization in Mammalian/Vertebrate Anatomy and Physiology required. Teaching responsibilities will include both daytime and evening classes in Anatomy and Physiology, General Biology, Life Sciences and Human Biology.

**COMPUTER SCIENCE**
(Note: This position may be staffed at the Assistant Professor or Instructor level, and/or a Master's degree in Computer Science or a Master's degree in another field with a BS degree in Computer Science and related work experience. Preferred knowledge includes Visual Basic, JAVA, Data Structures, Local Area Networks, Web Design and Microsoft Office suite.

**COMPUTER LITERACY**
Master's degree in related field and work experience in Computer Science required. This position will involve teaching Computer Science Dept. literacy courses. Requires knowledge of Microsoft Office, Internet software, E-mail, and computer hardware. Programming language would be a plus. Ability to teach additional content, if necessary, is also expected within three years of appointment. Tuition reimbursement available for this purpose.

**CRIMINAL JUSTICE**
Master's degree in Criminal Justice or related field required. Preference will be given to those with experience in corrections preferred.

**LIBRARIAN**
Master's degree in Library Science or equivalent degree in the educational applications of information resources and technology is required.

**SOCIOLOGY**
Master's degree in Sociology preferred. Will consider Master's degree in a related discipline along with a minimum of 18 graduate credits in Sociology. Master's degree in Sociology will be required for tenure.

Brookdale Community College
765 Newman Springs Road • Lincroft, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

**COLLEGE OF THE MAINLAND**
Temporary F-T Assistant Professor, Computer Information Systems. (9 Months) Requires a Masters degree in Computer Information Systems, Business Administration or equivalent, with Information Systems concentration. Position requires teaching "computer information systems" including "Computers in Society" and "Data Base". Requires experience in software and data base development. Also requires teaching experience at the college level or training experience in the field. Programming ability in C++ and/or Java desirable. Minimum: Baccalaureate, Graduate Faculty B-Masters, $30,238-$48,380 range.

Academic Adviser/Admissions Tenor. Please be advised this position, as originally advertised, closed at or 02/13/00 due to critical change in the organization of the job description and its defined duties and requirements. This position (same job title) is now being formally reopened as of 02/13/00 with the following job description: Requires B.S. or M.S. degree in Education, psychology, social work or a related field. Bilingual English/Spanish (fluency) is also required. Requires experience in working with individuals with disabilities. Demonstrated knowledge of the American with Disabilities Act (ADA) legislation preferred. Previous work in a college environment preferred. Position duties include: providing assistance in making academic and career decisions, information test results and recommendations for students. Salary Range B-Masters $36,105-$55,747. Applications for this revised position will begin to be reviewed on March 25, 2000. If you have previously applied for this position, please request another application form to update your qualifications if necessary from the Human Resources office. A cover letter expressing your continued interest in the position is necessary.

Assistant Professor of History, Social & Behavioral Sciences, 105.5 months. Masters Degree in History with 18 credit hours (should be qualified to teach U.S. History). Prefer an additional 18 credit hours in one of the following: Psychology, Sociology, or Geography. Will teach Freshman 100-level credit courses in History, Psychology, Sociology, or Geography classes. Must be able to develop curriculum, advise students, and participate in committee work. Must be committed to Social & Behavioral Sciences Mission statement for the purpose of bringing quality education to the students in the Social Science Department, the self-managed team in the social science area commits to providing a personal classroom experience the presents a knowledge base in the social sciences, promotes critical thinking and problem solving, and raises social awareness and personal consciousness that leads to social action and social change for the betterment of the community and society. Prefer college level teaching experience. Salary Grade B-MA, Faculty $35,278-$55,443 range. Dependable, able to meet due dates, and to meet experience level minimum required.

All applicants must be able to work within a team environment and self-managed work groups.


College of the Mainland is an Affirmative Action Equal Opportunity Institution and does not discriminate on the basis of race, color, sex, age, national origin, religion, handicap or Vietnam Veteran Status.
ASSOCIATE DIRECTOR OF STUDENT ACADEMIC SERVICES

Position #00-253

Under the supervision of the Executive Director, the Associate Director is the second administrator in charge of Student Academic Services. The Associate Director is responsible for the administration and management of the Educational Opportunity Program, retention support services and data management. This includes the following: providing leadership in the development of programs and services, supervision of staff, supervision of data acquisition for the department, development and maintenance of relationships with academic and student service departments. The incumbent is a member of the management team who will function as the lead administrator in the absence of the Executive Director. For more information, candidates are encouraged to visit the University’s website at http://www.csu henderson.edu.

Application deadline is March 24, 2000. Applicants are responsible for their own travel expenses.

Requests for the required application or for additional information, please e-mail apply@csuhenderson.edu or phone (510) 885-3634. Please send a resume to:

Human Resources, 501 D
California State University, Hayward
25800 Calise Ave, Blvd.
Hayward, California 94542

California State University. Hayward is an Equal Opportunity Employer, and welcomes and encourages applications from women and minority candidates.

VICE CHANCELLOR, FINANCE AND FACILITIES

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

The North Orange County Community College District invites applications and nominations for the position of Vice Chancellor, Finance and Facilities. Under the direction of the Chancellor, the Vice Chancellor of Finance and Facilities leads, plans, manages and evaluates the District’s business systems and processes, including budget development and control, accounting, payroll and purchasing. The Vice Chancellor of Finance and Facilities is accountable for the fiscal stability of the District, facilities planning and management, risk management, and other related functions. The District is seeking an experienced individual who demonstrates integrity, fairness and a strong sense of ethics, along with an enthusiasm for the mission of community colleges.

Located approximately 40 miles southeast of Los Angeles, California, the North Orange County Community College District is the 12th largest in the nation, serving approximately 60,000 students each semester. The District includes Fullerton College, Cypress College and the School of Continuing Education. Geographic boundary of the district encompass 155 square miles in north Orange County and a small portion of Los Angeles County, and a population of more than 1 million people. The District is governed by a diverse seven-member Board of Trustees, elected at large by registered voters.

The District is fiscally stable, with reserves that substantially exceed the required state minimum. Last spring, the colleges completed successful accreditation processes and the Board adopted a comprehensive facilities and educational master plan, all of which will chart a course for the future.

The position offers a competitive salary and benefits package, including participation in the California State Retirement System.

QUALIFICATIONS
- Bachelor’s degree in finance, accounting or related field required; CPA or MBA preferred
- Knowledge of basic business principles and practices; financial accounting and risk management
- Demonstrated experience with budget development processes and internal control procedures
- Substantial leadership and fiscal management experience in administering public education funding and budgeting
- Knowledge of facilities construction practices and public financing

APPLICATION INFORMATION
To obtain an application brochure, contact: Annette Thomas, School District, 1308 Elmwood Ave., Fullerton, CA 92832.

Equal Opportunity, Affirmative Action Employer
FACULTY POSITIONS

Florida Gulf Coast University

COLLEGE OF ARTS & SCIENCES
Physical Science-Associate Professor-Position #12311. Repledge Endowed Assistant Professor in Physics or related field from an accredited institution. Exp. teaching at the undergraduate level, ability to use instructional technology effectively in the classroom; demonstrated ability to work successfully with colleagues and students across disciplines and programs. Prefer Experience teaching undergraduate physics and astronomy to science and non-science majors, experience working with demonstrated interest in distance learning. Evidence of a commitment to innovative, quality undergraduate education. Ability, comfortably, to broaden professional identity beyond discipline/departmental boundaries. Ability to connect discipline knowledge and expertise to the whole curriculum very important.

Writing Instructor-Position #12311 (3 pool). Repledge M.A. or M.Ed. from an accredited institution, with a minimum of 18 graduate hours in English. Evidence of commitment to teaching and, with two years of experience teaching composition at the college level. Experience in, or willingness to use, information technology for instruction. Prefer Experience in teaching advanced expository writing, professional writing, nature writing, and/or creative writing. Ability to contribute to curriculum development in the Writing Program.

COLLEGE OF HEALTH PROFESSIONS
Nursing & Interdisciplinary Studies-Associate/Full Professor-Position #135631. Repledge Endowed Assistant Professor from an accredited institution MS in Nursing and Certification in long term care administration. Openness to distance learning strategies and use of technology for educational delivery, student-focused philosophy of education, a commitment to diversity, demonstrated collegial working style, and commitment to interdisciplinary education. The ideal candidate will possess a degree or certification in Health Services Administration or related area, graduate level faculty teaching experience and experience with new course development, curriculum development, interdisciplinary, and grant and contract submission. Experience with distributed learning strategies including Internet-based delivery modes, and proven record in research and service are also preferred.

APPLICATION PROCESS: To apply submit two packages (one original and one photocopy) for each position. Each package must include a letter of interest, curriculum vitae, and list of five references (with name, address, phone numbers, and e-mail addresses). Deadline for the position is April 1, 2000. Finalists will be notified immediately and will continue until the position is filled. Finalists must successfully complete interview process and teaching demonstration. Hiring is contingent upon eligibility to work in the United States.

AA/EOE Women and minorities are encouraged to apply.

Plattsburgh State University of New York

ASSISTANT PROFESSOR OF RHETORIC AND COMPOSITION

Plattsburgh State University of New York is a comprehensive coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center of the Lake Champlain/Adirondack region of New York State. The small city, with its rich cultural life and easy access to the Adirondack High Peaks and Lake Placid, is located in the Adirondack Mountains, a region of lakes, woods, and mountains.

The English Department at Plattsburgh State University of New York invites applications for a full-time tenure-track assistant professor position in Rhetoric and Composition. Start date is Fall 2000.

Qualifications: M.A. in Composition and Rhetoric or related field required, Ph.D. preferred; ESL certification desirable.

Responsibilities: Teaching developmental writing, composition, and upper-level writing courses; university service; scholarship; and working with students with disabilities.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: $38,000 minimum; excellent benefits. Review of applications begins March 1, 2000 and continues until position is filled. Please send or fax a letter that includes your curriculum vitae, write a sample, and three letters of reference to: Chair, Search Committee (FSU 2297-608), c/o Human Resources, Plattsburgh State University, of New York, 101 Broad Street, Plattsburgh, New York 12901-2681. Fax (518) 564-5060.

The Union Institute

Director, Center for Women

The Union Institute is a national university dedicated principally to adult degree programs. Founded by members of the Union's outstanding scholars/activist faculty, the Union's Center for Women is dedicated primarily to building coalitions and other collaborations between feminist scholars and grassroots activists. Over the past ten years, UMW has created several groundbreaking coalitions that address a broad range of issues from girls' empowerment to documenting feminist activism, from women's health to publishing. In a time of great change and possibility, at this university we seek a new director to build on and expand this tradition.

We need a director who has a history of feminist coalition-building, grassroots organizing, policy advocacy, or similar experience; a strong history of scholarship and critical thinking; a background in education, or similar experience; and a commitment to the historical tensions inherent to scholars/activists collaborating in the United States. We need a director who is philosophically, intellectually, and practically committed to building the necessary bridges and creating the cultural boundaries of race, class, sex, and sexuality. The candidate will possess a mix of skills and abilities; the ideal candidate will be a strategic feminist thinker, a scholar/activist with a strong commitment to the feminist movement; a writer, speaking, and organizing skills, as well as a record of fund-raising accomplishments. A doctorate or equivalent set of community-based experience, critical learning, knowledge, and skills is required.

Candidates should send a letter of interest and background, resume, references and salary history no later than April 10, 2000 to: Director Search, The Union Institute, 1710 Rhode Island Ave., NW #1100, Washington, DC 20036-3007. AAEOL
**SEARCH CONTINUED**

**ASSOCIATE VICE PRESIDENT**
**FOR ACADEMIC AFFAIRS**

The University of Texas at Brownsville and Texas Southmost College is seeking an academic leader who can develop and guide the professional development of faculty, teaching and learning processes across the curriculum, faculty evaluation, program assessment, the infusion of technology into the curriculum, high school courses for university credit and the implementation of diversity across Academic Affairs. The Associate Vice President reports to the Provost and works side-by-side with the academic deans and administrators in other divisions.

UTB/TSC is both an open access community college and a university with graduate programs. More than 85 percent of our students are either Mexican-American or Mexican, most of whom begin in developmental courses. Located five minutes from Brownsville, the University is committed to a bicultural, bilingual mission.

**Required Qualifications:**
- Ph.D. and an academic record that warrants tenure in an academic department;
- evidence of achievement in all the above areas of responsibility; and
- at least three years experience as a department chair

**Preferred Qualifications:**
- ability to improve processes throughout Academic Affairs;
- ability to communicate well to a variety of audiences; and
- bilingual - English/Spanish

**Salary:**
- Commensurate with experience and qualifications

Applications should include a curriculum vitae, three letters of reference and a two-page position paper on how to improve one or more of the areas for which the candidate will be responsible. Send applications or nominations to:

Human Resources
The University of Texas at Brownsville and Texas Southmost College
80 Fort Brown / Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175

For more information, visit our web site at: [http://www.utb.edu/employment/index.html](http://www.utb.edu/employment/index.html)

UTB/TSC does not discriminate on the basis of sex, race, color, religion, national origin, handicap, age or veteran status. Women and minorities are encouraged to apply.

---

**UNIVERSITY OF WEST FLORIDA**
**DEPARTMENT OF COMPUTER SCIENCE**

**ASSISTANT PROFESSOR POSITION**

Applications are invited for the tenure track position of assistant professor beginning August 2000. Applicants must hold a Ph.D. in computer science (or a related discipline and should be able to teach a variety of graduate and undergraduate courses in computer science. Preference will be given to individuals whose specialty is in operating systems, computer hardware and architecture, the analysis of algorithms, and theory of computation. Salary is commensurate on qualifications and experience.

The Department has 500 undergraduate and 150 graduate students enrolled in programs in CS, CIS, and Software Engineering. We offer BS degree in CS and CIS, MS degree in CS and Software Engineering, and support a BS in computer engineering offered by our ECE department. Our faculty has interests in the following areas: pattern recognition, artificial intelligence, computer networks, computer security, neural networks, image processing, software engineering, computer vision, and modeling and simulation.

The University of West Florida is an urban university with approximately 8,200 students, situated in a 1,000 acre wooded campus on the edge of Pensacola and is part of the State University System of Florida. Pensacola is home to about 250,000 people and is about 50 miles east of Mobile, 200 miles east of New Orleans, and 335 mile southwest of Atlanta. In Pensacola, living is attractive, the climate is good, the beaches are beautiful and the fish still taste great.

We anticipate hiring one or more assistant professors to begin in the fall of 2000, depending on availability of funds. Applicants must provide documentation of the right to work in the United States. Applicants should have three references sent directly to the search committee, and send (not by e-mail) a resume, along with a statement of interests and goals to Jim Beside, Search Committee Chair, Department of Computer Science, The University of West Florida, Pensacola, Florida 32514. Application deadline is April 21, 2000, and applications will be screened until the position(s) is (are) filled. UW F is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

Visit us at [http://www.cs.uwf.edu/](http://www.cs.uwf.edu/)

---

**Faculty Positions**

Are you interested in making a difference in students' lives? If so, Harford Community College is looking for you! HCC is seeking applicants for the following full-time positions. The instructor positions are 10-month positions beginning August 15, 2000. Starting salary will be commensurate with education and experience. An excellent fringe benefit package is available. All positions require a master's degree in the discipline unless otherwise stated; college-level teaching experience is preferred.

- Criminal Justice Instructor (one-year appointment)
- Fundamentals/Medical/Surgical Nursing Instructor (tenure track)
- Interior Design Instructor (tenure track) - bachelor's degree acceptable
- Speech Instructor (tenure track)

Request the required application and detailed vacancy announcement by calling the Human Resources Office at (410) 836-4415 or via e-mail [Hr@ cares@harford.cc.md.us](mailto:Hr%40cares%40harford.cc.md.us). RESUMES ARE ENCOURAGED BUT WILL NOT BE ACCEPTED IN LIEU OF AN EMPLOYMENT APPLICATION.

For best consideration, application materials should be returned by April 12, 2000.

HCC is strongly committed to achieving staff diversity through affirmative action, is an equal opportunity educator and employer, and has a long-standing commitment to cultural diversity. It is expected that the successful candidates share in these commitments.

Only those candidates receiving further consideration will be contacted.

HCC is an EO / AA / ADA Employer

[www.harford.cc.md.us](http://www.harford.cc.md.us)
NEBRASKA UNIVERSITY OF NEBRASKA-LINCOLN

DEAN
HIXSON-LIED COLLEGE OF FINE AND PERFORMING ARTS

The University of Nebraska-Lincoln invites applications and nominations for the position of

DEAN OF THE HIXSON-LIED COLLEGE OF FINE AND PERFORMING ARTS

The Dean is the chief academic and administrative officer of the College. Christine M. Hixson, the sole trustee of the Lied Foundation Trust, in January announced a gift of $18 million to support programs at the College and the College's affiliated organizations, to fund faculty chairs and professorships, and to support students. We are looking for a dean who has the vision to marshal resources to lead the College to the next level of excellence.

The Search Committee will begin screening applications on May 31, 2000 and will continue until an appointment is made. A description of the position and application process is available on-line at http://www.unl.edu/racs/priorities/fineart.html or from Ms. Jelena Gude (Tel: 402/472-5264; Fax: 402/472-4929; E-mail: jgude1@unl.edu)

Fine and Performing Arts Dean
Search Committee Chair
208 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0420

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. Contact Evelyn Jacobson at 402/472-3751 for assistance.

Peralta Community College District
Management Vacancies

Assistant Dean of Instruction - (Mathematics/Sciences & Related Technologies) Application Deadline Date: March 30, 2000
Dean of Instruction - Application Deadline Date: March 23, 2000
Executive Director, Peralta Foundation - Application Deadline Date: March 23, 2000

Compensation: The salary and other terms and conditions of employment are negotiable based on qualifications.

Please visit our website at www.peralta.cc.ca.us under "employment opportunities" for the full job description, employment application form and application procedures or call PCCD Personnel Office in Oakland, CA at (510) 466-7297 for application materials

CORNELL UNIVERSITY

POSITION OPENING—ACCOUNTING
ASSISTANT, ASSOCIATE OR FULL PROFESSOR OF ACCOUNTING

Responsible for teaching basic and advanced courses in accounting at the Master's level; research in area(s) of expertise and interests; supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members. Direct inquiries to: Professor Charles M.C. Lee, S.C. Johnson Graduate School of Management, 319 Sage Hall, Cornell University, Ithaca, NY 14853-6201. Applicants should have completed a doctorate or be at the dissertation stage of a doctoral program. Applications should include a vita, together with a dissertation proposal or abstract, and copies of research papers. An Affirmative Action/Equal Opportunity Employer.

LONG ISLAND UNIVERSITY
BROOKLYN CAMPUS

ASSISTANT PROFESSOR OF JOURNALISM

(Re-Opened)
The Department of Journalism of the Brooklyn Campus of Long Island University seeks a tenure-track Assistant Professor to start September 2000. Ph.D. preferred; media experience desirable. Candidates should demonstrate commitment to excellence in teaching and scholarship; be prepared to counsel students and share administrative responsibilities in the department's areas of teaching including news-editorial sequence, computer-assisted reporting, desktop publishing, press ethics, mass media and minorities, advertising, and speech communication. The position may include serving as faculty advisor to the weekly campus newspaper.

The journalism program at the Brooklyn Campus of Long Island University, founded in 1946, is located in the nation's media capital and top media market. It is committed to preparing a diverse group of predominately minority students for careers as communication professionals. The department offers small classes, supports an extensive internship program, and sponsors campus chapters of the Society of Professional Journalists and Kappa Tau Alpha. LIU annually confers the George Polk Awards. Applications will be accepted until the position is filled. Send cover letter, curriculum vita and names of three references to: Dr. Donald Allport Bird, Chair, Department of Journalism, Long Island University, Brooklyn, NY, 11201-5372. LIU is an Equal Opportunity/Affirmative Action Institution.

RUTGERS University

College of Nursing
Faculty Positions

With a tradition of excellence and leadership in research and nursing education, we invite applications for Full-time Faculty to fill 2000

Women's Health/ Maternal Child Health Pediatrics Adult Health Gerontology Community Health

Tenure-track and clinical track positions available. Doctorally prepared nurse practitioners preferred. A doctorate is required for tenure track positions and to be eligible for appointment to a professional rank.

Highly competitive salary and comprehensive benefits package.

The College of Nursing at Rutgers, The State University of New Jersey has over 600 students on campuses throughout New Jersey and offers the Baccalaureate, Masters and Ph.D. programs. The College is committed to providing quality education in a diverse, student-oriented and caring environment.

Send letter of application, curriculum vita and letters of reference to: Dr. Yvonne Conn, Associate Dean Administration College of Nursing 180 University Avenue New Brunswick, NJ 08904-7710.

Visit our web site at http://furnished.rutgers.edu/nursing.
DIRECTOR OF RESIDENCE LIFE
Manhattanville College is an independent, co-educational liberal arts college of approximately 1200 students located 28 miles north of New York City in suburban Westchester County. We are currently seeking a creative, energetic, student-centered individual for the position of Director of Residence Life.

This position is responsible for providing visionary leadership in short and long-term planning and programming of four residence halls which house, at capacity, 940 students; supervision, training, professional development, and evaluation of Assistant Director, four Residence Directors, 20 Resident Advisors, and one Administrative Assistant; campus judicial system; student room placement through the academic year as well as summer programs; departmental budget; membership on several campus committees; and developing and maintaining professional relationships with faculty and administration.

Required for this position are strong managerial and organizational skills, ability to write and implement policy and procedures, ability to handle conflict, ability to communicate effectively with students, faculty, and staff, and ability to deal with diversity in the student body.

We offer a competitive salary and benefits and an excellent working environment. Consideration will be given to those with a Bachelor's degree and background in student affairs. A Master's degree in Higher Education is preferred, but not required.

The University at Albany, State University of New York, invites applications for the position of Executive Dean of the Nelson A. Rockefeller College of Public Affairs and Policy. Rockefeller College is a premier center for public affairs and policy and houses four internationally recognized schools: The School of Criminal Justice, the Graduate School of Public Affairs (includes the Department of Public Administration and Policy and the Department of Political Science), the School of Information Science and Policy, and the School of Social Welfare. There are a large number of research and outreach programs active within the Rockefeller College, including the Public Management Development Programs, Center for Legislative Development,umped Criminal Justice Research Center, Center for Policy Research, Center for Women in Government, Ringel Institute of Gerontology, Center for Human Services Research & Evaluation, the Professional Development Program, and the Institute for Traffic Safety Management and Research. The individual schools report to the Executive Dean of the Rockefeller College. The Executive Dean reports directly to the Provost and Vice President for Academic Affairs.

Rockefeller College is located on the University's downtown campus, just a few blocks away from the Capitol and the principal offices of New York State government. A special strength of the Rockefeller College is the opportunity it provides for interdisciplinary study in criminal justice, government, public affairs, and social services. The College encourages students to participate both in multidisciplinary research projects and in internships that build bridges between scholarship and practice in public affairs.

The Executive Dean will be expected to provide exceptional leadership and vision as the College seeks to promote its academic programs and research initiatives in the context of the University's Strategic Plan. The successful candidate will possess the ability to plan strategically, prepare and manage complex budgets, lead and motivate faculty and staff, interact effectively with all levels of the organization, and coordinate the efforts of a diverse group of individuals and support units to meet specific goals and objectives. The candidate will also possess exceptional skills in resource development and have strong, demonstrated experience dealing effectively with decision makers and appointed officials at all levels.

The successful candidate will have had significant administrative experience, hold a doctoral degree or its equivalent, and have distinguished scholarly credits. Applicants preferably in a public policy related field. Candidates should have a record of scholarly and professional achievement that would ordinarily qualify for appointment as the rank of Professor in one of the University's academic units. The evaluation of credentials will begin on March 20, 2000 and continue until the position is filled.

Salary is competitive and commensurate with credentials and experience.

The University at Albany, SUNY, is an equal opportunity/affirmative action employer.

Applications and nominations should be sent to Dr. Richard A. Highfield, Chair, Search Committee for the Executive Dean of the Rockefeller College, AD-246, The University at Albany, Albany, NY 12222.

Assistant Professor of Spanish
University of Wisconsin-La Crosse: Assistant Professor of Spanish. To teach all levels of undergraduate Spanish. Documented potential for excellence in teaching. Interest in teaching all levels of Spanish language, literature and culture, with strong background in Latin American. Ability to teach in film and phonetics also desirable. Native or near-native fluency in Spanish. Ph.D. completed by August 15, 2000. Applicants must submit a letter of application, curriculum vitae and three letters of recommendation. Files will be reviewed beginning March 17. All applications must be postmarked by March 27, 2000. Address applications to:

Dr. Donald Socha
Chair of Search & Screen Committee
Foreign Languages Department
University of Wisconsin-La Crosse
315 Graff Main Hall
1725 State Street
La Crosse, WI 54601

UW-La Crosse is an affirmative action/equal opportunity employer. Women, persons of color and individuals with a disability are encouraged to apply.

If you have a special need/accommodation to aid your participation in our hiring process, please contact the committee above to make appropriate arrangements.

EXECUTIVE DEAN
Nelson A. Rockefeller College of Public Affairs and Policy — University at Albany, State University of New York

The University at Albany, State University of New York, invites applications for the position of Executive Dean of the Nelson A. Rockefeller College of Public Affairs and Policy.

Rockefeller College is a premier center for public affairs and policy and houses four internationally recognized schools: The School of Criminal Justice, the Graduate School of Public Affairs (includes the Department of Public Administration and Policy and the Department of Political Science), the School of Information Science and Policy, and the School of Social Welfare. There are a large number of research and outreach programs active within the Rockefeller College, including the Public Management Development Programs, Center for Legislative Development,dumped Criminal Justice Research Center, Center for Policy Research, Center for Women in Government, Ringel Institute of Gerontology, Center for Human Services Research & Evaluation, the Professional Development Program, and the Institute for Traffic Safety Management and Research. The individual schools report to the Executive Dean of the Rockefeller College. The Executive Dean reports directly to the Provost and Vice President for Academic Affairs.

Rockefeller College is located on the University's downtown campus, just a few blocks away from the Capitol and the principal offices of New York State government. A special strength of the Rockefeller College is the opportunity it provides for interdisciplinary study in criminal justice, government, public affairs, and social services. The College encourages students to participate both in multidisciplinary research projects and in internships that build bridges between scholarship and practice in public affairs.

The Executive Dean will be expected to provide exceptional leadership and vision as the College seeks to promote its academic programs and research initiatives in the context of the University’s Strategic Plan. The successful candidate will possess the ability to plan strategically, prepare and manage complex budgets, lead and motivate faculty and staff, interact effectively with all levels of the organization, and coordinate the efforts of a diverse group of individuals and support units to meet specific goals and objectives. The candidate will also possess exceptional skills in resource development and have strong, demonstrated experience dealing effectively with decision makers and appointed officials at all levels.

The successful candidate will have had significant administrative experience, hold a doctoral degree or its equivalent, and have distinguished scholarly credits. Applicants preferably in a public policy related field. Candidates should have a record of scholarly and professional achievement that would ordinarily qualify for appointment at the rank of Professor in one of the University’s academic units. The evaluation of credentials will begin on March 20, 2000 and continue until the position is filled.

Salaries are competitive and commensurate with credentials and experience.

The University at Albany, SUNY, is an equal opportunity/affirmative action employer.

Applications and nominations should be sent to Dr. Richard A. Highfield, Chair, Search Committee for the Executive Dean of the Rockefeller College, AD-246, The University at Albany, Albany, NY 12222.

EASTERN BAPTIST THEOLOGICAL SEMINARY
Director of Central Service
Eastern Baptist Theological Seminary, dedicated training men and women for Christian ministry; see FT Director of Central Services to supervise and direct duties in the following areas: food service, housing, parking, office supplies and machines, mailroom and Seminary receptionists. Required commitment to Seminary mission, strong relational organizational skills, multi-tasked, and BS degree. P
device experience. Salary 55K-30K. Benefits inc
seminary-provided health insurance for employee family, retirement plan, paid vacation, and tuition discounts. Send resume and cover letter to East Seminary, Human Resources, 6 Lancaster A
grove Street, New Haven, CT 06511.

DEPARTMENT OF PUBLIC AFFAIRS
Cal Poly Pomona invites applications for Director of Public Affairs. For info, please visit our website at http://www.cspusnews.calpoly.edu/hr; call (909) 869-7733 for application materials; or visit HR Services, Cal Poly Pomona, CLA
Building 96, Room B1-20, 3801 W. Temple Avenue, Pomona, CA 91768.

AA/EEO/ADA
Northampton Community College

Northampton Community College is located in Bethlehem, Pennsylvania, and is in close proximity to Philadelphia, New York City, and the Pocono Mountains. Northampton is a dynamic, two-year institution offering more than 60 career and transfer programs. Currently, approximately 6,000 credit students and over 15,000 non-credit students are enrolled. We are a learning and student-centered institution with a staff dedicated to providing quality educational opportunities for a diverse student population. We offer a competitive salary and excellent fringe benefits package, which includes health, dental, term life, long-term disability, retirement, and educational assistance.

**NOMINATIONS AND APPLICATIONS ARE INVITED FOR THE FOLLOWING FULL-TIME, TENURE-TRACK FACULTY POSITIONS:**

- Business (Small Business/Entrepreneurship Marketing)
- Chemistry
- Computer Science
- Digital Design
- English
- Journalism
- Mathematics
- Nursing
- Speech Communication

Send letter, resume, unofficial transcripts, and names, addresses and phone numbers of 3 references to:

**Human Resources**
Northampton Community College
34835 Green Pond Road
Bethlehem, PA 18020

fax information to (610) 861-5070, or respond via e-mail to ksiegfried@northampton.edu by April 1, 2000.

Northampton Community College is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.
KEAN UNIVERSITY
Union, New Jersey
Founded in 1855

Kean University is committed to excellence and to developing and strengthening interactive ties with the community. Kean University believes in its continuing efforts to build a multicultural professional community serving a diverse student population of 17,000.

PROFESSIONAL SERVICES SPECIALIST 1 (PSS1-C)
Positions Available (2)
Office of Computer and Information Systems

Responsibilities: Under the direction of the Application Manager, the PSS1-C will provide technical assistance to users, complete programming projects and work on databases.

Qualifications: Bachelor's degree and four years professional experience in a related field is required. Applicants who do not possess the required education may substitute the indicated experience on a year for year basis. Knowledge and experience in modern programming languages (e.g. C++ or VBD) and familiarity with database systems such as Unidata, MS-SQL, Oracle or comparable database required. Programming skills in MS Access or comparable RDMS very desirable. Experience in higher education also preferred. Effective problem solving skills and the ability to work with a wide range of end users is required.

PROFESSIONAL SERVICES SPECIALIST 2 (PSS2-AT)
Academic Technologist/Training Specialist
Office of Academic Technology

Responsibilities Under the supervision of the Director, the PSS2-AT will provide technical assistance to faculty users on information technology and distance learning projects as well as managing the daily operations of the Technology Institute for Professionals.

Qualifications: Bachelor's degree and three years professional experience in a related field is required. Applicants who do not possess the required education may substitute the indicated experience on a year for year basis. Knowledge and experience in HTML, JAVA, Java Script, WebCT and VBA is preferred. Effective problem solving skills and the ability to work with a wide range of end users is required. Experience in higher education also preferred.

Salary and Benefits: Salary is commensurate with experience and skills. A comprehensive benefits program is included in the compensation package. Candidacy review begins immediately and will continue until appointments are made.

To apply: Individuals interested in the above positions should send letter of interest, resume, and the names and addresses of three references including phone numbers to: Shermie Rives, Assistant Director, Human Resources Dept., Kean University, 1000 Morris Ave., Union, NJ 07083. Please indicate which position you are applying for, PSS1-C or PSS2-AT.

NEBRASKA UNIVERSITY OF NEBRASKA-LINCOLN
DEAN
COLLEGE OF ARTS AND SCIENCES

The University of Nebraska-Lincoln invites applications and nominations for the position of

DEAN OF THE COLLEGE OF ARTS AND SCIENCES

The Dean is the chief academic and administrative officer of the College and should be a strong, visionary leader and spokesperson who is interested in building local and national linkages and the national reputation of the College for excellence.

The Search Committee will begin screening applications on May 31, 2000 and will continue until an appointment is made. A description of the position and application process is available on-line at http://www.unl.edu/arts优先征artdean.html or from Ma. Jeneene Gude (Tel: 402/472-5264; Fax: 402/472-4929; E-mail: jgude1@unl.edu)

Arts and Sciences Dean Search Committee
Dean Nancy Rapoport, Chair
208 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0420

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. Contact Nancy Rapoport at 402/472-2161 for assistance.

MIT Dean for Student Life

The Massachusetts Institute of Technology seeks applications and nominations for the position of Dean for Student Life. The successful candidate will play a lead role in shaping and ensuring excellence in all aspects of the MIT student experience.

The MIT Dean for Student Life is the senior officer of the Institute responsible for the leadership and management of both undergraduate and graduate residential and student life programs, dining, the Campus Activities Complex, the Department of Athletics, and Counseling and Support Services. The Dean reports to the Chancellor and has managerial responsibility for the approximately $30 million annual operating budget of these programs, as well as line responsibility for the performance of the more than 325 persons who work in these programs. The Dean is one of the senior members of the MIT leadership team and, as a member of Academic Council, is responsible for working collaboratively with the President, Provost, Chancellor, Executive Vice-President, the Dean for Undergraduate Education and faculty to ensure the high quality of MIT student life. In this capacity, the Dean will also participate in strategic planning and capital budgeting across a broad range of activities.

Candidates for this position must demonstrate a passion for excellence in education and a flair for dealing with all groups necessary to support it. The Dean must be both a seasoned manager with experience in leading and implementing initiatives in an organization of MIT's size, scope and complexity and a person of sufficient stature and experience in academic or comparable settings to allow for a collegial and cooperative partnership with students, faculty and senior administrators in all parts of the Institute.

An advanced degree is preferred.

Inquiries, applications and nominations should be directed to Rohini Sabhikhi, Isacson, Miller, 334 Boylston Street, Suite 509, Boston, MA 02116-3805. Fax 617-262-6509. Email: rsabhikhi@isasicon.com.

MIT is an affirmative action, equal opportunity employer. Women and minorities are encouraged to apply.
Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following:

**Acting Associate Director Of Off-Campus Study**

(Acting will begin July 1, 2000)

Off-Campus Study has responsibility for all Colby programs abroad, as well as for advising students about non-Colby programs. The successful candidate must hold an MA degree or higher in an appropriate discipline and have experience with programs abroad or in international education. Knowledge of how to provide comprehensive services and how to interpret foreign credentials as US educational equivalents and the College’s curricular requirements is necessary. Should have a good working knowledge of a foreign language, preferably Spanish. Must be willing and able to travel during the academic year. Must have the flexibility to assume additional responsibilities as determined by the director. This position is for one year with possibility of renewal.

**Career Counselor**

Employee will be responsible for carrying out the normal range of career services work, with an emphasis on counseling and programming. This is a temporary position, lasting 10 months, beginning on or about August 14, 2000 and ending on or about June 15, 2001. Qualifications include: a Bachelor’s degree is required, a Master’s degree in a related field is preferred; strong commitment to an education in a liberal arts college is necessary; knowledge of job search process and familiarity with career development theory; excellent interpersonal and communication skills required; computer proficiency is necessary.

**Assistant Coach, Football and Minority Recruiting**

This position begins April 1, 2000 through May 2001. Responsibilities within the football staff include: film breakdown and analysis, on-field coaching, identifying and recruiting prospective student athletes, with an emphasis on minority student recruitment, and other duties as assigned by the head coach. Receivers of defensive line play preferred. A Bachelor’s Degree is required and previous college football coaching experience is preferable. Other significant coaching experience within the department will be assigned based on the successful candidate’s background. Informational interviews at ACPSA.

Interested candidates should supply the position title they are applying for and for each submit two copies of a cover letter and two copies of a resume, including the names and telephone numbers of three references to: Douglas C. Terp, Director of Personnel Services, Colby College, 500 Mayflower Hill, Waterville, ME 04901-8855. A review of applications will begin immediately and continue until the positions are filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby website: www.colby.edu

---

**Director, Boston College Career Center**

Reporting to the Vice President of Student Affairs, the Director of the Career Center leads a staff of fifteen professional and support staff members in providing career development services to the University’s undergraduate and graduate student population and alumni. Responsibilities include direct outreach and marketing on campus and to employers; overseeing the personnel, budgetary and operational functions of the department; developing a vision for the future of the Career Center and working with staff to define necessary goals and objectives; and developing a job development strategy for companies that do not typically recruit on campus for both internships and full-time employment. Will manage a complex department and a department budget of approximately $600,000, and direct the implementation of a comprehensive technology strategy for Career Center. Additionally, will work with alumni leadership, Parents Council, and Walsh Street Council leadership to expand networking, internship, and full-time employment opportunities.

The successful candidate will have a Master’s degree in counseling, higher education, or business, 8-10 years experience in business, human resources, or a related field, and 6-8 years progressively responsible experience in a college or university career center preferred. Demonstrated ability to provide vision, leadership and technical expertise to create, implement and direct the programmatic efforts of a seasoned staff is necessary. Additional requirements include an understanding of role and value of liberal arts education, significant leadership, supervisory, and managerial experience, and working knowledge of the application of state-of-the-art technology to career planning and placement.

To apply, please forward two copies of both a cover letter and resume referencing Position Number: 8294-A-80, to: Boston College, Department of Human Resources, More Hall 315, Chestnut Hill, MA 02467-3818. For more information about this position, please visit our web site at: www.bc.edu/career. Boston College is an Affirmative Action/Equal Opportunity Employer.

---

**LIBRARY DIRECTOR**

**Director of Learning Resource Center (Library Director)**

(Acting) Responsible for providing leadership for the library and media services program at Green River Community College in Auburn, WA. Qualifications include: M.S. degree from an ALA accredited program, three years' work experience as a director at a community college. A 12-month administrative position with an annual salary of $35,932. Full time benefits package including health and dental plans; TIAA/CREF, vacation, holidays and sick days. Applications for this position are accepted until the position is filled (first review on April 10, 2000). An application package must be requested by contacting the Office of Human Resources (job opportunity 689 at 253-888-7595) or the Acting Librarian at CRCC Library.

---

**COMPUTER SCIENCE FACULTY POSITION**

Gainesville College invites applications for the position of Computer Science Instructor. Gainesville College, a two-year college of the University System of Georgia, is committed to teaching, service, and support of professional development and campus diversity. For additional information and a complete job description, visit the college homepage at:

www.gc.peachnet.edu

---

**STAFF CLINICIAN**

Staff Clinician opening at The Ohio State University. Demonstrated skill in individual and group counseling/psychotherapy, supervision and training multicultural issues with Hispanic/Latino emphasizing consultation and outreach programming. Licensed for independent practice within three years. Twelve months experience with intensive trauma. Position available September, 2000. Submit vita, graduate transcripts, three letters of recommendation and a personal statement of interest (including philosophy of professional practice in a university counseling setting, experience with population) and competency in Spanish) to: Dr. Lee Zen, Chair, Staff Counseling and Consultation Service, The Ohio State University, 1739 North High Street, Columbus, Ohio 43210-1392. Applications will be accepted until position is filled. The Ohio State University is an Equal Opportunity/Affirmative Action Employer. Qualified women, minorities, Vietnam Era veterans, disabled veterans, and the disabled are encouraged to apply.

---

**ASSISTANT DIRECTOR**

**UNIVERSITY OF NEVADA COOPERATIVE EXTENSION**

**ADMINISTRATIVE FACULTY POSITION**

The Assistant Director provides primary support for the Dean and Director, including input for the development of needed policies and procedures, and gathering and compiling data for reports. The position serves as the state contact for program areas and provides leadership for effective program management. A complete job summary, qualifications, how to apply and inquires, log on: www.nce.unr.edu and contact Penny Jenkins, (757) 784-7070 AA/EO
AQUINAS COLLEGE

Provost Position Announcement

Aquinas College is seeking nominations and applications for the position of Provost and Dean of the Faculty. The Provost is the chief academic officer of the College and leader of the faculty, overseeing the management of the entire academic and student development enterprises, evaluating and coordinating budgets and business plans for all academic and student development programs and support services, and supervising first-line managers and their functions. The Provost recommends and carries out procedures for recruiting, hiring, and evaluating faculty and all academic and student development staff, and leads the evaluation of all academic and student development programs. The Provost works closely with the Academic Assembly, the College's faculty governance structure, and serves as Executive Secretary of the Academic and Faculty Affairs Committee of the Board of Trustees.

The Provost is supported by the Deans of the College's three schools, Arts and Sciences, Education, and Management; as well as the Dean for Student Development, the Director of the Library, and the Director of Information Technology Services. The Provost reports directly to the President of the College, serves as a member of his Cabinet, maintains faculty status, and becomes tenurable as a faculty member.

We seek candidates with a record of excellence in teaching and scholarship who embrace the values of a Catholic college and who have demonstrated commitment to education in the liberal arts and sciences; to the primary mission of teaching and learning in the College community; and to meaningful connections with the broader community. Candidates should have an earned doctorate in an academic discipline; relevant experience in working with faculty, students, administrators, trustees, and the community; sufficient college teaching experience to reach the rank of Professor; senior level responsibility in the administration of academic programs, program evaluation, and supervision of faculty; major budgetary responsibilities and control. Candidates should possess the disposition of servant leadership, and the ability to articulate faculty concerns and College priorities to major College constituencies.

With its roots extending to 1886, Aquinas College in 1931 became the country's first coeducational Catholic college. Its principal mission is to offer a liberal arts education with a career orientation and follows the Dominican tradition of engaging with the broader community. It enjoys a strong reputation for academic rigor and program innovation and is currently engaged in developing new programs that build on its heritage, including a K-5 charter-laboratory school based on the Reggio Emilia system and corresponding professional preparation programs; a conductive education program offering direct services to children with motor disabilities and the first undergraduate and graduate conductor training program in the Western Hemisphere; new international and cultural immersion programs; a theatre arts program and building project in collaboration with a major regional community theatre; a new community-based nursing program offered in collaboration with the University of Detroit-Mercy and St. Mary's Mercy Medical Center; and the region's first facility with two-way, interactive video-based communication capabilities.

Aquinas currently has 106 full-time faculty members, two-thirds of whom have terminal degrees in their fields, and 110 part-time faculty. It enrolls nearly 2,000 traditional-aged and adult undergraduate students in 14 major degree programs, and 500 students in graduate programs in education and management. It is situated on a beautiful 107-acre wooded campus in Grand Rapids, Michigan, the second-largest city in the state and one of the most dynamic in the Midwest. More information is available about the college and Grand Rapids via the college's Web site at www.aquinas.edu.

Prospective candidates should submit a cover letter with a statement of their approach to the liberal arts, leadership, and collegial decision-making; a curriculum vitae; and a list of three references with their addresses and telephone numbers. The beginning date for the position is January 1, 2000. Nominations and applications will be received until the position is filled, and should be sent to Provost Search Committee Office of the President Aquinas College 1647 Robinson Road, S.E. Grand Rapids, MI 49506 Applications and nominations of women and minorities are particularly encouraged. Aquinas College is an equal opportunity employer which affirms the values and goals of diversity.

ASSOCIATE DIRECTOR OF CAPHE

Consortium for the Advancement of Private Higher Education (CAPHE) seeks an energetic, self-motivated, team-oriented individual to fill Associate Director position. Ideal candidate will have minimum of four years of assistant-dean/director-level administrative experience in a college, university or higher education association. The individual will be an excellent communicator (written and verbal), problem solver and strategist, will have the ability to organize and prioritize multiple tasks, and will demonstrate exceptional administrative skills. Position is ideal for higher education generalists who possess a solid understanding of college/university administration including governance, planning, academic affairs, and student affairs issues. Primary areas of work: help to design, manage, evaluate and provide administrative oversight to national grant programs. Examples of current program areas include: partnerships between higher education and community organizations; institutional collaborations between colleges and universities; and diversity/multiculturalism. Background/experience in private higher education is a plus. Experience managing grant programs is a plus. Master's degree required, doctorate preferred. Review of applications begins March 27, 2000. Applications accepted until position filled. Salary is commensurate with experience. Send letter of application, resume, 3 references and writing sample (5 pages max.) to Associate Director Search Committee, CAPHE/CIC, One Dupont Circle, NW, Suite 320, Washington, DC, 20036. EO/E.

DEPAUL UNIVERSITY

POSITION ANNOUNCEMENT

ASSISTANT / ASSOCIATE PROFESSOR

DePaul University's School for New Learning anticipates one tenure track position at assistant or associate level in the business disciplines.

The School for New Learning is one of the eight colleges of DePaul University. It offers individualized, competence-based Bachelors and Masters degrees to adults in the Chicago metropolitan area. Faculty teach content and core skills courses, and advise mentor individual students who are developing individual curricula. Because the School has an outcomes focus and an interdisciplinary approach, faculty engages considerable program development and assessment.

The School seeks to add to its diverse faculty an individual who has strong experience with adult students and enjoys working in a non-traditional setting.

QUALIFICATIONS

This position requires an earned doctorate or terminal degree, with an emphasis in management, marketing or economics. The ideal candidate will demonstrate understanding of the connections between the liberal arts and the contemporary business environment, and be committed to working with adult learners.

APPLICATION

Candidates should send curriculum vitae, three references, and a cover letter containing a brief statement of their educational philosophy and interest in working adult learner

Faculty Search Committee
DePaul University School for New Learning
Office of the Dean, ATTN: Ms. Jacquelyn Thomas
25 East Jackson Boulevard - Lewis Center, 2nd Floor
Chicago, IL 60604

lthomas1@wp.post.depaul.edu

Salary will be competitive. Applications are expected to begin July 1, 2000 or as soon thereafter as possible. Review of candidates will begin March 31, 2000.
THE LOS ANGELES COMMUNITY COLLEGE DISTRICT invites qualified individuals to apply for full-time faculty positions at the nine colleges of the District. Recruitment and selection are made from continuous pools in 57 academic and 87 vocational fields. Approved applications are valid for three years; candidates may renew at the end of that period by filing a renewal application. Visit our Internet home page http://www.lacccd.edu for information.

WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

• FACULTY POSITIONS

REQUIREMENTS: Applicants must meet State requirements either by a credential or degree.

SALARY: The current salary range is $33,920 to $59,830 for new employees, with a potential maximum of $63,050, for a 40-week academic year. New employees to the District will be allocated within the salary range according to previous training and experience. Employee benefits include 25 paid holidays/vacation days annually, district-paid medical/hospital, dental and vision care plans, and a 740,000 group life insurance policy. Regular faculty, who retire after a vesting period, have lifetime medical coverage if Medicare enrollment is maintained after age 65.

FILING AN APPLICATION: For each subject field, a separate application must be filed. Applications may be obtained (specific field(s)) by calling (213) 901-9211, or FAX (213) 901-9241, or reply by e-mail on the Internet to jobs@lacccd.cc.ca.us including name, address, phone, and subject.

Legible photocopies of transcripts are acceptable for the application; official transcripts will be required. Applications may be filed in person or mailed to the Academic Selection Unit, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017.


In accordance with its strong commitment to diversity, the District encourages all qualified candidates, including members of underrepresented groups, to apply in all subject areas for which they qualify.

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.

---

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following position in Development:

Major Gifts Officer

Reporting to the Director of Major Gifts, the Major Gifts Officer's primary responsibility is to cultivate and solicit major gifts ($25,000 minimum) for the College. Other duties include working with the development staff, volunteers and other Colby administrators and faculty to identify major gift prospects in specific regions of the country; designing cultivation and solicitation strategies and securing follow-up activities and stewardship incentives as the primary or secondary staff person in specific regional efforts. A Bachelor's degree, preferably from a small liberal arts college, a minimum of one to three years' experience in development, including personal solicitation of major gifts; and an understanding of and commitment to the values of a liberal arts education are required. The successful candidate must be willing and able to travel extensively, have a commitment to team participation, be deadline and detail-oriented, and possess excellent writing and speaking skills. Candidates with relevant experience and transferable skills will be considered.

Interested candidates should submit two copies of a cover letter and two copies of a resume, including the name and telephone number of three references to: Douglas C. Terp, Director of Personnel Services, Colby College, 500 Mayflower Hill, Waterville, ME 04901-8855. A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action Employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby website www.colby.edu
ASSISTANT DEAN OF ADMISSIONS

Reporting to the Dean of Admissions, provides professional expertise in the recruitment and selection of freshman students with primary responsibility for Latino student recruitment. Interviews candidates for admission, participates in group information sessions, folder reading, and other projects.

Successful candidate will possess an undergraduate degree and 2-5 years related experience. Knowledge of and enthusiasm for the College's mission and niche in higher education, sensitivity to multicultural issues, and appreciation of differences in secondary school background is essential. Strong communication skills, an ability to work both independently and in teams necessary; significant travel required.

Swarthmore College offers challenging professional opportunities and an excellent compensation package. The College is located in suburban Philadelphia, a region with exceptional higher education and cultural environments.

Please send letter of interest, resume, and the names, addresses, and phone numbers of three professional references to: Associate Director, Human Resources, Swarthmore College, 500 College Avenue, Swarthmore, PA 19081. Review of applications will begin immediately and applications will be accepted until the position is filled.

Swarthmore College is an equal opportunity employer committed to excellence through diversity.

Visit us at www.swarthmore.edu

OFFICE OF MULTICULTURAL AND INTERNATIONAL STUDENT SERVICES

The University of Houston-Clear Lake, located in the Clear Lake recreational area halfway between downtown Houston and the Gulf of Mexico at Galveston, is an upper-level and master's granting university enrolling 7100 students. UHCL seeks two dynamic, dedicated individuals to initiate, plan, and coordinate various multicultural and international programs, services and activities which lead to the continued development and enrichment of a culturally diverse campus environment.

DIRECTOR

Responsibilities: The director provides leadership and supervision for the office by performing administrative duties such as planning, assessment, program implementation, budgeting, and coordination of professional, support, and student staff; serves as an advocate for students; collaborates with faculty and staff; conducts and reports on pertinent research; maintains a professional network; and serves on various university committees.

Qualifications: A master's degree in student personnel, higher education administration, multicultural studies, counseling or related field with at least two years experience working with minority and international students in a higher education setting. The successful candidate will have excellent administrative and management skills; knowledge and experience of issues pertinent to a diverse student body; knowledge of student development and skills in transferring theory to practice for diverse students, particularly adult students; understanding of organizational development in higher education; the demonstrated ability to lead change; strong communication, interpersonal, time management, and conflict resolution skills. Experience working in a college multicultural student services office, desktop publishing and HTML coding experience, and bilingual skills (Spanish/English) are desirable.

Salary: Salary range is $2961 to $3553 per month.

COORDINATOR

Responsibilities: The coordinator advises students, develops programs, and consults with faculty, staff, and the community to coordinate services for minority and international students. Develops, implements, and assesses international student orientation, mentoring, language enhancement, and friendship family programs. Assists the director in creating study abroad and ESL opportunities for students and in managing the overall operations of the office. Serves as an advocate for students.

Qualifications: A bachelor's degree with a master's in progress in student personnel, higher education administration, multicultural communication, or related field and experience working in a higher education setting with multicultural and international students. Knowledge of student development; skill in developmental programming; understanding of minority and international issues and cultures; excellent management and organizational skills; individual and group advocacy skills; and excellent verbal and written communication skills, especially with those for whom English is a second language. Experience in designing and implementing transition programs for international students, study abroad and ESL programs, and living abroad are desirable. Desktop publishing, HTML coding, and bilingual skills are also desired. A completed master's degree is preferred.

Salary: Salary range is $2240 to $2688 per month.

Both positions are full-time with a comprehensive benefits package. Start dates are flexible. To apply submit a letter of application, a complete resume, and the names and contact information of three current professional references to:

University of Houston-Clear Lake
Office of Human Resources
2700 Bay Area Boulevard
Houston, Texas 77058-1098

An Affirmative Action, Equal Opportunity Employer
COMMUNITY COLLEGES OF SPOKANE

VICE PRESIDENT OF INSTRUCTION
SPOKANE COMMUNITY COLLEGE

Community Colleges of Spokane, Spokane Community College invites applicants for the position of Vice President of Instruction. This position is the chief academic officer for the college and reports to the president. SCC is a member of a three-unit district comprising the Community Colleges of Spokane and is widely known for its professional/technical programs as well as its broad liberal arts transfer program. The vice president is responsible for providing the leadership and vision for all instructional programs at Spokane Community College. The Vice President of Instruction will oversee the development and improvement of the college as a world-class provider of quality education, workforce development, information technology use and distance learning; will provide leadership to strengthen partnerships with business, government, and other academic institutions. The successful candidate will be an insightful, forward-oriented strategist who can lead others in search of new solutions to current and future challenges.

Minimum qualifications include an earned Master’s degree form an accredited college or university. Three years increasingly responsible professional experience which includes supervision of staff, college instruction, higher education administration, finance, organizational development, and curriculum design, or any equivalent combination of education and experience. Three years of full-time college teaching experience in an accredited institution. Doctorate in Higher Education Administration/Leadership or another area related to the college’s program and mission is desirable. Salary is commensurate with experience and qualifications. To be guaranteed consideration, your application materials should be received by March 24, 2000, open until filled.

For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 2000 N. Green Street, Spokane, WA 99217-5493 at (509) 533-7429, TDD (509) 533-7466 or access our Website at http://c2c Spokane.co .wa.us, AA/EEO.

VIOLENCE INSTITUTE OF NEW JERSEY
AND UMDNJ-SCHOOL OF PUBLIC HEALTH

RESEARCH DIRECTOR
FACULTY POSITION AVAILABLE

The Violence Institute of New Jersey (VINJ) at the University of Medicine and Dentistry of New Jersey (UMDNJ), and the UMDNJ-School of Public Health invite nominations and applications for the position of Research Director at the Violence Institute of New Jersey. The Violence Institute of New Jersey at UMDNJ, based in Newark, was established in 1997 to serve as a multi-pronged organizational resource to assist New Jersey in addressing impossibly high rates of violence perpetration and victimization throughout the state. The Institute undertakes applied research and evaluation and participates in the development of public policy on violence-related issues.

The UMDNJ School of Public Health is sponsored by UMDNJ in cooperation with Rutgers, The State University of New Jersey, and the New Jersey Institute of Technology and in collaboration with the Public Health Research Institute. The state-wide UMDNJ-School of Public Health confers the MPH, DrPH, and PhD degrees.

Candidates must possess a distinguished scholarly record of publishing in refereed journals, an established record of extramural research, strong research design & quantitative/qualitative statistical analysis skills, and excellent writing skills. Background in violence studies desirable. Qualified candidates should have a doctoral degree in the social sciences. Rank and salary will be commensurate with scholarly accomplishments.

Please send letter of application, CV, one research paper and names of three references to:

Chair, Search Committee
Violence Institute of New Jersey
20 Bergen Street
Newark, NJ 07107-3000

The selection process began February 15, 2000 and will continue until the position is filled. The UMDNJ is an Equal Opportunity Employer. Women and people of color are strongly encouraged to apply.

AMHERST COLLEGE

ASSISTANT/ASSOCIATE DIRECTOR OF ALUMNI AND PARENT PROGRAMS

Amherst College seeks an enthusiastic, organized individual to work in the area of Alumni Relations and fundraising. The College is currently in a campaign projected to end June 30, 2001.

The successful candidate will support the fundraising and non-fundraising activities of alumni classes and organizations on and off campus alumni/parent programs. Primary responsibilities include recruiting, training, motivating and supporting volunteers and organizing the resources of the College in an efficient and imaginative way. Responsibilities include selection and motivation of class agents, management of the Annual Fund and Reunion Special Gift activities, solicitation of prospects, and support for class activities including Reunion and Class Notes. Extensive logistical and organizational ability and a working knowledge of facilities, resources, and the interest of people on campus are important components of the job.

Qualifications: Bachelor’s Degree, fundraising and/or alumni/volunteer coordination experience preferred, and exceptional organizational and interpersonal skills. The successful candidate must have a strong commitment to liberal arts education and to the importance of Amherst’s relationship with its constituencies. Evening and weekend work is required.

Interested candidates should submit a letter of interest, resume and three references to:
Office of Human Resources, 201 Converse Hall, Box 5000, Amherst College, Amherst, MA 01002-5000. A review of applications will begin on April 1, 2000 and continue until the position is filled.

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

UNIVERSITY OF WISCONSIN
MADISON

ASSISTANT DEAN

The University of Wisconsin’s College of Ag & Life Sciences, Office of Academic Student Affairs seeks an Assistant Dean to lead and administer programs for minority and disadvantaged students; to contribute to the general advising and student programs in the office, and to provide leadership to the career advising and services activities in the College of Ag & Life Sciences. Duties include developing and implementing plans for minority student recruitment, working with faculty and departments to plan and implement retention programs for minority and disadvantaged students; advising minority student groups, participating in outreach and student contact programs and events for the Office, advising students at orientations during the academic year; assisting in development of policies and procedures for the academic affairs of the College and serving on College and University committees.

Candidates must have a Master’s degree, with a Ph.D. preferred, and three to five years experience in minority/disadvantaged student programs. Experience or a degree in one of the disciplines of agricultural and life sciences and experience in business is useful but not required. Excellent leadership, organizational, administrative and communication skills are required. Minimum salary is $48,600, commensurate with background and experience.

To apply, send a letter of application, resume, and three letters of reference to: Jane Mencel, Room 116 Agricultural Hall, University of Wisconsin-Madison, 1450 Linden Drive, Madison, WI 53706. U. S. A. Confidentiality is requested in writing. Information regarding applicants and nominees must be released on request. Failure cannot be guaranteed. The University of Wisconsin-Madison is an Equal Opportunity Affirmative Action Employer.
THE COLLEGE OF
WOOSTER
1189 Beall Avenue
Wooster, Ohio 44691-2363

Head Coach of Women's Volleyball

The position is posted jointly with the
Five Colleges of Ohio Consortium.
For complete description, go to www.wooster.edu;
scroll down and select the Jump to Employment Opportunities
or call or e-mail Linda Farmer
330-263-2133 lfarmer@aca.wooster.edu.

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations for the following position.

• VICE PRESIDENT OF ADMINISTRATION

WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY: The Los Angeles Community College District announces an open applicant pool for the position of Vice President of Administration. Interested individuals who possess the required training and experience are invited to submit applications. Reporting to the College President, the Vice President of Administration provides administrative leadership and operational supervision for a wide variety of administrative functions of the college.

REQUIREMENTS: All applicants must have an earned master's degree or an advanced degree of least equivalent standard from a recognized college or university, preferably in Business or a closely related field. Also required is at least one year of professional experience reasonably related to the position, and ability to work effectively with persons of various cultural and ethnic backgrounds.

COMPENSATION: The current salary range is $70,889 to $87,889 annually. New employees to the District will be allocated within the salary range according to previous salary. Employee benefits include 15.5 paid holidays annually, 20 days paid vacation annually, district-paid medical/hospital dental and vision care plans and a $40,000 group life insurance policy.

FILING AN APPLICATION: Please apply immediately as we have at least one opening at this time. To apply, send a resume with letter of intent to: Human Resources Division, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017 or Fax (310) 891-2411. Cleared candidates will be sent additional application materials. Complete and complete candidates will be placed in an open and continuous pool for three years. If selected, additional documentation, such as official transcripts, will be required. A flyer with additional information on the position is available from the office. For information on the District, please access http://www.laccd.edu on Internet. For additional information, contact the Human Resources Division at (310) 891-9292.

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.

SAINT JOSEPH COLLEGE
EDUCATION FACULTY
Saint Joseph College, CT, seeks candidates for a tenure-track assistant/associate professor appointment to begin late August 2000. Women and minorities are encouraged to apply. Responsibilities may include teaching undergraduate and graduate courses in foundations of education, multicultural and multilingual education; research, special education; or early childhood education; supervision of students in field placements; advisement of students at the undergraduate and graduate levels; scholarly research; the development and maintenance of positive relationships with outside agencies; participation in committee work at the department, division, and college levels, and acting as a Departmental liaison to a Professional Development School. Qualifications include a doctorate in education and a minimum of 3 years of experience teaching in or administering schools. The successful candidate shall understand and support the College's mission. Send letter of application, curriculum vitae, copies of transcripts, statement of teaching/educational philosophy, and two letters of reference from people who have supervised your work to: Human Resources Department, Education Search, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117. Review of applications will begin immediately and continue until the position is filled. Saint Joseph College, located in residential West Hartford, CT, is midway between Boston and New York City and provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women. An EOE/M/F/V/D employer. Learn more about Saint Joseph College at: www.sjc.edu

The Associate Director of the Women's Center is an essential position for the Women's Center and the University. This position is responsible for the day-to-day internal operations of the Women's Center, including training and supervision of student staff. The Associate Director also plans, coordinates and provides supervision for educational, social and recreational programs and events offered by the Women's Center; coordinates all Center publicity and newsletters; provides crisis intervention; and develops and conducts training programs for various segments of the campus addressing issues of gender equity. The Associate Director also assumes responsibility for the Center in the absence of the Director. Minimum requirements: Master's degree and 1-2 years experience preferred. Bachelor's degree with 3-5 years professional experience related to women's issues. Salary range is low to mid 40's. Position to begin approximately April 1, 2000. A resume, cover letter and names of three references to: Kathleen Holgers Director, UConn Women's Center, 417 Whitney Road, U-118, Storrs, 06269-1118. Screening of applications will begin on February 29, 2000 and continue until the position is filled. We encourage applications from underrepresented groups, including minorities, women and people with disabilities. (Search # 00A250)

University of Connecticut
TUFTS UNIVERSITY
Program Coordinator
Mayer Campus Center

This is a twelve month, professional staff position with responsibility for advising the Tufts Programming Board and its standing committees; coordinating the development and implementation of campus-wide programs and services such as Orientation, Homecoming and Senior Week; developing a comprehensive leadership program for student groups and individuals; overseeing the Class Councils and advising the Senior Class Council. Bachelor's degree with a Master's degree in College Student Personnel or related field preferred, 2 years experience in student activities or college union; experience planning campus events and advising and supervising students; experience in the area of contract negotiation; experience in the area of leadership development; excellence interpersonal and customer service skills; ability to stay organized in a fast-paced, customer-oriented environment with frequent interruptions; strong computer skills; understanding of and commitment to issues of cultural diversity and college student development; demonstrated leadership, advisory, organization and management skills required. Job #M00-554.

Send two copies of resume and cover letter, including job number to: Maureen Somma, Tufts University, Human Resources, 169 Holland St., Somerville, MA 02144. Tufts offers an excellent benefits package, including 3-4 weeks paid vacation, tuition benefits and much more. For more information on this and other job opportunities please visit our web site at www.tufts.edu. Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.

OAKLAND COMMUNITY COLLEGE

FACULTY POSITIONS
(COMMENCING AUGUST, 2000)

Oakland Community College, a multi-campus institution located in Oakland County, Michigan, is a student-centered community dedicated to providing quality learning opportunities for individuals, the community, and organizations on an accessible, affordable basis. OCC is actively seeking instructors who value diversity, share leadership, open communication, personal empowerment, integrity and ethical commitment. The successful applicants will have the ability to work as a team player in a multi-cultural and diverse working environment. Faculty must be committed to using modern technology in the classroom.

ART: MFA degree in Art. Minimum three years college teaching experience. Background in studio art and art history. Refer to #00F01-11057-PC.

COMPUTER INFORMATION SYSTEMS INSTRUCTOR: 2 positions MA degree in CIS and two years master work experience in the area. May be Substitute for BA degree. BS in the discipline and five years master work experience, or Associate degree in the discipline and eight years master work experience, or Eleven years master work experience in the area. Refer to #00F01-11061-OR and #00F01-11062-RO/SP-OR.

Monroe Community College
Rochester, New York

Announces a vacancy for the positions of
Vice President of Student Services
and
Vice President of Administrative Services

Monroe Community College (MCC), a multi-campus comprehensive community college located in urban and suburban Rochester, New York, invites applications and nominations for the positions of Vice President of Student Services and Vice President of Administrative Services. These positions present an exceptional opportunity for an experienced administrator with vision to lead and manage a high profile institution in better meeting its student success goals.

MCC is an important educational institution in a city with an international reputation for excellence in products and services. Located in Rochester, New York, MCC serves a metropolitan area of over one million people and is the home of several institutions of higher education and Fortune 500 companies. Monroe Community College, a member of the League of Innovation in Community Colleges, has an enrollment of nearly 22,000 credit and non-credit students offering more than 70 degree and certificate programs. Fully focused on the success of its students, MCC ranked among the top ten community colleges in the number of degrees awarded. Graduates transfer successfully to dozens of excellent senior colleges including twenty with which we have developed dual admissions programs. Career program graduates readily find relevant jobs in the Rochester economy.

Vice President of Student Services

College Officer directly responsible to the President for the supervision of all Student Services functions which include: Athletics, Counseling and Testing, Educational Opportunity Program, Financial Aid, Graduation Certification, Health Services, Public Safety, Student Center, Transfer and Placement, Work and Learn Center and the Student Services Center of the Damon City Campus.

Minimum Qualifications:
- An earned Doctorate in Higher Education, Educational Administration, Student Personnel or another appropriate field preferred; Master’s degree required. A minimum of three years of senior level administrative experience in higher education (preferably in a community college setting). Individual should be skilled in student development/services administration; possess excellent organizational, communication and interpersonal skills; be adept in application of technology to student services functions.

Vice President of Administrative Services

College Officer reports to the President and serves as the Chief Financial Officer of the College. Responsible for managing the Administrative Services Division which includes the fiscal, facilities, and risk management operations of the College. The divisional departments include: Purchasing, Payroll, Building Services, Physical Plant, Accounting, Bursar, and Budget.

Minimum Qualifications:
- A Master’s degree in Business Administration or a related discipline is required. CPA is preferred. A minimum of three (3) years of senior level administrative experience in higher education (preferably in a community college); The individual should be knowledgeable about all aspects of administrative services; possess proven organizational, communication and interpersonal skills and be adept in applying technology to administrative services functions.

Application Process:
- Screening to commence on April 19, 2000. For full consideration, all materials must be postmarked by this date. Initial materials should be submitted to: resume, name, address and phone number of three references; letter of interest identifying proven achievements that address the challenges and preferred qualifications identified for this position (limit to 4 pages). Additional materials will be requested as needed. Send information to: Dr. Sherry D. Ralston, Director of Human Resources, Monroe Community College, 1000 E. Henrietta Rd., Rochester, NY 14623-3780.

Expected Date of Employment:
- September 1, 2000.

Compensation:
- Salary and benefits competitive and commensurate with experience and qualifications.

Confidentiality:
- The College will make every effort to maintain the confidentiality of the applicant pool until the finalists have been selected at which time the names and background materials will be public. Finalists will be notified in advance.

Website: http://www.monroecce.edu

Student Affairs: The University of Michigan, Office of Multi-Ethnic Student Affairs, is seeking a Progra Coordinator to advise Hispanic/Latino/a students. The Coordinator will provide leadership and guidance to students related to social adjustment and academic performance. To apply, please send letter of interest, resume, and three letters of recommendation to: Ms. Adina V. Zanotti, Office of Multi-Ethnic Student Affairs, The University of Michigan, 1246 Straus Hall, 304 E. Ann Street, Ann Arbor, MI 48109-3121. The University of Michigan is an equal opportunity employer.

Applications from women and minority candidates are strongly encouraged. Screening of applications will begin on March 13, 2000. No resumes will be considered after April 7, 2000. Send letter of interest and resume to:

E. Frederic Dennis
3200 Michigan Union
530 S. State Street
Ann Arbor, MI 48109-1347

The University of Michigan

TITLE V COORDINATOR
(12 MONTH POSITION)/ASSISTANT OR ASSOCIATE PROFESSOR

Commensurate with credentials (Asst. Professor $45,152-$46,776; Associate Professor $51,660-$56,000). REQUIRED: Terminal degree in a related area Doctorate in Education; eligibility appointment to rank as Assistant Professor or Associate Professor in Department of Education; at least 3 years experience in higher education; two or more years of experience in direct management of state and federal grant programs. PREFERRED: Specialization in Elementary Education or Reading, possessing a degree in Title I or Title II program management.

Submit the following to: Dr. Ann A. Sutton, Director of Business Operations, Title V Grant, 205 Wildcat Dr., Del Rio, TX 78840. Application form, resume, transcripts, and three letters of recommendation to be submitted. Review of applications will begin immediately and continue until the position is filled.

EEO/AAE
This University is an equal opportunity employer.

Monroe Community College is a unit of the State University of New York. It is the policy of the University and of this College not to discriminate on the basis of sex, race, color, religion, national origin, disability, age, or marital status in admissions, employment, and treatment of students and employees in any educational program or activity.
TEMPLE UNIVERSITY
SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT
Philadelphia, PA

Temple University is a large urban university located approximately 2 miles north of Center City Philadelphia, the heart of the local tourism industry. Philadelphia's extensive tourism, hospitality, sport, and recreation venues make the city ideal for teaching and learning experiences for Temple University faculty and students. The School of Tourism and Hospitality Management was established July 1, 1998. The School offers four degree programs, the existing bachelor's and master's degrees in Sport and Recreation Management, as well as the new bachelor's and master's degrees in Tourism and Hospitality Management. The School is a self-standing school, affiliated with Temple University's Fox School of Business and Management.

The appointments are tenure track positions beginning July 1, 2000.

THREE POSITIONS AVAILABLE:

- ONE ASSOCIATE/ FULL PROFESSOR OF TOURISM AND HOSPITALITY MANAGEMENT

- TWO ASSISTANT PROFESSORS OF TOURISM AND HOSPITALITY MANAGEMENT

The selected applicants will be responsible for teaching undergraduate and graduate courses in the tourism and hospitality management curriculum. Active participation in professional national and local associations, community and university service, and research will be expected. Developing and maintaining a productive line of research, along with external funding, is expected. The positions require the supervision and mentoring of undergraduate and graduate interns.

Applicants should have teaching and research experience in tourism or hospitality appropriate to the appointment level desired. A proven track record of publications, grants, and funding will be reviewed for appointment as an associate/full professor or as assistant professors. Industry experience is desirable. An earned doctorate is required.

Applicants for these positions should submit a letter of application, curriculum vitae, the names of three references, sample publications, and other supporting materials to:

Dr. Elizabeth H. Barber
Academic Director, School of Tourism and Hospitality Management
Temple University
103 Pearson Hall (048-00)
Philadelphia, PA 19122
215-204-6294
betsyb@astro.temple.edu

Application review will begin March 15, 2000, and continue until the positions are filled.

Capella University's School of Psychology is hiring adjunct faculty in the following areas of specialization: Addiction Psychology, Clinical Psychology, Educational Psychology, Family Psychology, Health Psychology, Organizational Psychology, and Sport Psychology.

Context: Capella University is a regionally accredited institution of higher education which offers undergraduate and graduate degree programs, certificates, and continuing education to adult learners who seek to integrate advanced study with their professional lives.

Responsibilities: Adjunct faculty are part-time faculty who serve as independent contractors. Adjunct faculty teach graduate courses in the core and specialty curriculum, mentor graduate students in their specialty area, and serve as residency faculty at academic sessions. They serve on School and program committees and share full voting privileges in academic matters. With members of the full-time core faculty, adjunct faculty are responsible for assuring the student's educational experiences are consistent with the prevailing national standards for the education of professional psychologists.

Qualifications: 1) Earned doctorate. 2) Interest in and commitment to teaching in an online environment. 3) Proficient in the use of Internet tools. 4) Have prior graduate teaching experience.

Salary: Commensurate with experience and qualifications.

Starting Date: April 1, 2000

Deadline: Review of applications will continue until positions are filled.

Application Procedures: Send letter of application, vita, three letters of recommendation and transcripts to:

Janet Korpi
Human Resources
Capella University
330 2nd Avenue South; Suite 550
Minneapolis, MN 55401
Phone: (612) 252-4290 Fax: (612) 337-5396
E-mail: jkorpi@capella.edu
http://www.capellauniversity.edu

LONG ISLAND UNIVERSITY
C.W. POST CAMPUS

Two Faculty Positions, Library & Information Science

The Long Island University Palmer School of Library and Information Science at the C.W. Post Campus is searching for two faculty members to join an exciting team. Both positions are tenure track. An earned doctorate (or near completion) is required. The first position requires a strong background in information technology, preferable scholars whose teaching and research interests address one or more of the following: digital libraries; information policy and social, political, cultural and economical aspects of information; information retrieval; knowledge management; electronic publishing and information industry; multi-cultural and global information services. The second position is for the School Library Media Program. Expertise in teaching and research in one or more of the following: school library media (certified); information literacy; curriculum integration; learning theory; instructional design; materials and resources for children and youth; knowledge and experience in the concepts and processes of teaching and learning, information access and delivery, and program administration; background in information technology. Send c.v. with cover letter, and names, addresses, telephone, and e-mail of 3 references to: Search Committee, Palmer School of Library and Information Science, Long Island University, C.W. Post Campus, 720 Northern Boulevard, Brookville, NY 11548-1300 or e-mail: palmer.openings@cwpost.liu.edu

COLUMBIA UNIVERSITY
MANAGER, FINANCIAL & INVESTMENTS ACCOUNTING

Incumbent manages investment accounting operations and performs diverse financial accounting and reporting functions. See www.columbia.edu for full description (job#200168). Bachelor's degree in accounting, CFA preferred. Five years' accounting experience, includes public and/or industry experience in higher education. Excellent oral and written communication skills, supervisory experience required. Salary: $60,000. Submit resume and cover letter to: Columbia University, Office of Human Resources, 540 SC 110, 116th St., New York, NY 10027.
ADVERTISING INDEX

POSITIONS

CALIFORNIA
California State Polytechnic University-Pomona 45, 55
California State University, Hayward 1
California State University, Sacramento 22
Los Angeles Community College District 60, 63
North Orange County Community College District 51
Peninsula Community College District 54
Rancho Santiago Community College District 64
San Diego State University 47

COLORADO
Red Rocks Community College 60

CONNECTICUT
Saint Joseph College 63
University of Connecticut 63
Western Connecticut State University 64

DC
Consortium for the Advancement of Private Higher Education (CAPHE) 59
The Union Institute 52

FLORIDA
Florida Gulf Coast University 52
Indian River Community College 45
Palm Community College 41
University of South Florida 50
University of West Florida 53

GEORGIA
Gainesville College 50, 58

ILLINOIS
College of DuPage 44
DePaul University 59
Illinois Institute of Technology 45
Triton College 46
Waubonsee Community College 48

INDIANA
Indiana University South Bend 46

MARYLAND
Harford Community College 53

MASSACHUSETTS
Amherst College 62
Boston College 58
Massachusetts Institute of Technology 57
Smith College 48
Tufts University 64

MAINE
Colby College 58, 60

MICHIGAN
Aquinas College 59
Oakland Community College 54
University of Michigan 65

MINNESOTA
Capella University 65
Carleton College 41

NEW JERSEY
Brookdale Community College 50
Kean University 57
New Jersey City University 51
Princeton University 64
Rowan University 49
Rutgers, The State University of New Jersey 47, 54
UMD of New Jersey 62

NEVADA
University of Nevada 58

NEW YORK
Barnard College 48
Columbia University 65
Cornell University 54
Long Island University 54, 56, 65
Manhattanville College 48, 55
Monroe Community College 65
New York University 56
SUNY, Buffalo State College 51
SUNY Health Science Center at Syracuse 46
SUNY, Plattsburgh 47, 49, 52
SUNY, University at Albany 36
Syracuse University 48

OHIO
Kent State University 44
The College of Wooster 63
The Ohio State University 22, 58

PENNSYLVANIA
Community College of Philadelphia 48
Eastern Baptist Theological Seminary 55
Northampton Community College 56
Swarthmore College 61
Temple University 66
West Chester University of Pennsylvania 52

TEXAS
College of the Mainland 50, 51
Sul Ross State University 65, 66
Texas A&M University-Corpus Christi 49
The University of Texas at Brownsville and Texas Southmost College 53
University of Houston-Clear Lake 61

WASHINGTON
Community Colleges of Spokane 62
Green River Community College 58

WISCONSIN
University of Wisconsin-La Crosse 55
University of Wisconsin-Madison 67

FELLOWSHIPS/SCHOLARSHIPS/AWARDS
National Institutes of Health MD 44

CONFERENCES
American Association for Affirmative Action DC 43
Over the past two years, I have been involved in an effort to revive the Cuban Club of Tampa. This mutual aid society has served the Cuban and Cuban American communities for 100 years, providing medical service, education, entertainment and recreation at its neoclassical clubhouse in Ybor City. When I joined the board of directors in September 1997, there were only 25 members left. Most of them were over 70 years old. When I became president in May 1998, the club was on the verge of extinction.

To attract new members, the club revived some of its traditional activities, like the annual Mother’s Day Picnic, and created new ones, like the Mambo Walking Tour and a tour of the Ybor City Museum. The club also invited Cuban and non-Cuban members, recognizing that the revival of the club could not depend exclusively on the goodwill and generosity of Cuban Americans.

Third- and fourth-generation descendants of Cuban immigrants, myself included, have only the vaguest notion of what it means to be Cuban. When I joined the Cuban Club, I knew only that I was proud to be a fourth-generation descendent of a Cuban cigar worker who settled in Ybor City in 1889, but I had done little to preserve my cultural heritage other than learn Spanish in school. Nonetheless, I accepted the presidency of the Cuban Club out of a sense of duty, unaware of the cultural ambiguity that I would experience as the representative of a Cuban institution. In the process, I also discovered some things about the meaning and relevance of cultural and ethnic identity in our “post-modern” lives.

Those who already cherish their cultural background and explore their ethnicity immediately recognize the value of the Cuban Club as the guardian of what is left of Cubanidad in this community. Those who had already rejected their Cuban identity also rejected the Club out of hand. One of my cousins explicitly rejected any notion that he is Cuban. “I am not a Cuban. I am American,” he says. The rejection of the former validated the latter. Other people might not explicitly reject their cultural heritage, but they certainly do not embrace it either. Being Cuban or Cuban American is no longer important or valuable to many third- and fourth-generation Hispanics.

The members of the famous “Generation N” are more likely, in fact, to embrace the Cuban and American halves of their cultural heritage. As second-generation Cuban Americans, they don’t face the same forces of assimilation that have led older generations to deny the facts of their ethnic composition. In these younger, more culturally assertive and aggressive people, I see hope for the survival and redefinition of our ethnic identity. In time, they might even reverse the debilitating trends produced by the negative stereotypes associated with the Cuban and Cuban American communities. Children and grandchildren of Cuban immigrants choose not to define themselves as Cubans because of some allegedly negative characteristics of that ethnic identity. I know of one second-generation Cuban American, for example, who rejected membership in the Cuban Club but joined his Italian-American club in the Italian Club—a symbolic rejection of his cultural background and a deliberate attempt to assume another “Latin” identity that is less “Cuban.”

Many third- and fourth-generation descendants of Cuban immigrants not want to admit to being Cuban. To define oneself as Cuban is to define oneself by the negative characteristics of that ethnic group. The Cuban Club and the Cuban Cuban-American community of which it is the most visible part, can be associated with unthinking, violent, or even criminal behavior. In 1991, one general assembly meeting ended in a full-scale brawl that only ended with the fatal shooting of one member. This kind of behavior, reinforced and over again by images of even more intense and passionate behavior at political protests, has generated negative stereotypes and diminished pride that might otherwise come with embracing our Cuban heritage.

Cuban immigrants and their families and their descendants need to be proud of their heritage. American cultural and educational institutions will not create positive images for Cubans, Mexicans, Puerto Ricans, Haitians, Nicaraguans, or Brazilians. Cubans, like Hispanics in general, need to assert their Cubanidad with pride, resisting the forces of assimilation by defining and promoting their ethnic identity in their terms. Social organizations like the Cuban Club, by focusing on the positive aspects of Cuban culture and history—like the courage of mambises—can make people proud of their heritage. Our efforts have produced results at the Cuban Club, which now serves more than 100 members. Ironically, Cuban cigars, rum, music, and culture seem to be more popular among non-Cubans than Cubans today. The descendants of Cuban immigrants simply need to embrace what they already possess and which so many others seem to crave.

If interested in submitting a ¡Punto Final! “think piece,” please e-mail us at sloutlook@ol.com for guidelines.
"None of us is as smart as all of us"
American Association of Community Colleges

The Board of Directors of the American Association of Community Colleges (AACC) invites applications and nominations for the position of President/CEO. After nine distinguished and productive years as President and CEO of AACC, Dr. David Pierce has indicated his desire to retire.

The Association provides information and leadership to 1,200 community colleges in the United States and abroad, serves as an advocate for over 14 million credit and non-credit students, and is a major voice with Congress, the Department of Education, and other decision-making bodies. As a result of these efforts, community colleges have never been stronger.

It is the intention of the 32-member Board of Directors to continue and expand AACC leadership at the local, state, national, and international levels.

Selected Qualifications

Education Scope

- Earned doctorate preferred
- Demonstrated understanding, commitment, vision, and enthusiasm for the community college movement, and the ability to foster progress for its members.

Candidate Profile

The President/CEO of the American Association of Community Colleges will possess these demonstrated skills:

- Understand and be committed to the philosophy and values of the community, technical, and junior college movement.
- Comprehend and have direct experiences with local, state, national, and international community college issues.
- Exhibit strong networking and advocacy skills with organizations involved with community college actions, including Congress, the Federal executive branch, and other decision-making bodies.
- In connection with other national higher education organizations, develop collaborative positions on issues of mutual benefit.
- Provide assistance to member colleges related to emerging technologies in the teaching/learning process.
- Strong, managerial skills with a commitment to professional development of AACC headquarters staff.
- Acknowledged ability to raise funds and lead entrepreneurial efforts which support the mission of the association.
- Work successfully with a high profile board and affiliate organizations representing colleges with diverse demographics, geography, and programs.
- Implement support mechanisms for the diverse students that attend community colleges, including the under-served and the under-served.
- Strong leadership skills which result in a well-defined vision of the future of community colleges, and the verbal and written skills to articulate the message to a wide range of internal/external constituencies.
- Continue joint AACC/ACCT efforts.
- Participate in AACC related state, regional, and local activities.

Application Process

The successful candidate will describe in writing how he or she meets each of the above profile items include specific examples.

In addition, each applicant should submit a current resume, and the name, business, and home telephone numbers of six references.

Dr. David H. Poniat, President Emeritus, Sinclair Community College, serves as search consultant to the AACC Board. He may be contacted at:

Sinclair Community College
444 West Third Street
Dayton, Ohio 45402-1460
PHE: (937)512-2865
FX: (937)512-5130
dponiat@sinclair.edu

Address nominations and completed application to:
Ms. Earlene Daff, CPS
Suite 12380
Sinclair Community College
444 West Third Street
Dayton, Ohio 45402-1460

Compensation

Application commences on March 15 and continues through April 30, 2000.

Salary, benefits, length of contract, and other terms and conditions of employment are negotiable and will be competitive.

The reporting date for the President/CEO is subject to agreement between the Board of Directors and the successful candidate.

American Association of Community Colleges

Headquarters for the American Association of Community Colleges is

One Dupont Circle, NW
Suite 410
Washington, DC 20036-1176
PHE: (202)385-2070

The association is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, gender, sexual orientation, disability, or age. For more information, visit the AACC website at www.aacc.nche.edu

Hallmarks of the successful candidate will be enthusiasm for the community college movement, positive collaboration with multiple constituencies related to community college advancement, and high level operational skills.

The candidate will be a person who demonstrates the relationships are a primary organizing principle and will be a person whose authenticity attracts commitment to a future for a higher education that fulfills the possibility.
CONTENTS

FEATURES

Raúl Cárdenas: Hands On Visionary
Trail-blazing educator now chancellor of Maricopa Community College District. 6

Letter from the Publisher and Stats on Community Colleges
H0 presents the latest statistics from the U.S. Department of Education on the TOP 50 Community Colleges for Hispanics. 9

Reaching Out and Reaching Up
From local child care to global economics, Austin Community College is on the job and on the go. 14

Classroom Dynamics and Retention
What do students want most in a teacher? Enthusiasm for the field and for teaching. 20

Four-Year Degrees at Community Colleges?
President of Edison Community College calls it a response to rising demand, limited access, and high costs. 22

Championship Season for Coach Medero’s Lady Sharks
Miami-Dade women’s volleyball team closes the year with 33 wins, no losses. 25

Universities Expand Collaborations with Cuba
Librarians and researchers in Cuba and stateside are opening doors for exchanges. 28

Almost Everyone Calls Him Manny
Northampton CC took in nearly $3 million in support for a literacy program directed by Dr. Manuel Gonzalez. 31

DEPARTMENTS

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW
A Doctoral Program for All Community College Disciplines 5

Honor Roll: El Paso Community College
130 occupational training programs, hands on Border research, and a first-rate debate team are just part of the picture. 17

People, Places, Publications, Conferences

Book Review: Batos, Bolillos, Pochos, and Pelados: Class and Culture on the South Texas Border 42

I PUNTO FINAL I
The Big Race 2 back cove
A Doctoral Program for All Community College Disciplines

By Gustavo A. Mellander

Scholars have identified America's 20th-century invention of the community college as one of the nation's most important educational achievements. It revolutionized postsecondary education by opening it up to millions not previously served.

Community colleges are the embodiment of America's ideals and their lofty goal of opportunity for all. They personify America's belief in social equality, individual accomplishment, and the nation's "can do" optimism.

It has been the Open Sesame for hundreds of thousands of Hispanics. More than 60 percent of all Hispanics who have attended college began their careers at a community college.

History

The concept of the first two years of university as a specialized institution that could also offer vocational education was a long time in coming. Harvard was established in 1636. The first public two-year college took another 265 years. Joliet Junior College was founded in 1901. By 1990, there were 20 community/junior colleges, 490 in 1930, just fewer than 500 in 1945, and by 1970, more than 1,000.

Today they number about 1,200. They enroll more than five million academic-credit students--and about as many non-credit students. A success story if there ever was one.

Similar to four-year institutions, they are also an amalgam of the nation's high schools from which so many sprouted. Their success is widely accepted and acknowledged throughout the world. Many attempts have been made to transplant the concept overseas, but the efforts have failed to blossom as fully as many have hoped. They are truly an American invention and perhaps suited to flourish only here.

Although begun 100 years ago, the movement received its biggest impetus from a man who never went to college and barely got through high school--Harry S Truman. In 1947, President Truman appointed a national commission to democratize higher education by opening its doors to millions of returning GIs.

Many attended community colleges. And many were the first in their family to go to college. Within a decade, the "boom years" of community colleges were clearly under way, with a new school being launched every week somewhere in the nation.

During those years of enormous expansion, many of the colleges' instructors were experienced high school teachers, whisked away with an abandon that is still resented by some school districts. Those teachers are now retiring as quickly as they appeared. The exodus will be monumental and will continue for the next ten years.

NCCCE

The National Center for Community College Education (NCCCE) at George Mason University in Fairfax, Virginia, was created in large part to address that need. It is celebrating its 11th year of offering a doctor of arts degree specifically designed for community college teachers. It is the only program in the nation dedicated to community college teaching.

The center was launched in 1988, when it was clear that Virginia and the nation would be facing a massive community college faculty retirement problem. Some estimates indicated that a full 50 percent of the teachers would retire by the year 2008.

It was also clear that many of Virginia's and Maryland's community college teachers were tired and disillusioned--burned out, if you will. After teaching elementary-level courses for over twenty years, many were exhausted. They needed a rejuvenating academic experience.

The Doctor of Arts

It was decided to create a program that could re-introduce those teachers to the academic love of their youth. So a very unique doctoral program was designed with an emphasis on teaching rather than the research emphasis that is the focus of traditional Ph.D. programs. The D.A. in community college education is designed to increase the knowledge and skills of current faculty and to train the next generation interested in teaching at the community college level.

Only 15 of the 55 doctoral credits are in community college history, practices, or education. The bulk of the program is pursued in the student's teaching area, i.e., biology, chemistry, communications, English, geography, history, mathematics, music, physics, public administration, etc. So instead of establishing a single doctoral program, more than twenty-five were established--all discipline-based.

The National Center has purposely hired adjunct faculty who are practicing community college professionals, either teachers or administrators. The state chancellor or the president of AACC are frequent lecturers in the program as well.

In many ways, the program reflects the community colleges strive to serve. Many of its students are in their mid-40s, with families at full-time careers. Most are current community college faculty, others are government or military personnel who plan to retire soon or other professionals seeking a second career. The program has grown to more than 200 students. To meet their needs, classes are offered on weekdays, some distance-learned classes are also available.

Since Mason is a member of the Consortium of Universities of the Washington Metropolitan Area, students can also take doctoral classes at any of the 13 member universities and pay George Mason's low tuition rates. Students therefore have a unique opportunity to pursue pertinent doctoral-level courses at universities within driving distance.

For more information, see http://gse.gmu.edu/department/nccce/handbook.htm or e-mail nccce@gmu.edu.

Dr. Mellander is a professor at George Mason University.
Raúl Cárdenas: Hands-on Visionary

Now Leading Maricopa Community Colleges

BY LOUISE GACIOCH

"None of us is as smart as all of us," Raúl Cárdenas, the 1999-2000 chancellor of the Maricopa Community College District, frequently comments. Indeed, "collaboration" and "communication" are the watchwords of this lifelong educator.

Dr. Cárdenas' chief reason for stressing cooperation? Students. "Whatever helps the students is what we must do. We are here for them," he says.

"All times, his focus is 'How can we help the students?' There is no personal ego involved. He wants to ensure the best education and opportunities for those we serve and, for that reason, teaches everyone to work together," says Stella Torres, who began the successful high school/community college liaison program, Achieving a College Education, at South Mountain Community College.

Dr. Cárdenas became founding president of South Mountain in 1978. In 1992, he was named president of Paradise Valley Community College. Last July, the Governing Board of the 10-college district selected this experienced and highly regarded leader to serve as chancellor for the 1999-2000 academic year.

"He is an excellent, steady leader with a great deal of integrity," says Linda B. Rosenthal, president of the five-person governing board. "He knows the issues of the community colleges, cares about students, employees, and the community; and has a special ability to bring together individuals of diverse backgrounds, opinions, and ideas."

"I believe the number of students dropping out of high school is much higher than many data show."

Dr. Raúl Cárdenas

Paul A. Elsner retired last June following 22 years as chancellor. Governing Board members asked Dr. Cárdenas to take over for one year while they conducted a national search for a long-term leader.

This interim chancellor believes that Hispanic students will have increased success in school and in life when all segments of education work together to meet their diverse needs.

During the four decades that he has worked in education—including 30 years in higher education—Raúl Cárdenas has had a deep concern for the future of Hispanic students of all ages. He pays particular attention to the large dropout rate among Hispanic high school students, which he terms "very distressing." He strongly advocates for college programs that help them successfully return to education.

"It's time for all segments of education to work cooperatively. When educational units work separately, there is the potential for a fallout of some kind. There is so much to gain by collaborating and always keeping in mind the best interests of students as they move from kindergarten through university," says Cárdenas, who believes that educators at all levels need to become aware of overall demographics and to develop plans that address the needs of the growing Hispanic population.

Among his recommendations:

• High schools must work closely with business and industry to si
abreast of current needs in the workforce—and then offer appropriate education, training, internships, and the like for youth. Career educational opportunities and business partnerships in colleges and universities must be a priority.

- Language training should be incorporated at all levels— including English as a Second Language and as much emphasis on reading and writing as there is on speaking a first or second language.
- High-quality mentoring, tutoring, language classes, and remediation programs are vital.
- Increased work opportunities on campuses or jobs associated with students’ areas of study, as well as grants and scholarships, must become available for Hispanic college students.
- International and intercultural opportunities for secondary and college Hispanic students allow them to see the world in a large framework and prepare them for a global economy. Students in all classes learn from international experiences of classmates and teachers.

Hispanic Role Models Paramount

Hispanic role models among teachers and administrators are paramount. “When you consider the large number of colleges and universities in this country, then look at the number of Hispanic presidents, it gives you a feeling that our community is not well represented,” says Cárdenas. “The same can be said of other administrative positions, and certainly of faculty.”

To gain confidence, all students need to see positive and successful reflections of themselves among individuals who appreciate the background and history of their own culture. “This also shows sensitivity and communicates that the role models and their institutions care and are willing to help.”

Sensitivity is important in other arenas and is often subtle but profound. When he became president of South Mountain Community College, opening the doors 14 years ago, Dr. Cárdenas helped employees to identify the needs and interests of various populations in the highly diverse community college—which is strongly populated with Hispanic students. In Phoenix in 1978, there was little or no billboard advertising in Spanish, Spanish-language television was in its infancy; and there were no Spanish-language TV stations. “We knew there was a need to reach Spanish speakers on a personal level, to let them know we care, that we understand, and that we welcome them to our college.” So, the college posted billboards written completely in Spanish. “It was symbolic, inviting—even for Hispanic persons who didn’t speak Spanish.”

This leader sees clearly what works well for Hispanic students. He is particularly proud of Maricopa programs such as Achieving a College Education (ACE), through which at-risk high school students take college courses, receive mentoring, and spend some time on a college campus. ACE Entrepreneurs works with at-risk secondary students interested in one day becoming business owners. Community business leaders mentor the budding entrepreneurs and offer internships.

Dr. Cárdenas helped start the Paradise Valley Learning Connection partnership of PVCC, Paradise Valley High School District, and Arizona State University-West. For starters, this “cooperative” works to streamline the educational system, to share resources, to keep students in school. “These kinds of partnerships bring together high schools, community colleges, universities, business, and government—the whole community—to figure out what works best for students at all levels. There’s a better feel for the needs of students when you look at education as a whole,” he says.

The Dropout Disparity

“The numbers of students who start school compared with the numbers who finish school are very disappointing. From year to year, the completion rate may increase by a percent or two, but the numbers do not show significant growth. Statistics compiled in different ways—and I believe the number of students dropping out of high school is much higher than many data show. Dr. Cárdenas says. Despite varied compilation methods, statistics show that Hispanics are less likely than other minority groups to finish high school.

Countrywide statistics from the Census Bureau, reported by the National Center for Education Statistics, show completion rates for Hispanic high school students held at about 60 percent from 1972. During the same period, completion rates for Anglo students slowly increased to about 90 percent, and African American students showed a steady climbing rate of about 80 percent.

It is a continuing challenge to help these students stay in school, earn their GEDs, and begin college. Why Latino students drop out is as complex as it is puzzling. “If there was a clear answer I that, we could resolve the problem,” notes Cárdenas, recalling that he had made related presentations since as far back as 20 years ago. “Here it’s 1999, and we’re still talking about this.”

A Census Bureau report for 1993-94 (most recent statistics) for all Arizona shows that 17.2 percent of Hispanic tenth grade students drop out, compared with 13.8 percent of African Americans and 95 percent of Anglos (all reflecting only one year).

Responding to this news, the Phoenix-based Children’s Action Alliance wrote in a January 1999 publication, One in Three: Trends, Challenges
and Opportunities Facing Hispanic Families in Arizona, "There is substantial evidence that the traditional education systems for Hispanics do not serve them well."

"In 1990," wrote the Alliance, "only 32 percent of Hispanics in Arizona had attained at least a high school education compared with 85 percent of Whites and 79 percent of the total state population. The disparity is even more dramatic in higher education, where only seven percent of Hispanics had attained a four-year college degree or higher, compared with 23 percent of Whites and 20 percent of the total population."

"Everyone must put their heads together to work on this issue. It can be done. We have to do what it takes to ensure that Hispanic students stay in school—and have futures," Dr. Cárdenas concludes.

The Maricopa Challenge

About 240,000 students in both credit and special interest (non-credit) classes attend the colleges, two skills centers, and numerous smaller sites spread throughout the metropolitan Phoenix area. Maricopa ranks among the largest and most comprehensive community college systems in the nation.

Students are taught by more than 1,100 full-time faculty and numerous adjuncts. Business, education, and government partnerships abound in this institution, known for large and diverse occupational programs as well as for general education classes that readily transfer to universities. (Sixty-two percent of juniors and seniors at nearby Arizona State University have attended a Maricopa Community College.)

Clearly, leading the district is a large challenge—one that the chancellor meets well.

"Dr. Cárdenas was a visionary at Paradise Valley Community College and, today, as chancellor," notes Jim Rassi, director of the PVCC Center for International Studies. The chancellor is envisioning possibilities but is also tuned in to the many current issues that affect students and the colleges. "He has a great sense for what is needed and what can be improved in the classroom, on campus, and in the community."

Going Global

Among his strong suits is international education, says Rassi. In 1994, Cárdenas guided the opening of the PVCC Center for International Studies, which focuses on the Pacific Rim, Mexico, Central America, and South America. "Without his expertise and leadership in international programs, we could not be where we are today in embracing globalization." PVCC has become a regional locale for the East-West Regional Studies Center in Hawaii, allowing faculty to train at the center. The chancellor continues to emphasize international study opportunities throughout the district.

Also, the chancellor was a charter member of the International Consortium for Economic and International Development and remains very active. About 40 institutions along the U.S. borders of Mexico and Canada are members of the Consortium, which was formed to build ties and to assist in trade efforts among the three countries following NAFTA in 1992.

In a separate endeavor that same year, Raúl Cárdenas in 1992 consulted with educators in Argentina to help develop a plan for a new level of higher education, similar to the community college.

Pressing for Representation

While serving on many boards over the years, Cárdenas noticed a striking lack of Hispanic representation and set out to change that. When he was a board member of American Association of Community Colleges, for example, he noticed that several groups had their own councils in order to bring perspective to pertinent topics. In 1985, he and a few others formed the National Hispanic Community College Council, and he was the founding president. The council "became very helpful... At the time, there were only about fifteen Hispanic community college presidents, and now there are approximately sixty," he says.

"To many of us, Railú is the pioneer who opened the doors for us to be considered for community college presidencies," according to Bill Vega, who became chancellor of Coast Community College, in California, in 1985. "He always seemed to have time to assist us new presidents when we called for advice and counsel. We owe him so much." Little wonder that so many have turned to this veteran educator and administrator: "Railú has established a national reputation for honesty, integrity, competence, and effective leadership."

The Hispanic Association of Colleges and Universities (HACU), an independent group, began soon after, and Cárdenas was invited to become a charter member. He became HACU's second board chair. "The intent was to truly serve as advocates for Hispanic educational interests, to provide body that would enable all institutions that serve large Hispanic populations to have a group at a national level with whom they could share need and concerns," says the chancellor.

Among many endeavors, HACU impacts public policy, ensures the Hispanic programs receive their fair share of federal funding, and make foundations aware that Hispanic students and programs "do have needs and do need assistance."

"Things have improved.

Early Emphasis on Education

Born in the border town of Del Rio, Texas, Railú's first language was Spanish. His mother and father moved to the U.S. from Mexico when the young and raised seven children.

"Mom always supported the need for education. I give her a lot of credit."

"I remember, even before we could speak much English, she wanted me to know Spanish very well. In the summers, she sent us to a lady from Mexico who had a little school in the neighborhood. This lady taught us nothing but Spanish. I remember hating the summers because all of it was grammar. We learned to write and read it well for our ages, too."

As a result, young Railú's first grade teacher promoted him to this grade. "You see, once you have a basic language, it's easy to transfer that to English. The structure is there, and it's easy to translate that."

Furthermore, Dr. Cárdenas believes that the more languages one knows, the better. "I find it very narrow-minded that some groups believe that all persons should know or use just one language. It's certainly not based on any educational philosophy."

Activities and Organizations

In 1960, he began his teaching in his native Del Rio, Texas, as a junior high mathematics instructor. He also taught junior high and high school social studies in El Paso and soon moved up to assistant principal. In 1971, he became assistant vice chancellor for student affairs at the University of California at Berkeley.

Dr. Cárdenas serves on the Commission on International Education the American Council on Education and is a member of the North Cent Accreditation-Institutions Action Council. A member, too, of The Colle Board, he received the Western Regional College Board's Exemplar Award. He is past president of the International Consortium of Education Economic Development, and a member of the coordinating council for W.K. Kellogg Foundation's Hispanic Border Leadership Institute in Arizona.

The chancellor earned a bachelor's degree in political science and history from St. Mary's University, San Antonio, a master's in educational administration from the University of Texas at El Paso, and a doctorate in education administration and student personnel from the University of Arizona.

He and his wife, Alicia, have four adult children and three grandchildren.
Dear Colleagues:

Minority access to higher education in this country can be summed up rather easily: minorities were first forbidden, then discouraged, then allowed, then encouraged, and then actively recruited. That's been its history.

Community colleges were created to democratize higher education. Their track record is phenomenal. But there are always new developments and new rallying points. One new development, well demonstrated by this issue's "Top 50" lists, is that Hispanic women have heeded the call. They are enrolling and graduating in far greater numbers than are male Hispanics.

A new rallying point is equal preparation for college—especially in math and science. A corollary is equal awareness of college as an imperative, not a remote option. And so is awareness of the scholarships, low-interest loans, and other supports that make college possible.

Community colleges were catalytic change agents from the start. We continue to look to them to quickly and creatively address the needs of our growing Hispanic population, and to help put our young people—and their parents, aunts, and uncles—on a positive path.

Community colleges, as the chief educators of the have-nots, including Hispanics, are ideally poised to help make the American dream attainable. Those in the vanguard are already hard at work on partnerships, agreements, and training that seal some of the cracks that our youth have slipped or been shoved through.

We salute the community colleges and those who strive within them, for all that they have done, are doing, and will do to make a solid education not the impossible dream but the here-and-now reality.

Adelante!

José López-Isa
<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>State</th>
<th>Degrees Awarded Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MIAMI-DADE COMMUNITY COLLEGE</td>
<td>Florida</td>
<td>2,967</td>
<td>1,194</td>
</tr>
<tr>
<td>2</td>
<td>EL PASO COMMUNITY COLLEGE</td>
<td>Texas</td>
<td>532</td>
<td>192</td>
</tr>
<tr>
<td>3</td>
<td>CUNYLA GUARDIA COMMUNITY COLLEGE</td>
<td>New York</td>
<td>519</td>
<td>123</td>
</tr>
<tr>
<td>4</td>
<td>CUNYBOROUGH OF MANHATTAN COMMUNITY COLLEGE</td>
<td>New York</td>
<td>504</td>
<td>141</td>
</tr>
<tr>
<td>5</td>
<td>EAST LOS ANGELES COLLEGE</td>
<td>California</td>
<td>503</td>
<td>179</td>
</tr>
<tr>
<td>6</td>
<td>CUNYBRONX COMMUNITY COLLEGE</td>
<td>New York</td>
<td>407</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>RANCHO SANTIAGO COMM. COLL. DISTRICT</td>
<td>California</td>
<td>403</td>
<td>185</td>
</tr>
<tr>
<td>8</td>
<td>LAREDO COMMUNITY COLLEGE</td>
<td>Texas</td>
<td>397</td>
<td>182</td>
</tr>
<tr>
<td>9</td>
<td>CERRITOS COLLEGE</td>
<td>California</td>
<td>380</td>
<td>147</td>
</tr>
<tr>
<td>10</td>
<td>VALENCIA COMMUNITY COLLEGE</td>
<td>California</td>
<td>364</td>
<td>143</td>
</tr>
<tr>
<td>11</td>
<td>SOUTHWESTERN COLLEGE</td>
<td>Florida</td>
<td>346</td>
<td>118</td>
</tr>
<tr>
<td>12</td>
<td>BROWARD COMMUNITY COLLEGE</td>
<td>Florida</td>
<td>336</td>
<td>118</td>
</tr>
<tr>
<td>13</td>
<td>MT. SAN ANTONIO COLLEGE</td>
<td>California</td>
<td>331</td>
<td>146</td>
</tr>
<tr>
<td>14</td>
<td>TEXAS SOUTHWEST COLLEGE</td>
<td>Texas</td>
<td>312</td>
<td>88</td>
</tr>
<tr>
<td>15</td>
<td>HILLSBOROUGH COMMUNITY COLLEGE</td>
<td>Florida</td>
<td>309</td>
<td>140</td>
</tr>
<tr>
<td>16</td>
<td>DEL MAR COLLEGE</td>
<td>Texas</td>
<td>289</td>
<td>98</td>
</tr>
<tr>
<td>17</td>
<td>SAN ANTONIO COLLEGE</td>
<td>Texas</td>
<td>284</td>
<td>123</td>
</tr>
<tr>
<td>18</td>
<td>RIO HONDO COLLEGE</td>
<td>California</td>
<td>276</td>
<td>124</td>
</tr>
<tr>
<td>19</td>
<td>IMPERIAL VALLEY COLLEGE</td>
<td>California</td>
<td>269</td>
<td>89</td>
</tr>
<tr>
<td>20</td>
<td>TECHNICAL CAREER INSTITUTES</td>
<td>New York</td>
<td>267</td>
<td>188</td>
</tr>
<tr>
<td>21</td>
<td>PASADENA CITY COLLEGE</td>
<td>California</td>
<td>266</td>
<td>96</td>
</tr>
<tr>
<td>22</td>
<td>CHAFFEY COMMUNITY COLLEGE</td>
<td>California</td>
<td>265</td>
<td>97</td>
</tr>
<tr>
<td>23</td>
<td>FRESNO CITY COLLEGE</td>
<td>California</td>
<td>261</td>
<td>112</td>
</tr>
<tr>
<td>24</td>
<td>LOS ANGELESTRADETECHNICAL COLLEGE</td>
<td>California</td>
<td>248</td>
<td>119</td>
</tr>
<tr>
<td>25</td>
<td>PIIMA COMMUNITY COLLEGE</td>
<td>Arizona</td>
<td>240</td>
<td>73</td>
</tr>
<tr>
<td>26</td>
<td>VENTURA COLLEGE</td>
<td>California</td>
<td>236</td>
<td>84</td>
</tr>
<tr>
<td>27</td>
<td>ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE</td>
<td>New Mexico</td>
<td>234</td>
<td>77</td>
</tr>
<tr>
<td>28</td>
<td>LOS ANGELES CITY COLLEGE</td>
<td>California</td>
<td>231</td>
<td>108</td>
</tr>
<tr>
<td>29</td>
<td>LOS ANGELES VALLEY COLLEGE</td>
<td>California</td>
<td>230</td>
<td>90</td>
</tr>
<tr>
<td>30</td>
<td>RIVERSIDE COMMUNITY COLLEGE</td>
<td>California</td>
<td>229</td>
<td>69</td>
</tr>
<tr>
<td>31</td>
<td>CUNYHOSTOS COMMUNITY COLLEGE</td>
<td>New York</td>
<td>225</td>
<td>47</td>
</tr>
<tr>
<td>32</td>
<td>NASSAU COMMUNITY COLLEGE</td>
<td>New York</td>
<td>223</td>
<td>96</td>
</tr>
<tr>
<td>33</td>
<td>COLLEGE OF THE SEQUIAS</td>
<td>California</td>
<td>208</td>
<td>59</td>
</tr>
<tr>
<td>34</td>
<td>EL CAMINO COLLEGE</td>
<td>California</td>
<td>205</td>
<td>68</td>
</tr>
<tr>
<td>35</td>
<td>CUNYKINGSBOROUGH COMM. COLLEGE</td>
<td>New York</td>
<td>203</td>
<td>62</td>
</tr>
<tr>
<td>36</td>
<td>CENTRAL TEXAS COLLEGE</td>
<td>Texas</td>
<td>195</td>
<td>128</td>
</tr>
<tr>
<td>37</td>
<td>PALM BEACH COMMUNITY COLLEGE</td>
<td>Florida</td>
<td>194</td>
<td>72</td>
</tr>
<tr>
<td>38</td>
<td>SAN BERNARDINO VALLEY COLLEGE</td>
<td>California</td>
<td>193</td>
<td>55</td>
</tr>
<tr>
<td>39</td>
<td>FULLERTON COLLEGE</td>
<td>California</td>
<td>192</td>
<td>56</td>
</tr>
<tr>
<td>40</td>
<td>HARTNELL COLLEGE</td>
<td>California</td>
<td>191</td>
<td>82</td>
</tr>
<tr>
<td>41</td>
<td>HOUSTON COMMUNITY COLLEGE SYSTEM</td>
<td>Texas</td>
<td>189</td>
<td>60</td>
</tr>
<tr>
<td>42</td>
<td>SOUTHWEST TEXAS JUNIOR COLLEGE</td>
<td>Texas</td>
<td>182</td>
<td>63</td>
</tr>
<tr>
<td>43</td>
<td>OXNARD COLLEGE</td>
<td>California</td>
<td>180</td>
<td>56</td>
</tr>
<tr>
<td>44</td>
<td>CITY COLLEGES OF CHICAGO-WILBUR WRIGHT COLLEGE</td>
<td>Illinois</td>
<td>178</td>
<td>76</td>
</tr>
<tr>
<td>45</td>
<td>TEXAS STATE TECH. COLL.-HARLINGEN</td>
<td>Texas</td>
<td>178</td>
<td>114</td>
</tr>
<tr>
<td>46</td>
<td>SAN JOAQUIN DELTA COLLEGE</td>
<td>California</td>
<td>175</td>
<td>61</td>
</tr>
<tr>
<td>47</td>
<td>CUNYQUEENSBOROUGH COMM. COLLEGE</td>
<td>New York</td>
<td>174</td>
<td>71</td>
</tr>
<tr>
<td>48</td>
<td>SAINT AUGUSTINE COLLEGE</td>
<td>Illinois</td>
<td>173</td>
<td>47</td>
</tr>
<tr>
<td>49</td>
<td>KING'S RIVER COMMUNITY COLLEGE</td>
<td>California</td>
<td>169</td>
<td>62</td>
</tr>
<tr>
<td>50</td>
<td>BAKERSFIELD COLLEGE</td>
<td>California</td>
<td>167</td>
<td>51</td>
</tr>
<tr>
<td>RANK</td>
<td>INSTITUTION</td>
<td>TOTAL HISPANIC</td>
<td>HISPANIC M</td>
<td>HISPANIC F</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------</td>
<td>----------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>1</td>
<td>MIAMI-DADE COMMUNITY COLLEGE</td>
<td>30,577</td>
<td>12,565</td>
<td>18,012</td>
</tr>
<tr>
<td>2</td>
<td>EL PASO COMMUNITY COLLEGE</td>
<td>16,065</td>
<td>5,982</td>
<td>10,083</td>
</tr>
<tr>
<td>3</td>
<td>EAST LOS ANGELES COLLEGE</td>
<td>12,724</td>
<td>4,862</td>
<td>7,862</td>
</tr>
<tr>
<td>4</td>
<td>CERRITOS COLLEGE</td>
<td>10,311</td>
<td>4,911</td>
<td>5,400</td>
</tr>
<tr>
<td>5</td>
<td>SAN ANTONIO COLLEGE</td>
<td>9,633</td>
<td>4,027</td>
<td>5,606</td>
</tr>
<tr>
<td>6</td>
<td>MT. SAN ANTONIO COLLEGE</td>
<td>9,185</td>
<td>3,928</td>
<td>5,257</td>
</tr>
<tr>
<td>7</td>
<td>HOUSTON COMMUNITY COLLEGE SYSTEM</td>
<td>8,915</td>
<td>4,024</td>
<td>4,891</td>
</tr>
<tr>
<td>8</td>
<td>SOUTHWESTERN COLLEGE</td>
<td>8,453</td>
<td>3,512</td>
<td>4,941</td>
</tr>
<tr>
<td>9</td>
<td>RIO HONDO COLLEGE</td>
<td>8,135</td>
<td>3,487</td>
<td>4,648</td>
</tr>
<tr>
<td>10</td>
<td>PASADENA CITY COLLEGE</td>
<td>7,820</td>
<td>3,276</td>
<td>4,544</td>
</tr>
<tr>
<td>11</td>
<td>RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT</td>
<td>7,805</td>
<td>3,842</td>
<td>3,963</td>
</tr>
<tr>
<td>12</td>
<td>PIMA COMMUNITY COLLEGE</td>
<td>7,626</td>
<td>3,255</td>
<td>4,371</td>
</tr>
<tr>
<td>13</td>
<td>LAREDO COMMUNITY COLLEGE</td>
<td>7,104</td>
<td>3,015</td>
<td>4,089</td>
</tr>
<tr>
<td>14</td>
<td>SOUTH TEXAS COMMUNITY COLLEGE</td>
<td>6,465</td>
<td>2,548</td>
<td>3,917</td>
</tr>
<tr>
<td>15</td>
<td>CITY COLLEGES OF CHICAGO-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HARRY STRUMAN COLLEGE</td>
<td>6,445</td>
<td>3,435</td>
<td>3,010</td>
</tr>
<tr>
<td>16</td>
<td>ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE</td>
<td>6,425</td>
<td>2,696</td>
<td>3,727</td>
</tr>
<tr>
<td>17</td>
<td>TEXAS SOUTHWEST COLLEGE</td>
<td>6,421</td>
<td>2,946</td>
<td>3,475</td>
</tr>
<tr>
<td>18</td>
<td>LOS ANGELES CITY COLLEGE</td>
<td>6,257</td>
<td>2,686</td>
<td>3,571</td>
</tr>
<tr>
<td>19</td>
<td>EL CAMINO COLLEGE</td>
<td>6,202</td>
<td>2,836</td>
<td>3,366</td>
</tr>
<tr>
<td>20</td>
<td>LOS ANGELES TRADE TECHNICAL COLLEGE</td>
<td>6,100</td>
<td>3,416</td>
<td>2,684</td>
</tr>
<tr>
<td>21</td>
<td>RIVERSIDE COMMUNITY COLLEGE</td>
<td>5,902</td>
<td>2,410</td>
<td>3,492</td>
</tr>
<tr>
<td>22</td>
<td>CITY COLLEGES OF CHICAGO-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RICHARD J. DALEY COLLEGE</td>
<td>5,851</td>
<td>2,475</td>
<td>3,376</td>
</tr>
<tr>
<td>23</td>
<td>LOS ANGELES VALLEY COLLEGE</td>
<td>5,619</td>
<td>2,409</td>
<td>3,210</td>
</tr>
<tr>
<td>24</td>
<td>DEL MAR COLLEGE</td>
<td>5,399</td>
<td>2,265</td>
<td>3,134</td>
</tr>
<tr>
<td>25</td>
<td>CITY COLLEGES OF CHICAGO-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>WILBUR WRIGHT COLLEGE</td>
<td>5,164</td>
<td>2,063</td>
<td>3,101</td>
</tr>
<tr>
<td>26</td>
<td>SANTA MONICA COLLEGE</td>
<td>5,096</td>
<td>2,120</td>
<td>2,976</td>
</tr>
<tr>
<td>27</td>
<td>CUNYBOROUGH OF MANHATTAN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMMUNITY COLLEGE</td>
<td>5,076</td>
<td>1,666</td>
<td>3,410</td>
</tr>
<tr>
<td>28</td>
<td>AUSTIN COMMUNITY COLLEGE</td>
<td>5,070</td>
<td>2,357</td>
<td>2,713</td>
</tr>
<tr>
<td>29</td>
<td>FULLERTON COLLEGE</td>
<td>5,059</td>
<td>2,375</td>
<td>2,684</td>
</tr>
<tr>
<td>30</td>
<td>CHAFFEY COMMUNITY COLLEGE</td>
<td>4,893</td>
<td>1,855</td>
<td>3,038</td>
</tr>
<tr>
<td>31</td>
<td>IMPERIAL VALLEY COLLEGE</td>
<td>4,791</td>
<td>1,733</td>
<td>3,058</td>
</tr>
<tr>
<td>32</td>
<td>BROWARD COMMUNITY COLLEGE</td>
<td>4,742</td>
<td>1,948</td>
<td>2,794</td>
</tr>
<tr>
<td>33</td>
<td>LONG BEACH CITY COLLEGE</td>
<td>4,712</td>
<td>2,186</td>
<td>2,526</td>
</tr>
<tr>
<td>34</td>
<td>CUNY LA GUARDIA COMMUNITY COLLEGE</td>
<td>4,299</td>
<td>1,395</td>
<td>2,904</td>
</tr>
<tr>
<td>35</td>
<td>PALO ALTO COLLEGE</td>
<td>4,292</td>
<td>1,574</td>
<td>2,718</td>
</tr>
<tr>
<td>36</td>
<td>LOS ANGELES MISSION COLLEGE</td>
<td>4,282</td>
<td>1,442</td>
<td>2,840</td>
</tr>
<tr>
<td>37</td>
<td>CITY COLLEGE OF SAN FRANCISCO</td>
<td>4,197</td>
<td>1,573</td>
<td>2,624</td>
</tr>
<tr>
<td>38</td>
<td>CUNY BRONX COMMUNITY COLLEGE</td>
<td>3,976</td>
<td>1,316</td>
<td>2,660</td>
</tr>
<tr>
<td>39</td>
<td>VALENCIA COMMUNITY COLLEGE</td>
<td>3,972</td>
<td>1,646</td>
<td>2,326</td>
</tr>
<tr>
<td>40</td>
<td>SAN JOAQUIN DELTA COLLEGE</td>
<td>3,790</td>
<td>1,601</td>
<td>2,189</td>
</tr>
<tr>
<td>41</td>
<td>PALOMAR COLLEGE</td>
<td>3,695</td>
<td>1,803</td>
<td>1,892</td>
</tr>
<tr>
<td>42</td>
<td>CITRUS COLLEGE</td>
<td>3,650</td>
<td>1,555</td>
<td>2,095</td>
</tr>
<tr>
<td>43</td>
<td>BAKERSFIELD COLLEGE</td>
<td>3,635</td>
<td>1,434</td>
<td>2,201</td>
</tr>
<tr>
<td>44</td>
<td>HARTNELL COLLEGE</td>
<td>3,604</td>
<td>1,551</td>
<td>2,053</td>
</tr>
<tr>
<td>45</td>
<td>ST. PHILIPS COLLEGE</td>
<td>3,566</td>
<td>1,730</td>
<td>1,836</td>
</tr>
<tr>
<td>46</td>
<td>COLLEGE OF THE SEQUOIAS</td>
<td>3,549</td>
<td>1,428</td>
<td>2,121</td>
</tr>
<tr>
<td>47</td>
<td>COMMUNITY COLLEGE OF SOUTHERN NEVADA</td>
<td>3,501</td>
<td>1,700</td>
<td>1,801</td>
</tr>
<tr>
<td>48</td>
<td>SAN BERNARDINO VALLEY COLLEGE</td>
<td>3,452</td>
<td>1,405</td>
<td>1,986</td>
</tr>
<tr>
<td>49</td>
<td>VENTURA COLLEGE</td>
<td>3,448</td>
<td>1,568</td>
<td>1,880</td>
</tr>
<tr>
<td>Rank</td>
<td>Institution</td>
<td>Hispanic Faculty Total</td>
<td>Hispanic Faculty Males</td>
<td>Hispanic Faculty Females</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Miami Dade Community College</td>
<td>865</td>
<td>463</td>
<td>402</td>
</tr>
<tr>
<td>2</td>
<td>El Paso Community College</td>
<td>542</td>
<td>289</td>
<td>253</td>
</tr>
<tr>
<td>3</td>
<td>East Los Angeles College</td>
<td>100</td>
<td>61</td>
<td>39</td>
</tr>
<tr>
<td>4</td>
<td>Cerritos College</td>
<td>48</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>San Antonio College</td>
<td>118</td>
<td>68</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Mt. San Antonio College</td>
<td>98</td>
<td>52</td>
<td>46</td>
</tr>
<tr>
<td>7</td>
<td>Houston Community College System</td>
<td>194</td>
<td>103</td>
<td>91</td>
</tr>
<tr>
<td>8</td>
<td>Southwestern College</td>
<td>90</td>
<td>44</td>
<td>46</td>
</tr>
<tr>
<td>9</td>
<td>Rio Hondo College</td>
<td>64</td>
<td>40</td>
<td>24</td>
</tr>
<tr>
<td>10</td>
<td>Pasadena City College</td>
<td>78</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>11</td>
<td>Rancho Santiago Community College District</td>
<td>343</td>
<td>194</td>
<td>149</td>
</tr>
<tr>
<td>12</td>
<td>Pima Community College</td>
<td>176</td>
<td>99</td>
<td>77</td>
</tr>
<tr>
<td>13</td>
<td>Laredo Community College</td>
<td>242</td>
<td>130</td>
<td>112</td>
</tr>
<tr>
<td>14</td>
<td>South Texas Community College</td>
<td>169</td>
<td>103</td>
<td>66</td>
</tr>
<tr>
<td>15</td>
<td>City Colleges of Chicago-Harry Struman College</td>
<td>5</td>
<td>39</td>
<td>36</td>
</tr>
<tr>
<td>16</td>
<td>Albuquerque Technical Vocational Institute</td>
<td>127</td>
<td>62</td>
<td>65</td>
</tr>
<tr>
<td>17</td>
<td>Texas Southmost College</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>18</td>
<td>Los Angeles City College</td>
<td>24</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>19</td>
<td>El Camino College</td>
<td>43</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>20</td>
<td>Los Angeles Trade Technical College</td>
<td>45</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>21</td>
<td>Riverside Community College</td>
<td>111</td>
<td>69</td>
<td>42</td>
</tr>
<tr>
<td>22</td>
<td>City Colleges of Chicago-Richard J. Daley College</td>
<td>95</td>
<td>55</td>
<td>40</td>
</tr>
<tr>
<td>23</td>
<td>Los Angeles Valley College</td>
<td>30</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>24</td>
<td>Del Mar College</td>
<td>161</td>
<td>96</td>
<td>65</td>
</tr>
<tr>
<td>25</td>
<td>City Colleges of Chicago-Wilbur Wright College</td>
<td>51</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>26</td>
<td>Santa Monica College</td>
<td>49</td>
<td>37</td>
<td>40</td>
</tr>
<tr>
<td>27</td>
<td>Cuny Borough of Manhattan Comm. College</td>
<td>69</td>
<td>45</td>
<td>24</td>
</tr>
<tr>
<td>28</td>
<td>Austin Community College</td>
<td>101</td>
<td>62</td>
<td>39</td>
</tr>
<tr>
<td>29</td>
<td>Fullerton College</td>
<td>51</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>30</td>
<td>Chaffey Community College</td>
<td>40</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>31</td>
<td>Imperial Valley College</td>
<td>25</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>32</td>
<td>Broward Community College</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>33</td>
<td>Long Beach City College</td>
<td>49</td>
<td>29</td>
<td>20</td>
</tr>
<tr>
<td>34</td>
<td>Cunyela Guardia Community College</td>
<td>74</td>
<td>38</td>
<td>36</td>
</tr>
<tr>
<td>35</td>
<td>Palo Alto College</td>
<td>53</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>36</td>
<td>Los Angeles Mission College</td>
<td>29</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>37</td>
<td>City College of San Francisco</td>
<td>254</td>
<td>122</td>
<td>132</td>
</tr>
<tr>
<td>38</td>
<td>Cunybronx Community College</td>
<td>63</td>
<td>43</td>
<td>20</td>
</tr>
<tr>
<td>39</td>
<td>Valencia Community College</td>
<td>50</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>40</td>
<td>San Joaquin Delta College</td>
<td>37</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>41</td>
<td>Palomar College</td>
<td>81</td>
<td>41</td>
<td>40</td>
</tr>
<tr>
<td>42</td>
<td>Citrus College</td>
<td>44</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>43</td>
<td>Bakersfield College</td>
<td>34</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>44</td>
<td>Hartnell College</td>
<td>45</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>45</td>
<td>St Philips College</td>
<td>55</td>
<td>33</td>
<td>22</td>
</tr>
<tr>
<td>46</td>
<td>College of the Sequoias</td>
<td>27</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>47</td>
<td>Community College of Southern Nevada</td>
<td>79</td>
<td>44</td>
<td>35</td>
</tr>
<tr>
<td>48</td>
<td>San Bernardino Valley College</td>
<td>26</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>49</td>
<td>Ventura College</td>
<td>61</td>
<td>38</td>
<td>23</td>
</tr>
<tr>
<td>50</td>
<td>San Diego City College</td>
<td>45</td>
<td>26</td>
<td>19</td>
</tr>
</tbody>
</table>
Hispanics at Two Year Colleges—By the Numbers

Degrees, Enrollment, and Faculty

By Adalyn Hixson

The big news in the Top 50 community colleges granting two-year degrees to Hispanics isn’t so new, but it has its heft.

The Latinas outnumbered the Latinos once again—heavily. Top 50’s total Latinas 10,110, up 4.9 percent over the prior year. Top 50’s total Latinos 6,119, up 25 percent. Total combined of 16,229 degrees represents a four percent increase ’97-’98 over the 15,605 granted in ’96-’97.

At CUNY-La Guardia, Latinas out-graduated Latinos by more than three to one, with 396 females graduating and 123 males.

Indeed, the males prevailed (also by hearty margins) at only three of the 50 institutions on the list: Technical Career Institutes, in New York, Texas State Technical College-Harlingen, and Central Texas College.

Was it the “technical” aspect that kept the women’s numbers down? Perhaps. But Los Angeles Trade Technical reported the most gender equality of all 50 schools, with 119 Hispanic men and 129 Hispanic women earning associate degrees.

One New Name

All but one school made the list last year too. New this year, in 41st place, is City Colleges of Chicago’s Wilbur Wright College, with 78 Hispanic degree earners.

Ten schools were down from last year by 10 or more graduates. Fourteen stayed pretty much the same—within five up or down. Twenty-six institutions were up, some of them considerably up. Florida’s Broward up 102 Hispanic graduates. California’s Ventura up 73. Florida’s Hillsborough up 70. California’s Los Angeles Valley up 54. Florida’s Valencia and New York’s CUNY-Manhattan up 52.

Fourteen schools on the Top 50 list for degrees granted are NOT among the Top 50 for enrollment.

The two additions are Community College of Southern Nevada, with 3,501, and San Diego City College, in 50th place with 3,339.

Among the top ten, enrollment is down at two institutions, up at eight, including Pasadena City College, with a whopping 862 additional over the prior year.

Faculty

This list reflects Hispanic faculty at the 50 schools with the top Hispanic enrollment.

Hispanic faculty data for some of the schools is not complete. However, Hispanic males outnumbered Hispanic females at 35 schools. Miami-Dade, El Paso Community College, and City College of San Francisco employed the highest number of Hispanic faculty.

Again, Miami-Dade leads in numbers with 865, representing 31.4 percent of its total faculty.

Laredo Community College is the leader in the percentage race, with its 242 Hispanics comprising 67.4 percent of total faculty. South Texas Community college shows an Hispanic percentage of 49.3 and El Paso—45.1.

Performance by State

Unsurprisingly, 24 schools on the list are in California. Nine in Texas. Eight in New York. Five in Florida, including Miami-Dade in the No. 1 spot. Two in Illinois. One each in Arizona and New Mexico. Compared to last year’s list, Texas lost one and Illinois found it.

Enrollment

Miami-Dade leads the numbers here too, with 30,577 Hispanic students. Forty-eight institutions on this list were there last year as well.
Reaching Out and Reaching Up

Austin Community College Going Global

BY BRIDGET MOORE

There were naysayers in the beginning. Why would Austin, Texas, of all places, need a two-year institution of higher education? The city already had one of two of the largest universities in the state—the University of Texas at Austin—and three private institutions: St. Edward’s University, Concordia University, and a Historically Black Institution, Huston-Tillotson College. All had already built a strong client base within the community. Was there really a need for another institution of higher education?

Austin voters answered “yes” in 1972 to the establishment of Austin Community College. At that time, many people in the area were underserved. A significant number wanted or needed educational services that the other schools were not rendering. They were people trying to re-enter the workforce. They were employees trying to improve their economic status by learning new skills. They were individuals who wanted to continue their education—but not pursue a degree. Maybe they just wanted to learn another language or improve their business management skills. And then there were those who wanted to pursue a baccalaureate degree but, at the time, couldn’t afford one of the other institutions. For whatever reason, they wanted to attend school. They wanted an affordable alternative.

Dr. Thomas Hatfield, the first president of Austin Community College (ACC), set out to make the college “seamless” with the community. He did this by forging links with agencies and businesses in the community. ACC, for example, arranged with Brackenridge Hospital to gradually take over its nursing education and health sciences programs. And by 1974, with the Texas Education Agency’s approval, ACC became the primary sponsor of the Adult Basic Education program.

President Hatfield had succeeded in forming co-dependent, mutually beneficial relationships. In ACC’s first semester, nearly 2000 community people enrolled. Now, some 27 years later, ACC continues to reach out with its “open door” admissions policy to help more than 25,000 students reach up.

Since Dr. Richard Fonté took over the helm in 1997, he has instituted programs that keep ACC seamless with the community.

“One of two major elements of Austin Community College’s mission is to provide essential workforce training to area residents,” Fonté said. “It is essential that the education they get at ACC prepares them for the local workforce and the global market.”

Locally, ACC is doing more than just talking about the child care crisis; it is offering a solution. Working with individual child care centers and the City of Austin, ACC has developed the Teacher TRAC (Training, Retention, and Compensation) program, which increases compensation for underpaid child care providers as coursework is completed. It also encourages retention at individual child care centers. And the bar measuring professionalism is raised. The city, the child care centers, and ACC are financially committed to the success of the program.

“It is my belief that the Teacher TRAC pro-
Program will make a significant difference in the lives of child care professionals and ultimately in the lives of the children they care for," said Fonté.

To help prepare ACC students for the global market, ACC has a Center for International Education Programs. Through this center, relationships with Mexico, Germany, the United Kingdom, and Canada have been nurtured. An academic visitation program with schools in Koblenz, Germany, and Saltillo, Mexico, is in place. COMPRO (Computerized Processes in Enterprises Involving Emerging High Technology), a program developed by ACC, is being funded by the European Union, the U.S. Department of Education, and FIPSE, the Fund for the Improvement of Post Secondary Education.

Austin Community College was one of seven grantees of the FIPSE funding in 1999 and is the second community college in its history to receive funding for this type of international program.

With so many microprocessing companies planning roots, Austin is quickly earning the nickname "Silicon Hills." A natural partnership has grown between ACC and local semiconductor manufacturing technology industry leaders such as AMD, Applied Materials, Motorola, and SEMATECH.

COMPRO, a three-year project, allows ACC to take a step even further and explore global possibilities. A joint enterprise between schools and industries in America and Europe, its premise is adding work-based learning components to American training with special emphasis on high technology. COMPRO will also involve transatlantic student and faculty exchanges involving more than 60 students overall.

Austin Community College and the Koblenz Chamber of Handwerk are the two project co-leaders, but three other institutions from each country will participate. Maine Technical College (Maine), Tarrant County College District (Texas), and Maricopa Advanced Technology Education Center (Ariz.) are the American partner institutions. Koning Willem I College (Netherlands), the Chamber of Industry and Commerce (Germany), and the Federation of Handicraft Corporations of Thessaloniki (Greece) will complete the European side of the consortium.

"The semiconductor industry is now America's largest manufacturing industry in terms of economic value-added. We contribute 20 percent more to the U.S. GDP than the next leading industry," said Daryl Hatano, vice president of international trade and government affairs with the Semiconductor Industry Association. According to Hatano, the industry employs 276,000 people in the U.S. and the average wage is twice that of private industry overall.

"Even excluding the higher-paid engineers, the semiconductor industry pays its production workers 30 percent more than the average earned by all other production workers. Clearly communities know these are jobs worth training their youth for, and students know that these are clearly jobs worth preparing for," he said.

While ACC is proud of its workforce development, equally important is providing students with a strong foundation for continuing at four-year institutions. To facilitate transfers, ACC has signed formal articulation agreements with Abilene Christian University, Angelo State University, Baylor University, Concordia University at Austin, Huston-Tillotson College, Midwestern State University, Prairie View A&M University, St. Edwards University, Southwest Texas State University, Tarleton State University, Texas A&M University, University of Texas at Austin, University of Texas at Arlington, and University of Texas at San Antonio.

The education that a student gets at ACC directly reflects local labor market needs. "Industry leaders explain what skills their employees need, and we tailor our curriculum accordingly," said Dr. Elva Allie, executive vice president of instructional affairs.

The WorkKeys program at ACC brings together the components essential to preparing productive careers. Developed by ACT, Inc., WorkKeys is a system for teaching and assessing workplace skills that connects knowing, doing and learning with earning. It is built around eight critical skills: reading for information, applied mathematics, listening, writing, teamwork, applied technology, locating information, and observation.

Employers establish job profiles by determining what level of each critical skill an applicant needs to do a particular job successfully. WorkKeys is used to assess applicants' skills and analyze whether they are high enough to do the job. If not, ACC offers instructional support. This might mean a trainer making an on-site visit to conduct workshops, or, if it takes new skill that everyone in the job would need to have, they could require that ACC revise a curriculum.

"As a community college, ACC is evolving," said Fonté. "We will continue to adapt and change as it is occurring in our college and in our community. Because ACC serves a nontraditional student population, special accommodations are made for pre-school children to attend school. The Eastview Campus has an early childhood development center open to the public, with child care provided on a sliding scale."

ACC is not just for first-time students. It has developed many continuing education programs. Its Webmaster continuing education certificate offering two specializations—one in systems applications and the other in design and media—offers a series of alternative-credit seminars covering HTML, DHTML, XML, Java, JavaScript, CGI.
Web servers, graphics and page design, and more. Enrollment is open to the public. There is no program registration fee, but fees are assessed for each seminar. Those who register online receive electronic notices about upcoming Webmaster courses. Graduates of the program can post their resume and projects, and are privy to job announcements on ACC's Webmaster server.

ACC also houses a Small Business Development Center, a satellite office of the regional SBA office at the University of Texas at San Antonio. “The center offers three primary services,” said Larry Lucero, its director. “Most people will have their initial contact with the center through one-on-one confidential counseling services.” In these sessions, counselors will guide entrepreneurs through the process of beginning their own businesses. Secondly, the center will host seminars, workshops, and conferences. “The topics,” said Lucero, “range from how to begin a home-based business to how to write a business plan to how, as an employer, to get worker’s comp.” He estimated that nearly 1,500 people attended 77 SBDC workshops and conferences last year. Conferences provide a network of mentors—“an unofficial consulting firm,” he said. Lastly, within the SBDC is a specialty center, a component capable of researching economic and market viability for a certain product in international trade.

ACC is in a growth spurt, quickly reaching and exceeding its capacity. Many factors contribute to the student influx. Primarily, the school is an affordable alternative and is accessible to the community. There are six campuses. Evening courses covering academic subjects as well as trade professions are offered. Some courses are offered via distance-learning sites.

“We bridge the gap,” Fonse said. “We take people from where they are and move them to a level where they can be successful.”

FACTS ABOUT ACC

- More than 265,000 Hispanic people lived in ACC’s service area in 1990, and projections estimate an increase to 306,661 by 2005 and to more than 405,000 by 2015, a 65 percent increase from the present.
- Hispanics are the largest minority group in the present student population.
- Hispanic enrollment has steadily increased from 179 percent to 196 percent, while other ethnic groups have declined.
- In 1998, 550 student representing 82 foreign countries attended ACC. 45 were from one of nine South American countries, and 66 students represented Mexico.
- Over the past four years, Hispanic students enrolled in Adult Education more than doubled, from 2,657 to 5,961, new 59 percent of the populace.
- ACC employs nearly 1,000 faculty and staff, 16 percent are Hispanic.
- Four administrators, 34 full-time faculty, 78 adjunct faculty, and 100 classified personnel are Hispanic.

"ACC is a wonderful place to get a head start in life. The school has a diverse atmosphere in education and population. I chose ACC because I heard many good things about the AutoCAD program. and since my major is architecture, I figured I would try it out. Also, politics is in my blood, and Austin is a wonderful mecca of political activity."

HECTOR TRISTAN is ACC’s Student Government Association President. He graduated from Mexican Carroll High School in Corpus Christi, Texas.
It is said that residents of El Paso share a fascination and passion for history that is unmatched by folks in other places. To begin with, the heritage of the Old West is everywhere in this unique community. An indelible part of El Paso's character is drawn from the fact that the city underwent much frontier excitement and to this day retains the spirit of westward expansion of pioneer America.

There was the coming of the railroads, the drama of outlaws and gunslingers, the many Indian wars and the final Indian peace, the advent of the U.S. Cavalry and the Texas Rangers. Today, these elements are still felt and revisited along with El Paso's historic mission trail, beautiful mountain vistas, and grand desert sunsets. Then there are the many Mexican restaurants—only one indication of a sizable Hispanic population. How appropriate that when called upon to lead the institution during a search for a new president, Dr. Ramon Dominguez was again ready on the scene to guide EPCC on an interim basis. His dedication to his college and community and to higher education is second to none. Ramon Dominguez has devoted the greater part of his professional career to higher education—27 years of it at EPCC. His titles at El Paso Community College have included instructor, counselor, lead counselor, Title III coordinator, associate vice president of student services, executive vice president, and, once before and presently, interim president.

Throughout his association with EPCC, he has been appointed to many committees on campus, including those on tenure, instructional affairs, developmental education, and retention. He's been busy off-campus, too, serving on advisory committees and boards. Ramon Dominguez is very optimistic about the future of higher education at EPCC as he guides the district until a permanent replacement for former president William "Bill" Campion can be installed. It is his own desire that his current role be a temporary one.

El Paso County Community College District was established in June 1969 when citizens of El Paso County voted to form a junior college district and...
elected a board of seven trustees to administer the College. The 62nd Texas Legislature answered the request for funding and appropriated the needed money.

In 1971, El Paso Community College became a reality, with 901 students attending classes held at several locations around the city. The first "campus" came to pass when the college leased a complex of buildings at Fort Bliss from the Department of the Army.

Enrollment climbed to 5,041 by Fall 1973. The next year, under the leadership of President Alfredo de los Santos, enrollment reached 7,443.

In 1974, through a grant written in conjunction with Project Hope, the College purchased a building complex in downtown El Paso that became the Rio Grande Center. Between 1974 and 1977, also with the help of Project Hope, the College developed twelve programs in the fields of medicine and dentistry. The Rio Grande Campus has housed the allied health programs and arts and sciences support program since that time.

A second campus, the Valle Verde Campus in southeastern El Paso, opened in the fall of 1978 at a cost of $153 million. A third campus, the Transmountain Campus in northeastern El Paso, opened a year later, designed to complement the visual angles of the Franklin Mountains and blend its landscaping with the surrounding desert. Mission del Paso opened in 1998 as a major high-quality facility in the East El Paso/Lower Valley area. Plans for the Mission include a Law Enforcement Training Academy.

There is also a Northwest educational facility, opened in 1994. The Rio Grande Campus underwent an initial expansion and renovation that was completed in 1980, with the addition of a five-story wing, improved utilities, and handicapped accessibility all made possible with a $7.5 million grant from the Economic Development Administration and College matching funds. The College became increasingly involved in major community initiatives by establishing the Literacy Center to serve the region's functionally illiterate and the ALPHA Center to provide basic adult education and training for employment. In 1995, a three-phase expansion project added classrooms, expanded others, and increased the number of student parking lots. The expansion included construction of a new Learning Resources Center, which uses state-of-the-art technology to assist students and faculty. New landscaping and brick walkways have created a fresh, new environment for the College's oldest teaching facility. Other notable facilities are the Center for Educational Services to the Handicapped, the Women's Center, and the Center for Business Services.

Realizing the importance of the NAFTA agreement and its impact on the El Paso region, EPCC created the Institute for Economic and Workforce Development in 1995, organizing and intensifying its training of the emerging workforce and providing education and expertise to area business and industry. The Institute brought together existing departments to increase efficiency and coordination of service. As a result, the College was awarded one of the largest training grants in the state from the Texas Workforce Commission Skills Development Fund.

The College consistently receives national recognition for excellence, as demonstrated by multimillion-dollar federal grants for curriculum development and distance-learning systems. Its Institutional

Honor Roll Facts in Brief

INSTITUTION
El Paso Community College

LOCATION
Admissions
P.O. Box 20500
El Paso, Texas 79998-0500
(915) 831-2000

ESTABLISHED
1969

ENROLLMENT
18,850 (15,680 or 83 percent Hispanic)

DEGREE OFFERINGS
Two-year associate's degrees

TUITION AND FEES
$295 tuition a semester for residents (fees vary)

FACULTY
365 full-time (42 percent Hispanic)

SEVERAL DEGREE PROGRAMS
Computer Programming
Dental Hygiene
Hotel/Motel Administration
Human Services
Mass Communication

NOTABLE HISPANIC-SERVING ORGANIZATIONS
ALPHA Center
Bilingual Education component
Career Planning Center
Learning Resources Center
Literacy Center

INTERNET ADDRESS
www.epcc.edu

Effectiveness program has become a national model.

Last fall, the total student census was 18,850, with an average beginning-of-class age of 27.5. There are 7,932 full-time students. 10,918 part-time students. 11,450 are female, and 7,356, male. Of total, 11% are Asian American, 49% are African American, 49% International, 110 are Native American, 1,976 are White, 15,680--approximately 83 percent--are Hispanic.

The average class size is 23. There are 365 full-time faculty
Among recent distinctions, the EPCC forensics and debate team earned World Debate Institute recognition, competing against teams from such renowned institutions as Cambridge, Oxford, Harvard, Cornell, and Penn State. At the recent World Debate Institute in Burlington, Vt., four EPCC students placed second (J.T. Holden and Kenneth Dore III) and third (Mike Mata and Iris Lubas) in Novice Parliamentary Debate. Mata was also selected as one of three fellowship awardees. “The World Debate Institute is the largest summer training program of its kind in the world,” says Raymond Puchot, coordinator of forensics and debate at EPCC. “More than 300 from the U.S. and other countries participated.”

In the realm of science, EPCC was awarded a research grant to study potential contamination of the Rio Grande River. The United States-Mexico border has unique water problems. The potential for surface and groundwater contamination with infectious microorganisms and toxic chemicals as a result of agricultural, domestic, and maquiladora activities is great. The grant of $50,000 was awarded by the Paso del Norte Health Foundation Center for Border Health Research to study chemical and microbial contamination of the Rio Grande basin using a novel chemical test. “The overall goal of our research is to develop more effective methods of conducting microbial and chemical water quality studies,” says Maria Alvarez, EPCC biology instructor and project director. “The development of techniques that are reliable and inexpensive and require minimal training will facilitate the involvement of community members in volunteer monitoring efforts.”

grant provides for the hiring of 15 El Paso Community College and five New Mexico State University students to participate in the project.

Occupational training is very important at EPCC, so much so that the college offers customized, quality employee training to any business. A crew of well-trained employees, says a college spokesperson, is key to high productivity. That is why EPCC offers training in English and Spanish in just about any occupation in the El Paso-Las Cruces-Juarez area through the school's Office of Customized Training. “We offer high-quality training to business and industry in many different areas,” says Uwe Agness, EPCC customized training coordinator of the manufacturing sector. “With our 130 occupational training programs, we can train in almost anything.” Agness says that EPCC trains “off the shelf” because all training is customized to fit the needs of the business on the company schedule at their location or at the college. The customized training office can provide seminars, workshops, short-term training programs, or ongoing programs for employee replacement. In addition, the EPCC Office of Customized Training can access state funds to pay for employee training through programs such as Texas Smart Jobs and the Skills Development Fund. Currently, thirty-five local companies are taking advantage of Smart Jobs and/or Skill Development training monies, with the majority of the training done with instructors contracted by EPCC.

HO is pleased to add EPCC to its Honor Roll.
Classroom Dynamics and Retention

Motivating Students to Persevere

BY
Angela Provitera McGlynn

Ask any student or professor what the most important factors are for student success in college, and you are likely to hear: attendance, student preparedness, student ability and motivation, and teacher effectiveness.

I have put this question to both students and colleagues, and these were the most frequent answers I encountered. I was, therefore, surprised to read in the retention literature that one of the most important factors, if not the most important factor, in whether students persist to earn a degree is whether or not they experience a sense of belonging at their institution. Do they experience a sense of community? Do they have friends at the same college? The bottom line for retention seems to have more to do with students' friendships than it has to do with their studies.

By now, everyone is aware that retention rates for minority students, particularly for Hispanic American students, lag far behind those of more traditional college students. Those of us who teach at commuter colleges, who are committed to increasing those retention rates, recognize that if student friendships are to occur at all, they will probably happen within the classroom. This makes classroom atmosphere and dynamics critical variables for retention: the challenge to faculty goes beyond learning to teach effectively; beyond using multifaceted approaches and strategies.

Equally important for motivating student persistence is to create an inclusive atmosphere where students from diverse backgrounds feel safe within the classroom environment. Students need to feel that their voices are heard and valued by their teachers and by their peers. Within such a climate, the chances for friendship formation are greatly enhanced.

If we want to motivate students to learn our course content and to persist in earning a degree, we need to pay attention not only to how best we can present course material but also to how best we can manage the class dynamics in such a way as to foster bonding among students. Effective teachers seem to create an atmosphere of trust and warmth between themselves and their students, and to foster that same atmosphere among students within their classes.

Certainly, students' relationships with faculty play an important role in their sense of belonging. Professor Baron Perlman and Lee McCarr (1998) published the results of a study in which they asked 700 undergraduates to write complaints about teaching behaviors that they had observed across all the courses they had taken. Among the top ten...
complaints about teacher behaviors were: "being unhelpful and unapproachable" and "intellectual arrogance—talking down to or showing a lack of respect for students."

What interested me in the Perlman and McCann results was the parallels that I found in research I conducted this past fall semester with the majority of my 200 students in Introduction to Psychology. Although I posed two very different questions from the Perlman and McCann approach, students still identified similar factors as important to them.

In my research, I asked two open-ended questions: 1) in all the college and high school courses you have taken, are there teaching methods, strategies, or techniques that are particularly helpful to the way(s) you learn? and 2) Are there teacher behaviors—in other words, are there things that teachers say or do—that motivate you to learn and to do well?

My students not only wrote their responses privately on index cards, but I also had them work in focus groups of four students per group. Within the groups, students were asked to share their responses and to reach consensus as a group on the five most important factors they had identified. I then reconvened the focus groups into the larger class and asked each group’s recorder/reporter to state its top five. This large-group sharing allowed for some clarification and for a rich discussion.

If we really listen to our students, the retention literature on the importance of bonding makes perfect sense. Although they might use different language, students overwhelmingly report that classroom atmosphere is a critical variable in what motivates them to come to class and to do well. In response to my second research question regarding motivational qualities of instructors, students said over and over again how important it is to them to have an instructor who is approachable and who speaks to them at a level they understand. (Note the similarity with the Perlman and McCann results, despite the different angle their research took!)

In follow-up discussion with students, when I asked for specifics on what it means to be approachable, students said:
• It is important to me that the instructor knows my name and a little bit about who I am.
• I want to feel as if the instructor cares whether I come to class, and that he or she is invested in me learning the material and doing well.
• I want the instructor to be “human.” (When I asked for further elaboration, students said they want their instructors to be personal, not always to be in teacher role. They want their instructors to share a little of who they are outside the teacher role.)
• I want the instructor to use humor in class.
• I want to feel as if the instructor respects me as a person—and respects my opinions.
• I want my instructor to show enthusiasm about the discipline and about teaching.

This last statement about teacher enthusiasm was the most frequently expressed comment of all. Given this finding, colleges and universities might need to re-think professional development and renewal opportunities for faculty members, particularly for those of us who have been teaching for decades. Clearly, our students are instructing us about how to create a safe environment and are giving us tips on how to build rapport with them.

Within this context, faculty members have the added challenge of finding ways to get students to get to know one another so that friendship formation is possible. In the very first days of a course, you can try exercises that involve the learning of names. There are name games you can play involving repetition and rehearsal. There is a strategy, known as the Family name exercise, in which everyone tells some story about how he or she was named. Instructors can kick this off by sharing their own story about how their name was selected, or whether they like their name, or whether they have a nickname, or whether various people in their lives call them by different names.

Not only is this a fun way to break the ice for the first day of class, but it also is a terrific way to learn and remember people’s names since you have the added memory advantage of association. One of my colleagues, who teaches international sections of an English course, asks students to write and to share about their names. This gives students an opportunity to speak about who they are, what culture they come from, family traditions, cultural/ethnic backgrounds, etc. Again, the instructor can begin the exercise as a way of modeling and breaking the ice. This activity not only gives students a chance to talk about themselves as members of cultural groups or social classes, but it also gives everyone a sense of who is in the class.

Another first-day or early-in-the-semester icebreaker that facilitates bonding is to ask students to form random groups of five or six students. Their task within the group is to find three to five things that everyone in the group shares in common. After about five minutes, the instructor reconvenes the whole class and asks each group to identify themselves by name and then to share what they found they had in common. This is a task that most students find enjoyable, and it takes a very brief amount of time. Students immediately have a connection with at least a handful of other students, and it sets a fun tone for the semester.

After doing some “getting to know” one another exercises like the ones described here, in the third class of the semester, I usually give students an opportunity to exchange phone numbers with a classmate. I say that exchanging phone numbers is entirely optional, but I tell them that I highly recommend having a connection in the classroom in case they need a contact for class notes, assignments missed, etc. I often make a joke, such as, “Be sure to choose someone you think you can trust not to call you at 3 o’clock in the morning to ask about assignments.” I give students a minute to find a partner and exchange phone numbers. I find that the great majority of students engage in this activity and they seem to enjoy the opportunity to connect.

In two previous issues of HO (12/3/99 and 12/4/99), I discussed collaborative learning techniques in the classroom that not only promote

References

Angela Poirier asks McGlynn
been teaching psychology at Mc.
County Community College for
years. She has published three m
serts: Celebrating Diversity (1997),
Teaching Tips (1998, and Class-
Menter County Community Colle
Four-Year Degrees at Community Colleges

A Response to Rising Demand, Limited Access, and High Costs

BY
Inès Alicea

A movement that allows some community colleges to offer four-year degrees to fill unmet needs in the region served by the school could benefit Latino college students since nearly 50 percent of them attend community colleges, said a spokesman for the Hispanic Association of Colleges and Universities (HACU).

"HACU does not have a policy or board position on this issue," said Dr. Gumercindo Salas, HACU's vice president of governmental relations.

"Personally, I think that the idea is a sound idea that will require some additional research and study. There is no question that many Latinos would have an option to continue their education in a community college. A four-year degree would become possible for many Latinos who cannot afford to go away to school or pay the additional tuition required in a four-year college."

A few states—Florida, Arkansas, and Utah—have recently passed legislation allowing some community colleges to offer four-year degrees in some heavily demanded subjects to reduce costs and increase access to higher education. But to be allowed to offer such programs, the community colleges face stringent requirements.

"There must be a further democratization of education at the baccalaureate level to sustain our economic growth," said Kenneth P. Walker, president of Edison Community College in Fort Myers, Fla. Edison is offering four-year degrees in partnership with some four-year colleges. "Community colleges are capable of developing innovative ways of solving the crisis of rising demand, limited access, and increasing costs—and the community college baccalaureate degree is a logical solution."

Walker also heads a new organization called the Community College Baccalaureate Association, which promotes "the acceptance of [the] community college baccalaureate degree as a means of addressing the national problems of student access, demand, and cost." Progress in getting this cause accepted nationwide has been slow.

In Arkansas, Westark Commun College is being allowed to offer four-year degrees through partnerships with four-year institutions. Florida's legislature agreed 1999 to allow community colleg to offer four-year programs if the community and the surrounding areas are underserved by four-year institutions. If they can estab that there are "economic devel
ment needs" for such programs in their community, and if they can establish a partnership with a four-year institution to deliver the degree on the four-year campus if need is established and a willing partner cannot be found, the legislature may allow the community college to deliver the bachelor's degree itself.

The legislature also recognizes that economic development needs and the educational needs of place-bound, contraditional students have increased the demand for local access to baccalaureate degree programs, said the Florida legislature in the legislation allowing community colleges to offer baccalaureate degrees.

Walker wrote in the American Council on Education's magazine The Presidency, in an article called "The Workforce Bachelor's Degree," that Florida was prompted to adopt the idea of letting community colleges offer four-year degrees when the state projected that 200,000 additional students would be enrolled in Florida's colleges in the coming years and that "postsecondary sectors and institutions are not prepared for the projected increase in enrollments."

The Florida Legislature, however, did not appropriate funds for the program in 1999, and it is unclear whether it will do so in 2000. Once money is appropriated to the program allowing community colleges to offer four-year degrees, however, the funds, said the Legislature, cannot be used for construction, renovation, or remodeling of facilities.

There has been strong opposition in some parts of the country over the proposal, even where a partnership with a four-year institution would be part of the arrangement, since the idea raises issues of usurping the power of four-year degrees, diminishing the prestige of four-year degrees, and weakening requirements to get the needed teaching faculty to get the job done. Supporters of the move say that none of the gloom and doom predictions from naysayers will occur. Instead, they argue that community colleges can do the job and can do it well and that such a move will help thousands of students who are bound to a certain school and want to extend their studies but otherwise could not.

Few states have taken action on the matter so far. The state of Arizona considered legislation in 1998 that was very similar to Florida's legislation, but the bill did not pass. Other states have toyed with the idea but have not moved forward on the issue.

In those states where community colleges have been allowed to proceed, opposition has been swift. The Utah board of regents vehemently opposed allowing Dixie College to offer four-year degree programs because, they said, it undermined their efforts to develop long-term plans for the university system. Florida community colleges faced similar opposition.

Dennis Ross, chair of the Florida board of regents, referred to the legislation as a "classic case of mission creep." Ross expressed concern about whether a newly opened four-year state university in the region would succeed with Edison Community College offering four-year degrees as well. Edison offers a new program at its Edison University Center that allows its students to earn bachelor's degrees through Thomas Edison State College of New Jersey International College in Naples, Fla., and the Florida State University.

"For the state to put resources it has into FGCU [Florida Gulf Coast University] and support community colleges' offering four-year degrees is inappropriate public policy," he said.

The chancellor of the Flo board of regents, Adam Herl also opposed the legislation, saying that the program at Edison was an example of harmful competition between Florida's university system and community colleges.

Walker said that he would try with Florida Gulf Coast University officials to make them part of the effort so there wouldn't be competition.

"The issue should not be viewed as either/or," Walker said. "The signs of community colleges in different sectors remain strong. There is a place for both. HACU's Salas agrees. The number of students completing a four-year degree at a community college could benefit Latino students, Salas, because many have not the economic resources to travel elsewhere nor the time to travel. Since they work full-time, community colleges are permitted the work and go to school in their community," Salas said.

Meanwhile, Walker told the Virginia to try to persuade the Virginia community college to offer four-year degrees.

"Expanding the community college mission to include baccalaureate degrees—while retaining our core philosophy and responsive to local needs—is a logical step addressing increasing demand access and affordability," Walker said. "This is not to suggest that community colleges should convert to four-year state colleges. On the contrary, it is essential that the location and governance of community colleges be maintained."

Walker says that in Florida,
secondary education costs less to students and taxpayers at community colleges than at state universities. The state funding for each full-time student is $4,544 for community colleges and $6,392 for students at the lower-division level at state universities. Also, the average tuition per credit hour in the community college system in Florida is $46.23 compared to the state university system, which charges $66.36 for the 1999-2000 academic year.

Walker said he believes that many students enrolled in community colleges would like to complete their degrees at the schools where they started. He cites a survey done of Edison Community College students in which 80 percent of the respondents said they would like to finish their degree at Edison.

"Regional universities do not always provide ready geographic, financial, or academic access," Walker wrote in The Presidency. "The lower tuition costs and convenient geographical locations of community colleges would mean great opportunities for significantly more students. For the adult learner who owns a home, is raising a family, and has a full-time job, taking classes at a local college is often the only viable option."

Walker also argues that the community colleges would simply build upon two-year programs already offered. For example, Edison Community College offers an associate's degree in golf course operations that is considered an appropriate degree to expand to a four-year program because of the increasing sophistication of turfgrass science, environmental considerations, and the prevalence of the golfing industry in Southwest Florida, according to Walker.

"If a state university were to offer a new bachelor's degree in an applied field such as fire science, it would be faced with hiring new faculty, acquiring new library resources, and possibly establishing new laboratory facilities," Walker said. "It would be far more efficient for a community college to expand its curriculum to include courses at an upper-division level. The expertise and facilities already exist."

Still, the reception to his message was lukewarm in Virginia.

Northern Virginia Community College President Belle S. Wheelan said that she agreed with the Florida educator that community colleges provide a low-cost learning environment with none of the usual four-year entrance requirements. But, she said, offering four-year degrees would force increases in community college costs and reduce the pressure on existing four-year colleges to provide the new programs that are needed.

Salas said that some community colleges would not be equipped to provide upper-division courses since faculty members do not always have doctoral degrees in community colleges, but Salas went on to say that if the faculty has the needed education to teach such classes, where the degree is achieved should not be an issue.

"We have different levels of postsecondary education institutions in the United States," Salas said. "Harvard, Berkeley, Michigan offer degrees, but so do less prestigious institutions, which are smaller and do not have the same prestigious faculty. They are all different."

For more information on the Community College Baccalaureate Association call (941) 489-9211 or e-mail Dr. Walker at kwalker@edison.edu.
Championship Season for Coach Medero

LADY SHARKS

33-0 for Miami-Dade's Women's Volleyball Team

by Ed Breni

I lida Medero didn't know much about the game of volleyball, but that didn't stop her from saying "yes" when she was asked if she'd be interested in coaching the Miami-Dade Community College-Wolfson women's volleyball team back in 1988.

Medero, who had coached a little volleyball during her seven years of teaching at Palm Springs Junior High in the Dade County Public Schools system, certainly wasn't familiar with the sport at the collegiate level. But Medero, who had recently begun teaching health at Miami-Dade-Wolfson, was confident that she knew enough about the art of coaching—about getting inside young people's heads and showing them what it takes to be successful—to produce results with the Lady Sharks program.

The results would not be immediate, however. Hired for the coaching job in August of 1988, just before the season began, Medero had to quickly learn her players before leading them into the Florida Community College Activities Association schedule. Not surprisingly, the Lady Sharks finished the season with just a 1-18 overall record that year. But Medero was not deterred.

"I did have an athletic background, and I knew what I needed to do in order to get good players and to get them to work," said Medero, who was a member of the fencing team at the University of Miami, where she earned her master's in education and graduated cum laude. "There was no year-round type of conditioning program for volleyball—it was just for the season—and I felt there was no way you were going to get anywhere if you just do three or four months of volleyball and forget about the rest of the year. So I implemented that."

In addition to the conditioning program, Medero seized the chance to begin actively recruiting players, not only from the state of Florida, but from across the U.S. and around the world.

Medero's work began to pay dividends in her second season. Play beefed-up schedule, the Lady S ended the 1989 campaign at 17-18 all, quite an improvement over 1-18.

But that was nothing compared with Medero and Miami-Dade-Wolfson's success in 1990, when they shocked the nation by going 44-0 and winning the National Junior College Athletic Association championship.

The NJCAA named Medero its Coach of the Year that season, and for the remainder of the decade, the Lady S were one of the preeminent women's volleyball teams in the country, winning two national titles in 1992 (going 15-0) and finishing no lower than fifth at any of the NJCAA tournaments.

While the Lady Sharks had established themselves as a force to be reckoned with, winning the NJCAA Southern Conference and state tournament championships from 1990-98, it was beginning to look if they were the Buffalo Bills of college volleyball. From 1995-96, the Lady Sharks lost four straight national championship matches to finish NJCAA runner-up.

But in 1999, the Lady Sharks swept the decade, the century, and the millennium in style, finishing a perfect 33-0 season before beating Salt Lake City College on Nov. 24 in Overland Park, Kansas, for their third national title in Medero's 11-year tenure.

"It was very gratifying," said Medero. "We
won it in 1992, but then it was like, it's almost the year 2000 and we thought we'd never get there.

And for a while, it looked as though the Lady Sharks might be playing bridesmaids once again in the 1999 championship match. They found themselves trailing Salt Lake two games to one in the best-of-five match. Needing a win in the fourth game to stay alive, things didn't look good when the Lady Sharks quickly fell behind 5-0.

With her team's back to the wall, Medero called a time-out to calm the nerves and stop the Bruins' momentum.

"I don't remember exactly what I said to the team, but I tell them all the time that we just had to play our game and we could not allow ourselves to be intimidated," Medero said. "It's not over until we get 15 points, and we had the opportunities, and we could pull it off and win the game. We had been winning all year long, and we had a strong competition throughout the year."

"I always tell them to take it point by point," Medero added. "I always stress you have to go one point at a time in order to get to 15. You don't worry about the score until it's 15. If we won one game, then we could win two more. That was basically my philosophy—we can do it."

And the Lady Sharks did indeed, getting consecutive kills from first-year student Marcela Gammara, sophomore Patricia Cesar Bernardo, first-year student Yesmina Moreno, and first-year student Olga Correa to take a 10-9 lead. They then pulled away for a 15-9 victory that set up a one-game showdown for the national title.

In the fifth game, Miami-Dade began playing like its old self, racing out to an 8-3 lead thanks to strong play from Moreno and Correa. But Salt Lake mustered a rally of its own and tied the game up at 10-10. Gammara and Moreno came up with kills to put Miami-Dade back in front, 13-11, but the Bruins scored three straight points to edge ahead, 14-13. With Salt Lake serving for the championship, the Lady Sharks fought off three straight points to tie the match at 16-16.

Needling to win the game by two points, the Lady Sharks took a 17-16 lead on a block by Gammara and Bernardo. The national championship now just one point away. Correa came through for the Lady Sharks by serving an ace that gave her team the hard-fought title.

Medero, whose career coaching record at Miami-Dade now stands at 395-93, said that each of the three national championship seasons has taken on its own identity.

"In 1990, it was like a Cinderella story. We really weren't expecting anything. In 1992, we had a very strong team, so it was like yeah, we're going to win it. And then this year, we had no idea... it was a completely different team. It was the most together of all the teams I've ever been in terms of the bench and the starters. I think that was a major factor in them helping each other out. We have a lot of distractions, that can really affect your game. These girls were really pulling for each other, and I think that made a difference."

What makes the Miami-Dade (the school merged its Wolfson and Kendall campus athletic programs in 1997) dynasty all the more remarkable is that it has taken place at the community college level. Unlike a Division I, II, or III program where coaches get their players for ten...
### MEDERO at MIAMI-DADE

<table>
<thead>
<tr>
<th>YEAR</th>
<th>WON</th>
<th>LOST</th>
<th>PCT</th>
<th>FINISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>1</td>
<td>18</td>
<td>.052</td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td>17</td>
<td>18</td>
<td>.485</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>44</td>
<td>0</td>
<td>1.000</td>
<td>NJCAA National Champs</td>
</tr>
<tr>
<td>1991</td>
<td>44</td>
<td>3</td>
<td>.936</td>
<td>NJCAA 3rd Place</td>
</tr>
<tr>
<td>1992</td>
<td>38</td>
<td>1</td>
<td>.974</td>
<td>NJCAA National Champs</td>
</tr>
<tr>
<td>1993</td>
<td>44</td>
<td>5</td>
<td>.897</td>
<td>NJCAA 5th Place</td>
</tr>
<tr>
<td>1994</td>
<td>29</td>
<td>1</td>
<td>.966</td>
<td>NJCAA 3rd Place</td>
</tr>
<tr>
<td>1995</td>
<td>32</td>
<td>1</td>
<td>.989</td>
<td>NJCAA Runner-Up</td>
</tr>
<tr>
<td>1996</td>
<td>42</td>
<td>2</td>
<td>.954</td>
<td>NJCAA Runner-Up</td>
</tr>
<tr>
<td>1997</td>
<td>37</td>
<td>7</td>
<td>.840</td>
<td>NJCAA Runner-Up</td>
</tr>
<tr>
<td>1998</td>
<td>34</td>
<td>3</td>
<td>.818</td>
<td>NJCAA Runner-Up</td>
</tr>
<tr>
<td>1999</td>
<td>33</td>
<td>0</td>
<td>1.000</td>
<td>NJCAA National Champs</td>
</tr>
</tbody>
</table>

**TOTAL**: 395 59

years, Medero only gets hers for two.

"That's the worst part, because you get a high school player and it might take the full two years to make them into a good volleyball player, and by that time, you have to let them go," Medero said. "So that makes it quite difficult. If we had players for four years, it would be much easier, because every year we have to let go five or six players, and there's the constant recruiting, recruiting, and recruiting.

"It is a challenge," she added, "but the good thing is every year we've one of the top teams in the nation, we get a lot of phone calls. We get a lot of people that say, 'Hey, I want to play for you,' so that makes it easier. But it's always a challenge to stay on top. You can get there, but how are you going to stay there?"

According to Miami-Dade Athletic Director James W. Cox, Medero herself is the biggest reason the Lady Sharks have managed to stay on top.

"She's gone through tough times when she first came to the program, when she really didn't know the college game," said Cox. "But she's worked very hard by going to clinics and camps. She's still very interested in learning new things, and she'll go to a clinic or camp any chance she gets."

Indeed, in early January Medero was off to California to attend a national volleyball coaches clinic. "I'm always trying to upgrade my skills in the teaching area, in the psychological area," said Medero, who still doesn't concern herself as much with the X's and O's of the sport. "I have several assistant coaches [Origines Benoit and Yolanda Perez] who do all of the hitting and all the rest of the technical stuff."

With such a winning formula established at Miami-Dade, it's no surprise that several NCAA Division I programs have approached Medero about coaching opportunities. But so far Medero has declined.

"I'm quite happy here," she said. "There have been opportunities to go up to Division I, but I enjoy very much my teaching. I'm pursuing my Ph.D. degree in higher education instruction right now, and I wouldn't consider full-time coaching at least until I finish with my Ph.D."

And Medero, who was 15 years old when her family left Cuba for Florida in 1972, said she also receives a sense of satisfaction when she recruits players from countries like Colombia, Honduras, and Brazil, and then sees them move on to four-year schools.

"I have a lot of players go on to Division II because when they get here, they hardly know any English," Medero said. "Lots of players from Latin America don't speak English, so they have to spend a lot of time taking English courses...but all of them transfer and go on, and that's exactly what I want for them--for them to finish their education and either go back home and use that as a career, or for them to stay here and build their lives here."

Medero, who keeps in touch with former players scattered all over the country, said that she admires the transition her players are often forced to make. "I went through the same problems that many of these girls are going through," Medero said. "I know quite well what it is to be in a place where everyone speaks English and you don't understand anything and you don't know what they're saying and your accent is so horrible. So all of that I can understand."

But for the past decade, when Medero's Lady Sharks volleyball teams have taken the court, they have all spoken one common language--winning.

---

### Sir Thomas More Chair in Engineering Ethics

Loyola Marymount University, a Catholic comprehensive university, in the Jesuit and Marymount traditions located in coastal Southern California, invites nominations and applications for the newly-endowed Sir Thomas More Chair in Engineering Ethics. With the creation of the Sir Thomas More Chair in the College of Science and Engineering, the University has achieved its goal of establishing endowed chairs of ethics in each of its four colleges. The Sir Thomas More Professor will provide the vision and leadership to develop a strong program in applied ethics, based on a sound foundation in theoretical ethics, for the undergraduate and graduate students in the engineering-related programs in the College of Science and Engineering.

Applicants must have a strong background in engineering and in theoretical and applied ethics; an earned doctorate and a national reputation in a relevant field; a record of significant scholarship in the area of applied engineering ethics; and a commitment to both undergraduate and graduate instruction. Duties of the Thomas More Professor will include:

1. a teaching load of two courses per semester;
2. ongoing research and publication in the area of engineering ethics; and
3. conception, development, and advancement of a program of learning and discourse on ethical issues pertaining to technological developments and their use, especially for undergraduate and graduate students in the engineering disciplines, but also extending to students in all disciplines.

In addition to a competitive salary, the Thomas More Professor will receive generous support for scholarly and chair-related activities.

The University's goal is to fill the position for the 2000-01 academic year. The review of applications will begin June 15, 2000, and continue until the position is filled. Applicants should send:

1. a letter of application which includes a description of the applicant's vision of the role and activities of the Thomas More Professor;
2. a curriculum vitae; and
3. names, addresses, and telephone numbers of five references to:

Dr. Gerald S. Jablonski
Dean, College of Science and Engineering
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, CA 90045-8135

Loyola Marymount University
is an Equal Opportunity, Affirmative Action Employer
Universities Expand Collaborations with Cuba

Librarians and Researchers Open Doors for Exchanges

By Marilyn Gilroy

The softening of political barriers between the United States and Cuba is yielding a chance to build new bonds between the citizens of these two nations. College researchers, professors, and librarians are taking full advantage of the opportunities.

Humanitarian and academic exchange projects involve hundreds of educators and students, especially from institutions in California, Florida, and Texas.

A delegation of 12 academicians, including University of Houston (UH) librarians Tom Wilson and Carolyn Meaney, flew to Havana last fall to engage in a historic professional exchange—the first between U.S. and Cuban librarians.

During the nine-day trip, Wilson, Meaney, and others in the delegation met with Eliades Acosta, director of the Biblioteca Nacional José Martí (José Martí Cuban National Library) and his staff. During Acosta's earlier visit—for last year's conference on Hispanic literature—he and Wilson agreed that future exchanges would be beneficial to the development of both U.S. and Cuban libraries.

The exchange is part of an ambitious campaign called "Support for the Cuban People," which was initiated three years ago by the U.S. State Department. Food sales, remittances, direct flights, interpersonal connections, and public diplomacy are stipulations of support listed under a fact sheet issued by the Department of State outlining the project's provisions.

The project is part of the U.S. political policy toward Cuba that has been in place ever since Pope John Paul's visit to that nation in 1996. President Clinton and Secretary of State Albright have both expressed the hope that measures to reach out to the Cuban people will "ease their plight and help them prepare for a democratic future."

The library exchanges fall under specifications in the "People to People Contacts" section of the policy that allows for two-way exchanges among academics, athletes, scientists, and others, including streamlining the approval process for such visits.

Specifically, this group of U.S. and Cuban librarians and educators met to begin to understand each other's operations, services, and achievements.

The visit produced some surprises but also reinforced some of the perceptions about scarce resources in Cuba.

"There is a great lack of materials for research or for education," said Meaney. "Funding for these things seems to be non-existent."
But that did not stop visitors from being impressed by the organization and structure of the library system. As one of the delegates, Professor Keena Noone, anthropologist and coordinator of the Mexican Studies program at Seminole Community College in Florida, observed, “the organization is as sophisticated as any library in the U.S.”

“The library has branches throughout the country,” she said. “Of course, sometimes the materials have to be delivered to rural areas via horse or donkey.”

The trip to Cuba was part of Noone’s ongoing interest in building libraries in Latin America. She has been active in establishing Mexican libraries in places that are also significant anthropological sites, such as Tulum. She and student volunteers collected materials and managed to donate 400 books for the start-up library at the site. Afterwards Noone wrote a small grant to start a library in Koba, which she says is known as a “pure ancient Maya” site.

But despite the scarce resources and challenging physical circumstances found throughout Latin America, there is still progress being made in these library ventures.

“Tn Havana, the National Library has finally brought in the Internet,” said Meanley. “We have even had some e-mail exchanges with them.”

The Cuban librarians are also looking for innovative ways to collect and preserve the nation’s cultural treasures; this exchange provided the opportunity to explore cooperative possibilities. Several exchange mem returned to evaluate potential U.S. sites for storing and perhaps digitize duplicate copies of Cuban poster art.

Part of that effort is already underway at the University of California, Berkeley, where The Cuban Poster Art project has been locating and serving poster art for the last few years.

Assistance in less grand fashion is also needed. The National Library seeks partners from around the world in identifying and collecting Cuban literature—writings by or about Cubans. In return, Cuban publications the island can be provided.

“Much of the value of these exchanges relates to getting word out that more individuals can explore avenues that lead to mutual benefit,” says UN’s Tom Wilson.

While observing the needs and privations in Cuba, the delegates were conversely amazed by the country’s high literacy rate.

With 98 percent of the population having completed at least an e grade education, the Cuban literacy rate is one of the highest in the world, Has Meanley pointed out, promoting literacy in Cuba is an integral part of the job of librarians and indicative of an island that “has a strong sense of national identity.”

“Since there is such a fundamental push for literacy and education in Cuba, librarians are well-respected in the country as ‘preservers of the people,” adds Wilson.

The system of library education in Cuba is also extremely effective. Wilson added. There is a college-based program similar to ones in the United States, library assistants are fortunate if they get any training beyond on-the-job skills,” he says.

Despite the strengths of the Cuban system, visitors from the U.S. could find that many library buildings were crumbling and dilapidated. Because of the U.S. embargo, which has been in place since 1961, arcession of Soviet funding due to the collapse of Communism, Cuba itself in an ever-widening circle of economic turmoil. Although a crisis in tourism is providing marginal support for the Cuban economy, Wilson said that Cuba is not nationwide and creates awkward vocational discrepancies. “Bellhops make more money than a radiologist,” says Meanley.

However, even in the face of these disparities and challenges, the way of life and its successes are maintained, and Cuban citizens, librarians, simply find alternative methods to continue their daily operations.

“This is a workforce that is highly literate, creative, and motivated,” said Wilson. “There are many small businesses, such as bicycle repair shops; and even though supplies are scarce, they manage to keep things running by making their own parts.”

Another traveler with the group was Derric Perez, interim library director at the University of South Florida, an institution that has participated in a variety of Cuban initiatives. Perez has been responding to the incursion of USF faculty interest in Latin America, and not only participated in a Cuban library visit but started a librarian exchange program with the University of Puerto Rico. Perez also attends the annual Feria Interna del Libro de Guadalajara in Mexico for the purpose of acquiring Spanish language books for the USF collection.

Other USF faculty and staff have been involved in cooperative endeavors thanks to an agreement between the university and the Instituto Oceanología of Cuba.

Under the terms of the agreement, marine scientists from the
Canada, Mexico, and Cuba spent two weeks at sea aboard the Cuban research vessel *Ulises* studying currents, water color, and productivity of the Gulf of Mexico and Caribbean. Eighteen oceanographers aboard conducted experiments to determine the pattern of dispersal of large patches of microscopic marine plants observed in satellite images, hoping to learn if waters coming into the gulf from the Caribbean have red tide cells. This is important since the source of the red tide algae, which kills thousands of fish each year along Florida's coasts, is unknown.

Frank Muller-Karger, USF professor of Marine science, says that the U.S. State Department approved the visit to foster research exchanges and ensure that U.S. vessels also continue to have access to Cuban waters. When the *Ulises* arrived at the USF-St. Petersburg dock to pick up scientists and their equipment, it marked the first time in 40 years that a Cuban ship visited a U.S. port. Cuba assumed the cost of the cruise. Muller-Karger stated that the cruise yielded unique and important information and also served to forge academic and research ties among U.S., Mexican, and Cuban counterparts. “These links are critical since we share waters with Cuba and Mexico. Anything occurring in those waters has implications for all of us,” he concluded.

But it isn’t just faculty who are a part of the Cuban-U.S. exchanges. Last year, 12 USF medical students and College of Medicine Professor Eduardo Gonzalez spent their spring break in Cuba. Students delivered medical supplies, toured health facilities, and saw patients. This year, 15 students and two faculty members will travel to Cuba for a seven-day trip to study the geology of western Cuba. The excursion will also be led by a prominent Cuban geologist.

These U.S. travelers, like those who have gone before them, will probably find Cuba to be a country rich in cultural heritage, safe for travelers, and resounding with music and art in cities and small towns alike.

As SCC’s Kenna Noone said, “Cuba cannot compare to the U.S. in economic ways because we are so materially driven and well off. But the spirit of the Cuban people...the desire to get better and improve is incredible.”

---

*The USF Office of Communications and the USF Office of Latin Community Advancement contributed to this article.*
Almost Everyone Calls Him Manny

Dr. Gonzalez Rewarded by “the lives we’ve changed”

BY
JAMES HARPER

This story is reprinted with permission from Northampton Community College Magazine, Fall 99.

Northampton Community College

Currently, Northampton’s Adult Literacy Program, under Manny’s leadership, serves more than 3,500 adults annually.

He is Manuel Gonzalez, Ed.D. In July of 1999, he became the associate dean for the Center of Adult Literacy and Basic Workforce Development at Northampton. In his seven years at NGC, Dr. Gonzalez has served a great number of community residents as director of the department of Adult Literacy, a program that has brought him and the College unprecedented recognition.

When you know his roots, you get to know the man. Manny was born at St. Luke’s hospital in Bethlehem. This is important information, since his local roots provide a strong motivation for his community commitments and to those he terms as “under-served.” He is the son of immigrant parents who lacked English skills, with little opportunity to learn. And he saw early in life that education could become his route to eventual success.

From Bethlehem’s Liberty High School, Manny went a few blocks away to Moravian College, where he earned a bachelor’s degree in Spanish and French Literature. From Moravian, he took a short trip over the river to the south side of Bethlehem and Lehigh University.

At Lehigh, he completed a master of arts degree in Spanish Literature and moved right to Lehigh’s College of Education to reach his goal of doctor of education, specializing in curriculum and foundations of education. He then decided to experience a year abroad and further explored his interests at the University of Madrid.

He arrived on the Northampton campus in 1992. Before that, he taught Spanish at Delaware Regional High School and instructed prisoners in a special literacy program. Manny reflects that it is a special experience to be locked in a prison cell with 30 men trying to improve their lives and lift their sights through education.

What motivates him?

“It is changing people’s lives. I believe [that I have] a responsibility to open doors and pull other people through.”

He gets a special sense of satisfaction by attending commencement, which he terms “a ceremony of achievement.”

Currently, Northampton adult literacy program under Manny’s leadership serves more than 3,500 adults annually. More than 1,200 adults are enrolled full-time. Revenue to support the program reaches nearly $3 million during the last fiscal year—an astonishing effort.

Program support comes through grants from a variety of “outside” agencies, including Pennsylvania’s departments of education, welfare, labor, and economic development. One can only imagine the changing guidelines that must be followed to make this support possible. A successful focus for the attainment of grants, Manny notes, is to emphasize “what works for adult education.” He continues, “love education for folks who truly deserve it.”

To combat fatigue, to clear the brain, to relieve the stress, he walks daily. And he plays clarinet for the Easton Municipal Band. Dr. Gonzalez also finds time to volunteer.

He is the chairman of the board of directors of the Council for Spanish Speaking Organizations. He is also on the board of the
Pennsylvania Coalition for Adult Literacy. Whenever possible, he also lends his skills to a variety of county-based organizations that deal in workplace training and welfare-to-work programs. But he is proud to say that his rewards in doing what he does is “seeing the tons of people who were trained at Northampton prosper and to have personal remembrance of lives that we changed.”

Northampton Successes

- 100 percent of computer science majors were either employed or successfully continued their education.
- 96 percent of Early Childhood Education graduates were employed in jobs in their field of study or in an unrelated field by their choice.
- 93 percent of the 1998 graduating class transferred successfully or were successfully employed.
- 88 percent of career placement students were employed in a field of their choice, either related or unrelated to their major
- 15 of the 25 career programs had placement rates of 100 percent.
- 87 percent of General Studies degree students either transferred or were employed after graduation.
- And a newly signed agreement with Temple University smooths the transition to a four-year institution.

Northampton and Beyond

Northampton Community College is a public two-year college located in Bethlehem, Pennsylvania, about 50 miles north of Philadelphia and 90 miles west of New York City. Sponsored by eight school districts—Bangor, Bethlehem, Easton, Nazareth, Northampton, Pen Argyl, Saucon Valley, and Wilson—the college offers innovative community and continuing education courses and programs as well as associate’s degrees in arts, science, and applied science. About 6,000 students are taking NCC courses for credit. Of these, approximately six percent are Hispanic.

More than 60 college-transfer and career programs are in place at NCC, and more than half of the students are enrolled in transfer programs. NCC will recommend for transfer those students whose personal qualities and academic achievement indicate probable success at other institutions. Preference for admission to Pennsylvania state colleges is generally given to applicants who have the associate’s degree.

Typically, 60 to 70 credit hours of applicable coursework, with a grade of C or better, can be transferred, with final decisions in the hands of the receiving institution. A course-by-course reference guide is available in Northampton’s counseling office for student use. The guide indicates how individual NCC courses transfer to many of the four-year institutions in eastern Pennsylvania. First-year student and sophomore requirements vary considerably among senior colleges, and students need to discuss their transfer plans with both a faculty advisor and a professional counselor.

In the fall and spring semesters, NCC conducts group seminars to help students with transfer plans and expectations. Representatives from many four-year institutions meet with students at those times. Several colleges and universities are in close proximity to Northampton, a mix of public and private, some of them linked to religion, others not. Lehigh, Muhlenberg, Moravian, Cedar Crest, Kutztown, Lafayette, and more are all in the neighborhood. Several offer cross-registration.

Students may apply for dual admission or advanced admission, through which they apply jointly to NCC and to a four-year institution. NCC’s dual admissions partners include Allentown, Cedar Crest, Centenary, Moravian, and Muhlenberg. Students may apply for advanced admission to NCC partners Cheyney or Lincoln, provided they are seeking an associate degree in the arts followed by a baccalaureate degree in arts or sciences.

Dual admissions programs may be individually tailored so that a student knows in advance precisely which courses will be taken at NCC and which will be taken at a specific four-year partner college or university. The student/instructor ratio at Northampton is 20:1.

The 165-acre main campus is in Bethlehem Township. The Monroe Campus is in Tannersville. Classes are conducted as well at the Downtown Bethlehem Center and the Lehigh Valley Industrial Park B.

Classes are offered days, nights, and weekends via the Internet and via television. NCC offers both on-campus child care and on-campus housing.
**PEOPLE & PLACES**

**Kellogg Awards First Grants in $28 Million Latino Initiative**

W.K. KELLOGG FOUNDATION Five major U.S. universities and one community college each announced that they were awarded $100,000 planning grants by the W.K. Kellogg Foundation to enhance higher education opportunities for Hispanic youth. The grants represent the first phase of the foundation's six-year, $28.7 million Engaging Latino Communities for Education Initiative.

Arizona State University, Northeastern Illinois University, St. Edward's University, Santa Ana College, the University of California-Santa Barbara, the University of Southern Colorado, and 12 other colleges and universities nationwide will form partnerships with their communities, businesses, and K-12 public and private school districts to give more Latino students the support they need to achieve academic success.

**Colorado-Boulder Minority Program Expands to Humanities**

The Minority Arts and Sciences Program (MASP) at the University of Colorado-Boulder has expanded to include studies in the humanities and social sciences. Eleven students were selected as the first scholars in the programs' humanities component.

Prior program scholars had enrolled in the sciences and mathematics.

"The philosophy of the humanities and social science component is in keeping with the overall MASP mission, which is to develop scholars who are also leaders," said Alphonse Keasley, MASP director.

Students in the inaugural humanities class are: Marian Cheng, Daniel Escobedo, Lyla Jellings, Debbie Ma, Jared Maher, Joelle Martinez, Torre Mendoza, Brianna Mestas, Roberto Padilla, Susan Sanchez, and Everett Tabb.

**Cobian Honored at Sacramento City College**

Sacramento City College (SCC) in California honored Ramona Cobian with a Celebration of Excellence award recognizing her outstanding dedication and professional competence in service to the campus and community. A supervisor with Extended Opportunities Programs and Services, she also worked in financial aid and matriculation in her 20 years at SCC.

Cobian developed a mentor program and helped develop an orientation program for Latino students and the Cultural Awareness Center. She organizes cultural activities and is a main supporter for All City and University Day, Welcome Day, and the Cinco de Mayo celebration.

Other honorees included Linda Klein, Jan Haag, Mary Terese Dolan, John Ruden, and Julia Brodkowski.

**Medina Now a Counselor at Colorado-Boulder**

Steven Medina has been appointed a counselor in Colorado-Boulder's Counseling and Psychological Services: A Multicultural Center. Eldridge Greer, director of the center, said of Medina, "In addition to being Latino and proficient in Spanish, he is a strong advocate for the rights of gay, lesbian, bisexual, and transgender individuals. His appointment to our staff cements a Center goal of having counselors and psychologists from each of the major ethnic groups."

Medina worked in several departments during the past 10 years, including ethnic studies, the Alliance for Technology, Learning, and Society, and the psychology department. He has a bachelor's degree from Colorado-Boulder.

**New President Leads Valencia**

Sanford "Sandy" Shugart is now president of Valencia Community College (VCC). Shugart leads a student body of 37,000, not counting continuing education classes. He came aboard amidst a 6.6 percent increase in enrollment for Valencia's spring session.

Prior to his appointment, Shugart was president of North Harris College in Houston for eight years. He has a bachelor's degree in biology and a doctorate from the University of North Carolina.

**Colorado Mountain College Sponsors Trip to Ecuador**

Colorado Mountain College is offering a learning excursion to Ecuador from June 29 through July 14. Participants will have an opportunity to earn three semester credits for field ecology/field biology.

Short excursions will be taken to Co National Park, the Papallacta Hot Springs Indian market in Otavalo, and a cloud forest on the Cotopaxi and Colorado Rivers.

The highlight will be a five-day trek to the Galápagos Islands. Animals such as the Galápagos tortoises, penguins, fur seals, and birds can be readily observable at close range.

Retired CMC professor Pete Moller and his wife Sharon will lead the trip.

**Ramirez Oropeza Speaks at NM State**

Martha Ramirez Oropeza, director of New Mexico State University and co-director of Mascarones en Mexico, spoke at the Centro de la Raza at the University of New Mexico.

Ramirez Oropeza explained the Tonapouri, the ritual calendar of 260 different energies that influence births and deaths. She read the codices and...
ancient manuscripts, gave participants their own signs, and discussed the mission of Nahua University in Cuernavaca, Mexico.

A veteran of the Chicano movement, Ramirez Oropesa went to Mexico in 1971 to study muralism with the maestro David Alfaro Siqueiros. In 1990, she co-founded the Nahua University. Five years ago, she instituted intensive Nahua culture courses twice a year especially designed for young Chicano artists, who, like herself, asked, "Where do I come from? Why, if we are descendants of great inventors, scientists, artists, are we discriminated against?"

Alguero Retires as SUNY Hispanic American Affairs Director

Dr. Manuel Salvador Alguero, who helped create an effective working relationship between the State University of New York (SUNY) and several Latino communities, retired as the university's director of Hispanic American affairs.

Alguero organized many Latino community outreach and recruitment activities for SUNY and played a leading role in negotiating a Memorandum of Understanding that has increased cooperation between SUNY and the University of Puerto Rico. He coordinated SUNY participation in the Somos el Futuro Conferences, sponsored each year by the Assembly/Senate Puerto Rican/Hispanic Task Force; managed SUNY's role in an annual award program for outstanding upstate Hispanic high school students; and helped create the Northeast Latino Collegiate Conference, which brings close to 1,000 students from colleges in the Northeast to Albany.

Alguero will remain active in his field as adjunct professor in the SUNY-Albany department of education.

González Explores "The Return of the Maya" at Stetson

STETSON. Amerindian writer-artist Gaspar Pedro González spoke about the renaissance of Mayan culture within Guatemala's pluralistic post civil war society during a Stetson University (Fla.) visit. An activist in Guatemala's Mayan cultural revitalization movement, he lectured on "The Return of the Maya."

González is a professor of Mayan literature and the oral tradition at his alma mater, Universidad Mariano Gálvez in Guatemala City. He is a member of the Academy of Mayan Languages of Guatemala and an official of the Ministry of Culture of Guatemala, where he serves as a consultant in Mayan culture.

His lecture included poetry readings in his native language, Q'anjob'al.

Six Regions of Argentina Explored at DuPage

Dr. Flore Briedenbach gave a lecture, "Argentina: The Country of Six Continents (With a Side Trip to Chile)," at the College of DuPage (Ill.).

During a slide presentation, the College of DuPage professor and former Fulbright Exchange Teacher took the audience from the Train to the Clouds in the North to the Beagle Channel in the South, and from the tropics of the East to the glaciers and mountains of the West. The adventure continued on with a side trip to Southern Chile and a visit to Santiago, the capital of "the Long Land."

North Texas Health Science Center Home of Public Health Organization

The University of North Texas Health Science Center's School of Public Health was named the home of the North American Regional Office of the International Union for Health Promotion and Education (IUHPE).

The IUHPE promotes global health by influencing and facilitating the development of health promotion and health education among world countries. The North American Regional Office includes the U.S., Canada, and the Caribbean.

Dr. Fernando Treviño, dean of the School of Public Health and currently an IUHPE trustee, says that the Center's involvement will allow for the exchange of ideas to influence health promotion thinking internationally, through education, community action, and the development of healthy public policies.

Ibarra Holds Endowed Chair at Texas-Austin

Dr. Alejandro Ibarra of the Instituto Tecnologico y de Estudios Superiores de Monterrey is the first holder of an endowed chair of the Center for the Study of Western Hemisphere Trade at the University of Texas (UT)-Austin.

Ibarra is teaching economic problems and policies in Latin America at the undergraduate level, and an economics seminar on the new regulatory systems that are emerging in Latin America. The seminar deals with a crucial but often overlooked aspect of restructuring wherein failures of policy can produce such devastating results as the financial crises that gripped Mexico, Brazil, Venezuela, Ecuador, and, in a lesser measure, Argentina, in recent times.

The endowment enables UT-Austin to invite to campus each year one or more specialists in the field of trade, investment, and economic development in the Western Hemisphere.

Martinez del Rio Directs INROADS/Fairfield Westchester Counties Office

Wilson Martinez del Rio became managing director for the INROADS INROADS/Fairfield Westchester Counties office in Connecticut.

INROADS is an international career development organization training high potential youth from diverse backgrounds as future corporate business leaders. It works with the YMCA, National Hispanic Scholarship Fund, American Indian Community House, ASPIRA, Junior Achievement, and others to find student leaders interested in the world of business.

From 1977-1999, Martinez del Rio established the INROADS internship process in 30 states and Canada at the Xerox Corporation. As a 10-year manager in a tri-state region, his passion has been to increase opportunities at big companies for motivated Hispanic, Native American, and African American youth.
John Jay and Rutgers Professors Speak on Dominican Race and Identity

Dr. Jacqueline J. Polanco, Dominican political scientist and City University of New York (CUNY)-John Jay College of Criminal Justice professor, and Dr. Ernesto Sagás, author and Rutgers University (N.J.) professor, discussed the African ancestry of the Dominican Republic at the American Museum of Natural History (N.Y.) in February.

The Dominican people have conflicting ideas regarding their race and cultural heritage. Polanco noted that many stress a Native American or European ancestry, while the Haitians of Hispaniola are proud of their African ancestry. Having an open discussion, Polanco posed the question, "Can education help change Dominicans' (and Americans') attitudes on race?" Audience response was as diverse as the subject itself.

African Dominican music and dance groups La 21 División educated about and demonstrated some of the African artistic traditions of the Dominican Republic.

Spring Events at NYU's King Juan Carlos I of Spain Center

"Travels in Latin America: Writing, Criticism, Theories"—A faculty colloquium series and conference exploring the importance of travel to organizing an economy of knowledge—of self, other, home, and "foreign" places—and for fashioning the notion of what constitutes Latin America's uniqueness. Every other Wednesday, through April 39; conference, April 28-29.


Expulsion and Memory: Descendants of the Hidden Jews—A one-hour documentary exploring crypto-Judaism, the hidden Judaism of Spaniards forced to convert to Catholicism during the Inquisition, and of their descendants in the New World. April 13.

"América Castro y la memoria histórica"—A conference with Juan Goytisolo, novelist; Eduardo Subirats, NYU; Frank Peeters, NYU; Christopher Brit, George Washington University; María Rosa Menocal, Columbia University; and James D. Fernández, NYU. April 14-15.

Federal Ruling in Texas Lawsuit Troubles IDRA

Dr. María "Cacta" Robledo Montecel, executive director of IDRA, the Intercultural Development Research Association, spoke out against a federal court ruling in the Mexican American Legal Defense and Educational Fund (MALDEF) lawsuit regarding the Texas Assessment of Academic Skills (TAAS).

MALDEF challenged the state of Texas' policy of relying on the TAAS examination to determine whether high school students could graduate, arguing that the test unfairly penalized minority students.

A judge ruled that the use of TAAS does not have "impermissible adverse impact" on Texas' minority students.

"We are extremely disappointed by the judge's ruling," said Montecel. "The TAAS is not a valid measure since there is no way that the test can be adjusted to measure student competence in content that was not taught."

ICEED to Fund Rancho Santiago Projects

The International Consor of Education and Economic Development (ICEED) will provide funding and space at South Orange Community College (Calif.) and its Center for International Development.

The Center, based in Santa Ana, will develop a pair of international business propo and an exchange program between students at Orange County College and Mexico Universidad Tecnológica de León.

The ICEED mission is to bring together higher education entities from Mexico and the United States to enhance community and economic development.

Rutgers Presents Child Welfare Colloquium

Rutgers University's School of Social Work (N.J.) is presenting its second Colloquium Series in Child Welfare addressing issues, policies, and practices.

April 26, Jose A. Carrasco, chair of the department of Mexican American studies at New York University, will give a lecture. "Beyond the Good Samaritan" addresses future challenges.

The series, the latest program level in the School of Social Work, is in partnership with DFYS (Department of Youth and Family Services), New Jersey Department of Social Services, to provide relevant training and guidance to social workers, welfare workers, court staff, and the public.

Planning for Community-Based College Information Centers

TERI (The Education Resources Information Center) in Massachusetts launching a three-part campaign to reduce the growing gap in college opportunities for income youth.

With a $900,000 grant from the DeWitt Wallace-Reader's Digest School-to-Col Transition Initiative, TERI will help cities develop community-based college information centers.

DeWitt Wallace-Reader's Digest supports making it possible for TERI to provide technical assistance to help schools build centers through a tool-kit including a "how-to" manual and demonstration prototypes and a training institute.

TERI is initiating a comprehensive study to secure public and private funds at nati-
state, and local levels to help create many more college information centers nationwide.

Guzmán Lands Presidential Appointment in DC

Dr. “Cha” Guzmán, executive vice president for administration, institutional advancement, and community relations at Austin Community College (ACC) in Texas, has taken a year’s leave of absence to serve a one-year presidential appointment as a senior advisor to U.S. Education Secretary Richard Riley.

Guzmán, an passionate advocate for the improvement of Hispanics in education, wants to determine how to provide Hispanic communities with full access to opportunities offered in federal programs, and wants to develop a standardized data collection system.

Guzmán, a member of the Texas Association for Chicano Higher Education, joins her husband, Gilberto Ocasás, who currently resides in Washington, D.C.

In the News at Cal State-Northridge

Concerned about the impact that alcohol, tobacco, and other drugs are having on the Latino community, California State University (CSUN)-Northridge educators joined with local leaders at a two-day symposium, “Building a Movement for Health: Taking Back Our Communities from the Alcohol and Tobacco Industries,” to examine what can be done to create a healthier environment. Participants shared information and developed strategies on how to deal with the alcohol- and tobacco-related problems in the Latino community.

CSUN recently hosted the art exhibit “A Matter of Life and Death: A Transatlantic Millennium Exchange,” featuring 60 original prints of imagery reflecting diverse interpretations of the life-death cycle by 30 artists on both sides of the Atlantic. The central theme was intercultural interpretations of renewal, including its relationship to the millennium and the celebration of the Day of the Dead.

Fullerton Hosts Library Leadership Institute

Fullerton College (Calif.) recently held the First Annual Library Leadership Institute, sponsored by the Orange County chapter of REFORMA (the National Association to Promote Library and Information Services to Latinos and the Spanish Speaking) and the San Jose State University School of Library and Information Science Program. The event, targeted toward library and information science students and librarians who are beginning their professional career, included forums and panel presentations addressing library leadership and diversity in the new millennium.

Dr. Camila Alire, director of the Colorado State University libraries, and Ruben Martinez, Latino community activist and owner/operator of the Martinez Bookstore and Art Gallery in Santa Ana, were keynote speakers.

University of New Mexico Hosts PeaceJam Conference

Betty Williams, co-recipient of the 1976 Nobel Peace Prize, led the second PeaceJam New Mexico Youth Conference at the University of New Mexico in February. The conference, based on the theme “Community-Based Solutions to the Problem of Violence,” gave New Mexico youth a unique opportunity to meet and learn from a Nobel Peace Laureate.

“You’ll find that the most peaceful neighborhoods have neighbors who get together, neighbors who share street parties, people who go out and care, people who get into their own area and take control of it—economically, socially, and culturally,” said Williams.

The goal of PeaceJam is to inspire a new generation of peacekeepers who will transform their local communities, themselves, and the world.

Ruiz Delivers Chase Lecture at Angelo State

Dr. Ramón Eduardo Ruiz, a scholar recognized by the presidents of two nations as one of the world’s preeminent authorities on Mexican history and economics, presented Angelo State University’s (Texas) 13th Annual Ralph R. Chase Lectureship in the Humanities.

President Clinton honored Ruiz, author of four critically acclaimed books on Mexico and Latin America, in 1998 with the prestigious National Humanities Medal. In recognition of his contributions to Mexican history, he was a guest of honor of the Mexican Government at the inauguration of President Miguel de la Madrid in Mexico City in 1982.

Ruiz has a bachelor’s degree from San Diego State College, a master’s from the Claremont Graduate School, and a doctorate from the University of California-Berkeley.

Haston-Tillotson President to Retire

The president of Huston-Tillotson College (Texas) for the past 12 years, Dr. Joseph McMillan, Jr., will retire effective June 30.

“I have decided that as we prepare for the new millennium, it is an appropriate time for new leadership to take the college into the 21st century,” McMillan stated.

Accomplishments during his tenure include: development of new majors to address the workforce of the Austin community; strengthening of standards for admission, retention, and financial aid eligibility; implementation of technology throughout the campus; and restoration of the college’s financial integrity, defined recently by a clean, unqualified external audit report.

White House Recognizes HOSTS

Help One Student To Succeed (HOSTS) was recognized at The White House Initiative Educational Excellence for Hispanic Americans in a report, What Works for Latinas Youth. The report heralds HOSTS and includes a directory of programs improving the lives of young Hispanics across the country.

The report states, “HOSTS helps students create tutoring programs for at-risk students using a mentoring approach. HOSTS match students with trained business and community volunteer mentors as well as cross-mentors. Students in the HOSTS structure mentoring program have consistently demonstrated gains of 20 grade levels for every nine months in the program.”

Linda S. Ramirez, Hispanic director for HOSTS, said that HOSTS is always focused on serving Hispanic students through its programs, especially through Spanish Language Arts.
Regalado Named Bautzer Faculty at Cal State-Los Angeles

Professor of political science Dr. Jaime Regalado, executive director of the Edmund G. “Pat” Brown Institute of Public Affairs at California State University (CSU)-Los Angeles, was named the university’s fourth Bautzer Faculty at a recent Council for Advancement and Support of Education (CASE) conference. The Bautzer Faculty University Advancement Award enables faculty to learn more about professional university development at national conferences and CSU workshops throughout the year. Regalado has directed the Pat Brown Institute—a widely recognized non-partisan center for applied public policy focusing on community development and youth and family empowerment—since 1991.

Latasa Heads Campus Police at New Mexico Tech

New Mexico native Louis “Louie” Latasa has become the director of the New Mexico Tech campus police department.

As campus police chief, Latasa supervises nine certified police officers, two security officers, four dispatchers, and four student employees. His department is responsible for security throughout the campus, the Tech Research Park, and the university’s Energetic Materials Research and Testing Center field sites and testing ranges—an immense area.

“I wouldn’t trade my job here for anything else,” said Latasa. “And that’s mostly because of the caliber of people I serve, protect, and work with.”

Kansas House Proclaims “Lydia Gonzales Day”

Lydia Gonzales, a Garden City Community College (GCCC) educator who recently ended her 22-year career, was honored Feb. 25 in Topeka, Kan. with resolutions by the Kansas House of Representatives and the Kansas Senate.

A designation of “Lydia Gonzales Day” was proclaimed during the annual Hispanic Legislative Day at the Kansas Statehouse, which was sponsored by the Topeka-based Buena Gente organization and the Kansas Democratic Caucus. Gov. Bill Graves and Kansas Insurance Commissioner Kathleen Sebelius spoke about Gonzales. Rep. Ward Loyd presented a House resolution, and Sen. Steve Morris presented a Senate resolution.

Gonzales, recently honored by GCCC, has earned national and state attention for her dedication and service to the Latino community.

Soto Headlines Texas-San Antonio Literacy Symposium

Gary Soto, winner of the 1999 Hispanic Heritage Award, shared his poems and prose at the University of Texas-San Antonio (UTSA) symposium, “Multiple Literacies in Latin America from Dick and Jane to the Internet in Español and Beyond.” The author of books for adults and children, Soto was a finalist for both The Los Angeles Times Book Award and the National Book Award with his 1995 book, New and Selected Poems.

The symposium, sponsored by the UTSA College of Social and Behavioral Sciences, examined literacy through a multicultural lens in a series of presentations on such diverse topics as “Aquí no tienen cultura: Challenging the Legacies of Ignored Literacies” and “Children’s Literature and Reading Instruction: Past, Present, and Future.” Participating UTSA faculty included Miriam Martinez and Mary Frances Agnello, Division of Education; Maria-Luisa Urdaneta, Division of Behavioral and Cultural Sciences; and Bertha Perez, College of Social and Behavioral Sciences.

Texas A&M to Establish System Center at Palo Alto

The Texas Higher Education Coordinating Board unanimously approved a request by the Texas A&M University System to establish a University System Center at Palo Alto College on the side of San Antonio, with Texas A&M University Kingsville as the lead institution.

Marc Cisneros, president of Texas A&M Kingsville, will develop and implement the center’s academic programs. Texas A&M-Commerce Dr. Rosario Torres-Raines is working to ensure courses in place for the fall 2000 semester.

With the addition of the A&M center at Palo Alto, students will be able to earn bachelor’s degrees while remaining on campus. Area residents will benefit from upper course offerings.

Valdez Receives Texas A&M-Corpus Christi Alumni Award

The Texas A&M University-Corpus Christi Alumni Foundation honored Carlos V. Valdez with the Outstanding Alumni Award.

Valdez was the lead counsel in the conviction of Rolando Saldivar, accused of killing Tejano music superstar Selena. A district attorney for Nueces County, he teaches at the county sheriff’s academy, and is a frequent lecturer at the university. He graduated in 1980 with a bachelor’s degree.

Dinah Bowman and Mary Ellen S also received alumni awards. Dr. B. Blount won the Distinguished Achievement Award.

St. Bonaventure Students Take Mission Trip to Mexico

On an uplifting mission trip, tiny poverty-stricken village Quelites, Mexico, St. Bonaventure University (N.Y.) students found an amazingly hospitable and generous rural munificence that gracefully offered what little.

The second annual Mexico mission headed by Tina Detena, associate c minister at the university, began with the purpose of helping the northwest Mexican community build a hospital and donating necessities. An underlying pose and ultimate goal of the trip was to provide an experience to learn from and appreciate what they have.

Students and adult leaders laid a ceremony on a side of a chapel, started the foundation for an effort to distribute cl-
rosaries, prayer cards, coloring books, and toys, and played games with the community children.

**Carver Scholarships to Support CUNY Minority Students**

A new scholarship program for outstanding City University of New York (CUNY) math, science, and engineering students is being established with a gift of $45,000 from the Carver Scholarship Fund. The gift will help broaden minority opportunities in the sciences and mathematics.

CUNY students eligible for support through the National Science Foundation's Louis Stokes Alliance for Minority Participation in Science, Engineering, and Mathematics will qualify for the new scholarships.

"The contribution could not have come at a better time," said CUNY Chancellor Matthew Goldstein. "Our nation's well-being depends more than ever on promoting interest in the sciences among our students. Yet minority populations are dramatically underrepresented in scientific fields."

**Griego-Rutten in New Post at New Mexico-Los Alamos**

Carole Griego-Rutten is the new student services manager at the University of New Mexico (UNM)-Los Alamos. Interim manager since August, she has been a senior academic advisor at UNM-Los Alamos since 1997.

A native New Mexican, Griego-Rutten began her college education at UNM-Valencia and earned her bachelor's degree from the College of Santa Fe.

**In the Land of Mirrors: Cuban Exile Politics in the United States**

by María de los Angeles Torres

A journey through the politics of Cuban exiles since the 1959 Cuban Revolution, this book explores the development of Cuban exile politics and identity within a context of U.S. and Cuban realities, as well as within the broader inquiry of the changing nature of nation-states and its impact on the politics and identity of diaspora communities.


**Fleeing Castro: Operation Pedro Pan and the Cuban Children's Program**

by Victor Andres Triay

From late 1960 until the October 1962 missile crisis, 14,948 unaccompanied Cuban children left their homeland, the small island suddenly at the center of the Cold War struggle. This book brings to light the humanitarian program designed to care for them once they arrived and the hardship and suffering endured by the families who took part in Operation Pedro Pan.


**The Tropic of Cracker**

by Al Burt

This book is about one man's vision of a state (Florida) struggling to remain true to itself. It mixes new essays with a span of earlier ones written during nearly a quarter century of raving the state as a columnist for The Miami Herald.


**Dictionary of Latin American Racial and Ethnic Terminology. 2nd ed.**

by Thomas M Stephens

This thoroughly revised and updated version features terms of the French American and American French Creole Caribbean. It introduces new symbols and abbreviations, and cross-references more terms between and among Spanish, Portuguese, and French than in the first edition.


**Affirmative Action on Trial: Sex Discrimination in Johnson v. Santa Clara**

by Melvin I. Urofsky

Like the landmark 1978 Bakke decision, most affirmative action cases have focused on preferential treatment given racial minorities. In Johnson v. Santa Clara, however, the central issue was gender, not race discrimination, and the Supreme Court's decision in that case marked a resounding victory for women in the workforce.


**Rethinking College Education**

by George Allan

Students are being filled with knowledge but are not learning how to use it wisely or even understanding that it is important to do so. George Allan challenges American colleges and universities to reconsider their priorities before they lose completely the spirit and style that have been the sources of their moral, cognitive, and affective inspiration to the nation.

Controlling Public Education: Localism Versus Equity
by Kathryn A. McDermott

Kathryn McDermott believes that norms of deference to expertise and school boards' disinclination to disagree in public greatly constrain the role that ordinary citizens can play in governance. She thinks that a new institutional ordering, combining centralization of resource allocation with decentralization of school governance, might enhance both educational equity and citizen participation.


Funding Public Schools: Politics and Policies
by Kenneth K. Wong

This book examines the role of politics in funding our public schools. For too long, the field of school finance has been dominated by two analytical traditions: one focuses on cost efficiency; the other highlights the spending disparity between wealthy and poor districts. In Kenneth Wong's view, both of these perspectives are narrowly conceived.


A Singer's Guide to the Songs of Joaquin Rodrigo
by Suzanne Rhodes Dreayer

An authoritative and indispensable guide to Joaquin Rodrigo's little-known catalog of vocal works, this book provides word-for-word translations, idiomatic translations, and IPA transcriptions of all 87 songs in Castillian, Catalan, German, French, Ladino, and Galician. Foreword by Nico Castel.


Puerto Rico: The Trials of the Oldest Colony in the World
by José Trías Monge

José Trías Monge, a Puerto Rican legal scholar and former government official, discusses the island's century-old relationship with the United States. Trías Monge describes the Spanish rule over Puerto Rico and traces the impact of American colonial policies there. After considering the various options for Puerto Rico—indépendence, statehood, and an enhanced commonwealth status—he concludes that the process of decolonization should begin immediately.


Blindness
by José Saramago

A parable of loss and disorientation and a vivid evocation of the horrors of the 20th century, this book is a portrayal of man's worst appetites and weaknesses—and man's ultimately exhilarating spirit. In 1998, author José Saramago was awarded the Nobel Peace Prize for Literature.


The Flower in the Skull
by Kathleen Alcalá

An exploration of the complexities of heritage, identity, and assimilation, this book exposes the mysterious nature of place, spiritualism, and faith in the lives of extraordinary ordinary people. Kathleen Alcalá is a winner of the Pacific Northwest Booksellers Association Book Award.


The Puerto Ricans: A Documentary History
Kal Wagenheim and Olga Jiménez de Wagenheim. eds.

This book of readings spans nearly 500 years in the history of the Puerto Rican people, from their ethnic origins to their present dilemma as members of a nation without nationality—a people whose past and present are obscured by propaganda and whose collective future is shrouded by uncertainty.


Encyclopedia of Minorities in American Politics: Volume 1, African Americans and Asian Americans; Volume 2, Hispanic Americans and Native Americans
Jeffrey D. Schultz, Kerry L. Haynie, Anne M McCulloch, and Andrew L. Aoki. eds.

This two-volume set addresses the historical and contemporary impact of four of the largest minority groups in the United States. The work draws attention to those events, people, and ideas that have shaped and will continue to shape the political dialogue of a diverse America. Every entry has bibliography that can serve as the next step for further research.


Many publications featured in this section are available through amazon.com.
CONFERENCES

2000 5-State Multicultural Conference
March 30-31

The 9th annual conference sponsored by Garden City Community College (Kan.). Keynote speakers include Jeannie Chavez-Martinez, Pittsburg State University (Kan.), and Roger Hernandez, nationally syndicated columnist.

Contact: Carole Huxman at GCCC Trio Programs, (316) 276-9538; Web site, gccc.cc.ks.us.

NAHE Convention 2000
March 29-April 1

The National Association of Hispanic Publications presents “the Hispanic print event of the new millennium.” At the Monte Carlo Resort & Casino, Las Vegas, Nevada.

Contact: Andres Tobar, Executive Director/CEO, (202) 662-7250.

AAHE 2000 National Conference
March 29-April 2

The American Association for Higher Education’s 2000 national conference has as its theme “To Form a More Perfect Union: Diversity and Learning.” In Anaheim, Calif.

Contact: Kerry Newberry, conferences and meetings assistant, (202) 293-6440; Web site, www.aahe.org.

Teachers College, Columbia University National Conference
March 31

“High Stakes Testing: What Are the Effects?” General sessions, plus concurrent sessions on effects on retention, graduation, teaching, and learning, accountability, assessment, and reform strategies; and means of opposition. At Teachers College, New York City.

Contact: Diane Brown, e-mail, brown1 @exchange.tc.columbia.edu.

NCA-CIHE 105th Annual Meeting
April 1-4

The North Central Association of Colleges and Schools’ Commission on Institutions of Higher Education presents “The Quest for Quality: Mission, the Commission, and a New Century.” In Chicago, at the Hyatt Regency Chicago.

The Latino Education Conference
April 3-4

“Where Are the Latino Voices in School Reform? II”—a conference to help practitioners, teachers, parents, students, and the community identify the critical issues of school reform and their impact on the Latino community. At Resorts Casino and Hotel, Atlantic City, New Jersey.


PRBA Scholarship Fundraiser
April 6

The Puerto Rican Bar Association will host its 43rd annual scholarship fundraising banquet, themed “Empowerment in the 21st Century.” Keynote speaker is Puerto Rico Governor Pedro Rosselló. The banquet raises funds for law students and honors Latino leaders. In New York City.

Contact: (212) 447-8444.

New Jersey Project Spring 2000 Conference
April 7

The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching’s spring conference focuses on “Global Transitions: Thinking, Writing, and Teaching across Borders” and features, among others, Ruth Behar, Cuban-born anthropologist at the University of Michigan. At New Jersey City University, Jersey City, N.J.

Contact: (973) 720-2296; e-mail, njp@wpu.edu.

WASHINGTON STATE COMMUNITY AND TECHNICAL COLLEGE

JOB OPPORTUNITIES

Washington state’s 34 community and technical colleges invite you to visit our Job Opportunities Website at http://www.sbctc.ctc.edu. From the menu, just click “Jobs” and you’re on your way.

Designed to introduce you to the diversity of opportunities in Washington’s two-year colleges, this user-friendly site provides information on our colleges, faculty and administrative openings and application processes. Through the site’s search engine, you can view all the openings in your area(s) of interest or narrow your search by region or college. Direct links allow you to “virtually” visit each college before applying. At your option, you can ask the colleges to contact you by entering information about your qualifications and the positions you’re seeking.

Visit us at http://www.sbctc.ctc.edu and learn more about our career opportunities.
Book Review

By Mark Saad Saka, Ph.D.


The Valley region of South Texas represents not only the cradle of Tejano society and culture but also the most resilient of all Mexican American demographic and cultural strongholds in Texas and possibly the United States. Founded as a ranching frontier during the Spanish colonial era and later violently incorporated into the United States, Mexican Americans fought against overwhelming odds and continue to represent 90 percent of the Valley's population. The Valley also forms the "core borderlands" zone of the U.S.-Mexico border, which today holds an estimated population of 30 million people and stretches from the San Diego-Tijuana twin sister complex to the port cities of Matamoros-Brownsville. Chad Richardson, a professor of sociology at the University of Texas-Pan American, is the director of the Borderlands Research Project. Based upon thousands of oral interviews with members of fifteen distinct sociocultural groups on both sides of the border, Batos, Bolillos, Pochos and Pelados represents the culmination of almost two decades of field research. This fascinating book is by far the most current research available on the Mexican American peoples of the Tejano heartland and brings to light their struggles and triumphs.

A major theme of the book is the cultural fusion that South Texas has undergone in the past half century. Rather than simply viewing South Texas as ethnically polarized, where Anglos and Tejanos each remain isolated and unicultural, Richardson interprets the Valley as a dynamic and innovative region that has produced a bicultural synthesis. In fact, in the broader march of history, South Texas might represent the forerunner of a truly multicultural American consensus. In a nation where salsa has replaced catsup as our number one condiment and Selena and Ricki Martin are among our national celebrities, historians might one day view the Valley as our Anglo-Hispanic heartland.

Richardson conducted a series of interviews with migrant farm workers of South Texas, those who perform the most difficult and yet least appreciated work in America. Revelations on the difficulties that the children of the migrant workers have in securing an education bring to light the challenges that anyone involved in educating Hispanic youth. Nearly 50 percent of the migrant children never finish high school, yet alone attend an institution of higher education. Contrary to traditional myths held by Anglo educators, which hold that migrant parents fail to stress education for their children, Richardson found that nearly all of the Mexican American parents encouraged their children to finish school. Instead, what Richardson found was overwhelming evidence that the socioeconomic structures of South Texas prevented migrant children from completing high school and that this better explains young Hispanic high dropout rates rather than some perceived flaw in the Mexican national character.

Richardson also traces the history of segregated education in South Texas for both primary and secondary schooling. More important, however, and a major asset of the book, is his treatment of the gains made by Mexican Americans since the 1960s. Richardson interviewed a number of Tejano parents on the issue of bilingual education, a hallmark of the Chicano movement of the 1960s. What emerged is the overall dissatisfaction that Tejano parents felt for bilingual education. Many of the parents regarded bilingual education as another example of Anglo liberal paternalism. Most of the Mexican American parents wished that their children could retain Spanish as their primary language and also obtain a mastery of the English language with which to advance both socially and economically. In fact, most of the parents and their children alike, chastised those Mexican American youth who could not speak Spanish—hence the term pocho, a derogatory term used to describe Mexican peoples who had forgotten their mother culture.

Richardson's interviews reveal the tremendous changes that have occurred in South Texas education, noting that a greater percentage of Mexican American youth today are graduating from high school, that Tejano youth represent a greater overall percentage of the high school population, and that a greater number of Mexican American principals, administrators, and teachers are serving as role models for young Chicanos of the Valley. In addition, Richardson's interviews reveal a relaxation in ethnic rivalries and a greater assimilation and acceptance between Hispanic and Anglo youth, greater participation in extra-curricular activities among Tejano youth, and a reduction in hostility and arrogance propagated by Anglo teachers and administrators. Richardson also notes that there is much work to be done, especially given that Hispanic youth in America have higher dropout rates than do other ethnic groups and lower scores on standardized state tests. In other words, it remains to be seen whether or not the building blocks really are in place for an increase in Mexican American enrollment in institutions of higher education for the 21st century.

Richardson's book includes a number of other important studies on often neglected socioeconomic groups along the Texas-Mexican border, including the residents of the colonias or border barrios. There are extensive interviews with undocumented domestic servants, maquila workers, and street children in Mexican border towns. Ethnic relations among Mexican and Mexican Americans, Anglo "winter" Texans, and the truly neglected presence of African Americans in South Texas are explored, as are the African Americans' relationships with both the Anglo and Tejano populations. Richardson's book is a welcome addition to the literature of South Texas. His firsthand research demonstrates the social complexities of how race, class, and culture intersect to form a truly unique border region that is neither Anglo nor Mexican but what we local Texans/Tejanos simply call "Tex-Mex."

Dr. Saka, a Fulbright scholar completed his Ph.D. at the University of Houston in 1995. He is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, Saka teaches in the Department of History at Sul Ross State University, Alpine, Texas.

If interested in submitting a book review, please email us at outlook@aol.com for Book Reviewers' Guidelines.
DIRECTOR OF CAREER DEVELOPMENT

Reports to the director of the ASC (Academic Success Center) and is responsible for the design, implementation and delivery of career planning and placement services to our students. Responsibilities will include: overseeing the office, including technology; maintaining the budget, including seeking funds; maintaining employer relations; assisting students in exploring various career options; supervising a professional staff responsive to student and employer needs; collaborating with other program directors in the ASC to assure continuous quality improvement of services to our students.

Qualifications: The successful candidate must hold a master’s degree in a related field and a minimum of five years’ experience in a university career services office is required. Personal attributes should include: strong interpersonal leadership and management skills; commitment to student services and career development.

Salary Range: $48,040 - $62,425
Starting Date: June 5, 2000
Send letter and resume (include V#) to: Lorraine Whitaker, Montclair State University, Box C316-V#070/SL, Upper Montclair, NJ 07043
Apply by: March 31, 2000

ACADEMIC ADVISOR

Under the direction and supervision of the director of academic support, provides academic, personal and career counseling to all students who have not selected a major program of study. Advises transfer students about how their credits apply to their chosen area of study, readmitted students, students on probation and students in transition from one major to another. Serves as liaison between academic advising and a school/college and trains these faculty on the use of SISPLUS, academic advising policies and procedures. Makes presentations to students in classes and at orientation sessions.

Qualifications: Master’s degree in counseling, psychology or related field. Minimum of three years’ in counseling in a higher education setting; at least one year in academic advising with undeclared and transfer students. Experience working on SISPLUS and making presentations to students and faculty groups desired.

Salary Range: $40,509 - $46,583
Starting Date: May 22, 2000
Send letter and resume (include V#) to: Eileen Bruck, Montclair State University, Box C316-V#072/HO, Upper Montclair, NJ 07043
Apply by: March 31, 2000

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR STATE UNIVERSITY

Clarence J. Wallen
S.J. Endowed Chair in Mathematics

The Mathematics Department of Loyola Marymount University invites applications for the Clarence J. Wallen, S.J. Endowed Chair in Mathematics. The individual holding the Chair shall teach two classes per semester, carry out his/her own research agenda, develop programs that involve the undergraduate mathematics majors in research or professional activities, and engage in departmental and University service. Individuals working in any mathematical area, including mathematics education (especially K-12 teacher preparation), are invited to apply.

The appropriate candidate will have an established scholarly and academic record and should be able to demonstrate success in involving undergraduates in research or professional activities. The appointment to the endowed Chair will provide a competitive salary at the rank of associate or full professor and budgetary support for program development and research activities. Applications must include a letter of interest that briefly outlines a plan for the development of a program that will involve undergraduates in research or professional activities, a curriculum vita, and the names of three references. References may be contacted during the initial screening of applications; finalists for the position will be asked to provide three letters of reference.

The position will remain open until filled. The appointment could begin as early as the Fall of 2000.

Loyola Marymount University is a comprehensive Catholic university whose focus is excellence in undergraduate education. The Mathematics Department, housed within the University’s College of Science and Engineering, is a community of fifteen full time faculty members and 30-40 mathematics majors who work in an atmosphere of mutual respect and collegiality. Additional information about the LMU Mathematics Department and this position can be found on the web at:
http://lee.org.lmu.edu/~mthb_web/mumath.html

Please send applications and inquiries to:

Dr. Gerald Jakubowski
Dean, College of Science and Engineering
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, CA 90045-8135

jakubow@lmu.edu
310-338-2834

Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer.
Students at Harrisburg Area Community College can look forward to a bright future.

Chart your future at Harrisburg Area Community College. HACC students benefit from the most affordable tuition in Central Pennsylvania, caring and highly experienced faculty, and convenient locations in Harrisburg, Lancaster, Lebanon, and Gettysburg.

- Choose a career path in business administration, nursing, criminal justice, computers, early childhood education, engineering technologies, the arts, and more.
- Obtain job skills training in the trades and technologies through short-term programs.
- Earn your 2-year degree at HACC. Credits transfer to four-year universities nationwide.
- Join the full- and part-time HACC students who receive almost $11 million in financial aid each year.
- Fit college into your schedule. HACC offers convenient day and evening classes.
- Our Distance Learning opportunities include videocourses and courses offered on the internet.
- HACC's Weekend College allows students to earn a transferable degree or career certificate by attending classes scheduled entirely on weekends.

For more information, call the Office of Admissions at 717-780-2410.
Or visit our website http://www.hacc.edu

HACC
Harrisburg Area Community College
The Right Course for Your Life

Harrisburg Area Community College does not discriminate in admission or employment on the basis of race, color, religion, political affiliation or belief, age, sex, national origin, ancestry, non-job-related disability, place of birth, General Educational Development Certificate (GED), marital status, sexual orientation, or veteran status. For information regarding services, activities and facilities that are accessible to and usable by persons with disabilities, contact Marguerite MacDonald, Director, Learning Support Services, telephone (717) 780-2458.

Colorado
University of Colorado at Boulder

Excelencia por medio de la diversidad—Excellence through diversity

*Offering more than 2,500 courses in 150 fields of study
*Outstanding minority programs and services
*Precollege, undergraduate, and graduate research opportunities
*Five-year bachelor's/master's degree programs
*One of the country's "best buys" in public higher education (1999 Fiske Guide)

303-492-6305
apply@colorado.edu
www.colorado.edu/admissions
www.colorado.edu/cu-diversity

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and/or staff positions. For more information about the University's vacant positions, please visit our Web site at http://www.usf.edu/afspo/vacancy.html or call our Job Line for staff positions at (813) 974-3879.

USF is an equal opportunity/equal access/affirmative action institution committed to excellence through diversity in education and employment.
NATIONAL INSTITUTES OF HEALTH
UNDERGRADUATE SCHOLARSHIP PROGRAM

Qualified undergraduates can train and be mentored at the cutting edge of biomedical research while receiving scholarship support.

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government's premier biomedical research and research training agency. NIH offers scholarships to qualified individuals who are committed to a career in biomedical research.

Scholarships of up to $20,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree.

For each award year, scholars work 10 weeks (with salary/benefits) as NIH employees in our research laboratories in Bethesda, Maryland. They are assigned mentors, participate in developmental and science enrichment seminars, and are provided with housing and transportation. After graduation, they work 1 year of full-time employment at NIH for each year of scholarship award.

INTERESTED STUDENTS SHOULD APPLY IF THEY:

1) Are committed to a career in biomedical research;
2) Are from disadvantaged background;
3) Have a GPA of at least 3.6 or are in the top 5% of their class;
4) Are a U.S. citizen, national, or permanent resident;
5) Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

FOR MORE INFORMATION, CONTACT THE UGSP AT:

http://ugsp.info.nih.gov
E-mail: ugsp@nih.gov
Phone: 1-800-528-7689
TTY: 1-888-352-3001

This is a special opportunity for special students.

NIH is dedicated to building a diverse community in its training and employment programs.

VISIT OUR INTERNET SITE FOR ONLINE APPLICATIONS

CHANCELLOR SEARCH
University of Missouri-Rolla

The University of Missouri-Rolla (UMR), one of four campuses of the University of Missouri system, invites nominations and applications for the position of Chancellor. UMR, established in 1870 as the Missouri School of Mines and Metallurgy, has a long tradition of excellence in education and research in engineering and related sciences. Primary academic divisions at UMR are the College of Arts and Sciences, the School of Engineering, and the School of Mines and Metallurgy.

The campus offers baccalaureate through doctoral programs in engineering, the physical sciences, mathematics, and computer science, and baccalaureate degrees in the humanities, natural sciences and social sciences disciplines. In addition, masters degree programs are offered at various off-campus sites throughout the state and nation. The campus annual budget is $114 million and a significant influx of state money and a successful $50 million campaign are supporting strategic mission enhancement and capital improvement activities.

The Chancellor, as chief executive officer of the campus, reports directly to the President of the University of Missouri System and enjoys broad, delegated authority for the administration of the campus. Candidates for the position should possess a record of significant academic or other professional achievement sufficient to lead the distinguished faculty, outstanding student body and dedicated staff, and to command the respect of alumni and other supporters of UMR.

Screening of candidates by the search committee will begin upon receipt of nominations and applications and will continue until April 14, 2000, or until the position is filled. Nominations and applications should be sent to:

Dr. Jeffrey Cawfield, Chair
Chancellor Search Committee
206 Parker Hall
University of Missouri - Rolla
1870 Miner Circle
Rolla, MO 65409-0910

UMR is an Equal Opportunity/Affirmative Action Employer. Women, minorities, and persons with disabilities are encouraged to apply.

AMERICAN UNIVERSITY
WASHINGTON, D.C.

THIRD ANNUAL HISPANIC LAW CONFERENCE AND CAREER FAIR

Saturday, April 15, 2000
AMERICAN UNIVERSITY
WASHINGTON COLLEGE OF LAW
8:30 AM to 4:00 PM

For more information, please contact Monica Rodriguez at 202-274-4002
or < mrodriguez@wcl.american.edu >

Co-Sponsored by the Hispanic Bar Associations of the District of Columbia, Maryland, and Virginia and American University, Washington College of Law

NOVA KNOWLEDGE
www.nv.cc.va.us

affordable

We turn dreams into realities!

NOVA is a leading producer of minority associate’s degrees!

10% Hispanic enrollment in over 150 occupational and college transfer programs!

We're proud of our diversity!

Alexandria - Annandale
Loudoun - Manassas - Woodbridge

enroll now

703-323-3000
Register now for learning opportunities that fit your dreams and your schedule.

What's in it for you? A high-caliber A.A. degree program that's a dollar-wise start for virtually any college or university degree. Dynamic A.S. degree choices for a career geared up for the 21st century.

Courses and customized learning options for the time-squeezed. Make a commitment to your future by visiting or calling MCC's Bradenton or Venice campus. Get your personal success story under way.

Register today.
Right here. Right now!

Serving Manatee and Sarasota Counties

Manatee Community College

Hispanic Graduate Stoles Now Available!

Hispanic Faculty • Multicultural Affairs Coordinators • Minority Student Advisor • Guidance Counselors

Recognize the achievements of your Class of 2000 Hispanic graduates. Present them with "Clase de 2000" Stoles that they will cherish for years...Alumni events, class reunions etc.

Visit Primeheritage.com or call 1-800-626-3796 for more information.

Unique Personalized Greek Gifts

The University of Michigan

Student Affairs: The University of Michigan, Office of Multi-Ethnic Student Affairs, is seeking a Program Coordinator to advise Hispanic/Latino/a students on personal concerns related to social adjustment and academic performance, to provide supportive services to Hispanic/Latino/a student organizations, especially those related to organizational development, leadership training, and program planning; initiate or assist students with programs of an ethnic specific or multi-ethnic nature; facilitate the development and maintenance of a student advisory committee; maintain liaison with other student affairs personnel and university colleagues; prepare special or periodic unit reports regarding work activities and budget plans; assist with unit administrative duties as assigned. Desired qualifications: Master's degree in Student Personnel, Higher Education, or a related field. Two years experience working with students and student organizations, demonstrated knowledge of student development in a multi-ethnic environment. Must be flexible, mature, and have the ability to work with a diverse staff and student population.

Applications from women and minority candidates are strongly encouraged. Screening of applications will begin on March 13, 2000. No resumes will be considered after April 7, 2000. Send letter of interest and resume to:

E. Frederic Dennis
3200 Michigan Union
530 S. State Street
Ann Arbor, MI 48109-1349

Connecticut's Community Colleges are seeking Graduate Students interested in Administrative or Teaching Fellowships.

MINORITY FELLOWSHIP

• Experience the excitement and challenges of the two-year college sector where 50% of the nation's undergraduates begin their higher education.
• Gain valuable professional experience.
• Enhance the ethnic, racial, and intellectual diversity which the colleges seek to promote.
• Serve as a role model for students.
• Develop professional relationships in your field.
• Earn financial support for your educational expenses: $3,000 per semester.

The selected candidates should have successfully completed at least six credits of graduate study. All candidates should be in good standing, willing to spend 6 hours per week in classroom-related activities or in a structured administrative setting under the supervision of a mentor. These individuals will be involved in faculty and staff meetings, Minority Fellowship Orientation, and will assume increased responsibilities as the Fellowship year progresses.

For further information contact: Kenneth G. Armstrong, Affirmative Action Officer, Connecticut Community Colleges, 61 Woodland Street, Hartford, CT 06110; (860) 725-6646. We are an Affirmative Action/Equal Opportunity Employer M/F.
ACCOUNTING

Texas A&M University, Department of Accounting, invites applications for a tenure-track Assistant or Associate Professor position beginning September 2000. Applicants for an Assistant Professor position should have completed a Ph.D. in Accounting and have demonstrated potential for excellence in teaching and research. Applicants for an Associate Professor position must also have a record of accomplishment in both research and graduate level teaching and the ability to supervise doctoral students.

Please forward a letter of application, a current resume, and evidence of research activity to: James Benjamin, Head, Department of Accounting, Lowrey Mosby College and Graduate School of Business, 4355 TAMU, College Station, Texas 77843-4355. Texas A&M University is an Equal Opportunity, Affirmative Action Employer.

COMMUNICATION DISORDERS

Audiology, Assistant/Associate Professor. Full-time (10-month) tenure-track position is available in the Department of Communication Disorders, University of Michigan, Ann Arbor. Ph.D. required. Applicants should send a letter of application, 3 letters of recommendation, and a current C.I.S. or C.A.S. transcript before March 1, 2000 to: Dr. David Abel, Department of Communication Disorders, University of Michigan, Ann Arbor, MI 48109-1104. E-mail: dabal@mednet.med.umich.edu. Review of applications will begin immediately.

HEALTH PROMOTION AND REHABILITATION

Health Education: Full-time (10-month) tenure-track position is available in the Department of Health Education at Michigan State University. Ph.D. required. Applicants should send a letter of application, three letters of recommendation, and a current C.I.S. transcript before March 1, 2000 to: Dr. David Abel, Department of Health Education, Michigan State University, East Lansing, MI 48824-1075. E-mail: dabal@mednet.med.umich.edu. Review of applications will begin immediately.

PHYSICAL EDUCATION & SPORT

Assistant Professor of Spanish


Athletic Training: Fall 2000 full-time (10-month) tenure-track position. Doctoral degree preferred (masters degree required). Duties include teaching courses in athletic training, supervision and mentorship of students in student training programs, and completion of research on clinical populations. Preference given to candidates with experience in sport and rehabilitation. Salary competitive. Position available August 2000. Submit letter of application, curriculum vitae, and three letters of reference to: Dr. Ray A. Buczek, Chair, Department of Athletic Training, Central Michigan University, Mt. Pleasant, MI 48859. E-mail: rbuczek@cmich.edu. Review of applications will begin immediately and continue until the position is filled.
RESIDENCE LIFE

CAL POLY POMONA, near Los Angeles, is seeking the following full-time, 10-month, live-in positions in University Housing Services:

AREA COORDINATOR
$2,662 - $3,191 per month
The Area Coordinator will provide staff development and leadership to two/three professional staff Coordinators & six Resident Advisors; serve as counselor & mediator in University Residence Halls; develop & implement a major residence life program component: coordinate administrative operations of the hall. Requires a Bachelors degree (Masters preferred) in a related field PLUS 1 yr (2 yrs, preferred) professional exp. in one of the student services program areas or related field; exp. developing and implementing integrated multicultural perspective in education, cultural, and social programs and activities; knowledge of the practices, procedures & activities of a university housing department.
Refer to Job #00-SA-029

RESIDENCE COORDINATOR
$1,925 - $2,496 per month
The Residence Coordinator will assist with the selection, training, oversight and evaluation of six student Resident Advisors; provide staff development, leadership training and the daily work of student desk assistants; meet with residents regarding resident, emotional or academic concerns; assist with development and maintenance of a residence life program that addresses the needs of our present-day population of college students; advise co-curricular activities. Req: a one yr. exp. in direction & coordination of group activities (graduation or current enrollment in master's degree program desirable); knowledge of the practices, procedures & activities of a university housing department.
Refer to Job #00-SA-028

HALL COORDINATOR
$895 - $2,185 per month
The Hall Coordinator will assist with the day-to-day work of six Resident Advisors regarding student concerns. Degree in related field is desirable.
Refer to Job #98-SA-115

Positions include an on-campus, furnished apt. & reduced meal plan. A representative will be available to speak to interested candidates at the ACPA Conference. Apply by: 4/24/00. Call (909) 869-3733 to request application package. www.csupomona.edu/~hrs.

---

Medical Director

UMDNJ - University Behavioral Health Care and the Department of Psychiatry at the University of Medicine and Dentistry of New Jersey - Robert Wood Johnson Medical School, have the following positions available:

Medical Director
We are seeking an academically oriented, Board certified Psychiatrist with a dedicated interest and expertise in the areas of managed behavioral health care and time limited treatment to be the Medical Director for our Division of Brief Treatment Services. These services include a variety of traditional outpatient staff model offices, an employee and student assistance program, and school-based programs.

The position is responsible for developing and monitoring medication and other clinical practice, coordinating medical student and resident training, and collaborating in outpatient and inpatient health services research.

Interested individuals should send their C.V. to: William E. Rechman, M.D., Vice-Chair for Clinical Programs, UMDNJ - Robert Wood Johnson Medical School, 671 Boe Lane, Piscataway, NJ 08854.

Addiction Psychiatrist

We are seeking a Board certified part-time or full-time Psychiatrist to work with seriously mentally ill and dually diagnosed patients in an exceptional multi-disciplinary community-based outpatient treatment center. Candidates with clinical experience and academic interest in addiction psychiatry are preferred. This position includes the opportunity to reach medical students, residents and trainees in a variety of health related professions and to conduct or participate in research projects.

Interested individuals should send their C.V. to: Robert G. Siers, M.D., Medical Director, Division of Extended Treatment, University Behavioral Health Care, 189 New Street, New Brunswick, NJ 08901.

Our location is in Central New Jersey, in close proximity to the Princeton area, New York City and Philadelphia. Salary is competitive and negotiable depending on rank, qualifications, and experience. There is also an excellent benefits package.

UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably we can respond only to those candidates chosen for an interview.

Visit our website at:
http://www.umdnj.edu/hrweb/

---

DIRECTOR OF MARKETING

SANTA CLARA UNIVERSITY

Located in the heart of California's Silicon Valley, Santa Clara University seeks a highly skilled marketing professional to position the University strategically, both internally and externally with its many and various constituencies. This is a new position reporting directly to the President of the University. The successful candidate will be responsible for creating and implementing initiatives to enhance SCU's identity and image by increasing awareness and understanding of the University and its programs. Primary focus will be on student recruitment, visibility and reputation building, donor and alumni relationships, internal marketing and athletics.

Management responsibilities include leadership and oversight of the Marketing and Communications Department, with a staff of 14.

Founded in 1851, Santa Clara is a Jesuit institution. The University offers a rigorous undergraduate curriculum in the arts and sciences, business and engineering and has nationally recognized graduate and professional schools in business, law, engineering, pastoral ministries and counseling psychology, and education. With 7,700 students and a values-oriented curriculum, it is dedicated to educating students for competence, conscience and compassion. The University counts over 50,000 alumni living in all 50 states and 91 countries and has an endowment in excess of $400 million.

Candidates must demonstrate a strong record of accomplishment in strategic marketing. The ideal candidate will be a creative, energetic leader and consensus builder with significant management experience. In addition, the Director must reflect the values of the University, have excellent interpersonal, organizational and communications skills, along with a proven record of success in developing, implementing and managing a comprehensive marketing program. A Bachelor's degree is required, and an advanced degree is preferred.

Compensation includes a competitive salary and benefits package and is designed to attract a dedicated, talented professional. Submit a cover letter, resume and three references by April 14, 2000 to:

Belvedere Partners
P.O. Box 1275
Belvedere, CA 94920

Santa Clara University is an equal opportunity employer.
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Faculty Positions Available
September 2000

Stockton College, located 12 miles west of Atlantic City, is surrounded by 1,600 acres of southeastern New Jersey Pinelands. It is a four-year undergraduate institution and has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton’s diverse faculty and student body combine a spirit of innovation with a sense of tradition for academic excellence.

Candidates for Associate Professor ($45,555-$52,391) must hold a terminal degree and have considerable experience. Candidates for Assistant Professor ($37,477-$43,106) must hold a terminal degree. Candidates for Instructor ($30,831, $35,454) must hold a Master’s degree and have an ABD status and be in the later stages of their dissertation. Salaries may be higher depending on qualifications, experience and increases in the appropriately established compensation plan.

Teaching load is 12 credit hours per semester (4 credit courses, 2 credit labs). Additional duties as expected under collective bargaining agreements, including an expectation of ongoing scholarly activity. All faculty are expected to teach general studies courses.

PROFESSIONAL STUDIES

COMPUTER SCIENCES AND INFORMATION SYSTEMS, INST/ASSIST/ASSOC/PROF, Tenure Track. The Computer Science and Information Systems program at Stockton consists of about 35 majors and 8 full-time faculty. Teaching includes a broad range of undergraduate courses in Computer Science and Information Systems. Successful candidate is expected to be an excellent teacher and to be engaged in scholarly activity. Teaching begins April 10, 2000, and will continue until position is filled. Send letter of application, resume and three letters of reference to Dr. Dee Henderson, Dean of Professional Studies.

SOCIAL AND BEHAVIORAL SCIENCES

PSYCHOLOGY, Instructor/Assistant Professor, One-year appointment beginning September 2000 to replace members on sabbatical leaves. Masters degree in Psychology required, Ph.D. (or ABD) in lifespan developmental Psychology preferred. Successful applicant shall teach introductory Psychology, Experimental Psychology and Adolescence & Aging during the fall term and Child & Adolescent Psychology and Experimental and an advanced topical seminar during the spring term.

SOCIAL WORK (Position 1), Assistant/Associate Professor, Tenure Track. MSW with a minimum of two years practice experience required, Ph.D./DWS preferred. Candidates should possess a thorough knowledge of and ability to teach generalist practice, including research methods and social welfare policy.

SOCIAL WORK, (Position 2), Assistant/Associate Professor, Tenure Track. MSW with a minimum of two years practice experience required, Ph.D./DWS preferred. Candidates should possess a thorough knowledge of and ability to teach generalist practice. Duties include responsibility for field placement for approximately 125-140 students.

SOCIAL WORK, (Position 3), Instructor/Assistant Professor, Half-Time, One Year. MSW with a minimum of two years practice experience required, Ph.D./DWS preferred. Candidates should possess a thorough knowledge of and ability to teach generalist practice, including Human Behavior in the Social Environment. Duties include teaching three Social Work courses and advising students.

For positions in Social and Behavioral Sciences, send letter of application, indicating position applied for, resume, documentation of completion of degree or expected date of completion, and three letters of reference to William C. Jaynes, IV, Dean, Social and Behavioral Sciences.

SCREENING BEGINS: April 15, 2000 (unless otherwise indicated), and will continue until positions are filled.

Apply to appropriate dean at The Richard Stockton College of New Jersey, AAS1, PO Box 195, Pomona, NJ 08246.

Stockton is an A/F/G/C. Women and Minorities are encouraged to apply. R003641

Nurse

The Student Health Center at Plattsburgh State University of New York is seeking applicants for the position of Front Desk Nurse (Nurse 1). Hours of Work: Monday through Friday, 8 a.m. - 4:30 p.m. Projected starting date: 5/01/00.

Responsibilities: Perform duties as a front desk nurse, triage nurse and staff nurse; answer questions, greet students and refer them to appropriate clinical areas; perform pertinent vital signs when appropriate; refer patients to appropriate level of care; interview and screen patients in outpatient clinic; give throt door hours and other information about appropriate care; administer injections and other medications as prescribed; assist in treatment room with minor surgical procedures answer phone when necessary; cooperate with community agencies and develop and conduct educational outreach programs.

Qualifications: Licensure to practice as a New York State Registered Professional Nurse is required. Bachelor’s or Master’s Degree in Nursing (Nursing must appear in title of degree) an must have a Baccalaureate degree. Salary: $28,738/yr. plus generous New York State fringe benefit package.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until position is filled. To apply, please complete Form OC-APP (available from the New York State Job Service or the Human Resources Department, SUNY and submit with a detailed resume of previous training and experience copies of current licenses, degrees and professional certifications; and the names and telephone numbers of three references to: Human Resources (P.O. Box 1302-808), 101 Broad Street, Plattsburgh State University of New York, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060.

Plattsburgh State University of New York

WILLIAMSON COLLEGE

Williams College, a highly selective liberal arts college in Williamstown, Massachusetts, invites applications for

Assistant Director of the Multicultural Center (MCC)

Primary responsibilities as Assistant Director of the MCC include administrative operations such as: budget preparation, expenditure tracking, evaluation and approval of funding requests, coordination of procurement materials, meetings, leave and vacation time scheduling, and the generation of MCC operations reports. The Assistant Director is also responsible for executing special programs and events, including leadership development for student leaders, and first year orientation introducing students to MCC services and campus life. Candidates must have a Bachelor’s degree and at least 3 years of leadership experience in multicultural programming, or an equivalent combination of education and experience. Excellent communication and interpersonal skills are essential. The position is full time, salary is commensurate with experience. Please submit a resume, cover letter with job number, and the names, numbers and addresses of three work related references to:

Employment Manager
15 Park Street, Williamstown, MA 01267
Phone: (413) 597-2681; Fax: (413) 597-4060
e-mail: hr@williams.edu
www.williams.edu

Williams College welcomes diversity.
ASSISTANT DEAN OF ADMISSIONS

Reporting to the Dean of Admissions, provides professional expertise in the recruitment and selection of freshman students with primary responsibility for Latino student recruitment. Interviews candidates for admission, participates in group information sessions, folder reading, and other projects. Successful candidate will possess an undergraduate degree and 2–5 years related experience. Knowledge of and enthusiasm for the College’s mission and rich in higher education, sensitivity to multicultural issues, and appreciation of differences in secondary school background is essential. Strong communication skills, an ability to work independently and in teams necessary; significant travel required.

Swarthmore College offers challenging professional opportunities and an excellent compensation package. The College is located in suburban Philadelphia, a region with exceptional higher education and cultural environments.

Please send letter of interest, resume, and the names, addresses, and phone numbers of three professional references to: Associate Director, Human Resources, Swarthmore College, 500 College Avenue, Swarthmore, PA 19081. Review of applications will begin immediately and applications will be accepted until the position is filled.

Swarthmore College is an equal opportunity employer committed to excellence through diversity.

Visit us at www.swarthmore.edu

Plattsburgh State University of New York

Plattsburgh State University of New York is a comprehensive coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal Canada, one hour’s drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

The English Department at Plattsburgh State University of New York invites applications for a full-time, tenure track assistant professor position in Children’s/YA literature. Start date is Fall 2000.

Qualifications: Ph.D. awarded by September 2000; publication promise of sustained scholarly productivity; evidence of successful college teaching; commitment to university service. Secondary interest in multicultural American literature or creative writing will be helpful.

Responsibilities: Composition/writing courses; general education courses; core courses; and upper-division literature courses.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: $37,000-$43,000 dependent upon qualifications and experience; excellent benefits.

Review of applications begins April 1, 2000 and continues until position is filled. Please send or fax cover letter, curriculum vitae, writing sample and three letters of reference to Chair Search Committee (P# 2398 806), c/o Human Resources. Plattsburgh State University of New York 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060

CSU

Cleveland State University's College of Education invites applications for the following position:

(Search Extended) Chairperson for the Department of Specialized Instructional Programs, at the Rank of Associate or Full Professor

DEPARTMENT DESCRIPTION: The Department of Specialized Programs houses the major teacher education programs for the College of Education. Faculty represents a variety of disciplines including early childhood, middle childhood and adolescent education; literacy; mathematics; science and social studies; special education; and TESOL. CHAIRPERSON DUTIES: Administer departmental activities, provide vision and strategic direction for teacher education consistent with college and university mission; support departmental faculty research and development activities; promote undergraduate, master’s and doctoral studies in teacher education; lead major innovations in teacher education; collaborate with local school districts and agencies as well as with other areas of the college and university; and teach one course per academic term. TERMS: Twelve-month, tenured position with a four-year initial administrative appointment and a three-year reappointment possibility to begin July 1, 2000. MINIMUM QUALIFICATIONS: Earned doctorate in teacher education or related discipline; previously attained rank of associate or full professor; previous faculty position teaching undergraduate and/or graduate courses in teacher education; experience advising students; experience with administrative tasks at least three years successful teaching experience in PresK-12 or equivalent; PREFERRED QUALIFICATIONS: Knowledge of and experience with a variety of teacher education programs; successful teaching experience at a research university; knowledge of and experience with obtaining extramural funding; in-depth knowledge of national trends in teacher education, experience promoting school and agency collaboration, experience in using and promoting technology and distance learning; professional and/or academic experience in multicultural, urban educational settings; and outstanding record of publication and scholarly activity. APPLICATION DEADLINE AND PROCEDURE: Review of applications will begin on March 31, 2000. To apply, please submit (1) a cover letter highlighting relevant experiences and accomplishments; (2) a current curriculum vitae; (3) copies of all graduate transcripts; and (4) the names, mailing addresses, telephone numbers and e-mail addresses of three professional references. Interested candidates should submit a letter of application including a description of their teaching and curriculum vitae to Dr. Robert Johnson, Chair of Specialized Instructional Programs, Cleveland State University, 1549 Redwood Street, Cleveland, OH 44114-4435. Questions regarding the search may be directed to Dr. Johnson through e-mail at johnsonr@calvin.edu. Interested candidates should submit a letter of application including a description of their teaching and curriculum vitae to Dr. Robert Johnson, Chair of Specialized Instructional Programs, Cleveland State University, 1549 Redwood Street, Cleveland, OH 44114-4435. Questions regarding the search may be directed to Dr. Johnson through e-mail at johnsonr@calvin.edu. Interested candidates should submit a letter of application including a description of their teaching and curriculum vitae to Dr. Robert Johnson, Chair of Specialized Instructional Programs, Cleveland State University, 1549 Redwood Street, Cleveland, OH 44114-4435. Questions regarding the search may be directed to Dr. Johnson through e-mail at johnsonr@calvin.edu. Interested candidates should submit a letter of application including a description of their teaching and curriculum vitae to Dr. Robert Johnson, Chair of Specialized Instructional Programs, Cleveland State University, 1549 Redwood Street, Cleveland, OH 44114-4435. Questions regarding the search may be directed to Dr. Johnson through e-mail at johnsonr@calvin.edu. Interested candidates should submit a letter of application including a description of their teaching and curriculum vitae to Dr. Robert Johnson, Chair of Specialized Instructional Programs, Cleveland State University, 1549 Redwood Street, Cleveland, OH 44114-4435. Questions regarding the search may be directed to Dr. Johnson through e-mail at johnsonr@calvin.edu. Interested candidates should submit a letter of application including a description of their teaching and curriculum vitae to Dr. Robert Johnson, Chair of Specialized Instructional Programs, Cleveland State University, 1549 Redwood Street, Cleveland, OH 44114-4435. Questions regarding the search may be directed to Dr. Johnson through e-mail at johnsonr@calvin.edu. Interested candidates should submit a letter of application including a description of their teaching and curriculum vitae to Dr. Robert Johnson, Chair of Specialized Instructional Programs, Cleveland State University, 1549 Redwood Street, Cleveland, OH 44114-4435. Questions regarding the search may be directed to Dr. Johnson through e-mail at johnsonr@calvin.edu. Interested candidates should submit a letter of application including a description of their teaching and curriculum vitae to Dr. Robert Johnson, Chair of Specialized Instructional Programs, Cleveland State University, 1549 Redwood Street, Cleveland, OH 44114-4435. Questions regarding the search may be directed to Dr. Johnson through e-mail at johnsonr@calvin.edu.

Yale University

A TRADITION OF EXCELLENCE

Assistant Dean
Director of the Office for Diversity and Equal Opportunity

Graduate School

The Yale University Graduate School invites applications for the position of Assistant Dean and Director of the Office for Diversity and Equal Opportunity. The position will be responsible for the development and implementation of recruiting and retention programs for minorities and other underrepresented groups. In addition, the position will compile and report statistical information, administer the summer Undergraduate Research Fellowship program and design and conduct workshops and seminars. Qualified candidates will possess a doctoral degree or its equivalent and experience in the recruitment and retention of underrepresented students, preferably at a major research university.

Interested candidates should submit a letter of application including a description of their teaching and curriculum vitae to D.M. Cable, Yale University, Department of Human Resources, P.O. Box 208250, 155 Whitney Avenue, New Haven, CT 06520-2526. Please reference Source Code 0A100390 on all correspondence. Deadline for Application is April 12, 2000.
INDIANA UNIVERSITY SOUTH BEND

CLINICAL ASSISTANT PROFESSOR IN DENTAL EDUCATION

Individuals holding the DDS/DMD degree are invited to submit applications to the Indiana University South Bend Programs in Dental Assisting and Dental Hygiene. Position is 12 month, Clinical Assistant Professor in Dental Education and is available beginning August 2000. Must be licensed or eligible for dental licensure in Indiana. Previous teaching and private practice experiences are preferred. Responsibilities include lecture, laboratory and clinical instruction in both programs; supervision of the Dental Assisting and Dental Hygiene clinics; and service. Salary is commensurate with candidate’s qualifications and experience. Please send vita and letter of application to: Jennifer A. Klein, RDH, MSA, Programs in Dental Education, Indiana University South Bend, 1700 Mishawaka Avenue, South Bend, Indiana 46634. Review of applications will begin May 1, 2000 and will continue until position is filled. Indiana University South Bend is an Affirmative Action/Equal Opportunity Employer. Minority group members, women, and disabled individuals are encouraged to apply.

LATIN AMERICAN HISTORY

The History and Philosophy Department of the University of Texas-Pan American invites applications for a tenure-track position at the assistant professor level beginning in the Fall 2000, subject to budgetary approval. The Department is seeking a generalist in Latin American History. Preferred secondary field is Texas History. Some interest in Women’s/Hispanic/Latin American History is also desirable. Ph.D. required; teaching experience and publications desirable. Letter of application, curriculum vitae, and three confidential letters of recommendation should be sent to: Paul R. Haggard, Chair, Latin American History Personnel Committee, Department of History and Philosophy, University of Texas-Pan American, Edinburg, Texas 78539. Please send only the requested information at this time. Deadline for applications is April 15, 2000. The University of Texas-Pan American is an equal opportunity employer. Candidates are invited to visit our website at www.pusan.edu/dept/hist-phil/

Mt. San Antonio College

Mt. San Antonio College (Mt. SAC) is a place where you can achieve your goals whatever they may be! At Mt. SAC, you can explore the many career options available, participate in a variety of campus activities, and achieve your academic goals.

a vision for your future

- Weekend Business College
- Upgrade Your Job Skills
- A.S. Degrees in over 90 Fields
- Over 100 Certificate Programs
- Transfer Agreements with Four Year Colleges and Universities
- Over 35 Student Clubs and Organizations
- California’s Largest Community College
- Highest Quality Education
- Fraction of the Cost of a Four Year College

Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789-1399
(909) 594-5611 Ext. 5409
www.mtsac.edu

TENURE TRACK EDUCATIONAL LEADERSHIP

Mills College Department of Education seeks an Assistant Professor with specialization in Educational Leadership and school reform/improvement, starting Fall 2000. Preferred: earned doctorate in education; knowledge of the relationship between leadership, school change, teaching, and student learning/development; ability to develop and maintain an active program of research and publication; ability to work collaboratively with teachers/schools/districts; deep understanding of and interest in multicultural, urban, educational contexts; professional experience in educational settings.

Duties: teach graduate courses in the Ed.D., Masters, and Administrative Services Credential program; supervise practicums and dissertations.

Send letter, C.V., and names, addresses, and phone numbers of three references to: Dr. Jane Bowyer, Education Department, Mills College, Oakland, California 94613. Screening begins April 1st and continues until the position is filled. Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women, with coeducational graduate programs. Persons of color and those committed to working in a multicultural environment are encouraged to apply. AA/EOE.

MILLS COLLEGE
Oakland, CA
New York University

SCHOOL OF EDUCATION

DIRECTOR OF STUDENT SERVICES

The School of Education is seeking a Director of Student Services to provide leadership for the delivery of student centered services. The School of Education enrolls approximately 8,500 students each year, 2,400 undergraduates and 4,500 graduate students. Additional information about the School of Education may be found at the Web site: http://www.nyu.edu

The Director reports to the Associate Dean of Student Services, and is responsible for establishing goals; developing initiatives; and supervising a staff of student service professionals to create and deliver new services that address the needs of a diverse student body. The Director will also serve as a liaison with faculty and the University Office of Student Life as appropriate.

The successful candidate will have had at least five years of experience providing student-centered services at an institution of higher education; exceptional communication skills; and, the ability to work collaboratively with diverse functions. The ideal candidate will possess a master's degree (doctoral degree preferred) or its equivalent in higher education administration, counseling, or related fields.

Send resume and letter of interest to: Patricia M. Carey, Associate Dean for Student Services and Public Affairs, New York University, School of Education, 82 Washington Sq. East, 3rd Floor, NY, NY 10003.

NYU encourages applications from women and members of minority groups.

THE COLLEGE OF NEW JERSEY
DIRECTOR OF CAMPUS LIFE

The College of New Jersey is a highly selective, public four-year institution with an undergraduate enrollment of approximately 5,800. The College has achieved national distinction for its commitment to excellence in education.

We are pleased to announce the following professional staff opening:

DIRECTOR OF CAMPUS LIFE - Responsible for the coordination of the Campus Life program, the Director supervises professional and graduate staff in the oversight of all student organizations and activities. Specific responsibilities include advising student government, coordinating campus programs, oversight of a professional performing arts series, and budget management. The ideal candidate will have a Master's degree in Student Personnel or a related area; at least six years professional experience in student activities with experience in leadership training, programming, supervision, budgeting and organizational development; and a commitment of multiculturalism. This twelve-month position includes a minimum starting salary of $45,214 and a full state benefits package. The anticipated start date is July 1, 2000. A review of applications will begin March 27, 2000. To apply, please send a resume, cover letter and three letters of reference which you authorize The College to contact, to: Ms. Jennifer Cross, Student Leadership Director, Office of Campus Life, The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718. To enrich education through diversity, The College of New Jersey is an Equal Opportunity Employer.

LONG ISLAND UNIVERSITY

BROOKLYN CAMPUS

ASSISTANT PROFESSOR

Department of Managerial Sciences

The Department of Managerial Sciences at Long Island University's Brooklyn Campus invites applicants for a tenure track assistant professor beginning September 2000. Ability to teach general survey courses in management and MIS integration in operations management. Ph.D. or D.B.A. is preferred in the area of management. A.B.D.'s with imminent completion may be considered.

The candidate must have evidence of effective student centered teaching, a desire to contribute to curriculum development, and evidence of published scholarship. Desired qualifications: distance learning and business related experience. To ensure consideration, submit letter of application, vita, official transcripts, and three recent letters of recommendation to School of Business, Public Administration and Information Science, Long Island University, Attn: Dr. Jordan Kaplan, Chair - Management Search Committee, 1 University Plaza - 11-700, Brooklyn, NY 11201. Review of applications will continue until the position is filled. LIU is an EEO/AA/AADA employer. Women and minorities are encouraged to apply.

DIRECTOR OF ADMISSIONS

Under the direction of the vice president for Student Development and Campus Life, the director of Admissions organizes, plans and directs the undergraduate admission and recruitment programs. The director is responsible for developing and implementing a strategic plan for enrollment management, participating in the development of university policies, and designing and implementing procedures to effectuate management policies in areas of assigned responsibility. The director of admissions also develops, administers and controls all unit programs, budget, work operations and personnel actions for the Admissions Office.

Qualifications: Master's degree required from an accredited college or university in a field related to the area of assignment or equivalence as determined by the appointing authority. Doctorate preferred. A minimum of eight years of undergraduate admissions experience of progressively increased responsibility especially in the area of marketing and recruitment. A background in marketing research and statistical analysis desirable. Should have knowledge of enrollment management theory, computer skills, and excellent written and oral communications skills.

Salary Range: $56,013 - $84,018
Starting Date: July 1, 2000
Apply by: March 24, 2000
Send letter and resume (include V4) to: Jacqueline Leighton, Chair, Montclair State University, Box C316-V#074/HO, Upper Montclair, NJ 07043
An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR STATE UNIVERSITY

40
Assistant Professor of Social Work

Applications are being accepted for a full-time tenure-track faculty position within the Social Work Program of the Department of Anthropology, Sociology, and Social Work at Eastern Kentucky University.

Responsibilities: Teach generalist social work courses in all curriculum areas - HBSE, Social Welfare Services and Policies, Research, Practice, and Field Placement. Active involvement in service to the Program, Department, University, Community, and the Profession. Engage in scholarly activities, advise students, professional development, and program evaluation. Availability and accessibility to students is required. It is expected that faculty are interested in helping the student reach his/her full potential.

Minimum Qualifications: A MSW degree from a CSWE-accredited school; teaching experience in a social work program accredited by the CSWE; evidence of teaching effectiveness; at least five years post-MSW practice experience; willingness to teach on- and off-campus courses; and evidence of community and professional involvement.

Interested applicants should include a vita, a narrative statement outlining expertise and interests appropriate for this position, evidence of teaching effectiveness, and the names, addresses, and telephone numbers of three references to the address below. Review of applications will begin March 31, 2000, and will continue until position is filled.

ATTN: Doug Burnham
Social Work Program
Department of Anthropology, Sociology, and Social Work
Eastern Kentucky University
Keith 223
521 Lancaster Avenue
Richmond, Kentucky 40475-3102

The EKU Social Work Program is accredited by the Council on Social Work Education.

Equal Opportunity/Affirmative Action Employer. Minorities and women are encouraged to apply.

Muskegon Community College

POSITION VACANCIES - FACULTY

POSITIONS:
Muskegon Community College is seeking qualified candidates for full-time faculty positions in Counseling, English, Philosophy, CAD/Drafting and Criminal Justice.

RESPONSIBILITIES:
Responsible for instruction and facilitating student learning, committed to student recruitment, retention and success, assessment of learning, development of curriculum and use of instructional delivery modes utilizing both traditional and non-traditional methodology.

QUALIFICATIONS:
Required: Master's Degree in field as listed by each position below, teaching experience, demonstrated ability to work with diverse populations representing a wide range of abilities, ages, nationalities and cultures, experience with instructional technology; possess sufficient qualifications to teach in another discipline. Preferred: Familiarity with current teaching and learning theories, experience with networked and/or technology-based classrooms, ability or willingness to teach in distance interactive learning environments, community college teaching experience, demonstrated knowledge of the role of community colleges in higher education.

Counselor: Master's Degree in Counseling/Guidance; Michigan Professional Counselor License or eligibility; experience as a counselor in an academic setting preferred, demonstrated ability to work well as a member of a team.

English: Master's Degree in English (or equivalent); college level highly desirable; show competence to teach Introductory English and English Composition; demonstrate competence to teach other courses offered within the department.

Philosophy: Master's Degree in Philosophy with course work relevant to Introductory Philosophy, Introductory Logic, and Biomedical Ethics, demonstrated commitment to the nurturing of writing and critical thinking skills in all courses.

Physics: Master's Degree in physics (including a strong background in Mathematics); hands-on experience teaching and organizing physics and other laboratory courses; hands-on experience with microcomputer-based laboratories specifically ones using Pasco Scientific lab interfaces.

CAD/Drafting: Bachelor's Degree in technical related field, minimum of two years industrial drafting experience, current AutoCAD knowledge; knowledge of advanced concepts in AutoCAD including customization and 3D solid modeling; familiarity with current teaching and learning theories; knowledge of ANSI Y14.5M standards; prior teaching experience, community college teaching experience.

Criminal Justice: Master's Degree in Criminal Justice field, working knowledge of Police/Corrections Academy type of training, minimum of 3 years of law enforcement/computer competency.

APPLICATION:
Deadline: Applications received by April 7, 2000 will be given full consideration. However, applications received after that date may be considered until the position is filled.

APPLICATIONS:
A new, completed, and signed Application Form with resume and transcripts must be received no later than 4:30 p.m. on the posted deadline. A resume is not considered an application but as a supplement to the application. Unofficial transcripts will be accepted with the application, but official transcripts will be needed if appointed to the position. The College does not return application materials. To receive an application packet, call, fax, e-mail, or write to the Office of Human Resources, Muskegon Community College, 221 S. Quarterline Road, Muskegon, MI 49442 (231) 777-0407 or (231) 777-0477; fax to (231) 777-0601; e-mail to whitemj@muskegoncc.edu.

Muskegon Community College is an equal opportunity, affirmative action institution and does not discriminate on the basis of race, color, religion, sex, national origin, marital status, sexual orientation, political persuasion, disability, height, weight, or age in any of its educational programs, activities, and employment.
ACADEMIC PERSONNEL SERVICES ADMINISTRATOR

Under the direction of the Director of Human Resources and working closely with the office of Academic Affairs, this position will have primary responsibility for providing guidance, assistance and technical assistance to management on the entire spectrum of faculty employment issues. The personnel services administrator will manage and maintain the information resources and databases concerning the recruitment and hiring of faculty, as well as update deans and faculty on personnel matters. The position will also maintain effective relationships between union representatives and management, and administer the faculty collective bargaining agreement.

The successful candidate should have 3 years of experience in an academic or administrative position of sufficient scope to have provided experience in solving a variety of personnel problems, and comprehensive knowledge of the principles and practices of academic personnel services. Experience in implementation of collective bargaining agreement preferred. Graduate level education leading to a related LL.B., J.D. is helpful.

Send Cover letter and resume to: Office of Human Resources, Emerson College 100 Beacon Street, Boston, MA 02116. Emerson College is an equal opportunity affirmative action employer, focused on workforce diversity.

Southern Connecticut State University

DEVELOPMENTAL MATHEMATICS COORDINATOR
MATHEMATICS DEPARTMENT

Tenure track position in mathematics at the Assistant/Associate Professor level beginning 8/23/2000. We are seeking someone whose principal responsibility will be to coordinate and improve our program in developmental/mathematics. Preference given to someone with experience in such a program and interest in developing alternative curricula, including the use of technology. Other duties include teaching undergraduate/graduate courses in mathematics and participating in department/student activities. Teaching/administrative loads 12 hours/sem. Salary ranges $40,866 to $69,160. Qualifications: Doctorate in mathematics education or mathematics, evidence of quality teaching, potential for scholarly growth. Send letter of application, vita, graduate and undergraduate transcripts, and statement of teaching philosophy. For more information, visit our website at http://www.scsu.edu/mathdept.

SCSU is an EOE/AEOE. Men and women are encouraged to apply.

DIRECTOR
DIVISION OF EDUCATIONAL SYSTEM REFORM

National Science Foundation

NSF’s Directorate for Education and Human Resources seeks candidates for the position of Director, Division of Educational Systems Reform. Division support strengthens and complements the standard-based efforts in science, mathematics and engineering education. 

Appointment to this Federal Senior Executive Service position may be on a career, or 2 to 3 year limited term basis, with a $115,811-$180,200 salary range. Alternatively, selectee may be assigned under Cooperative Personnel Service provisions. Applicant must have a Ph.D. or equivalent experience in science, mathematics or engineering or science and mathematical education; knowledge of organizations and education system involved in rural, urban and statewide initiatives; demonstrated leadership skills.

Announcement (SF 00-9), with position requirements and application procedures, may be accessed at http://www.nsf.gov/hrd/divs/ser/work.htm. Call by calling NSF's Human Resources at 703-306-7460 for more information. Applications must be received by 5/1/00.

NSF is an Equal Opportunity Employer.

MILLS COLLEGE
Oakland, CA

ASSISTANT DEAN/DIRECTOR OF STUDENT DIVERSITY PROGRAMS

Mills College, located in the San Francisco Bay Area, is a private liberal arts college for women who graduate programs for both women and men. The position develops programs and initiatives that increase the retention of women of color, enhance the diversity of the student body and faculty, and promote a campus climate that encourages diversity. The position works collaboratively with student organizations, student affairs professionals and faculty colleagues to integrate multicultural understanding into development programs for students and serves as a faculty advisor.

Qualifications: Five years experience in higher education advising students; knowledge of issues on campus and in society; M.A. in higher education, counseling, student personnel administration or related field; demonstrated ability to work in a problemiting, conflict resolution and multicultural program development. Knowledge of affirmative action programs is helpful.

Applications via email or mail to: Director of Human Resources, Mills College, Oakland, CA 94605.

MILLS COLLEGE
Oakland, CA

The College of Applied Life Studies at the University of Illinois at Urbana-Champaign (UIUC) invites nominations and applications for the position of Associate Dean, Academic Affairs. The College offers the bachelors, masters, and doctor of philosophy degree to prepare its graduates for careers in fields associated with the promotion of human health and well-being.

SPECIFIC RESPONSIBILITIES INCLUDE:
(a) administration of the college's undergraduate advising system (including an assistant director and five academic advisors), (b) management of undergraduate affairs by oversight of student records systems; student recruitment, admission and retention; student scholarships and awards, and (c) participation with the Dean, unit heads, and the faculty in advancing the College research agenda. The Associate Dean reports directly to the Dean and acts on behalf of the Dean upon request and/or in the Dean's absence.

Candidates should hold an earned doctorate, with demonstrated excellence in scholarship and teaching. The ideal candidate will have credentials to justify tenure in a department of the College. Additional qualifications include administrative or leadership experience ideally in both educational programs and research administration, an understanding of the mission of a land-grant university, and a demonstrated record of success in dealing with students and faculty from a wide variety of disciplines. Knowledge of the University of Illinois organization and the Urbana-Champaign campus in particular is desirable. The position is a 12-month, full-time (100%) academic professional appointment. Salary is competitive and commensurate with experience. The anticipated starting date is August 1, 2000 or as soon as possible thereafter.

To apply, please send a letter of application, curriculum vitae, and the names, addresses and telephone numbers of three references to:

Chair, Associate Dean Search
Attention: Joyce Wolfson
Office of Academic Life Studies
1206 South Fourth Street
Champaign, IL 61820
Phone 217/333-2131 FAX 217/333-0404

To assure full consideration applications or nominations must be received by May 1, 2000.

A review of applications will begin as they are received, but no decisions will be made prior to the closing date.

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.
THE LOS ANGELES COMMUNITY COLLEGE DISTRICT invites applications and nominations for the following position.

• PRESIDENT, LOS ANGELES HARBOR COLLEGE

FILING DEADLINE: April 14, 2000
The Los Angeles Community College District is seeking a President to serve at Los Angeles Harbor College. Interested individuals who possess the required training and experience are invited to submit applications.

REQUIREMENTS
Criteria for the position require a Master's degree from an accredited institution and an earned doctorate is preferred. Previous professional experience should include teaching or non-classroom faculty experience with administrative experience in the community colleges and other accredited, post secondary educational institutions and/or comparable business and industry experience.

SALARY
A revision of salary and benefits for President that is now underway will make the compensation package highly competitive.

FILING AN APPLICATION
A detailed brochure is available. To apply, send (1) A letter of application, preferably five pages or less, which provides examples from background and experience to demonstrate how your knowledge and expertise apply to this position; (2) A current resume of professional experience, educational background and other pertinent information; (3) A list of eight references with business and home telephone numbers, including two supervisors, two subordinates (including one support staff member), two faculty and two community members. Matrices should be received not later than 4:30 p.m. on Friday, April 14, 2000, but applications may continue to be accepted until the position is filled. Completed applications will be sent additional application materials. If selected, additional documentation, such as official transcripts, will be required. Send to: Human Resources Division, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017. Letters of nomination may be sent to the same address. For additional information, contact Human Resources at (213) 891-2552. Fax (213) 891-0411. Our website is www.laccd.edu.

For confidential inquiries, contact Dr. Al Fernandez of Community College Search Services at (805) 650-2546, fax (805) 650-8469; email: alfern@ccsearch.com

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.
WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

CONNECTICUT COLLEGE
REGISTRAR OF THE COLLEGE

CONNECTICUT COLLEGE, a highly selective, nationally-ranked liberal arts college of 1,600 undergraduates, invites applications for a senior-level appointment as Registrar of the College. Reporting to the Vice President for Enrollment, the Registrar acts as department head for the Office of Student Records & Registration and directs a staff of six.

Responsibilities incorporate the full range of student record management and registration, including academic policy interpretation and enforcement, certification services and official publications, and academic support services. The Registrar supervises the course schedule and classroom assignments, curricular and catalogue issues, completion of all federal and state regulatory reports, continuing education and special day students, and provides staff support to several Faculty and Trustee committees. He or she also chairs the Enrollment Planning & Analysis Team and serves on a Senior Director Team within the Enrollment Division. The Registrar will lead a major conversion project of student records to PeopleSoft software during 2000-01 and coordinate faculty involvement as it relates to records and registration.

Candidates should have 5-7 years of experience in an undergraduate Registrar's Office and must be familiar with the nature of a residential, selective liberal arts college. A Bachelor's degree is required; an advanced degree is preferred. Candidates must possess outstanding organizational and communication skills, knowledge of current regulations and academic record systems, and outstanding technology skills.

Please send a resume, cover letter and the names of three references to: Connecticut College, Office of Human Resources, 270 Mohegan Avenue, New London, CT 06320. Applications will be reviewed as received. The expected starting date is July 1.

CHEMEKETA COMMUNITY COLLEGE
Salem, Oregon

Chemeketa Community College is a large comprehensive, two-year, fully accredited, public educational institution (48,000 headcount, 9,000 FTE students) known for innovation and regional leadership. Chemeketa has a strong commitment to fulfill both personal and professional educational needs for the community. Salem, the state's third largest city and the capital of Oregon, is home of Chemeketa's main campus and is nestled in the heart of Oregon's beautiful Willamette Valley. The Willamette Valley boasts a wide variety of cultural and recreational activities. We are presently seeking applicants for the faculty positions listed below. A full job announcement can be seen on Chemeketa's Web Site:

http://www.chemeketa.edu

• Director-McMinnville Campus, 100% full-time, $4,382.23 - $5,692.17mo. Requires Bachelor's in business, education, management or related, 3 yrs. college level professional exp., exp. in budget dev. & mgmt., personnel admin., curriculum dev. & review, and excellent communication skills.

• Biology/Chemistry Instructor, 100% academic year assign., competitive salary. Requires Master's in Biological Sciences or Chemistry and 2 yrs. teaching experience.

• Business Management Instructor, 100% academic year assign., competitive salary. Requires Master's in business or related area.

• Computer Science Instructor, 100% academic year assign., competitive salary. Requires Master's in Computer Science, Information Systems, or related OR Bachelor's plus 3 yrs. relevant work exp.

• Human Services Instructor, 100% academic year assign., competitive salary. Requires Master's in social work, counseling, or related, 5 yrs. agency based clinical exp., and teaching experience.

• Mathematics Instructor, 100% academic year assign., competitive salary. Requires Master's, 30 sem. credits post baccalaureate, graduate level mathematics, and teaching experience.

Application Process: Please call (503) 399-5099/TDD for application and job announcement. Refer to the individual job announcement for instructions and required application materials. Application materials should be sent to:

Chemeketa Community College
Personnel Department
F. O. Box 14007
Salem, Oregon 97309

Electronic inquiries (personnel@chemeketa.edu) will be accepted; however, to apply, submit original application documents by 4:30 p.m., April 7, 2000, or postmarked by midnight of that date.

Chemeketa is an equal opportunity institution, values diversity in its workforce, and is committed to affirmative action. We encourage minorities, women, and persons with disabilities to apply.
Cazenovia College

BIOLOGY

ASSISTANT PROFESSOR (TENURE TRACK)

Cazenovia College, an independent two- and four-year coeducational college, seeks qualified candidates for a full-time, tenure-track appointment in Biology. Current teaching responsibilities include introductory courses in General Biology, Environmental Science, Genetics, and interdisciplinary courses in Scientific and Technological Literacy, but the College welcomes applications from qualified biologists with other interests. In addition to teaching, the position requires student advising, science curriculum development, and other activities in support of the mission of the College.

Qualifications: Ph.D. in Biology is preferred; a minimum of previous relevant undergraduate teaching experience is required.

Faculty members at Cazenovia College participate in the governance and planning structure of the College.

Rank and salary will be commensurate with experience. Candidates should submit a detailed letter of application that addresses the qualifications, current curriculum vitae, and the names, telephone numbers, and e-mail addresses of three references, and a statement of teaching philosophy. Applications must be received by March 31st. Appointment begins August 24, 2000. Send application to:

Biology Search
Human Resources Office
10 Senator St.
Cazenovia College
Cazenovia, NY 13035

Cazenovia College is located in the scenic Central New York village of Cazenovia, 20 miles southeast of Syracuse. For further information, visit our website at www.cazcollege.edu.
Foothill College

Dean, Language Arts

Responsible to the Vice President of Technology and Instruction, the Dean of Language Arts provides leadership for the Language Arts Division. Departments in this division are: English, English as a Second Language, and Foreign Languages including but not limited to Chinese, Japanese, Korean, French, Spanish, and German.

Minimum qualifications are: Master's degree from an accredited institution in a discipline within or related to the division, or the equivalent and one year of administrative experience, formal training, or leadership in an area related to the division.

To obtain a detailed job announcement, visit our website www.fh.fhda.edu/district/hiremployment.html or contact Employment Services (650) 949-6217 or employment@fhda.edu AA/EOE

Dean of Academic Development

The Dean will be responsible for providing primary administrative leadership and supervision for the academic area at the college level of the Houston Community College System (this includes providing leadership in the area of grant writing). This leadership includes a major liaison function with public schools, colleges, universities, and appropriate business and community groups in forging partnerships to enhance academic opportunities for students. The Dean will work closely with the college President, other deans, and the Vice Chancellor of Educational Development.

Performs all other relevant duties as assigned. Position reports to the college President and is located at our Southeast College.

Cover letter must outline how potential candidate meets each of the essential job requirements. Current VOTE must accompany application package. Masters degree from an accredited institution in a relevant field is required. Doctorate degree preferred. (Photocopy of college transcript showing degree conferred must accompany application.) Official transcript is required at time of employment.

Requirements: Minimum of three (3) years management experience in programs related to higher education with increasing levels of responsibility. Three (3) years of full-time or 2 semesters of adjunct/part-time teaching = 1 semester of full-time teaching experience in higher education required. Community College experience preferred. Demonstrated excellence in verbal, written, and interpersonal skills. Experience and knowledge of the Learning College. Current knowledge of trends, issues, and concepts in higher education (includes the evaluation of academic programs). Knowledgeable in the application of instructional technology. Two (2) years experience in budget management. Experience with accepted strategies for the performance appraisal of faculty and staff. Experience in working with a diverse student body and staff.

Please refer to JVN #0061 when making an inquiry or applying for this position. An HCCS employment application is required for consideration. To request an application, call (713) 718-8565 or visit our website at www.hccs.cc.texas.edu. Application deadline is 4/30/00. Start date is negotiable. Video conferencing will be used to interview out-of-town applicants.

Houston Community College System, HR Dept., 320 Jackson Hill, Suite 220, Houston, TX 77007

HCCS is an Equal Opportunity Employer
Columbia University, recognized throughout the world for excellence in academic programs, healthcare, and research, has an Assistant Director of LDEO and Director of Administration. The position, which for 50 years has been a premier research institution studying geological and earth systems with research funding, principally from federal grants and contracts, which exceed $50 million annually. The Assistant Director of LDEO and Director of Administration will report to and work closely with the Director of LDEO and will also work with the renowned scientists of LDEO, and with external partners to ensure financial success and support for increased opportunities for new and existing research programs.

The Assistant Director of LDEO and Director of Administration will be responsible for a broad suite of administrative management designed to support the research activities of the Observatory's 150 scientists. The position includes responsibility for all fiscal, operational, and administrative business policies for the Observatory. Additionally, the position has responsibility for all activities related to physical plant development, maintenance and improvement of buildings and grounds; all campus services such as housing, canteens, security, communications, etc.; central administrative functional areas including Accounting, Purchasing, Contracts and Grants Management, Administrative Computing and Human Resources; oversight of Research Administration; representing LDEO and advocating for LDEO at the University and with governmental agencies. The Assistant Director of LDEO and Director of Administration will also be expected to participate in special projects and to assist with the administrative operations of fundraising and external affairs groups at LDEO.

This is an outstanding opportunity for a smart, energetic, creative, self-directed and highly motivated academic/research leader with outstanding interpersonal, communication and political skills to play an integral role in the growth of one of the most exciting research organizations of the 21st century. The successful candidate will have an MBA with a minimum of five years in academic administration, research administration or a closely related field or a PhD with eight to ten years of equivalent experience, including experience with contract and grant administration or fund accounting, and demonstrated success in administrative management of a complex and highly political organization. Experience with the development and implementation of technology plans and with non-profit organizational improvement efforts are desirable.

All applications, nominations, and inquiries should be directed to Lyn Brennan, Vice President and Director, SSAACON MILL, 334 Boylston St, Boston, Massachusetts, 02116; phone: 617-362-6000; fax: 617-362-6000; Email: lbreann@ssaconsearch.com.

Women and minorities are strongly encouraged to apply.
Columbia University is an affirmative action/equal opportunity employer.

Northeastern University is a national research university that is student-centered, practice-oriented, and urban. Northeastern’s vision is to be the undisputed leader in creating the nation’s most comprehensive and dynamic model of practice-oriented education. Currently, it is comprised of 12,456 full-time undergraduate students and 4,580 graduate students and 6,937 part-time students. Northeastern University is seeking dynamic, innovative individuals to fill two key leadership positions.

**Director of University Planning and Research**

The Director of University Planning and Research will provide leadership for a sophisticated analytical planning effort that supports university-wide academic and financial operations and budgeting and includes all major constituents. The Director serves as a member of the University leadership group and provides leadership in shaping a policy process, based on research, that guides the University to develop policy and propose solutions to address issues facing the University. Responsibilities include leading or participating as a key member of a number of campus planning committees; crafting strategic assessment instruments that inform the University’s future planning; overseeing institutional research and supervising the budget of the professional staff.

Qualifications: Significant administrative experience with or in a research university or its equivalent; exceptional understanding of strategic planning, complex financial and budgeting planning matters; ability to conceptualize broad institutional goals; ability to systematically analyze complex issues and data; deep understanding of organizational dynamics; PH.D. preferred, advanced degree required.

Applicants should submit a letter of interest, resume and names and telephone numbers of three references to Patricia Mareser, Special Assistant to the President, Northeastern University, 350 Huntington Avenue CH 110, Boston, MA 02115; Email: p.mareser@nunl.nju.edu; Fax: (617) 373-5015. Applicants may also contact Margot Landel, Landel & Associates, LLC, Telephone (781) 237-1754; Email: landel@medicine.net.

**Director of University Relations**

The Director serves as member of the President’s leadership group, and is responsible for developing and executing a Brand Strategy that will advance Northeastern’s mission and ultimately serve to strengthen and unify the Northeastern brand. We are seeking an entrepreneurial leader to establish a marketing strategy, incorporating all the disciplines of marketing and communications (public relations, publications, advertising, direct marketing, website development with specific emphasis on the internet and other new media). Will lead and motivate a diverse team of over 30 communications professionals.

Qualifications: Must possess strong marketing and communications expertise, minimum of 12 years progressively responsible experience and provide evidence of substantial contributions to the development and implementation of a variety of marketing and communication strategies for complex organizations. Bachelor's degree required, graduate degree preferred. Strong management skills, exceptional ability to establish effective relationships, adept at managing change, and the ability to direct multiple projects are essential.

Applicants should submit a letter of interest, resume and names and telephone numbers of three references to Jim Ward, The Ward Group, 202 Cedar Street, Woburn, MA 01801. E-mail: info@wardgrp.com; Fax: (781) 938-4100. Salary and benefits are competitive and commensurate with qualifications. Women and minorities are strongly encouraged to apply.

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

ASSOCIATE COUNSEL

Three years or more experience preferred. The position, in department of two lawyers, involves advising faculty, students, staff and others on a wide array of legal issues and problems, both on and off campus. Experience in legal and other support work for the Association. Excellent writing and research skills, familiarity with higher education law, non-profit organizations, academic property, affirmative action, or civil liberties preferred. Salary from $60K, depending on experience. Excellent benefits. Apply to: AAUP Legal Search, 1012 16th Street NW, Suite 500, Washington, DC 20005. No phone calls.

NORTH PARK UNIVERSITY

RESIDENT DIRECTOR

Growing urban university of 2,300 students located on the south side of Chicago seeks a Resident Director for a female residence hall. This individual is responsible for developing and maintaining a healthy and positive community that addresses the academic, emotional, physical, psychological, social and spiritual needs of residents of this 222 student residence hall. Other duties include supervising and training of resident assistants and desk manager, directing overall operation of daily affairs of the hall, and assuming some ancillary responsibilities. Bachelor's degree required. North Park is owned by the Evangelical Covenant Church and we seek applicants with personal commitment to our mission of Christian higher education. Send resume and cover letter to Human Resources, North Park University, 3225 W. Fourth Ave, Chicago, IL 60625 or fax 773-279-7951.
Full-time, tenure track position available in Audiology, beginning Aug., 2000. Applicants must have Ph.D. expertise in 2 or more of: Diagnostic Audiology, Acoustics, Otology, Otoneurology, Speech-language pathology, and Audiology. Applicants should have teaching experience at the graduate level and research experience. Submit letter of application, vita, transcripts, and three references to: Brandi Culpepper, Ph.D., Dept. of Audiology and Speech Language Pathology, 5361 N. Redford Street, Detroit, MI 48201. Email: M. Culpepper@audiology.edu. E.O./EEO/AA:

University of California, Santa Cruz
Merrill College Coordinator for Residential Educati
Latino, Chicano and American-Program
Selected candidate will supervise, select and train prim
staff of 6-8 Residential Assistants; coordinate college-wide 
residential programming; develop programs addressing Lat
and African American students' needs, including 1 Chicano/Latino theme house; administers conduct. Master's 
level experience and a desire to work with students required. Be

To apply: Call (831) 458-2991 or see http://www.ucsc.edu/ 
copy of job announcement. Refer to Job #00-02- 
Application materials must be received by 4/17 at the UC Staff Human Resources Office, 102 Communication 
Bldg., Santa Cruz, CA 95064. AA/ADA/EOE

De Anza College

Vice President
Workforce, Technology & Economic Development
This management position will provide vision, leadership 
and supervision of the college’s workforce, technology 
and economic development programs. The successful 
candidate will work collaboratively with all segments of 
the De Anza community, and the community at large.

Minimum qualifications are: Master's degree in a disci- 
plines within or related to any of the above programs, or 
equivalent and three years of administrative experience, 
formal training, internship or leadership in an area 
related to workforce and economic development with 
related technology experience.
AC Montgomery College

A Two-Year Public Community College
Campuses at Takoma Park, Rockville and Germantown, Maryland

Announcement of Position Vacancy

Montgomery College
Rockville Campus

INSTRUCTIONAL DEAN
HUMANITIES AND SOCIAL SCIENCES

Montgomery College, a multi-campus community college committed to excellence in teaching and to student success, is seeking applications and nominations for the position of Instructional Dean, Humanities and Social Sciences for the Rockville Campus. Position funding is available through the College, which is located in Maryland, north of Washington, D.C., and is located in the most populous, racially diverse and fastest growing country in the state of Maryland. The College is engaged in meeting the challenges of providing instructional programs that are diverse and changing educational, social, economic and cultural needs of our community. The Rockville Campus is the largest of the three campuses and draws approximately 15,000 students of varied ethnic backgrounds who are native speakers of many different language groups. The campus high school, businesses and the international community.

The Instructional Dean reports to the Campus President and is part of the campus leadership team of deans and directors. This team is responsible to create, maintain, protect and be accountable for the best possible learning environment at the Rockville Campus by:

- Ensuring a student-centered focus in all activities
- Balancing college, campus and area perspectives
- Developing and managing resources
- Ensuring and advocating for quality of instruction and services
- Developing, supervising and evaluating faculty and staff in assigned areas
- Inspiring and encouraging innovation

This position provides leadership for faculty and staff in the areas of English Composition, Professional Writing, Literature, Reading and English as a Second Language, Foreign Languages, Political Science, History Sociology, Anthropology, Criminal Justice and Philosophy.

QUALIFICATIONS: Candidates must have a Masters Degree, preferably in one of the disciplines supervised. A doctorate in one of the areas supervised is preferred. Progressive experience and management experience is required: experience in teaching and management in a community college environment is desirable. Candidates should be able to demonstrate abilities in these areas:

- Effective written, oral and interpersonal communication skills
- Leadership in curriculum development, program review, academic planning and budgeting
- Teaching and the supervision of faculty
- Administering the appropriate use of technology in the classroom and laboratory facilities
- Developing opportunities for faculty professional growth and staff development
- Working with a culturally diverse student body
- Working collaboratively with other administrators, faculty and staff to advance the goals of the academic program
- Participating in community, business/industry, 6-12 and other outreach activities

The salary range is $64,293-$70,000 per year, with a starting salary falling within the first half of the range. Montgomery College offers excellent fringe benefits. Applications for career and other opportunities are available at (www.montgomerycc.edu) or by calling the Office of Human Resources, Montgomery College, 900 Flinthill Drive, Suite 130, Rockville, Maryland 20850. Application materials must be received by 5:00 p.m., April 7, 2007.

Montgomery College is an equal opportunity employer committed to fostering a diverse academic community among its students, faculty and staff.

EDUCATION

DIRECTOR OF STUDENT ACTIVITIES
SEARCH REOPENED

Candidate will provide leadership for a comprehensive Student Activities program based on student personnel philosophy of student development. Reports to the campus Dean for Student Services and is responsible for developing and administering programs for new freshman and currently enrolled students.

Master's degree required; degree in Student Personnel Administration, Counseling, Student Development, Higher Education or a related field. Minimum of two years experience as a Director or Assistant Director of Student Activities in a college or university setting required. Experience with new student orientation program desired; additional experience in student services will be considered.

Strong managerial and supervisory skills with the capability to establish priorities and function as a leader; manage multiple budgets with excellent computer, communication and interpersonal skills; ability to relate to ethnically diverse college community.

Salary: commensurate with education and experience with excellent benefits. Starting Date: ASAP. Application Deadline: 4/1/00.

Applicants should reference position number (03-175) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, and telephone numbers) to:

Judy Chastany
Department of Human Resources
Georgia Perimeter College
3251 Panthersville Road
Decatur, GA 30034

Georgia Perimeter College

For detailed information on each position, please visit our Web site at www.gpc.peachnet.edu

GA IS AN OPEN RECORDS STATE An Associates Degree Granting College of the University System of Georgia

UNIVERSITY OF CINCINNATI
College of Arts and Sciences

Director of Women's Studies

The University of Cincinnati College of Arts and Sciences invites applications for the position of Director of Women's Studies. The Director of this well-established and nationally recognized program will be responsible for providing feminist intellectual leadership to ensure further development of the Center's curriculum, research, and outreach programs.

The successful candidate for the directorship of Women's Studies must have a terminal degree in her/his field, substantial experience in teaching gender-related issues, and distinguished scholarly achievement in her/his discipline. Ideal candidate will demonstrate strengths in feminist research and publication, and in administrative skills, including interpersonal communication with sensitivity to diversity, curriculum development, and community outreach.

This twelve-month appointment is effective 2000-2001. The duties of the Director of Women's Studies will include teaching one graduate course per quarter, advocacy in representing the program to internal and external constituencies serving on Women's Studies committees, program development, grant-writing and fundraising. The Director will hold a tenure position in the Center for Women's Studies and will report to the Dean of Arts and Sciences. The position will include an administrative stipend and summer salary supplement.

The University of Cincinnati's Women's Studies Program offers an interdisciplinary certificate (minor), an MA in Women's Studies, and a JD/MJ. In addition to the Director, the administrative staff includes two Associate Directors and one administrative assistant. Approximately 80 faculty members throughout the University are affiliated with the Women's Studies Program. A unique strength of the Center is the support it receives from the Friends of Women's Studies, a 350-member community organization. The Friends Endowment Fund of $500,000 provides for visiting professorships and brings other distinguished scholars to campus.

Applicants should submit a letter of interest, curriculum vitae and the name of three references to Professor Marcia Bellas, Chair of Search Committee, Center for Women's Studies, University of Cincinnati, Cincinnati, Ohio 45221-0164. Files will be reviewed beginning April 1 and until the position is filled. For more information, visit our web site at http://careerwwcm.uc.edu/womens_studies/.

The University of Cincinnati is an affirmative action/equal opportunity employer. Women, minorities, disabled persons, and Vietnam Era and disabled veterans are encouraged to apply.
Director, College of Education

Texas A&M University-Corpus Christi invites applications and nominations for the position of Dean of the College of Education. The University is one of the fastest growing in the State of Texas with a fall 1999 enrollment of 6,600 students.

The College of Education, one of four colleges in the University, serves approximately 1,500 undergraduate and graduate students. There are 46 tenured faculty presently serving the College of Education. Its primary purpose is to prepare students for a career in a selected area of professional education. The Dean of the College of Education reports directly to the Provost.

The College of Education is committed to a field-based professional development program. Partner Schools in the Coastal Bend region serve as sites for direct instructional delivery by University faculty as well as sites for application of theory and practice. An integral part of the College of Education is the Early Childhood Development Center, a dual language school for children from three years of age through third grade, located on campus and connected with the Corpus Christi Independent School District. The University has designated the Center and its related activities as major area of emphasis.

Undergraduate programs include the Bachelor of Science in Interdisciplinary Studies degree and the Bachelor of Science Degree with majors in Kinesiology and Occupational Training and Development. In addition to these major fields of study, a teaching endorsement in Early Childhood Education is available. Students may also receive a military commission through the Military Science program.

The College also has ten fields of study leading to the Master of Science degree, fifteen certification areas; and seven professional certificates. A doctoral program in Educational Leadership is offered jointly by Texas A&M University-Corpus Christi and Texas A&M University-Kingsville.

The College seeks an educational leader who can strengthen programs at the undergraduate and graduate level, expand the research mission of the College, and serve the diverse populations of South Texas. The successful candidate must have an earned doctorate in education or a closely related field; public school experience; collegiate teaching experience; administrative experience as dean, associate/assistant dean, program director or department chair; a record of teaching, scholarship, and service; and an attitude of full professor in the College; and responsiveness to the trends and issues challenging the field of education at the national, state, and local levels.

The preferred candidate will have a strong publication record, experience in doctoral education; a commitment to shared governance with faculty, staff, and students; strong interpersonal communication skills; a commitment to excellence in education and innovative learning approaches; a record of collaboration with public schools and community organizations; significant leadership experience with accreditation; a record of supporting a variety of scholarship and research activities; success in securing external resources; and a commitment to professional development of faculty.

Review of applications will begin April 17 and will continue until the position is filled. A completed file consists of a letter of application, curriculum vitae, and names, addresses, titles, and telephone numbers of five professional references. Materials should be sent to:

Dr. Sandra S. Harper
Provost and Vice President for Academic Affairs
Corpus Christi Hall 273
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, Texas 78412
(361) 825-2722
Email inquiries to sharpen@falcon.tamucc.edu

T A M UNIVERSITY-CORPUS CHRISTI IS AN EQUAL OPPORTUNITY EMPLOYER STRONGLY COMMITTED TO DIVERSITY.
ASSISTANT PROSTOV AND DIRECTOR OF YOUNG SCHOLARS PROGRAM

Founded in 1970, the Office of Minority Affairs (OMA) is a long established unit of the Ohio State University with a specific mandate to recruit, retain, and ultimately graduate minority students. OMA also provides leadership opportunities for minority students and takes initiatives to include faculty, staff and community. OMA is currently accepting applications for the position of Assistant Vice Provost and Director of the Young Scholars Program (YSP).

ASSISTANT VICE PROVOST (YSP)

DUTIES: Perform broad range of complex duties to provide administrative support and assistance to the Provost and Office of Minority Affairs. Serve the Director of Undergraduate Recruitment & Scholarship Services and the Director of Retention & Academic Support Services. Serve as liaison and contact person for Office of Minority Affairs programs and initiatives. Oversee a broad range of student support activities and events. Provide administrative oversight in assigned OMA areas to ensure maintenance of a comprehensive minority student experience through campus collaborations.

QUALIFICATIONS: Master’s degree or an equivalent combination of education and experience; considerable experience in minority student recruitment and academic support services; excellent verbal and written communication skills; experience with diverse cultural groups; higher education commitment to bilingual/bicultural student groups desired. Working knowledge of university policies and procedures; experience in computer literacy and Windows work experience desired. Salary: $75,000 to $80,000.

DIRECTOR - YOUNG SCHOLARS PROGRAM (YSP)

DUTIES: Provide direction, guidance, and establish goals and performance objectives for YSP and oversee Board of Advisors. Serve as a liaison to the Board of Advisors to develop strategic plans. Direct and manage program activities. Oversee a broad range of student support activities and events. Provide administrative oversight in assigned OMA areas to ensure maintenance of a comprehensive minority student experience through campus collaborations.

QUALIFICATIONS: Master’s degree or an equivalent combination of education and experience; required qualifications: considerable experience in program planning, direction and administration; the pre-collegiate form experience in curriculum development experience with budget planning and related fiscal activities; previous supervisory experience preferred; professional and/or career experience working with low-income, and minority disadvantaged student population. Salary: $45,000 to $55,000.

The university offers a comprehensive benefits package. For more information about the university, visit our website at www.ohio-state.edu.

Review of candidates will begin April 10, 2000 and continue until position is filled. Send cover letter indicating appropriate position, reference number and two (2) references to: Employment Services, 310 Northwood High Rise Bldg., 2211 North High Street, Columbus, OH 43210. Office of Minority Affairs is an Equal Opportunity Affirmative Action Employer Women, Minorities, Vietnam-era Veterans, and Individuals with Disabilities are encouraged to apply.

Brown University

DIRECTOR OF THE CENTER FOR THE STUDY OF RACE AND ETHNICITY IN AMERICA

Brown University invites nominations and applications for the position of Director of the Center for the Study of Race and Ethnicity in America (CSREA).

Candidates must (1) be scholars qualified for a tenured faculty appointment in one of Brown’s academic departments in the humanities, the social sciences, or appropriate areas of the life sciences; (2) have broad academic interests and a demonstrated ability to work productively in an interdisciplinary, multi-racial, and multi-ethnic setting; and (3) have demonstrated teaching ability and a successful record of developing research projects and grant proposals.

The Director will be responsible for the academic leadership of the Center, for overseeing the Ethnic Studies Concentration, for coordinating and encouraging research and teaching in the area and for generating intellectual and financial resources for the Center. The Director’s duties will also include teaching half time.

Brown University is an EEO/AA employer. Minorities and women are encouraged to apply. The Search Committee will begin reviewing applications as of receipt. Candidates should send a letter of application, a curriculum vitae and a list of five referees to the address below. Applications will continue to be considered until the position is filled or closed. For further information or to apply write to:

CSREA Search
Brown University
Box 1937
Providence, Rhode Island 02912

Brown University is an Equal Opportunity/Affirmative Action Employer.
East Stroudsburg University of Pennsylvania

ASSISTANT PROFESSOR
PSYCHOLOGY DEPARTMENT

East Stroudsburg University invites applications for a full-time, tenure-track position at the Assistant Professor level beginning Fall 2000. Teaching responsibilities may include General Psychology, Psychology of Adjustment, Theories of Personality, Abnormal Psychology, Developmental Psychology, Measurement and Evaluation, Introduction to Counseling, and Psychological Testing. There may be a possibility of teaching graduate-level courses. The successful candidate will initiate and maintain an active research program with undergraduates.

REQUIREMENTS: A doctorate in the area of Clinical/Counseling Psychology, with a commitment to the scientist-practitioner model and undergraduate teaching experience is required. Final determination will be based upon successful interview, which may include teaching demonstration performance.

Materials must be received by May 15, 2000. Send a letter of application describing teaching and research interests, curriculum vitae, graduate transcripts, evidence of teaching effectiveness, evidence of scholarship, and three letters of recommendation to: Sussie Estus, Ph.D., Chair, Psychology Department Search Committee, East Stroudsburg University, East Stroudsburg, PA 18301.

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply. Visit our homepage at www.esu.edu.

Suffolk County Community College, New York State’s largest multi-campus institution, invites applications for the Dean of Faculty at its Western Campus. The Western Campus, located in Brentwood, has over 6,000 students and over 100 full-time faculty members.

The Dean of Faculty reports directly to the Executive Dean and is responsible for academic policy, implementation, procedure recommendations and proactive leadership. As the chief academic officer of the campus, the dean’s primary responsibility is the management of classroom faculty and support staff and providing oversight for the integrity and direction of campus academic programs.

Candidates should possess a substantial record of incremental administrative experience in higher education; significant teaching experience; expertise in program development; familiarity with emerging technologies and academic applications; a record of encouraging faculty development and be well versed in program review and the accreditation process. In short, the successful candidate must be a strong academician and leader who possesses outstanding interpersonal skills.

Please refer to the college website for position description and qualifications.
http://www.sunysuffolk.edu
Review of applications will continue until position is filled
Send a letter of application and a resume to:
EMPLOYEE RESOURCES
Suffolk County Community College
533 College Road, Selden, NY 11784
Suffolk County Community College is an affirmative action, equal opportunity employer and encourages minorities, females, and persons with disabilities to apply.

Austin Community College invites applications for the following positions:

FULL-TIME INSTRUCTOR POSITIONS FALL 2000

OPEN UNTIL FILLED

- Computer Information Systems (010001)
- Spanish (010002)
- English (010003)
- Child Development (010008)
- Visual Communications Design (010010)
- English As A Second Language (010013)
- Nursing Associate Degree (020013)
- Visual Communication Design (010018)
- Developmental Reading (020012)

- Government (010004)
- History (010005)
- Mathematics (010006)
- Nursing (Vocational) (010007)
- Biology (010011)
- Chemistry (010012)
- Culinary Arts New (010014)
- Physics (02008)
- Drama (020014)

HALF-TIME INSTRUCTOR POSITIONS FALL 2000

- Pharmacy Technician (010015)
- Surgical Technology (020009)
- Sonography (010016)
- Photography (010017)
- Drama (020014)

Applicants should submit a letter of interest, resume/vitae or application, transcript(s), and list 2-3 reference resources in the letter (include name, title, address, contact phone number of references) to: ACC, Office of Human Resources, 5930 Middle Fiskville Rd., Austin, Texas 78752. Applications are available on the ACC web site at: www.austin.cc.tx.us/hr or you may call (512)223-7534/7573 to request an application. An Equal Opportunity/Affirmative Action Employer.

CALIFORNIA STATE UNIVERSITY
CHICO

DIRECTOR OF SPECIAL PROJECTS AND JUDICIAL AFFAIRS

Oversees student judicial program, functions as grievance coordinator, liaison to auxiliary businesses and student programs.

DIRECTOR OF FINANCIAL AID

Oversees distribution of 560 million for 9,000 recipients and supervising a staff of 26 in a financial aid program with a student centered philosophy.

http://www.csuchico.edu/pers
class/whatis/faith.html
(530) 898-6435

Looking for a back article of Hispanic Outlook??

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from me:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov
Student Activities Positions

Lost: Creative, quick-thinking individuals with patience, stamina and boundless energy. If found, return to: University Student Commons & Activities Division of Student Affairs Virginia Commonwealth University

Activities Coordinator
Coordinator for Greek Affairs

Position Description
Visit our Website at www.students.vcu.edu/ commons/positions.htm for a complete position description and instructions for the 'one-page.'

Qualifications
Required: Master’s Degree in Higher Education Administration, College Student Personnel, Counseling or related field; Excellent oral and written communication skills - including presenting to groups and in a one-to-one setting; Must be willing to work a flexible schedule, which may include evening and weekend hours; Demonstrated organizational skills
Preferred: Additional full-time/part-time/grad assistantship experience in student life activities; Experience in a non-traditional, urban campus and demonstrated ability to work with a culturally diverse population in a higher education setting
Desired: Experience with PC-based computer applications including word processing, database management and electronic communications

Additional Qualifications: Coordinator for Greek Affairs (Position #: FA172) - One year of full-time or two years of part-time experience advising Greek letter organizations (Fraternal, Sorority and their governing groups) in a College/University setting is required, experience with and/or knowledge of NPC, NPC and NPHC structures and policies is preferred.

Activities Coordinator (Position #: FA193) - Required: One year of full-time or two years of part-time experience working in a college union operation, college union-university programming and/or event management, experience in advising students and/or student organizations. Program planning required: experience coordinating programs and events activities

Salary/Benefits
Salary for both positions begins at $26,000 for a contract professional faculty, non-tenure position with a twelve-month appointment. Excellent health and retirement benefits, tuition waiver and five weeks annual leave.

Application Procedure
Submit letter of application, resume, and names and telephone numbers of three current references and a one-page ad that summarizes and highlights the skills and experiences you would bring to the position by Monday, May 1, 2000 to:

Felicia Klein
Associate Director for Student Activities
University Student Commons & Activities
Virginia Commonwealth University
907 Floyd Avenue, Box 842032
Richmond, Va. 23284-2032
Tel: (804) 581-6568; F: (804) 581-6762

Virginia Commonwealth University is an Equal Opportunity/affirmative action employer. Women, minorities and persons with disabilities are encouraged to apply.

Be an Influential Force in
The Power of Learning
HOUSTON COMMUNITY COLLEGE SYSTEM

Houston Community College System (HCOC), a public, comprehensive community college, is the largest institution of higher education on the Gulf Coast of Southeast Texas. With an enrollment of 55,000 credit and non-credit students and 2,200 instructional programs, HCOC is organized into five regional colleges that serve a culturally, ethnically, and economically diverse student body. HCOC is a leader in workforce development and academic transfer programs, offering associate degrees, technical training, technical certificates, and continuing education opportunities.

HCOC, the fourth largest city in the United States with a population of 1.8 million, is well known as a center for energy, medicine, international business, and technology. Houston is also a thriving cultural center, home to a world-class symphony, opera, theater, ballet company, and sports teams.

We invite applicants for anticipated full-time faculty openings in the following disciplines:

Academic Instructors
Art
Biology
Chemistry
Computer Science
Dev. Math*
Dev. English*
Economics
English
English as a Second Language (ESL)

Technical Instructors
Audio/Video Technology
Business Technology
Computer Science
Technology
Criminal Justice
Law Enforcement
Emergency Medical
Technician (EMT)

Technical Writing

Bilingual (English/Spanish) also needed in these fields.

All applicants for academic areas must have a Master’s degree with 18 graduate hours in the teaching field, as well as related teaching experience at the post-secondary level.

Candidates in the technical areas must have appropriate academic credentials (minimum of Associate’s degree), as well as 36 months of related work experience.

Experience working with a diverse student population is desired. A commitment to the mission of community colleges and their students is required. HCOC offers competitive market salaries and excellent benefits.

An employment application and a copy of college transcript from an accredited institution are required for consideration. To request an application, call (713) 718-8655 or fax request to (713) 718-8641 or download a application from the HCOC website (www.hcocs.cc.tx.us). Application deadline: April 20, 2000.

Houston Community College System
320 Jackson Hill, HR Dept. Ste. 220, Houston, Texas 77007

HCOC is an Equal Opportunity Employer.

UNIVERSITY OF WESTERN CONNECTICUT STATE UNIVERSITY
ASSISTANT TO THE DIRECTOR OF HOUSING/RESIDENT DIRECTOR

POSSIBLE MULTIPLE OPENINGS

W.C.S.U. is seeking an individual to serve as Resident Director beginning in the Fall 2000 Session (anticipated start date June 1, 2000). The AD/HRD position serves as a resource person within the residence halls who counsels, pro-motes, manages and maintains a positive, safe and healthy environment conducive to the development of leadership and personal growth of the resident student population. The Resident Director is responsible for the training, supervision and evaluation of resident assistants.

Minimum Requirements:
Bachelor’s degree in Education or a related field; previous residence hall experience; and the ability to work with students and staff in a variety of roles.

If desired, the position is available for full-time employment.

Submit letter of application, resume, and names and telephone numbers of three professional references to:

Maribeth Griffin, Assistant Director of Housing, Newbury Hall,
Western Connecticut State University, 181 Whitelawn Rd., Danbury, CT 06810 by April 14, 2000. EEO/Affirmative Action EMPLOYER. Minorities and women are encouraged to apply.
R. M. W.

RANDOLPH-MACON WOMAN'S COLLEGE

Associate Vice President for Development and Director of the Campaign

RANDOLPH-MACON WOMAN'S COLLEGE
Lynchburg, Virginia

The College seeks candidates who have a minimum of 10 years successful experience in fund raising and who can demonstrate thorough understanding of the systems and organizational structures needed to support a comprehensive program. Previous capital campaign experience at a major institution is preferred. A persuasive proponent of the liberal arts college environment, the ideal candidate will possess the vision to see the connections among the various campaign components, strong leadership skills, and proven managerial abilities. A Bachelor's degree is required; advanced degrees are preferred.

The College invites applications and nominations for the position of Associate Vice President for Development and Director of the Campaign.

The College seeks candidates who have a minimum of 10 years successful experience in fund raising and who can demonstrate thorough understanding of the systems and organizational structures needed to support a comprehensive program. Previous capital campaign experience at a major institution is preferred. A persuasive proponent of the liberal arts college environment, the ideal candidate will possess the vision to see the connections among the various campaign components, strong leadership skills, and proven managerial abilities. A Bachelor's degree is required; advanced degrees are preferred.

Randolph-Macon Woman's College is selective private liberal arts institution, founded in 1891, and situated on a 100-acre campus in the foothills of Virginia's Blue Ridge Mountains. The College has a diverse student population of 720 undergraduates who come from 47 states and 34 foreign countries, and it boasts a 9:1 student-to-faculty ratio. The market value of the College's endowment fund currently exceeds $140 million. Randolph-Macon Woman's College consistently ranks in the top 1% of all colleges and universities for alumni participation in annual giving, and it is ranked in the top 10% of baccalaureate-granting institutions nationwide in the percentage of students who go on to earn a Ph.D. The College is historically related to the United Methodist Church.

Active screening of candidates will begin immediately and will continue until the position is filled. Nominations, applications, and letters of interest should be submitted to:

Associate Vice President for Development and Director of the Campaign
Randolph-Macon Woman's College
o/o Educational Management Network/Kiefer
98 Old South Road
Santonuck, Massachusetts 02554

Requests for a copy of the Position Specification and questions concerning this search may be directed to Nancy C. Whitecomb at 508-228-6700 or via e-mail at RMVC@emnem.com

Randolph-Macon Woman's College is an equal opportunity employer.

BARNARD COLLEGE

Associate Director Admissions

Barnard College, a women's liberal arts college affiliated with Columbia University, seeks an Associate Director of Admissions to join the senior staff. Reporting to the Dean of Admissions, the Associate Director will assume responsibility for admissions programs, with specific responsibility for the multicultural program. Organize and execute candidate evaluation and selection processes. Develop and oversee special admissions projects.

Requires a bachelor's degree from a liberal arts institution, 4-5 years' experience in college or university admissions; understanding of values of a liberal arts education for women and the ability to articulate these effectively. Experience recruiting a diverse application pool is essential. Strong communication, time management, and organizational skills. Computer literacy and a driver's license are also necessary. Must be willing and able to travel for up to 3 weeks at a time.

Send letter with resume and salary requirements to Employment Manager, Barnard College, 3009 Broadway, New York, NY 10027-6598. Fax: (212) 854-2454.

Barnard is an equal opportunity employer and encourages applications from individuals of diverse racial, ethnic, and cultural backgrounds.

CERRITOS COMMUNITY COLLEGE DISTRICT

Cerritos College, a single campus community college district located in South Los Angeles County adjacent to north Orange County with an enrollment of approximately 21,000 students is accepting applications for the following full-time faculty positions:

 MANAGEMENT POSITIONS

Director of Child Development Center
Director of Development
Instructor of Humanities/Social Sciences Division

FACULTY POSITIONS (SALARY TRACK: EFFECTIVE FALL 2000)

Assistant Professor in Recreation/Recreational Therapy

REQUIRED: Earned doctorate in Recreation or related field, or ABD with imminent completion. PREFERRED: Successful university teaching in general recreation, scholarly record, and service activity. Review of applications begins April 15th, selection process closes May 15th. Send letter, vita, transcripts, and names/addresses of three references to Dr. Edward Leoni, Search Committee, Health and Leisure, One University Plaza, Costa Mesa, CA 92626.

Southeast Missouri State University is an equal opportunity, affirmative action employer. Women and minorities are strongly encouraged to apply.

MICHIGAN STATE UNIVERSITY

The College of Education announces a tenure system position to begin fall 2000.

Assistant Professor in Human Development. Contact: Dr. Richard S. Press, 517-353-6477, rpress@msu.edu

Complete information is available at http://mdwca.educ.msu.edu/kiosk.

Review of applications will begin April 15, 2000.

Minimum qualifications for all positions include an earned doctorate in an appropriate field and evidence of high quality scholarship, commitment to the position, and the ability to work productively with colleagues. Candidates must fulfill the requirements for a faculty appointment at Michigan State University.

Women and minorities are encouraged to apply. Persons with disabilities have the right to request and receive reasonable accommodations. MSU is an affirmative action/equal opportunity institution.

Pefax 562) 860-2451, ext. 2284

For applications, deadline & job announcement, visit our web site: www.mcc.cerritos.edu
## ADVERTISING INDEX

### POSITIONS

**CALIFORNIA**
- Allan Hancock College... 57
- California State Polytechnic University, Pomona... 47
- California State University, Chico... 64
- Cerro Coso Community College District... 66
- DeAnza College... 60
- Foothill College... 58
- Los Angeles Community College District... 56
- Loyola Marymount University... 27, 42
- Mills College... 51, 55
- Peralta Community College District... 83
- Santa Clara University... 47
- University of California, Santa Cruz... 60

**COLORADO**
- University of Northern Colorado... 24

**CONNECTICUT**
- Connecticut College... 56
- Southern Connecticut State University... 55
- Western Connecticut State University... 55
- Yale University... 50

**DC**
- American Association of Community Colleges... 2
- American Association of University Professors... 59
- Gallaudet University... 60

**FLORIDA**
- Florida Gulf Coast University... 63
- University of South Florida... 43

**GEORGIA**
- Georgia College... 51
- Georgia Perimeter College... 61

**ILLINOIS**
- North Park University... 59
- University of Illinois at Urbana-Champaign... 55

**INDIANA**
- DePauw University... 46
- Indiana University South Bend... 51

**KENTUCKY**
- Eastern Kentucky University... 53

**MARYLAND**
- Montgomery College... 61

**MASSACHUSETTS**
- Emerson College... 55
- Northeastern University... 59
- Smith College... 24, 54
- Williams College... 48

**MICHIGAN**
- Central Michigan University... 46
- Michigan State University... 66
- Muskegon Community College... 53
- University of Michigan - Ann Arbor... 45
- University of Michigan - Flint... 62
- Wayne State University... 54

**MINNESOTA**
- St. Cloud State University... 60

**MISSOURI**
- Southeast Missouri State University... 66
- University of Missouri - Rolla... 44

**NEW JERSEY**
- Drew University... 49
- Montclair State University... 42, 52, 54
- New Jersey City University... 60
- Richard Stockton College of New Jersey... 40
- The College of New Jersey... 52
- UMD of New Jersey... 47

**NEW YORK**
- Bard College... 66
- Bronx Community College/CUNY... 49
- Cazenovia College... 57
- Columbia University... 59
- Hunter College/CUNY... 57, 63
- Long Island University... 52
- New York University... 52
- Suffolk County Community College... 57, 64
- SUNY, College at Buffalo... 53
- SUNY, Plattsburgh... 48, 50

**OHIO**
- Cleveland State University... 50
- The College of Wooster... 59
- The Ohio State University... 63
- University of Cincinnati... 61

**OREGON**
- Chemeketa Community College... 56
- Peninsula Community College... 56
- East Stroudsburg University of Pennsylvania... 64
- Neumann College... 49
- Swarthmore College... 50

**RHODE ISLAND**
- Brown University... 62, 63

**TEXAS**
- Austin Community College... 64
- Dallas County Community College District... 58
- Houston Community College System... 58, 65
- Southwest Texas State University... 49
- Sul Ross State University... 46
- Texas A&M University-College Station... 46
- Texas A&M University-Corpus Christi... 52
- University of Texas, Pan American... 51

**VIRGINIA**
- National Science Foundation... 56
- Randolph-Macon Woman's College... 66
- Virginia Commonwealth University... 65

**WASHINGTON**
- Washington State Board for Community & Technical Colleges... 40

**WEST VIRGINIA**
- Potomac State College of West Virginia University... 49

### RECRUITMENT
- Harrisburg Area Community College... PA 43
- Manatee Community College... FL 45
- Mt. San Antonio College... CA 51
- University of Colorado at Boulder... CO 43
- Northern Virginia Community College... VA 44
- El Paso Community College... TX 42

### FELLOWSHIPS/SCHOLARSHIPS/AWARDS
- Connecticut Community Colleges... CT 45
- National Institutes of Health... MD 44

### CONFERENCES
- American University... DC 44

### OTHER
- PennStateIgap.com... 45
THE BIG RACE

Some 100 years ago, H. G. Wells wrote that history is a race between education and catastrophe. I live and work in Silicon Valley, a region we somewhat egotistically reference as representing the future of our rapidly emerging knowledge economy.

If indeed the computer and its most prominent offspring, the Internet, represent our destiny, then we as Hispanics are most definitely in a race between education and catastrophe. Two recent events in Silicon Valley have recently made that point distressingly relevant.

One was an article, "Great Wealth—and Poverty" (1/18/99) in our local paper, The San Jose Mercury News, reporting on a number of studies that outlined "where the global economy is taking us."

The author, Douglas Matiner, pointed to a United Nations report, The 1998 Human Development Report, which reveals that the 225 richest people (yes, 225) on the globe have a combined wealth equal to the poorest 47 percent (yes, 47) of all humankind!

Worse, the world's wealthiest people have assets greater than the combined gross domestic product of the 35 least developed countries on the planet (with a combined population of 1 billion people).

The article points out that in the United States, home to 300 billionaires, nearly twenty percent of our children are growing up in poverty. This is the most democratic of societies, or so we claim, has the worst income disparity among industrial nations.

One percent of Americans own 40 percent of our nation's wealth. Despite this well-known disparity, a 1997 tax bill gave the richest one percent of Americans tax breaks averaging $11,000 per annum, a sum approaching the yearly salaries of janitors, salespeople, and food servers.

Closer to home, Joint Venture Silicon Valley Network, a nationally recognized collaborative of government, education, and private-sector leaders, released its 1999 Index of Silicon Valley. The index, published for the past five years, gives us a good social and economic picture of Silicon Valley's health. (For more information, visit www.jointventure.org). There are disturbing data regarding the participation of Silicon Valley Hispanics in this newly emerging economy.

Reflecting global trends, from 1991 to 1997 the lowest 20 percent of household incomes in the valley saw their real income decrease by 8 percent while the top 20 percent saw their income increase by 19 percent. The average income in the valley reached an astounding $40,000. The average salary in the fast-growing software industry reached $90,000. Clearly, we should not be concerned about the creation of such prosperity. The issue for us is the diminishing opportunities for some. Hispanics in particular, to participate in the new economy.

The cases are seen in the facts that less than one-third of all Silicon Valley high school students were enrolled in mathematics beyond Algebra 1. The graduation rate for Latino students is a miserable 56 percent, and only 19 percent of our Latino students are completing the basic requirements to be eligible for admission to the state's universities.

Clearly, then, we are headed toward possible catastrophe, a catastrophe in which we continue to develop a technologically sophisticated society producing great wealth for those able to participate while some, particularly Latinos, continue to fall further and further behind in the race to enjoy the fruits of the new economy.

Our ultimate catastrophe would be a society in which Latinos are excluded from the benefits being produced. We would face the cruel irony of having a century-long struggle to overcome our legacy of supplying cheap, unskilled labor for an industrialized society collapse completely under the weight of these distressing statistics. Then we will be condemned to supplying cheap, unskilled labor for the new information economy.

We are on the brink of a great opportunity. Public demand for educational reform has never been higher. Corporations are clamoring for sufficient numbers of high tech workers to fuel their impressive growth. And an important presidential election is on the horizon.

We need to exercise our collective influence on both major parties and their presidential candidates to commit to a major national initiative to address the deficiencies noted earlier.

In the early sixties, President John Kennedy established an ambitious goal of safely sending a man to the moon and back by the end of the decade. We should demand that our next president establish a similar goal with an equivalent commitment of resources to safely send Hispanic (and other underrepresented groups) into the equally alien environment of technical and scientific careers.

Specific national goals and timetables must be established, as they were in the race to the moon, and the resources needed to achieve those goals must be applied. Let us win this race against catastrophe as we won the space race.
CAMPUS DIVERSITY REIGNS
Don't be left in the dark...

...and miss these important issues!

FOR MORE INFORMATION PLEASE CONTACT US AT

Phone: 201.587.8800
Fax: 201.587.9105
E-mail: Outlook@sprintmail.com
CONTENTS
FEATuRES
Action, Not Rhetoric, at Cleveland State University

CSU
This institution is striving hard to be "the top choice of Hispanics." 6

The Ivy League Review: Part One

HO looks at Hispanics at the prestigious Stanford University and University of Chicago. 10

Florida Against Affirmative Action

The debate heats up over governor Bush's anti-affirmative action plan. 12

Emory Pursuing Language, Culture, and History in Salamanca

Graduate students, faculty, and diversity goals are enhanced by study abroad. 18

Publish, Perish, and Points in Between

A primer for faculty hopefuls who might face tougher standards than many of the tenured did or could meet. 21

Anatomy of an Award-winning Grant

Allan Hancock faculty are excited about a five-year, $2.1 million grant to improve the success of at-risk students. 24

Goodbye Peaches—Hello Possibilities

Abraham Baldwin Agricultural College last year became the 12th college in the country to land a five-year CAMP grant for migrant education. 26

It Takes Nurturing, Continuous Dialogue, and Programmatic Intervention

That's one recipe for diversity from a Univ. of Michigan-Ann Arbor team that reviewed 11 projects across the country. 28

UNM Lobo Pitches Perfect Game

Program strikes a fine balance of academics and athletics, with players prepared for careers in or out of sports. 31

Creating Coalitions—Not Competition—Among Minorities

Blacks and Hispanics hold joint conference, this year attracting 800 presenters and more than 3,000 attendees. 33

DEPARTMENTS

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW

Fostering Opportunities 5

Honor Roll: Montclair State University

Now offering a doctorate in pedagogy, MSU is the first university in the country to do so. 15

People, Places, Publications, Conferences

36


46

Cover Photos Courtesy of Cleveland State University
Upcoming Issues

Our 10th year covering Minority Issues

Top 100 Colleges for Hispanics
May 5th issue
Ad Deadline April 18th

Health Professions Issue
June 2nd
Ad Deadline May 16th

Call for advertising info:
201.587.8800 ext. 102 or 106
Fax: 201.587.9105

Visit our Web site!
www.HispanicOutlook.com

PUBLISHER
José López-Irizarry
Editor
Adelyn Hixson
Executive Editor
Mari Carmen Sarrasentry
Senior Editor
Mia Anderson
News Desk Editor
Jason Paneque
Managing Editor
Publicity Director
Suzanne López-Irizarry
Art Director
Avedis Derbalian
Production Manager
Avedis Derbalian
Assistant Production Manager
Marco Morillo
Production Coordinator
Jonnah Alcántara
Advertising Sales Coordinator
Jeffrey Hendlin
Advertising Sales Associate
Angel M. Rodriguez

EDITORIAL BOARD
Ruth Burgos-Sattser, Chancellor
Houston Community College System
Máximo Castillo, President
University of Houston - Downtown
Roberto Cruz, President
National Hispanic University
Alfredo G. de Los Santos
Ricardo Fernández, President
Lahman College
Jehan Gonzalez, Vice President
California Polytechnic State University
Carlos Hernández, President
The New Jersey City University
Arturo Martínez, Vice President for Academic Affairs
Lakeland College
Vernon Lastine, President
Brooklyn College
Lydia Léandres, President
Sacramento City College
Gustavo Mallender, Dean Emeritus
George Mason University
Manuel Pacheco, President
University of Miami
Eduardo Padrón, President
Miami-Dade Community College
Antonio Pérez, President
Borough of Manhattan Community College
Alexander Sánchez, President
Albuquerque Technical Vocational Institute
Maria Vallejo, Provost
Palm Beach Community College

CONTRIBUTORS:
Infu Alesca, Maura Barrios, Roger Daice, Alan Finn, Marilyn Gilroy, Carolyn González, Pat Hixson, Adelyn Hixson, Bob Isaacson, Gustavo A. Mallender, Eduardo Mendez, Mari Carmen Sarrasentry, Jeff Sommers, Gary M. Starn

LETTERS TO THE EDITOR: Comments or Questions should be addressed to:
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652.
All correspondence should include author's full name, address, and phone number.

EDITORIAL OFFICE:
The Hispanic Outlook in Higher Education (ISSN 1094-2227) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc., 210 Route 4 East, Suite 310, Paramus, N.J. 07652. TEL. (201) 587-8800 FAX (201) 587-9105. All contents of this journal are copyrighted © 2000 The Hispanic Outlook in Higher Education Publishing Company, Inc. All rights reserved. Reproduction in whole or in part without permission is prohibited.

EDITORIAL POLICY:
The Hispanic Outlook in Higher Education is dedicated to exploring issues related to Hispanic higher education. The Hispanic Outlook in Higher Education is published for the members of the higher education community. Editorial decisions are based on the editor's judgment of the quality of the writing, the timeliness of the article, and the potential interest to the readers of The Hispanic Outlook in Higher Education.

From time to time, The Hispanic Outlook in Higher Education will publish articles dealing with controversial issues. The views expressed herein are those of the authors and do not reflect the official policy of the magazine. The Hispanic Outlook in Higher Education neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook Education.

DISPLAY ADVERTISING:
210 Route 4 East, Suite 310, Paramus, NJ 07652
TEL (201) 587-8800 FAX (201) 587-9105 email: delpaco@izlot

SUBSCRIPTIONS:
U.S., Canada, Virgin Islands, and Puerto Rico, $60.00 Single copies—prepay $3.75

POSTMASTER:
Please send all changes of address to:
The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652
A Capitol View

By Gustavo A. Mellander

During the 1930s, President Franklin Roosevelt expanded the influence and presence of the federal government. He created a veritable avalanche of what were derisively called “alphabet soup” agencies. WPA, SEC and WRA come to mind.

The government still is involved, still creating new programs. Many nowadays have snappy titles such as TRIO, FIPSE, and now GEARUP— for Gaining Early Awareness & Readiness for Undergraduate Programs.

Why Early College Awareness?

Today more than ever before, education is the fault line between those who will prosper in the new economy and those who will not. To prepare ourselves for the world of personal and professional choices in the 21st century, we must open the doors of college to all Americans and make two years of college as universal as high school is today.

Yet many students, especially minorities such as Hispanics, never receive a college education. Some don’t because they lack the preparation for college, and others, because they lack the financial resources.

For decades, the college-going rate of lower-income students has lagged far behind the rates for students from higher income families. Much of the problem stems from the fact that many lower-income families do not know how to plan for a college education, often because they simply have never done it before.

Even supportive parents and families who want the best for their kids often don’t know how to advise them. If we raised awareness among lower-income Hispanic students who are now in grade school, we would improve the odds that high school graduation for those students will be a step toward further education.

What to Do?

The message for students is clear: Planning for your future means setting high expectations in all the work that you do: working hard and earning the best grades you can; finding and connecting with mentors who will support your positive goals; planning to take the right courses—including algebra and geometry starting in the eighth and ninth grades—to keep your education options open; and learning about the many financial aid opportunities available to you.

But students cannot do it alone. Nor should the responsibility rest with parents alone, or with schools alone. Parents and families, schools, and many groups in the community can each play a role in providing our middle-grade students with support and help that will ultimately strengthen our workforce and our society.

The Dismal Reality

Of the 19 million adolescents ages 10 through 14 in the United States, approximately 20 percent live below the poverty line, and close to 30 percent are members of minority groups.

Moreover, of the $4.3 million enrolled in higher education institutions in 1995, 83 percent of high school graduates aged 18-24 from high-income families were enrolled in college the October following H.S. graduation; 56 percent from middle-income families; and only 34 percent from low-income families.

How Can We Improve These Statistics?

We can help Hispanics understand early on, while their children are in the middle grades, what will be required of them in order to go to college. Parents need to have accurate and clear information about college prep courses and programs for their children. Hispanics must know that many financial aid opportunities exist so that no one decides against going to college because of lack of finances.

Middle-grade educators at all levels can use their skills and expertise to reach students whose poverty and resulting lack of information and expectation, rather than their brain power or capability, too often prevent them from pursuing and reaching higher education goals.

All educators, because they have experienced college themselves, understand what it takes to be successful in college. Creating a program to explain what college is about can be as exciting in the planning as in the implementation.

Middle school students are surrounded by members of the larger community who can make a difference in their aspirations, education, and awareness. When young adolescents visit the campuses and programs of local colleges and universities, they see—early—what education beyond high school is really like.

Religious and other community organizations can help with tutoring programs and other services. Businesses can join with families, schools, community organizations, state and local governments, and higher education institutions to help students become aware of the increasing choices that a college education can provide.

Education Is Everybody’s Business

We have an opportunity to raise postsecondary expectations among younger Hispanics, regardless of their background, their outlook is bright and their future is still wide open.

For students, it is hard and it requires a plan. For families, it requires support and involvement. For school colleges, it demands high aspirations for all students and the collaboration.

For businesses, it takes commitment, through mentoring and communication with schools at all levels about what businesses in the workplace. For religious community, and arts organizations that take being a place your can turn to for informatic encouragement.

We can all plan and participate in our nation’s young Hispanic understanding the world of college that awaits them.

Dr. Mellander is a professor of Political Science at George Mason University.
Action, Not Rhetoric, At CSU Cleveland State University

Strives to Be Top Choice for Hispanics

BY ADALYN NIXON

Back in the '40s and '50s, the Ford Motor Company recruited workers from Puerto Rico to its plant in Lorain, just west of Cleveland. The plant has since closed down, but the workers and their families have remained. Today, Puerto Ricans are the largest segment of Cleveland's Hispanic population, which embraces about 20 Latin American countries of origin.

Cleveland's population is around a half million, and the Cleveland metro area about five times that, per the 1990 census. But Cleveland's county, Cuyahoga, has an estimated 1995 Hispanic population of just 38,000.

Yet by most accounts, Latino power is on the rise in Cleveland, the largest city in the state. The first Hispanic was elected to the Cleveland City Council in 1997, Nelson Cintron Jr. And last year, lawyer Jose Feliciano was elected president of the Cleveland Bar Association, another first.

A few years back, The Bridge, the minority affairs newsletter of Cleveland State University, reported proudly that in fall 1995, Hispanic enrollment at Cleveland State University had finally reached the percentage that Hispanics were of the Cuyahoga population—2.15 percent. But its efforts to attract Hispanics didn't stop there.

Cleveland State University is known for its enrollment of minorities, often ranking first in the state in several categories, competing well nationally against cities with far more diverse populations to draw on.

Cleveland State is a commuter school. Four out of five students are from Cuyahoga County. Ninety-eight percent are from Ohio. A third of CSU's students are in graduate school or law school.

One in four of its students is a minority. Nineteen percent of the student population is African American. But Native Americans and Asians are significant there in achievements, if not in numbers.

CSU often leads the state in graduating them, particularly in science and engineering.

A list of Hispanic initiatives, distributed by OMACR, the Office of Minority Affairs and Community Relations, starts by saying that CSU "strives to become the university of choice for Hispanic students." A look at those initiatives confirms that this is not empty rhetoric. CSU strives to become the university of choice for Hispanic students. "We're serious about our urban mission, and we take our students seriously," said Dr. Njeri Nuru-Holm, vice president for the Office of Minority Affairs and Community Relations.

Admissions

Danny Vasquez, assistant director of admissions, and the person in charge of Hispanic recruitment, readily ticks off specific efforts. "New scholarships have been developed that target Hispanic students. "A number of direct-mail campaigns are done throughout the year that are focused on Hispanic students.

"For more than 12 years, CSU has had a bilingual admissions counselor. This helps CSU to recruit those students who are more comfortable with speaking in Spanish than English, and it helps when visiting the different community agencies and events.

"CSU works with a Hispanic agency in the community called Esperanza, Inc. Esperanza aids students by providing a number of educational services to them while they're in high school, and by offering scholarships upon graduation.

"The challenge is getting them to understand the opportunities open to them here."

DANNY VASQUEZ,
ASSISTANT DIRECTOR OF ADMISSIONS, CSU
from high school. CSU matches the scholarship given to the student if the student chooses to attend CSU.

"CSU is a member of ECHHO (Educators in College Helping Hispanics Onward), a statewide organization committed to helping Hispanic high school students gaining post-high school education, whether it be a community college, four-year university, trade school, etc. The organization's main activity is a series of statewide college fairs, intended for Hispanic students." Vasquez says there are eight or nine of these fairs throughout Ohio every year, and Admissions always sends a representative.

The Admissions Office sponsors two annual on-campus recruitment events. One event is for Hispanic high schoolers, and the other is for Hispanic students at Cuyahoga Community College (Tri-C).

The event for the high schoolers is designed to introduce CSU to sophomores and juniors, and to answer any questions that seniors might have about possibly choosing CSU as their college.

Listening to speakers, having opportunities to ask questions, and tours of the campus are some of the activities. But Vasquez doesn't count these alone to attract potential students. Part of his job is staying in "very close contact" with Cleveland high schools that have a lot of Hispanic students. And that job is ongoing—not episodic.

Vasquez also speaks of recruiting transfer students. "The event for Hispanic students at Tri-C is co-sponsored with Tri-C's Hispanic Steering Council. Those students who have expressed any interest in the past in transferring to CSU are invited to campus to ask questions about programs, the transferring of credits, and financial aid, and to meet with CSU faculty and staff who can make their transition from the community college setting to CSU much easier."

Transfer to four-year institutions is a topic of great importance to Hispanic education advocates, who fear that too many Hispanic youth don't aim nearly as high as talents would warrant. At least one large advocacy group urges young Hispanics to

Who's Getting Hired?


Nineteen, or 31 percent, were minorities: seven Blacks (11 percent), five of them

Internal movements include the counts above were: visito tenue-track—one Asian female; tutor to tenue-track—one white female; lecturer to visitor—white females; lecturer term—one Hispanic male and white male; professional staff—tenue-track—one white male.

"A lot of effort is placed on operation of search committees, outreach to attract a diverse pool of qualified applicants, and monitoring the selection process," said Maria Codinachi, affirmative action director, who is a native of Cuba and CSU's highest-ranked Hispanic administrator.

Engaging la Comunidad

Late last month, CSU hosted its first Hispanic Comm Forum. Held Saturday, early morning, mid-afternoon, the theme was "Senorita, Are You a Child of God? Is It a Dream or Reality?"

Mariza Perez, received multicultural programming coordinator for C., Office of Minority Affairs Community Relations, called the meeting "an excellent opportunity for participating educators to partner in promotion of postsecondary education for Hispanic youth." Perez is involved in the Hispanic community outreach initiatives.

Leaders in the Hispanic community and organizations on hand to welcome and to work. Some were part of the "College Resource Exhibit—available to talk with par about college life and academic..."

And along with presentation CSU faculty, including Dr. Quinones-Del Valle, the C. Scholarship Program, Espe's Inc., and others, there were "Whi I Go to College?" area students sharing their personal experience college life for the Hispanic stud
Earlier last month, CSU's Urban Child Research Center (UCRC), part of its Levin College of Urban Affairs, hosted a Spring 2000 Brown Bag Forum, "Hispanic Needs and Service Delivery: What We Can Tell Before Census 2000 (Social Trends as Seen from the Field.)" Forum moderator was UCRC's assistant director, Dr. Martha de Acosta. The three panelists, all Hispanic, represented a Hispanic senior center, Hispanic family center, and Hispanic services at a center for families and children.

Research on the growth, development, and education of urban children and youth is the primary activity of UCRC and a lifelong interest of de Acosta's. A native Argentinean who has lived in the U.S. for some 25 years, she holds an M.Ed. from Penn State and a Ph.D in educational policy issues from the University of Wisconsin-Madison.

De Acosta calls Cleveland "a great city to do the kind of work I do because people work together."

Her research has looked at the development of resilience among the children of mothers in a local drug rehab program, kinship care in Cuyahoga County, and the emergent literacy of bilingual kindergartners. Local organizations seeking assessment and evaluation research at UCRC include Cleveland's public library, its housing authorities, the Hispanic Urban Minority Alcohol and Drug Abuse Outreach Program, and more.

Viva Latin America

Last September, during CSU's ninth annual Hispanic Awareness Week, keynote Felix Matos-Rodriguez, Ph.D., a history professor at the Northeastern University in Boston, said, "I urge you to grab an agenda of equality and excellence, of inclusion, of participation and compassion, as we shape the world we live in today. It is one of the few ways to earn self respect."

Speaker Richard Millet, a history professor at the University of Southern Illinois, told the audience he believes there is "absolute incomprehension between the U.S. and Latin America. We perceive totally different realities." Millet, an expert on Latin America, said that

languages, political science, and history. Its director is Dr. Rodger Govea, associate professor in the political science department and holder of a Ph.D from Syracuse University.

Promotional literature for the program underscores the relevance of in eleven countries, including Spain and Mexico.

Professor Jose Labrador of the Modern Languages department and expert in 17th-century Spanish poetry, takes a group of minority students to Cifuentes, Spain.

Annually a team of students works with faculty member Dr. Peter Dunham in Belize on his pioneering Maya Mountain Archeological Project, which is funded in part by National Geographic. As a result of Dunham's work in Belize, four Mayans are now pursuing undergraduate degrees at CSU.

Chair of the department of history at CSU's First College—which offers open admissions and a highly interactive, multidisciplinary liberal arts curriculum, and especially welcomes minorities, women, and older students—is Dr. Donald Ramos, Fulbright scholar and son of immigrant parents, who came to CSU in 1971. "Fresh out of grad school, still working on my dissertation," Ramos' study of race and slavery in Brazil has been a life-long pursuit. A frequent traveler to Brazil and Portugal to analyze primary documents, including Inquisition texts, he also publishes his findings in those countries. "This is my way of giving back," he says. "Lots of American scholars use the material in foreign countries but don't publish there." His recent publications include a book on Brazilian social history, Afro-Brazilian religions, and the Catholic Church.

CSU offers a Spanish major, including a special track—Peninsular and Latin American literature and culture. Offerings last spring included, along with the more typical grammar and history, a course called Hispanic Resources of Cleveland, taught by Professor C. Angel Zorita, whose Ph.D. is from the Universidad de Sevilla.

Business Spanish, first taught by Dr. Della Galvan in 1996, draws students who are diverse in age, interest, majors, minors, and expecta-
tions. All, however, are required to engage in research and face-to-face communication with Cleveland’s Hispanic business community, an interaction that both opens job opportunities to students and attracts employees and family members from the business sector to study at CSU. Galvan, who earned her doctorate at the University of Cincinnati, said, “It was a diverse class, and everybody profited from that diversity.”

Last spring, CSU graduated the first class of its Diversity Management Program. Twelve students received a Master of Arts in Psychology, Diversity Professional Specialization; and six others, three of them Ph.Ds, were awarded continuing education certificates.

CSU’s sixth annual Diversity Conference, held last September, drew more than 100 from colleges and universities across Ohio to examine “The Significance of Race in Higher Education.” A focal point was a video, Defining Race, produced, directed, and written by Michael Rand, associate professor of communication at the college.

CSU’s Students

Hispanic students numbered 347 in CSU’s fall 1999 headcount—209 women and 138 men. And undoubtedly there are Latin Americans in its 642 non-resident aliens. Of the 347, 125 are in arts and sciences, 52 in business, 25 in education—all but two are female. 21 in engineering, 7 in First College, 15 in law, 6 in urban affairs, 78 in non-degree graduate and undergraduate programs, and 54 in University Studies—the entry point for all newly admitted undergraduates, who are given the transitional services and support needed “to form the foundation for success and build momentum for graduation.”

CSU publishes a handsome 24-page booklet, Students of Color and CSU, which acquaints potential students with its multicultural philosophy and resources. An openi statement by Dr. Njeri Nuru, vice president, Minority Affairs at Human Relations, notes that more than 22 percent of CSU’s students are of minority status and cites current accomplishments of a dozen or so students, among them Mano Mendoza, Melanie Guzman, and John Rivera-Resto.

A few pages later, student Lyc Santiago, now an alum, offers soradvice. “The best way you can get anything out of college is to actually become involved in campus and student organizations. The more you get involved, the more you’ll want to be here, and the better you’ll do in school.” A member of Los Latinos Unidos while at CSU, she notes that all are welcome to join, and adds, “We stick together, explore new things together, just try to help each other.”

The booklet names a few of the other 100 or so student organizations on campus—the Hispanic Network, Friends of India, NAACP, Arab Women’s Association, Turkish Student Association, Nation Association of Black Accountants.

And it briefly describes some CSU’s programs targeting minorities: ACE, CLASS, TLC-Ohio Scholars, IPC, EPIC, PEP, HCO, LINK, PTA, STARS, and more. Dr. Nuru writes that CSU’s multicultural support programs, “some of which have gained national distinction,” are designed to help high achieving students maintain excel, but also, for students with good potential—designed to give them where they are and help the develop and achieve.”

Many institutions make diverse goals. Cleveland State University seems to make it happen.
The Ivy League Review: Part One

The University of Chicago and Stanford University

by Mari Carmen Sarracent

Acceptance to, graduation from, or an academic career at an Ivy League college embodies an almost tangible seal of prestige recognized within and outside academic circles. While the achievements of the schools therein by no means overshadow those of other reputable, established postsecondary institutions, the Ivies have a long-standing history in higher education.

In the next several months, The Hispanic Outlook in Higher Education will feature these prestigious schools and discuss how Hispanics are faring on their campuses.

What Is the Ivy League?

Eleven colleges and universities comprise the Ivy League—Harvard, Yale, Cornell, Princeton, Columbia, Brown, University of Pennsylvania, Dartmouth, Stanford, MIT, and University of Chicago. Interestingly, while these institutions uphold the highest of academic standards in the country and perhaps the world, the origins of the Ivy League are rooted in athletics. The idea of an Ivy League was derived to form closer bonds with four large old universities in the East. In 1901, Harvard, Yale, Princeton, and Cornell competed against each other and were called the Intercollegiate Teams. In 1905, a sportsman unofficially called them the Ivies (from Roman numeral IV), and in 1892, they were officially named the Ivy Group.

Latino Representation

As you will see, Latinos, both students and faculty, are not strangers at the Ivies. Evidence of Latino accomplishments and contributions at these institutions and of their professional successes is clear. However, it has been a long, arduous road. While Hispanic surnames and faces are peppered throughout the schools, there is still room for improvement in admissions, retention, and tenure.

University of Chicago

For more than a century, the University of Chicago has challenged existing traditions. According to the University, it has played a leading role in providing equal opportunity for women and minorities in higher education. Total undergraduate enrollment for the 1998-99 was 3,777, of which Hispanics make up 6 percent. White students are the majority of the student body, at 61 percent, followed by 25 percent Asian American and four percent African American. The Class of 2003 now has slightly more women (52 percent) than men (48 percent).

The academic units of the University include the undergraduate college, four graduate divisions, and six graduate professional schools.

Like many other institutions of higher learning, the University of Chicago faces faculty attrition due to retirement, death, denial of tenure, or departure to another institution. At present, total faculty equals 2,861. While these positions are filled in due time, it is important that Latinos are represented in that process.

Lingua Franca, an academic publication, annually reviews new full-time junior-level faculty appointments in four-year colleges and universities. Its report for 1998-99 shows that in 14 of 21 fields studied, the University of Chicago placed more of its Ph.D. graduates in such positions than did Columbia, Harvard, Princeton, Stanford, or Yale. News like this is promising for aspiring students and professors climbing the ranks. But there is still work to be done.

According to University of Chicago’s public affairs office, faculty identified as Hispanic numbered 47 or 1.6 percent. The percentage of Hispanics in tenure-track positions is more dismal at 1.1 percent.

Among U of C’s distinguished faculty is Pas torna San Juan Cafferty, professor in the School of Social Service Administration, who recently co-edited a book with Dr. Engstrom entitled “Hispanics in the United States: An Agenda for the 21st Century.” The book examines the connection between integration of Hispanics in American society and public policy.

Marta Tienda, chair of sociology, started her career at the University of Chicago as a faculty professor in 1987. In 1994, she was awarded the first Ralph Lewis Professorship in Sociology. Tienda has expertise in a variety of issues such as migration, employment, and poverty among Latinos, and has authored books on these topics. She has also studied the problems of minority groups forming small businesses in Chicago.

Tienda is a fellow of the American Academy of Arts and Sciences and received a Guggenheim Fellowship in 1993.

Stanford University

The class of 2002 at Stanford University encompasses students from many different backgrounds. According to the school’s diversity data, “the undergraduate student body is among the most diverse at any institution nationally in terms of ethnicity, economic background, and geographic origin.” The breakdown for the class of 2002 is eight percent African American; nine percent Mexican American; one percent Native American; 23 percent Asian American; and four percent international students.

Total student enrollment (Oct. 1998) was 14,084, of which Hispanic undergraduate enrollment totaled 727, followed by 532 African Americans, 82 Native Americans, and 1,535 Graduate students numbered 7,553. Hispanic student enrollment accounted for 4.0 for the same year; Asian Americans totaled 974, followed by 262 African Americans and 63 Native Americans.

According to University admissions data, 87 percent of students offered admission were in the top 10 percent of their high school class. Almost half were straight-A students, and 99.8 percent of the students earned a GPA of 3.0 and above. The highest representation in the admitted classes originates from California, followed by Texas, New York, Illinois, Oregon, Washington, and New Jersey.

Approximately half of Stanford’s students are pursuing graduate degrees in its seven schools—Business, Earth Sciences, Education, Engineering, Humanities, Sciences, Law, and Medicine.

The most popular undergraduate majors are engineering, biology, economics, history,
political science, English, and psychology. Ninety-three percent of those enrolling as beginning students graduate within five years.

The University claims that it does not use any racial, religious, ethnic, geographic, or sex-related quotas in admissions.

**Athletics Overview**

Sports competition has not lost its fervor at Stanford University. In 1996-97, Stanford won an unprecedented six NCAA team championships—the most ever by one school in an academic year. NCAA team titles now total 84. For the past five years, Stanford has won the Sears Director's Cup, emblematic of the nation's top broad-based athletic program. There are 33 varsity sports (15 for men, 17 for women, and one coed), 19 club sports, and more than 9000 students, faculty, and staff participating each year in intramural sports.

**Faculty**

The Stanford faculty numbers 1,595, including 12 Nobel Prize winners and 22 MacArthur Foundation recipients. Unfortunately, there is still a dearth of women and Hispanic faculty members.

According to a Stanford report, women make up 13 percent of tenured faculty; Latinos and Latinas are 2.4 percent; African Americans, 2.7 percent; and Asian Americans, 8.4 percent.

A tenured female professor who requested anonymity noted that there are so few Latinas on faculty. On the other hand, she added, "We have a very strong pipeline of graduate students. For example, in the history department, there are eight or nine Chicanas working in Chicana history. Five years from now, they will be highly trained historians."

But there is no guarantee that Stanford will hire these professionals: "It's hard to get a faculty position at Stanford. Our own hiring is very slow and few," the professor added.

Last February, Stanford's Law School dean met with the school's Faculty Appointments Committee to discuss this issue of diversity. Paul Brest, who was the dean until August 1999, says, "Increasing diversity at the law school has an ongoing process for the 30 years that I have been at Stanford."

Currently, the Law School has one Latino tenured professor, and two tenured and two non-tenured African American professors.

Nevertheless, there are Latinos who are making a difference on campus.

Al Camarillo, who teaches graduate and undergraduate courses in modern U.S. history, is the first faculty member to receive three of Stanford's most distinguished awards: the Lloyd W. Dinkelspiel Outstanding Service to Undergraduate Education Award and two Excellence in Teaching Honors—the Walter J. Gores Award and Bing Fellowship. He is a past director of the Chicano Fellows program and the Stanford Center for Chicano Research. Currently, he is the director of an interdisciplinary Comparative Studies in Race and Ethnicity program. He was associate dean and director of undergraduate studies in the School of Humanities and Sciences in the early 1990s.

Camarillo joined Stanford's faculty in 1975, after earning his Ph.D. from the University of California-Los Angeles. He also has held faculty posts at Yale University and the University of California-Santa Barbara. Camarillo knows what it's like to be among the few and that it doesn't deter him from his goal of attaining a higher education: "There was no room for me or for the people from which I arose... There was no history for me. I was excluded." When Camarillo enrolled at UCLA in the 1960s, he and his brother were two of only 44 Mexican Americans.

In his research, Camarillo examines the origins of the Chicano civil rights movement as well as family, labor, and immigration patterns in urbanized populations.

Other Hispanics, too, shine on the Stanford campus. Chris Gonzalez Clarke, assistant director of El Centro Chicano, a division of the dean of students office, is one of them. El Centro Chicano is among a legion of campus multicultural organizations. Founded in 1978, it is a vibrant student center that provides valuable resources to students, community members, and more than 20 student organizations. El Centro literature notes that its programs provide Stanford students with the opportunity to explore Chicano and Latino culture, history, and traditions. Last year marked El Centro's 20th anniversary.

Clarke oversees a staff of 20 undergraduate and graduate student part-time staff members who carry out the programs. Frances Morales is assistant dean and director of El Centro.

Clarke is a 1985 Stanford graduate. He says of the University, "Stanford is unique; it gives you room and encourages you to develop your talents."

One of Clarke's contributions to Stanford, via El Centro Chicano, is the establishment of a performing ensemble of mariachi music, Mariachi Cardenal de Stanford. He also helped write a proposal for a one-unit music class in which students could learn a mariachi band instrument. Some Stanford students came from high schools with established mariachi programs in 1999, the group released its fifth-anniversary compact disc.

El Centro Chicano's activities cover a broad range. For example, it recently collaborated with Stanford's Lesbian, Gay and Bisexual Community Center, the Program in Feminist Studies, the Chicano/a Studies Program, and the Latino/a student organization Familia de Stanford in the realization of a for-credit mini-course—Conocimiento en Dialogue, offered through the Feminist Studies Program.

Gloria Anzaldúa, a Chicana Tejana lesbian feminist poet and fiction writer, read from her repertoire and worked with students enrolled in this course, taught by Paula Moya, assistant professor of English.

While some Stanford Latino alumni find opportunity at the University, others leave The Farm (as the school is nicknamed) to make a name for themselves. Jaime Oaxaca, a Sloan Executive fellow, graduate of Stanford University's Graduate School of Business, was recently named chair of the United States Space Foundation. Oaxaca, who has more than 40 years of experience in the fields of engineering and business management, held Senate-confirmed appointments on the General Advisory Committee on Arms Control during the Reagan and Bush administrations.

Gerhard Casper, Stanford University president, noted the institution's commitment to diversity in his Equal Employment Opportunity statement. Reaffirmation of Policy: "We have made much progress, but there are still areas that require our attention. The distribution of women and minorities among the ranks of the professors, in senior administrative positions, and in the number of other professions is far from ideal."

"Continued dedication and attention by members of our community is called for, even though some of the phenomenon is attributable to low representation in availability pools. Stanford University will remain constant in its commitment to diversity and affirmative action. We see the need not only to retain the principle but also to continue our support for specific goals and objectives. Our educational purposes will be served best if we reflect the full range and the full capacity of this society."
Florida against Affirmative Action

BY ALLAN FINN

AS WE GO TO PRESS
The Florida Board of Regents voted 12 to 0 on February 17 to approve Governor Jeb Bush's anti-affirmative action plan. February 22, the state Cabinet approved "the education component" following "hours of sometimes impassioned debate," according to Reuters. The NAACP filed a challenge to the policy with the state Division of Administrative Hearings, and an administrative rule cannot go into effect while it is being challenged, reported the Associated Press, February 26.

On March 7, opposition to Governor Bush's One Florida Initiative gathered to protest march of thousands on the state's capital. Among those participating in the mile-long march were the Rev. Jesse Jackson; NAACP (National Association for the Advancement of Colored People) President Kwesi Mfume; the Rev. Martin Luther King III, chair of the Southern Christian Leadership Conference; Hugh Price, president of the National Urban League; Patricia Ireland, president of NOW (the National Organization of Women); and members of the Congress and state legislators. It even attracted a large contingent of White women and union members who expressed the belief that the affirmative action issue touched their lives as well.

Bush defended his initiative by saying that it is the will of the majority of Floridians.

The NAACP said that 50,000 marchers gathered, while Tallahassee police place that number at somewhere closer to 11,000. By either estimate, it ranks as one of the largest organized civil rights protests that Florida has ever seen.

Governor Bush has since met foes of his One Florida Initiative. After the recent mile-march, the governor had a brief meeting with Senator Kendrick Meek, D-Miami. Representative Tony Hill, D-Jacksonville, Barbara DeVane-Gäberg of Florida NOW, Karen Woodall of the predominantly female National Association of Social Workers, and Lt. Raye Davis of Miami-Dade Fire Rescue. Subsequent to their exchange, Bush said he would continue to seek suggestions for improving his plan, but noted that he would not back down on taking race and gender criteria off the table on state contracting and university admissions.

Both sides in the affirmative action battle over Florida Governor Jeb Bush's One Florida plan reached an open dialogue as opponents of the proposal made their voices heard in three announced public hearings. The governor's plan calls for the abolishment of affirmative action as a factor in undergraduate admissions for the state's 10 public universities beginning next fall.

Bush issued his executive order for the plan in November and had hoped that the Florida Board of Regents would swiftly approve it. But in light of recent controversy, outspoken criticism from minority leaders, and a 25-hour sit-in (staged by Senator Kendrick Meek, D-Miami, and Congressman Tony Hill, D-Jacksonville) in the offices of Lt. Gov. Frank Bregan, Bush rescheduled the Board's January 21st meeting for Feb. 17. Before that meeting took place, 15 of the state's legislators held their own public hearings with the governor in Tampa, Miami, and Tallahassee.
With sit-ins, rallies, and large numbers of minority members in attendance at the hearings, the One Florida plan, while accepted as an inevitable by most, had been slowed down significantly, according to experts.

Kevin Mayeux, executive director of the Florida Student Association, expressed the organization's displeasure with the governor's introduction of the proposal without advance conversations with the FSA, the students of the university system, or other affected constituencies.

"My experience has shown me that you communicate with others and try to involve them in your decision-making processes and you try to come to a consensus. People wind up buying into your product," said Mayeux. "Instead, some of the governor's press relations people did not think that was necessary at the time. Of course I think he learned a valuable lesson from that."

Barbara Arwin, executive director of the Lawyers Committee for Civil Right Under Law, called the plan "backward," contending that it intends to eliminate affirmative action first and "then try to get the legislature to give us 26 million dollars to add college prep courses at these schools and to give teachers incentives to teach those courses."

"What's so bizarre is that you would normally do that first, making sure that people would have the opportunity to qualify because the courses would be available, and then you would set your new standards that people had to meet," said Arwin. "Here they're doing it totally backwards."

Mayeux claims that the governor has given the FSA his assurances, but hopes that Bush will enter it into some form of a policy statement.

"The other thing they're not talking about is that the governor has required more money from this legislature before and they haven't even passed that legislation," added Arwin.

Larry Abele, provost and vice president of academic affairs for Florida State University, believes that while the university is in a good position because it has been building and preparing for such a law, he still carries reservations.

"As a human being, I'm not in support of it," said Abele. "As a provost of a university, I will implement the governor's directive and the law of the land."

Some of the debate centers on the Talented 20 part of the policy that ensures all Florida students who finish in the top 20 percent of their class a slot in one of the 10-school state universities. The students must also complete the state college-prep curriculum (which the state's poorest, low-achieving schools do not have) and take the SAT and ACT college placement tests.

The Talented 20 plan would add 600 more students to the state's four-year universities this year and 1,600 in the years following.

"The difficulty is that in Florida, there are 26 school districts in poor minority neighborhoods that don't offer any of these courses," said Arwin. "So you can't get the 19 credits no matter what you do."

would be insignificant because of the Tal" 20," said Goldschmidt.

Officials from Florida State and the University of Florida have already come out and said they expect few Talented 20 admissions because standards have been set too high and they have the remedial programs that would be required by many of the new students.

Other schools in South Florida (the area with the state's largest minority population), such as Florida International University in Miami-Dade County and Florida Atlantic University in Palm Beach County, have come forward stating that they will accommodate the added students. The schools claim to have the remedial program; others are missing, as well as the room and willingness to heed the governor's initiative.

There is also the issue of disparities among schools where a student at a performing school could have a grade-point average but not in the top 20 percent, while a student at another school could have a 1.0 GPA and be in its top 20 percent. Under the plan, the student with the lower GPA would be guaranteed space in a four-year university, the student with the 3.4 wouldn't.

"Our analysis indicated nothing goes down to a 2.4," said Goldschmidt. "What that's saying, though, is right now our admissions policy is that anyone with or higher is eligible for admission. That person with a 3.4 would get into the state university under the new admissions process just as they do today."

Another issue is the effect Talented 20 plan on community colleges since many Talented 20 students attend those schools because their grades were not high enough to get into the universities. Now would be able to attend four institutions.

"Those people who are in the top 20th percentiles—the likelihood of them getting into the University of Florida is little, but that doesn't mean they can't get in or won't get in," Goldschmidt. "They may bring certain types of talents."

"The way it is structured, it will have a positive effect on the enrollment of Af
American and Latino students in Florida,” said Arwin. “It also sets up a second-class educational system in Florida that is dependent upon partial resegregation.”

Currently, the enrollment of minorities, according to the State University System’s (SUS) figures, is 32 to 33 percent, with Hispanics comprising approximately 14 percent of that figure, representing nearly 94,000 students.

“By the University of Florida’s own projections, these statistics will go down—especially at these flagship institutions,” said Arwin.

“In the first couple of years of implementation, the numbers of African Americans and Latinos enrolling in higher education plummeted.”

Arwin cites what has transpired in the first years of implementation of similar programs in California. She claims that for first-year students, Chicano numbers went from 14.3 percent in ’96 to 11.4 to ’97. In ’98 the number went down to 7.6 percent and now stands at nine percent.

In Texas, the number of Latinos went from 95 percent in ’95 to three percent in ’99, according to Arwin.

“The Board of Regents has already predicted a cascading effect [in which enrollment drops significantly and recovers only partially],” said Arwin. “In those years of the drops, there are thousands of students who are not getting into these major prominent institutions.”

“Instead, what happens is that these students end up at public institutions that are considered the schools of last resort,” added Arwin. “So you end up with a partial segregation. You find them at the least prestigious institutions. What you set up is clearly a lifelong segregation problem.”

Arwin also contends that Texas’ rebound is due to the legislature’s setting aside of 100 million dollars to implement its own plan and that compared to that figure, “Florida’s proposed 20 million is clearly inadequate.”

Currently, about one-third of Florida’s student body is comprised of minority students. If the Talented 20 portion were implemented, according to Goldschmidt, the state might have an additional 250 to 400 students on top of the students who are ordinarily admitted (which is about 28,000 per year), 60 to 70 percent of which will be minority students.

“One of the things that any university can do within the system is develop strategies on building their students’ classes,” said Goldschmidt.

“They can also identify inner-city schools or by geographic area or by economic condition or a variety of other things that identify students, and have those people enter their university system.”

Some controversy has even arisen over Bush’s suggestion of having received approval from the Clinton administration. While there are arguments about the U.S. Office of Civil Rights in the Department of Education did state that the plan was in line with goals of the state’s partnership to open up minority access to the university system, the Florida Board of Regents moved to reconsider the program.

Despite the large outcry, Goldschmidt believes, however, that there is a general consensus supporting the plan.

“The chancellor is in favor of it, the chairwoman of the board is in favor of it, [and] several of the regents have gone public in their support of it,” said Goldschmidt. “We’ve had a couple of preliminary votes on things such as the wording of the proposed rule, but they [the board of regents] have not taken an official position on it yet.”

“Nobody comes to this issue without passion,” added Goldschmidt. “This strikes at the very heart of how one human being relates to another in America. There are those people who are passionate about it and want to make sure Florida does the right thing.”

Within the rule itself is a statement that Goldschmidt believes clearly represents what the board of regents intends to do with the policy: “The Board affirms its commitment to increasing student diversity in each of the state’s universities.”

“I don’t think there’s anything ambiguous about the intentions of the board, and I don’t see any mention of a good-old-boy network or returning back to the days when race was used to exclude minorities from the state university system,” stressed Goldschmidt. “This has been an important tenet in the Florida State University system for several decades now. There is nobody within the system that intends to abandon the basic principle.”

“All we’re doing is changing how it’s implemented by considering what’s happened in the legal system, what’s happened in the court of public opinion,” added Goldschmidt.

As a human being, I’m not in support of it. As a provost of a university, I will implement the governor’s directive and the law of the land.”

LARRY ABELE, PROVOST AND VICE PRESIDENT OF ACADEMIC AFFAIRS FOR FLORIDA STATE UNIVERSITY
Montclair State University
Planning for Growth, Embracing Diversity
BY ROGER DEITZ

This past September, Montclair State University (MSU) inaugurated the first female president in its 91-year history, Dr. Susan A. Cole. The new president, a native of Brooklyn, observes that MSU is rich and vibrant because, "...society has changed and evolved around us, our students have changed, and they have changed and shaped this university at least as much as it has shaped them."

On the same day that Dr. Cole was inaugurated, the University dedicated its $18.7 million Science Hall, a 60,000 square-foot instructional complex for biology, molecular biology, and biochemistry. While many people made that building possible, none was more devoted to the University than Margaret McCormack Sokol, a member of Montclair’s class of 1938.

Margaret McCormack Sokol donated $1.25 million to MSU to endow its first named professorship (the Margaret and Herman Sokol Chair in Chemistry) and, in addition, funded the Sokol Science Seminar Room in the new Science Hall. Margaret and Herman Sokol met at Montclair when both were students. It is the first endowed chair established by a graduate at a New Jersey public comprehensive university and is certainly a significant juncture for an institution that is evolving with stunning success.

"We are at a moment in time when we can take a great university and really make it shine in the 21st century," predicts Dr. Cole, who was president of Metropolitan State University in Minnesota from 1992 to 1998.

"The potential is here and the opportunities are here. I think the future of Montclair State University can be spectacular." There is a great deal of evidence to support Dr. Cole’s position. This is a unique school with a remarkable record of growth and community service. Then there are other factors, such as location and aesthetics. The campus affords a magnificent view of Northern New Jersey and New York City from its location on the wooded and granite crest of New Jersey’s Garret Mountain, a part of the Appalachian range. Yet for all its rustic beauty, the institution is situated but fifteen minutes from Manhattan. Of course, scholarship is the focus when Dr. Cole says this university is a special place. "It is clear to me that there is a common interest at our university in the quality of our academic programs, she stresses. "There is a strong impetus to make sure that what we offer our students..."
is absolutely first-rate. We can—we will—build on that, both in our undergraduate and graduate programs.

President Cole also sees diversity as a dynamic force for growth at Montclair State. "MSU has enormous potential for growth based on a strong ethos of access and diversity in our student body. We are ideally situated, geographically and academically, to attract a broad range of high-quality students from all backgrounds to further increase the diversity and accessibility of this University—to make it a truly welcoming institution for all of our students.” Now, Montclair State University is situated on The Hispanic Outlook Honor Roll as well.

MSU is ranked fifth among the Top Regional Universities in the North by U.S. News and World Report. With more than 13,000 students, the University is New Jersey’s largest comprehensive university and the second largest institution of higher learning in the Garden State, located on 220 suburban acres in northern New Jersey.

MSU offers 41 undergraduate majors, 31 graduate majors, and many interdisciplinary programs, minors, and concentrations. The New Jersey Commission of Higher Education recently approved Montclair State University’s proposal to offer the Doctor of Education degree in pedagogy, the first doctoral program in the University’s history. Montclair State is the only university in the country to offer a doctorate in pedagogy, aimed specifically at teachers who wish to stay in the classroom rather than move to administrative positions. The doctorate has two specialties: mathematics education and philosophy for children.

Constituted of five colleges and schools, the educational mission of

Honor Roll Facts in Brief

INSTITUTION
Montclair State University

LOCATION
1 Normal Avenue
Upper Montclair, NJ 07043
(973) 655-4000

ESTABLISHED
1908

ENROLLMENT
13,285 (1,585 undergraduate students and 161 graduate students Hispanic)

DEGREE OFFERINGS
Bachelor’s
Master’s
Doctorate

TUITION AND FEES
$2,980.00, approximate, per year, New Jersey residents

FACULTY
438 full-time (28 Hispanics)

SEVERAL DEGREE PROGRAMS
Biochemistry
Fine Arts
Human Ecology
Music Education
Technology Education

NOTABLE HISPANIC-SERVING ORGANIZATIONS
La Campaña (Service of Student Government Association)
Latin American Student Organization
Spanish Club

INTERNET ADDRESS
www.montclair.edu

Montclair State is served by the College of Education and Hu
Services, the College of Humanities and Social Science, the College
Science and Mathematics, the School of Business, and the Scho
the Arts. The University’s Global Education Center sponsors les
and symposia featuring renowned international speakers as we
sponsoring international study by faculty and students. Nearly 40
percent of the faculty have received grants from the Center. Internal
students are encouraged to travel to area schools and organizations
present talks and programs about their home countries.
International Trade Counseling Center (ITCC) provides "one-stop shopping" for counseling and resources for companies that wish to conduct business internationally. Sponsored by the School of Business, the ITCC works in collaboration with federal and state commerce agencies as it maintains an important and useful database.

The New Jersey Network for Educational Renewal at Montclair State University is one of the nation's oldest and most respected school/university partnerships. The Network joined the University with 20 school districts, including Newark and Paterson, "in a common effort to improve student learning and enhance the qualities of democratic citizenship." The Network offers an extensive program of professional development and provides "exemplary settings" for the induction of new teachers into the profession. In addition, thousands of elementary and high school students come to the campus each year to participate in Gifted and Talented programs, the Preparatory Center for the Arts, and summer camps for athletes and cheerleaders.

The University offers 23 varsity sports for men and women, all competing at the NCAA Division III level. The baseball and softball teams have consistently played in post-season tournaments, including the Division III World Series. The wrestling, track, and swimming programs have produced numerous national titles.

Founded in 1908, Montclair State University was originally established as a Normal School in response to the growing demand for professionally trained teachers. The institution became Montclair State Teachers College in 1927, dedicated to the education of secondary school teachers through a four-year Bachelor of Arts degree program. Part-time, extension, and summer courses were added to meet the professional needs of teachers, and in 1932, Montclair was authorized to offer the master's degree. With a strong emphasis on the liberal arts and sciences, Montclair in 1937 became one of the first teachers colleges accredited by the Middle States Association of Colleges and Schools. Responding to rapid enrollment growth in the late forties and fifties with an expanded curriculum and faculty, the campus became Montclair State College in 1958 and a comprehensive, multi-purpose institution in 1966. Recognizing the strengths of its academic programs and faculty, as well as the commitment to excellence in instruction and research, the Board of Higher Education designated Montclair State a teaching university on April 27, 1974.

Last year, the University entered into various joint enterprises. In February of 1999, MSU and the University of Medicine and Dentistry of New Jersey agreed to start offering two joint-degree programs leading to doctoral degrees in biomedical sciences. MSU students can earn their Bachelor of Science or Master of Science degree at UMND and, if they meet the requirements, pursue a doctorate at UMDNJ-Graduate School of Biomedical Sciences. Very active internationally, MSU and the Universidad de Belgrano, one of Argentina's leading universities, signed a Memorandum of Understanding to develop several collaborative projects, including faculty and student exchange programs. New Jersey Governor Christine Whitman praised the agreement: "I cannot overemphasize the critical importance of imbuing New Jersey's education institutions with a global perspective."

There are 10,159 undergraduate and 3,126 graduate and professional students enrolled at Montclair State University. The first-year-student class is made up of approximately 40 percent minority students. Among the undergraduates, 1,585 are Hispanic, and within the graduate rank-161. The University graduated 1,703 undergraduates last year, with a sizable population of 182 Hispanics, for a percentage of 11.0 percent. Three Hispanic students graduated with degrees from the School Education, the largest number; were human ecology majors. An additional 70 Hispanics graduated with degrees in humanities and social sciences, and 23 received psychology degrees. Another 20 Hispanics graduated with degrees in science, mathematics (10 in biology), 19 graduated in the arts (10 in speech and theatre), and 35, in business (34 those in business administration. MSU alumni number about 52,888.

There are 17,277 female and 26,520 male full-time faculty members for a total of 438. Among the full-time faculty are 13 Hispanic females and 15 Hispanic males. The student/faculty ratio is noted as 15:1 with an average class size of 20. MSU distributed $1 million in financial aid this year, and the institution's financial aid office was cited as one of the most efficient in the country. Students have the option of a minor in Hispanic Studies.

This past September, the 14th Annual Student Leadership Symposium, "Latinos in the 21st Century: A Proactive Approach to Our History, Our Challenges, and Our Responsibilities," was held at Montclair State University. Organized by the Hispanic Association Higher Education in New Jersey coordinating Council, in conjunction with MSU students and administrators, the symposium addressed issues and concerns of Hispanics in higher education. The aim was "honor and review" the historic contributions and role of Hispanic in higher education. Session themes included: "Politics: Power and Democracy," "Finance: Stability and Growth," "Education: Growth and Participation," "Health: Awareness and Prevention," "Cultural Identity: Are We Schizophrenic?" and "Communication." Also new this past December is the establishment of the Institute for Community Studies to "achieve better understanding of the forces that bring people together with a shared set of interests and responsibilities. It will serve as a resource for students to strengthen community and will also place students in various positions in community groups—and they can benefit from "guided, non-classroom learning."
Pursuing Language, Culture, and History in Salamanca

Students and Faculty Enriched by Foreign Study

BY JEFF SIMMONS

We are not where we can be.
These words appeared in Emory University's annual report for the last academic year. And they speak volumes, not just about a dilemma faced by many of its collegiate peers across the nation, but of an awareness of Emory's own shortcomings and its mission.

"One of the more important challenges confronting us is the question of how to deal with growing diversity, not only in our society in general but also on our campus," the report continued.

Over much of the last decade, this 11-thousand-student campus 15 minutes outside of Atlanta has made a considerable effort to meet the demands of an increasingly diverse student population.

It has boosted the ranks of minority faculty to earn national recognition. It has attracted students from 90 foreign nations. This academic year, 125 undergraduate students have declared Spanish as their major. And Emory's Graduate School of Arts and Sciences has undertaken a strategic plan to recruit and retain minority students.

Another adjustment has been a shift to address the needs of students on campus and in society in general. Campus officials noted the nation's booming Hispanic population, and likewise the need to understand not just the Spanish language but its culture and history.

Currently, for instance, an estimated 55 percent of enrollments in higher education foreign language courses are for Spanish courses.

"It was very clear that Spanish was up and coming in the nation as a very visible presence," says Carlos J. Alonso, chair of Emory's Spanish department. "I think that the administration here has to be given credit because it really put a lot of resources into an area that normally would not be getting a great deal of interest."

In the last few years, Emory administration essentially put its money where its mouth was—it shifted some resources and worked closely with faculty to beef up its Spanish department and studies for both undergraduates and graduate students.

A look at the faculty ranks in the Spanish department points to the evidence of change: there were five professors in the early 1990s. That has more than doubled to 11. All have specialties, such as 20th-century Spanish literature, medieval Spanish literature, socio-linguistics, Baroque Spanish..."
literature and women's studies, and Latin American poetry.

"This used to be a very, very small graduate program, and then the administration decided it wanted to expand it, and in four years they hired four more tenure professors," Alonso reflects. "We had the opportunity to create an almost new graduate program that would address some of the concerns and issues and deficiencies we had seen in our own graduate education." Weaknesses such as a lack of professional training, a curriculum that didn't reflect the needs of students, and a dearth of mentorship possibilities.

"It's been very decidedly a collective effort. We have all chipped in and contributed our time to it, because we've tried to better our graduate program while keeping our own research agenda going," he adds.

The invigorated graduate program has evolved dramatically. Twenty students—all with a command of Spanish language—are now enrolled, and in order to graduate, they must achieve a strong foundation in the literature of Spain and Spanish America, spending 10 weeks abroad, studying in Salamanca in Spain. The ancient city is home to one of Europe's most prestigious and oldest higher education sites, the University of Salamanca.

Roughly a half dozen students take part in the graduate program's excursion to Salamanca each summer. Emory picks up the tab for tuition, transportation, room, and board. The summer abroad program was launched in 1997.

"I was delighted," says Patrick Garlinger, who is in his fifth year in the graduate program. "I had spent some time in Salamanca as a junior and knew what the city had to offer. Graduate students often are left on their own to get a job or go on vacation. But this was perfect and allowed me to continue doing graduate work."

He adds that living in the historic city made education come alive.

"There really aren't that many archives here for Spanish work," he says. "Being in Salamanca, he said, allowed him to do a research project on 20th-century poet that would otherwise have been impossible.

During the summer, students take three courses, including one on pal ography, which is the study of manuscripts and difficult to undertake areas that lack extensive resources. They also attend an intensive workshop to enhance their proficiency in formal Spanish.

Additionally, students visit sites such as the Archivo Nacional, t l Simancas-based national repository of Renaissance historical documen and Seville's Archivo de Indias, which contains materials involving the co quest and settlement of the New World.

During the last part of the 10 weeks, they work with an Emory faculty member, turning a paper they have written for a course into a manuscrito that could be submitted to a journal for consideration, says Alonso, semi editor of the Latin American Literacy Review.

Often this coursework becomes preliminary work for a dissertate The classes are small—a recent Emory class was comprised of thr Spaniards, a Puerto Rican woman, and two Americans—and students a ble to get individual attention.

Emory's ties to Salamanca aren't limited to its graduate program. Ea semester, about 20 students take Spanish language and culture courses there. They initially live in private residenc with Spanish speakers, but after one month can move into a univers dorm or an apartment with another student.

Students take classes not only in the Spanish department but also comparative literature, women's studies, and French, among others. Adjacent to the university, in the heart of the Barrio Antiguo, is the Em Center, which offers space for lectures and orientation meetings, tutori and social events.

Meanwhile, Emory's program director in Salamanca arranges cult excursions; field trips to Barcelona, Madrid, and Granada; and outings concerts, plays, and movies.

Karen Stolley, Emory's director of graduate studies, says that the st dents undergo a transformation.

"They find an intellectual and a professional voice, and those processes are key in what distinguishes this program," she says.

And it's not just the students, though, who are the students. Teach
take part in a new program that transports them to Salamanca so they can improve their teaching methods.

"One of the most productive long-term ways of internationalizing the university in terms of curriculum and pedagogy is to put together a program to enable faculty to use Spanish for their teaching," says Stolley. "So we take a small group of faculty from other departments for an intensive immersion learning experience."

In 1998, seven members spent a month immersing themselves in Spanish language and culture in Salamanca. They underwent intensive language courses, attended cultural seminars, and shared research interests with University of Salamanca faculty.

"It's a very powerful experience for them to rethink their role as teachers. They think more about the students in ways they have not in years. The secondary benefit is that Emory is a big place and must research universities can be fragmented," Stolley says. "Faculty in different departments get a chance to interact."

Back on home shores, Emory's graduate program has expanded as well, to ensure that all students who leave the campus are ready to step easily into their professional shoes.

All students in Emory's Graduate School of Arts and Sciences, as part of the Teaching Assistant Training and Teaching Opportunity (TATO) program, are required—after their first year, when they have adapted to the program and its time demands—to teach one course per semester. Usually, students handle one course section while under the supervision of a faculty member. They are not limited to teaching basic Spanish language courses but instead are prodded to branch out into other areas.

"We make sure they are exposed to a whole range of courses. They can teach anything from beginning language to advanced seminars for undergraduates," Stolley says. "We try to expose them to fairly broad kinds of courses so they develop expertise in language and culture and teaching as well."

Garlinger, who is expected to graduate this May, has been teaching a seminar on gender and sexuality in 20th-century Spanish narrative and film, coursework that he designed. Seven undergraduates enrolled in the course.

"I try to be a tough teacher," the 27-year-old native Californian says, "and really emphasize that my students read the text carefully. I always want them to understand that no matter what the emphasis is, they are reading a literary text that has its own properties.

"Not only do I want to educate them on homosexuality and gender but at the same time on how to read literature."

Alonso says that the classroom component trains the graduates for the workforce. "We give people the knowledge they need to participate effectively in the profession after they leave graduate school," he says.

Each year, the Spanish department sponsors an annual lecture series including principal figures in Hispanic criticism. It further recruits a series of visiting writers each spring, such as Basque writer Bernardo Atxaga and Cuban Puerto Rican writer Mayra Montero.

Most recently, faculty have attracted Mexican novelist Jorge Volpi to the campus. The writers teach literature and creative writing to undergraduate students.

"The courses they teach are very different than the usual undergraduate curriculum," Alonso says. "The creative writing courses give the students a chance to indulge in their own writing and have somebody who does that for a living look at the stuff they produce."

Though the program is a relatively small component at Emory, he says that it is drawing notice on campus. Graduate students have gone on to successful jobs, for the most part landing in prominent positions.

"The fact that they have all gotten jobs in excellent tenure-track positions in excellent universities is a validation of the program and of its requirements and opportunities," he says.

Still, members of the Spanish department are not resting on their laurels. Instead, they hope to expand even more. The Spanish department is slated to hire a faculty member to cover Portuguese and Brazilian studies.

Additionally, faculty members are considering whether to forge a similar institutional tie with Cuba to allow students and faculty to study there as well as in Salamanca.

"One of the possibilities we might contemplate in the future is to alternate between Salamanca and Havana for the graduate program," Alonso says, as he puts the finishing touches on an exploratory trip there for four faculty members and four students.

"We are going to have workshops with a number of cultural institutions there and establish links that may translate into a more permanent presence of our department there."
Publish, Perish, and Points in Between

A Primer for the Uninitiated

BY PAT HANSON, PH.D.

Students and professors alike know the drill: teaching, research, and service. Today, research translates as publication at private universities, state colleges, and even some community colleges. While neither the American Association for University Professors, nor faculty associations, nor unions have specific policies regarding the number and type of articles in print necessary to survive, "publish or perish" is a reality that every professional in academia must face.

Issues

The dubious relationship between writing and teaching, in traditional academic thinking, holds that professors who do cutting-edge research, which by being selected for publication has been judged as "good," advance an academic discipline and therefore make better teachers.

Whether you've observed the teaching of "researcher types" firsthand or attempted to glean the essence of pedantic scientific literature, the relationship between publication quantity to teaching quality remains elusive at best.

In fact, publish or perish can apply even to the larger picture of institutions competing with one another for status, students, and, therefore, money. Barron's Profiles of American Colleges and U.S. News and World Report's College Admissions Selector both have rating scales that rank institutions against one another by using a ratio of publications per faculty members. A private company, ISI, maintains a comprehensive multidisciplinary bibliographic database on journals worldwide. It indexes more than 16,000 periodicals and covers both basic and applied research.

One 1995 study examined 1,318 schools around criteria related to the selectivity of its incoming student body and the scholarly productivity of its faculty, and found a strong correlation. Conspicuously missing from most discussions of this issue, however, have been data needed to ground any alternative views of quality. A new study, National Survey of Student Engagement (NSSE), is being piloted, with support from The Pew Charitable Trusts, to illuminate this dynamic (Baughman & Goldman, '99).

Higher Standards for Faculty Today

Up-and-coming faculty in today's competitive market must meet criteria far more rigorous than those of a decade ago. It is very likely that new professors will find themselves evaluated by senior faculty members whose own publication records could not keep them employed at the institution.

Leonard Cassuto, professor of English at Fordham University, in a recent Chronicle of Higher Education article, bemoaned what he calls "the murderous job market of the 1990s that prompts a common refrain among members of hiring committees: 'How could I ever have survived in this market?'" He finds that in order to be considered by some universities, there is pressure on doctoral students to publish their research even before graduate. This contributes to thegraying of graduate student life and the keeping of potentially talented professors in underpaid postdoc teaching assistantships while they work at publication (Cassuto, '95).

Indeed, scholarly studies of this issue have proved, with major individual exceptions, the importance of publication over years, the tenure professor gets, and the higher academic ladder many professors climb. The fewer publication produce. Much research has shown that discipline is a key factor in the relationship between public quality, quality of teaching, and security (Green, '95; Bloom & '95; Zinney & Bertin, '95; Br. & Mularski, '96).

New Methods of Disseminating Scholarly Information

The electronic informatic is beginning to affect the academic life of some. Many schools are now struggling to develop criteria for rating members' dissemination of scholarly information through methods such as the World Wide Web, for example, or "unpublished" monographs in electronic data bases.

In 1991, Paul Ginsparg, researcher at Los Alamos Laboratory, created a database of physics papers on his home computer. Its popularity has been change the way scholarly id is used by physics papers is shared. Twice thousand articles annual
posted in an electronic archive where professors can revise their articles after receiving comments from colleagues who have read them online. Some of the papers are eventually peer reviewed and published in journals.

Peer review and publication of scholarly articles would be radically altered under a new plan being promoted by a small but influential group of academics. The American Association of Universities and The Association of Research Libraries co-sponsored a meeting of scholars, librarians, and provosts in 1997, with Pew Charitable Trust funding, to formulate a new way to meet the goals of identifying the best ideas and getting them out into the field.

In the current system, most scholars present their papers to a specific journal, which solicits reviews of that work from two or three experts in the area. These reviewers, usually anonymous to the authors and vice versa, decide whether an article is to be published in that journal. The new proposal would separate peer review from publishing.

Instead of sending an article to one journal for review, professors would send their work to a "certification panel" in their field, established by scholarly groups that similarly use experts to give each article a grade or stamp of approval. A professor could then have the choice of submitting the article for print publication or posting the article on a World Wide Web site and skipping print publication altogether. Universities would accept a certification panel's stamp of approval and not require that professors actually publish their work.

Some see this as a minor change, merely shifting from "publish or perish" to "certify or perish." Budget-conscious libraries are behind this plan as an alternative to high-priced journal subscriptions, which can cost as much as $15,000 apiece in science and technology (Wilson, 98).

It wasn't until the mid-80s that the flagship journal of the Modern Language Association, "MLA," the most reputable journal for the English profession in the country, went from named to blind submissions in which reviewers and editors would run less risk of undue influence by big names in the field. This has allowed lesser-known and younger faculty a fairer chance of publication.

**Reasons Why Academics Write...and How They Should**

There are many reasons why teachers in "the academy" write and why they expect the same of their graduate and undergraduate students. It is an opportunity to clarify and organize thinking, sharpen use of the English language, and demonstrate expertise to one's peers. A primary motivation is to give back to the profession, to make a contribution to the field.

Perhaps the most pressing reason professors write is to secure their careers with tenure and, once that is done, receive promotion.

Publication can translate to annual merit pay increases. However, new faculty should find someone they trust at their institution to warn them about what is acceptable and what is not before they make a writing plan for themselves.

Publications that count in academia are most often interpreted with a capital "P." Generally your name (often as first author) must appear on articles in leading "refereed" journals that indicate you are making a "name for yourself" (and for the university for which you work). Carry that a step further, and it might mean "quantitative research in refereed journals," rather than the sometimes more difficult and time-consuming writing of qualitative research or content analysis studies, or essays that are the mantras of different professions. Some prestigious journals will not publish studies unless their results have proven statistical significance, disallowing the public access to serendipitous findings and new important questions that a particular study might have prompted.

Depending on the institution, the guidelines might differ. In some academic disciplines, "research" does not constitute presentations at professional meetings, nor do articles about innovative original teaching methodologies count for retention, promotion, or tenure. Book reviews or "op ed" pieces in newsletters, self-published material, and even edited anthologies might not be acceptable to some of the committees holding careers in their hands.

Some institutions might not even give credit to a professor for an article synthesizing information much needed by the general public, written in a language that the public can understand. Works in popular magazines with a circulation of millions might be frowned upon. In comparison to acceptance by small, erudite journals reaching the thousands more typical of academic journals, circulation.

"It is ironic," says Andrew Jenkins, Health Education Programs at Central Washington University, "that in a field like health education, where the popular press promotes considerable misinformation, that when a reputable health educator gets printed in mass market media, they don't get the same credit as if they had just preached to the choir."

To get closer to the truth of the matter, publications are often used for gatekeeping. When a department wants a particular individual in or out, depending on the desired outcome, a person's scholarly work can be valued or devalued in the most critically crucial ways. Fortunately, most colleges and universities operate by committee and have a series of checks and balances so that tenure decisions do not fall solely on the personal opinion of one individual. However, even with full departmental support and sufficient or even excellent publications and citations, because of internal politicking that might have to do more with budgetary projections than either the individual or the publications, some unlucky academics might feel the sting of "perish" attributed to their writing.

Professor Maureen McDonough-Kolb, a writing instructor in New York University's HEO program, which concentrates heavily on improving the skills of minority students to help them move up the academic ladder, says that "in general, the system works, but it is sad and dishonest when it does not."

Every three years, Phi Delta Kappa, an honorary society in education, publishes the results of publications research conducted by Kenneth Henson, long-time dean of the College of Education at Eastern Kentucky University.

Author of more than 200 articles and 20 books, Henson's suggestions on getting started, targeting an audience, style and substance, and the writer-editor relationship are invaluable. Good too is Anne Sigismund Huff's *Writing for Scholarly Publication*.

Dr. Larry Olsen, of Towson University in Maryland, author of 80 articles, 200 presentations, and an author or co-author of some 35 textbooks, is a prolific writer in the health education field. Winner of the highest awards by three prestigious professional organizations in public health, he puts it like this: "One doesn't do what one does to see what awards will accrue. One simply always remains committed to excellence in whatever one does. In terms of impact, the first article I published in the *Journal of School Health* probably was questionable now. I wasn't nearly as good a writer then."

"My basic piece of advice is, if a person wants to become a good free throw shooter, he or she prac-
uces shooting free-throws a little; if a person wants to become a great free-throw shooter, he or she practices shooting free-throws a lot and elicits the help of other great free-throw shooters. Most people, when they graduate from their master's or doctoral programs, are neophyte writers. The more they write and submit to refereed journals, the better they will become. I would suggest that they align with others who have published in the journals in which they wish to become published, and take the criticism that is offered as a learning experience, not a threat to their creation.

Writing for publication is important, whether for job security or for the loftier goals of making a difference in a specific discipline. All entry-level college professors hoping to continue need to get over the self-imposed and institutional obstacles to putting their words "out there."

If success in academia is your goal, carefully pick an area to specialize in, hopefully one that makes your heart sing. Meticulously review all of the publication possibilities for your work, find a mentor, take his/her advice...and then, as the Nike ad says, JUST DO IT!

Dr. Pat Hanson is presently an adjunct professor at California State University-Monterey Bay and Monterey Peninsula College.

References


Wilson, Robin. "Provosts push a radical plan to change the way faculty research is evaluated: publishing in journals would no longer be the key to getting tenure or disseminating ideas." The Chronicle of Higher Education. 26 June 1998.


Resources

For beginners and those with initial success, this will help them select appropriate journals and shape manuscripts to those journals' needs. Includes circulation figures, refereed status, percent research articles, acceptance rates, average numbers of weeks required for a decision, length of time from acceptance to publication, etc.


Provide scholars with help, philosophy and practical advice. Guidelines for choosing the topic, making an outline, title selection, and writing the study of introduction and conclusion are presented.

PUBLICATION BASICS

First and Foremost: Find a Mentor

Listening carefully to the wisdom of the more experienced pays off in saved time and energy and stress. And can make a big difference in your lifelong career.

Themed Issues
Nearly a third of journal issues have designated themes and solicit manuscripts in advance. Writing on a specific topic for a themed issue can reduce the competition by about two-thirds and double or triple a manuscript's potential for acceptance.

Acceptance Rates
These vary as widely as from percent to 90 percent. Most fields have some database about their journals, similar to Henson's in education. Discover the rate for the journals you are considering, and choose carefully, depending on your timeframe.

Research Format
Since the "research status" of a journal seems to count heavily in the reward system of many universities, find out which journals are rated most highly by people in your discipline at your institution. Adhere rigorously to the style recommended by each.

Multiple Submission from One Idea or Study
While many journals have strict guidelines as to submitting the same article to competing publications, freelance writers and academics get a lot of mileage from the same idea all the time. Twisting and reshaping ideas into a series of pieces of research to meet the different needs of several journals increases your chance of getting numbers needed for advancement.

Joint Authorship and First-Authorship
Tenured faculty with a publishing history and reputation offer to publish with less well-known faculty or graduate students as co-authors. While some committee or faculty will recognize that the first author is the writer behind the article, some of these publications often do not credit the lead author. When writing career along steadily, M don't recognize that the first author on articles written by a team can be a real problem. A look in medical journal can be a real source of frustration. Many articles dealing with similar topics are published by the same "team" with "lead" author rotated.

Revisions/Resubmissions
Authors should always, or very few exceptions, accept invitations to revise and resubmit an article.

Professionalization
Choose a narrow sub-specialty. Writers from your already established peers and a good mentor can also narrow the focus of what you choose to write. Become a "maven," an expert in some delimited area.

Along with the steps from submission to revision, includes exercises along the way.
Anatomy of an Award-winning Grant

$2.1 Million to Allan Hancock for At-Risk Students

BY BOB ISAACSON

Allen Hancock College has been awarded a multimillion-dollar competitive grant aimed at improving the educational success and increasing the transfer rates of its students. The funding comes from the Department of Education's (DOE) Title V funding set aside for Hispanic Serving Institutions (HSIs). A California community college in northern Santa Barbara County, Allan Hancock was one of 39 recipients nationwide.

The $2.1 million award will bring approximately $475,500 to the college in the first year to improve the participation, retention, and success rates of its underprepared developmental students, especially Hispanics and those considered disadvantaged due to low income or other barriers. An equally important part of the huge grant is to create enhanced transfer opportunities for the same groups.

Historically, Hispanic students nationwide transfer to four-year universities at a lower rate than do other ethnic populations. Twenty-nine percent of Allan Hancock College students are now Hispanic, and that percentage is projected to grow in the coming years. The college's largest local feeder high school, for example, is now 70 percent Hispanic.

"This grant will enable us to enhance existing programs to serve more students," said Ann Foxworthy, Ph.D., Hancock superintendent/president. Foxworthy emphasized that although Hispanic and disadvantaged students are a focus of the grant, all students will eventually benefit from improvements to the college's facilities and its developmental and transfer programs. "This grant paves the way for additional equipment in our labs; it will fund an outreach counselor in the high schools, upgrade and expand our current University Transfer Center, help create new curriculum, and increase the effectiveness of our basic skills education courses."

With the strong emphasis on increasing the number of students who consider transfer as an option, one of the fundamental components of the plan is to implement strategies for students who need to build their basic skills in reading, writing, and math. According to one of the grant's primary authors, establishing a reading lab will be an important part of that effort. "The reading lab is really the jewel in the crown of a series of steps we will take to improve student success," said Language Arts Instructor Bob Isaacson.

With the help of a previous grant, the college expanded its reading courses from one to three levels, ranging from developmental to transfer classes. Still, faculty across the campus have consistently identified reading issues, especially difficulties understanding textbooks in complex subject areas like chemistry and biology, as a major obstacle to the success of underprepared students. Faculty across the campus say that they spend their office hours teaching students how to read the textbook. The Title V grant will enable reading instructor Thomas Sadowski to create a coherent reading program centered around a computerized reading lab. Students in the reading program will be better able to address individual reading needs and discipline-specific reading issues with the aid of computer-assisted learning.

Technology will be a large focus of the grant. Over five years, four computerized classrooms will be established, including the new reading lab in year one. During the course of the grant, a computerized writing classroom will be developed to utilize Daedalus, an integrated writing environment, for use in developmental English classes. Students working with Daedalus can use computers to create drafts, edit each other's papers, and get rapid feedback from their instructor on their writing. Two more computerized classrooms will be developed to enable faculty teaching general education classes to use the Internet, new instructional software programs, and CDs to
enhance students' educational experiences. In the last year of the grant, the College's existing open-access lab computers in the learning resources center will be greatly expanded to ensure student access to new technologies when they are not in the computerized classrooms.

Strategies to help students in basic skills classes include hiring a developmental education specialist. This individual will work to improve the coordination of the College's various developmental programs in math, English, and ESL; to offer training opportunities to faculty teaching basic skills; and to lead a developmental task force that will oversee the process. Better understanding of developmental educational theory and practice will help basic skills faculty increase the success and retention of the growing numbers of underprepared students entering the College each year.

This specialist will lead a task force of faculty and lab staff to ensure that all basic skills areas are coordinated, that mentor-faculty will be trained in innovative multicultural and remedial strategies, and that bilingual tutorial support will be available for students who require it.

Selected basic skills faculty will be given the opportunity to attend indepth training programs in developmental educational practice and theory at places such as the Kellogg Institute.

Already, faculty in math, English, and ESL have identified an impressive array of innovative projects, such as developing and piloting an ESL 'sheltered' developmental composition course, providing an online tutorial service, creating a summer bridge program at the College's writing center for newly graduated high school students, and reorganizing traditional 16-week math classes into multi-semester and modularized course offerings. To facilitate the development of all of these activities, the grant will hire two developmental faculty members, one in math and one in English, and also offer current faculty release time and stipend opportunities for the creation of innovative instructional strategies.

The grant is also going to have a profound impact on the transfer mission of the College. One half of the Title V resources will be directed toward improving the transfer rate of Hispanic and other at-risk students.

During the five years of the grant, three cohorts of at least 60 percent Hispanic students will be formed and offered enhanced transfer opportunities. The grant's high school outreach counselor will also monitor the progress of Hispanic students as they enter transfer-level courses.

Learning communities will be formed, linking required English and general education courses into a sequence of classes that will lead students through an enhanced transfer program. The idea is to create a clear and efficient pathway for those students whose stated goal is to transfer, and to supporthem as much as possible through supplemental instruction, tutoring, and innovative instructional strategies, including the use of technology. Also, during the grant, a writing-across-the-curriculum program will be put into place for the College's students in general education classes. Currently, the College's writing center is only able to assist students in developmental English classes. The overall goal of this effort is to get students "University of California transfer ready" in two to three years.

Specialized personal development classes will be taught in the entire transfer program. These classes are being developed and piloted by a specialist Christine Reed. One class will focus on success in college, introduce new students to college life and the many services provided by the college, and also cover topics such as the tutorial center and financial aid. The other will focus on how to transfer successfully to a four-year institution. In the first year of the grant, Title V funds will enable the University Transfer Center to be completely redesigned and expanded into a much more effective and collaborative facility. At the University Transfer Center, students will be able to get on-going counseling, schedule group tours to nearby four-year institutions, access to computer stations for Internet college searches, and obtain assistance with the paperwork involved in the college admissions process.

"With this funding, the College can be the source of change to improve the earning potential, career, and life enrichment opportunities of all students, particularly our Hispanic and disadvantaged population," said Inclan, Ph.D., the college's vice president, academic affairs.

Faculty member Steve Lewis, co-author of the 272-page grant proposal, agreed. "It's going to provide us the opportunity to greatly expand our capacity for meeting the needs of all students. Some can focus directly on completing the first two years of a bachelor's degree before transfer, others will from the beginning, with our basic skills curriculum. Either way, we can make them successful in education and, ultimately, in their careers.

The grant plan was developed by a core of faculty and staff with input from dozens of additional faculty members. Said Inclan, "Our faculty are very enthusiastic about the new teaching and learning strategies this grant will offer. We are very excited, and with the grant, we'll be even better, and our students will benefit."

News releases and other news information can be accessed at www.cox.cc.ca.us.

Bob Isaacson is an English instructor and Title V Activity 2 director.
Goodbye Peaches—Hello Possibilities
Georgia Junior College Earns Migrant Education Grant

BY GARY M. STERN

If you're a child of a seasonal migrant worker who moves from farm to farm and often state to state to earn a living, your education is constantly in flux. Fortunately, the federal government inaugurated the College Assistance Migrant Program (CAMP) in 1972 to offer support to the children of migrant workers.

Hispanics number 94 percent of all students who earn CAMP grants, said David De Soto, senior analyst at the Office of Migrant Education. CAMP grants provide children of migrant workers access to higher education that they might not otherwise have.

A CAMP grant gives a child of a migrant worker one year's college education—tuition, room and board, and books—and includes a $75 monthly stipend for one year. The grant also pays for a director and two counselors to oversee CAMP students. This year, CAMP programs are in place at 12 colleges nationwide.

"Previously, there were no efforts by the federal government to recruit migrant students," said Francisco Garcia, director of the Office of Migrant Education at the U.S. Department of Education in Washington, D.C. "The migrant population is mobile. Their education has been interrupted. It's a hard job to find them in that you have to go to labor camps. They can be in Texas one day and Washington State the next. There was a need to fill, and this grant filled that void," he said.

Until 1999, eleven CAMP programs were operating: four are in Texas at the University of Texas-Pan American, Texas A&M University, West Texas A&M University, and St. Edward's University in Austin; two are in California at California State University in Fresno and California State in Sacramento; two are in Idaho at Boise State University and the University of Idaho; and there's one each at Metropolitan State College in Denver, Pennsylvania State University, and Inter American University of Puerto Rico.

Abraham Baldwin Agricultural College, a junior college with 2,500 students, located in Tifton, Georgia, three hours south of Atlanta, was proud to be the latest and twelfth program to earn a five-year CAMP grant, awarded last year. Farms filled with Vidalia onions, peaches, peaches, peanuts, cotton, and tobacco surround Tifton, and rely on migrant workers to harvest their produce on a seasonal basis. Because the federal grant was authorized in June 1999 and the program was beginning in Fall 1999, it attracted only 14 students in its initial year. Recruiting efforts are being stepped up, and the College hopes to attract at least 40 students, if not the full complement of 50, next year.

"We're a small college and can offer students the personal attention that they might not receive at a larger school," said Yolanda Emery, director of CAMP at Baldwin.

CAMP fits perfectly into the overall goals at Baldwin, suggested Dr. Harold Lloyd, its president. "We have a mission of reaching out to underserved students. Hispanics in Georgia are underserved. They are also a growing population in Georgia," said Dr. Lloyd. The school views these students as budding entrepreneurs who will live the American dream and improve themselves through education.

Educating children of migrant workers is part of the "natural economic progression," said Dr. Lloyd, who holds a doctorate in economics and has been with Baldwin for 29 years, the last 10 as president. Most CAMP students receive a general academic education, rather than a vocational education in agriculture. Dr. Lloyd expected that 70 percent of them would earn four-year degrees while the other 30 percent would become small business owners and move on to other endeavors. He acknowledged that many students lacked essential academic skills and were taking advantage of the free tutoring offered at Baldwin.

Though Hispanics are only a small percentage of the students at Baldwin Agricultural College, most CAMP students are Hispanic. "Of the 14 students, 12 are of Mexican heritage, and two are Haitian," says Emery.
To earn a CAMP grant, students must document that they are citizens or have green cards, show federal tax forms to prove that one of their parents worked 75 days last year as a migrant worker, and graduate from high school with a 20 index. "Contrary to most scholarships, which look for the best students by their grades, we're looking for the ones who need the help," Emery said.

Many CAMP students major in something other than agriculture. Many students see how their parents have worked in the backbreaking fields, with minimal remuneration, and seek alternative careers. According to Emery, Baldwin's CAMP students are majoring in business, education, computers, and childcare. "They want to get out of the fields," she says succinctly. Garcia noted that migrant workers worked long hours for little pay—"that has not risen during the recent age of prosperity."

To help students prepare for its academic rigor, Baldwin provides special pre-college classes for all students. Students learn essential academic skills to succeed in college, such as note taking, study skills, and library research. In addition, CAMP students also take a VIP seminar through the Vision, Initiative and Persistence program. Counselors give students progress reports weekly. If students are not performing well academically, they receive special tutoring. Students are assigned a student buddy and work in pairs to motivate one another to do well. "While all students have high school diplomas, many have problems with their written English. Others need tutoring in math," Emery says. Special counseling is also offered to help students work out whatever problems arise. While most students live in the dorms, one student who was commuting one hour each way was having a problem making commitments. CAMP arranged counseling for him and also condensed all of his classes into two days, making the commute more manageable.

Since many of the Hispanic students hail from close-knit families, and this might be the first time they are living apart from the family, they often require counseling. "They need family support," Emery said. Each of the three CAMP counselors at Baldwin is bilingual, helping to relate to and understand the students' needs and culture. "They want love and attention," perhaps help the student secure loans for the second or remaining educational years. "It's the responsibility of the institution," he said. Migrant students are expected to apply for and gain grants from financial aid packages utilized by the College. "They become part of the system of aid," Garcia noted.

Recruiting at Baldwin

With such a brief window for recruitment, and given that high schools were already closed, how did Baldwin manage to find the 14 students who eventually were accepted?

Rocio Cardenas, hired as CAMP's special recruiter and counselor, worked with four migrant education agencies—Southern Pine, Live Oak, Two Rivers, and Piedmont—that provided her with the home phone numbers of children of migrant workers who had recently graduated from high school.

Cardenas visited students personally to determine if they apply for the grant. She helped them fill out all appropriate financial aid forms and tax form and had them submit an autobiography. Often she had to convince the students' parents that attending college was a worthwhile endeavor.

"Many of the boys didn't want to attend because they were expected to help in the fami income. And the parents were unsure about letting the girls attend school," said Cardenas. Cardenas had to play the role of psychological financial aid officer, and college advocates convince them.

By early 2000, Cardenas has identified the high schools that have the largest Hispanic populations in Georgia. She is visiting each on talking one-on-one to college advisors and guidance counselors and often speaks at college nights and assemblies. She is dedicated to attracting 50 children of migrant workers, the fi complement that the grant offers.

CAMP students have special needs, suggested Garcia of the Office of Migrant Education. They have lacked the "continuity of education" that most students have who stay in one school for high school. Moreover, Garcia said, one the problems educators have been facing is that high school credits earned outside the state were valued lower when they moved from Georgia to Texas.

Why is CAMP so important to the future these children, the offspring of often malign and underpaid migrant workers? "When students talk among themselves, I hear them discuss picking peaches. None of them wants to pick peaches in the future," Cardenas said. CAMP is been so successful that many children migrant workers have become doctors, attorneys, and teachers. Garcia noted, "The grs take them out of the cycle of poverty and allow them economic and educational opportunities he said. CAMP grants fill a need "because the students have not had opportunity in the past." Haring moved around so much in high school their grades suffer. Without CAMP, these students would not have had a chance to go to college Emery noted. CAMP grants might as well called HOPE.
It Takes Nurturing, Continuous Dialogue, and Programmatic Intervention

UMichigan-Ann Arbor Team Evaluates 11 Diversity Projects

BY INÉS ALICEA

Eleven colleges awarded grants to address racial and ethnic tolerance issues on campus found that fostering diversity is complex and requires a great deal of work, said one of the University of Michigan at Ann Arbor researchers asked to evaluate the schools' efforts.

"Colleges and universities recognize that diversity is a desirable goal and an integral component of offering a higher quality education, but they are finding that diversity comes with a price," said Cynthia Hudgins, a senior research associate in the University's School of Social Work and director of the Global Program on Youth. "It needs to be nurtured in order to be successful."

Hudgins and education Professor Michael T. Nettles produced a report of their evaluation entitled "Models of Diversity: Pursuing Tolerance in Colleges and Universities." Their report examines race, ethnicity, and gender issues on the 11 college campuses and the projects those institutions adopted to encourage knowledge about and understanding and acceptance of other cultures.

"Most institutions learned the hard way that the academic environment itself was insufficient to mitigate the problems of intolerance and prejudice that plague the rest of society," the researchers wrote in their report.

Colleges that participated in the study were chosen from among 260 applicants by Philip Morris Companies, which offered the colleges up to $100,000 each to introduce programs designed to foster racial harmony on campus.

"Multinational companies like Philip Morris have long recognized that diversity serves an economic interest," the researchers wrote. "Multinational corporations have a vested interest in an adaptable, mutually respectful workforce. Student participants who have been successful in altering their perspectives to effectively understand and accommodate another culture in these campus activities conceivably possess a higher potential to manage subsequent cultural transitions."

The colleges were Bethune Cookman College in Daytona Beach, Fla.; Colby College in Waterville, Maine; Columbia College of Columbia University in New York City; Davidson College in Davidson, N.C.; Duke University in Durham, N.C.; Haverford College in Haverford, Pa.; Long Island University in Brooklyn, N.Y.; Northern Illinois University in DeKalb, Ill.; Northern Michigan University in Marquette, Mich.; Occidental College in Los Angeles; and University of Wisconsin-Oshkosh.

Dane Eidman, manager of corporate contributions for Philip Morris in New York, said that the $1.2 million grant was "considered a very large initiative and a significant investment on our part."

"We were looking at the emerging issues in higher education, and we wanted to address the pressing needs," she said. "We were very happy with the results." The project, she said, "opened up a bigger debate."

Each of the institutions cited past racial, ethnic, or gender tolerance issues on campus ranging from racial slurs to conflicts and misunderstandings between students and campus police.

The range of on-campus issues faced by participants included:
- tensions among racial groups;
- anti-Semitic acts such as swastikas on walls;
- racist slurs in campus publications and at campus events;
- tense relationships between the campus community and the local community;
- minorities feeling that they are on exhibition and, further, are burdened by a responsibility to teach rather than learn;
- minority students' reports of references to affirmative action and of quota-related comments; and
- the presence of racially stratified organizations such as fraternities and sororities that appeared to perpetuate segregation and intolerance.

The report documents how each institution dealt with these issues. Each school used the grant differently to create programs and projects that addressed the issue of tolerance. And each of the Philip Morris projects tended to focus on race, particularly Black/white relations. Nettles and Hudgins found that some of the colleges failed to devote attention to class issues, women's issues, and gay, lesbian, and bisexual issues.

Even with the focus being primarily on race, the researchers said that the campuses sometimes struggled with how to define tolerance and how best to address the issue.

"One important aspect of it is to be sure that people within the academy and the supporters understand what tolerance means."
Nettles said, “Another difficulty was overcoming obstacles necessary to bring people together and in getting their attention. One of the obstacles that every campus faces is trying to broaden the level of interest to extend to those who actually need to be involved.”

But the researchers said that the campuses each developed many worthwhile projects that drew involvement campus-wide and in some cases community-wide.

“In every case, these were excellent initiatives, but this is just the tip of the iceberg,” Nettles said. “Much more work needs to be done to ensure that tolerance is made a part of the fabric of the institutions. Unless colleges and universities establish special interventions, communication barriers will persist.”

Hudgins said that the researchers felt that it was important to have a thorough understanding of each college’s history with tolerance issues to try to measure progress. Because racial/ethnic issues are so sensitive, the campuses sometimes discovered that progress could be painful.

The researchers said that sometimes when they went on site visits, there appeared to be a great deal of tension on a campus but that subsequent visits to the campus proved that the tension was necessary to launch important dialogues and overcome conflict.

“It is important to take note where one institution is beginning to evaluate progress,” said Hudgins. “Sometimes progress is not neat and clean. Sometimes when you put everything out there, it is not comfortable.”

An example of some of the discomfort felt was best summed up by a Latina student at Columbia College. “I feel pushed into a corner, always defining, defending, and proving myself to classmates, professors, or employers,” said Ana Lisa Raya. “Trying to understand who and why I am, while understanding Plato or Homer is a lot to ask of myself.”

Hudgins said, however, that was heartened to see that the seed colleges were so eager to participate. “I could sense on the campus that the people knew that something that needed to be attended to,” said Hudgins. “I am happy to see how strongly the campus felt about this project.”

“They wanted to make sure minority students were getting a good education and being heard,” said Netl.

The campus projects to address issues of tolerance varied as much as the issues they faced. Colby Colb, where minority students account for 69 of the 1,752 student body, dubbed a film called Corn Ground, a story about how a fictional college, one like Colby, dealt issues of race, class, and gender. Film-making process helped the campus and community toges whereas before there had been contact between the two.

At Northern Illinois, where percent of the student body is white, the College of Business is a course called “S Development for Success in Multicultural Environment.”

Occidental College, one of the most ethnically diverse campus in the study, with a population is 45 percent persons of color, i
its grant to expand its year-long Peer Mentor program, which paired first-year students with academically outstanding older students.

Davidson College used part of its grant to add a part-time minority counselor to the staff of its counseling center, which significantly increased the numbers of minority students using the counseling services. The college also used some of the funds to support its Academic and Cultural Enrichment Series for minority students. These programs ranged from a get-acquainted dinner with minority faculty to a leadership retreat, forum for female minorities, and participation in the International Fair.

Nettes said the study sends the message that it takes a great deal of work to achieve and maintain diversity on a campus.

"It takes a lot more than admitting students to ensure diversity exists on a campus," said Nettes. "It takes nurturing, continuous dialogues, and programmatic interventions."

The researchers said that several factors helped make the projects a success at each of the college campuses. Strong marketing of the project at the campus and at times in the neighboring community helped generate a lot of interest and participation. Institutionalization of the projects through promises of continued funding after the grant ended also marked the more successful projects. Also, faculty participation was "a vital component of project success."

"In some senses, the projects were 'preaching to the choir' rather than attracting faculty oblivious to campus problems, or those who are reticent about adapting diversity materials to their classroom efforts," said the researchers.

The projects successfully raised the level of interest and dialogue over multicultural issues, but the challenge now is to sustain the programs after the Philip Morris grants expire, Hudgins said. While some of the campuses were able to secure funding to continue some or all of their projects, others were not so successful.

"Once the money wasn't there, these campuses were struggling," Hudgins said. "Finding the resources to maintain their projects continues to be a challenge."

And it seems that the campuses are really on their own in securing funding for tolerance initiatives. Some of the companies, including Philip Morris, are funding other types of projects.

Eidman said that Philip Morris has since changed the focus of its corporate giving, now funding projects that have to do with preventing domestic violence, providing hunger relief, and supporting the arts.

"The big emphasis now is in helping people in crisis," said Eidman. "We redefine our priorities over time. The funding shifts with our interests internally and the needs externally. Our decision was purely internal and reflected our interest in other areas rather than a disinterest in education."

Hudgins said that Philip Morris was not the only corporate donor to shift away from funding diversity programs, but she could not explain the change, and neither could Eidman.

"Foundations are constantly making programmatic changes," said Hudgins.

But the researchers said that it was vital that the colleges find ways to sustain their tolerance projects to continue the success they generated with them.

"It appears likely that unless colleges and universities establish special interventions such as tolerance projects, communication barriers will persist," they wrote in their report. "Each of the 11 projects has emphasized the importance of strong communication and demonstrated that good communication cannot be assumed, even at small colleges. The challenge to sustain the dialogue beyond the grant period will test this resolve."
University of New Mexico Lobo Pitches Perfect Game

Program strikes balance of academics and athletics

BY CAROLYN GONZALEZ

The Division I UNM Lobos baseball team takes to the diamond this year in the newly formed Mountain West Conference. Head Coach Rich Alday believes that UNM's program is "just as good as any program in the country" and that the Mountain West will eventually be as good as the Western Athletic Conference, where UNM previously competed.

Alday, UNM's head coach for 11 seasons, is a Tucson, Ariz., native who attended Emporia State University in Kansas on a baseball scholarship as the Hornets' catcher. He still possesses the catcher's build, as well as the coach's demeanor. He is as proud of the players' classroom performance as their on-field prowess.

"Good players get it done in the classroom and on the field," says Alday, who works with the pitchers and catchers.

Mark Martinez, assistant Lobo coach for 12 years, is from Denver, Colo., and was also a scholarship player. He attended Mesa State in Grand Junction, Colo., and played shortstop. The hitting and infield coach, Martinez echoes Alday's remarks on the significance of academics to student athletes: "Everybody's dream is to be a professional ballplayer, but that's hard to achieve. They must have something to fall back on. We have a policy that the kids don't practice if their grades are down. Our goal is to have a team GPA of over 3.0."

Adds Alday, "We graduate between 90 and 85 percent of our players in the program."

Travis Young was a Lobo second baseman from 1994-97 and is now with the San Francisco Giants AA Shreveport and AAA Fresno farm teams. He was recruited out of the UNM program one semester short of graduating with a Bachelor of Science in biology. "I still plan to graduate eventually. My previous goal was to go on to med school. We'll see when I graduate," says Young.

Young credits Alday and Martinez with his major league opportunity. "They helped me get noticed. The work ethic they instill in players paid off. I'm getting used to playing every day and developing a level of consistency. What I learned adds that he will probably take the extra math courses necessary to complete a minor in math and that he tutors another player in statistics.

"This is the only chance I'll get to play college ball. I left home and a girlfriend to be here, so I'm not going to waste time. I'm on a baseball scholarship and I don't want to disappoint my coaches, but I especially don't want to disappoint my parents. Sure, I'd like to play major league ball, but I have to graduate because everyone has to have the season, making it important for student athletes to stay on top of their coursework.

Perez is a good ambassador for new recruit "They gave me three guys to show around. I don't have a bad thing to say about the program—weight lifting, fall running, study hall. They make the transition easy," he says.

Perez frequently sees his family in the stands since the UNM team travels to Arizona regularly to play against Grand Canyon (whom they swept in a three-game season opener), University of Arizona in Tucson, and Arizona State in Phoenix.

Perez attended bilingual schools through high school in Tucson and says, "Spanish is important as English."

"As a business major, I know that if you don't know Spanish, it narrows what you can do, especially in the Southwest."

"Baseball players need to speak Spanish. Miguel [Montiel] and I joke around in Spanish and no one else understands. With Cuba, Central and South American players on most major league teams, it's important to know the language. It opens the doors to conversation at meeting new people," he says.

Perez offers advice for young players: "Finish what you start. Don't be a quitter. Someone will always be faster, stronger, more experience. Keep your eyes open, and take on what's best for you. Learn as much as possible. Be a sponge and soak it all up. The more you can learn, the more you can teach."

Miguel Montiel, from Nogales, Ariz., is senior majoring in speech and hearing science. He plans to graduate in December and go on for a master's in speech and language pathology either in Arizona, New Mexico, or California depending upon acceptance.

"My degree program requires knowledge a second language. Knowing Spanish made easier for me from the beginning," he says.

Montiel plays the field—left, center, right—and at the age of 22, he's already achieved a childhood dream. "I always wanted to play on the diamond"
always comes first," he says. Candelaria also credits the coaches with teaching him what he knows: "Power- and knowledge about the game."

Candelaria plans to graduate in May 2001, depending upon the class schedules that he's able to arrange with ASM. "If I don't play pro ball, after I graduate, I'll probably do an internship as an accountant."

Unlike some of his teammates, Candelaria lives at home. And likes it. "I live with my parents and my sister. I have home cooking, warm meals, a warm bed, and people who understand the baseball schedule."

An off-field team member credited by coaches and players alike for the success rate of Lobo baseball's student athletes is Danny Trujillo, athletic administrator. Alday says that Trujillo is "second to none" in keeping tabs on players, organizing study halls, tutoring, and making an overall positive impact on the program.

"We have an excellent group of new baseball recruits this year. They will do well academically," says Trujillo.

His job is to meet with new recruits, help them through admissions, assist with eligibility paperwork, and help them get registered for classes. He tracks the players academically and arranges for tutoring or other assistance, as necessary.

"I also do one-on-one advisement, and what I like about baseball is that it isn't high-maintenance. I used to handle athletes on other teams, but I have additional administrative duties that made it necessary that I drop the other sports. Since the baseball students are good and responsible, I can assist them while handling other administrative tasks," says Trujillo.

"I work with the baseball players because I didn't want to lose contact with the students. In all my administrative work, it's important to have a student's perspective, and the baseball players are a quality group," he says.

Players know that they need to adjust field position when facing certain batters. They begin to recognize the hitter who consistently hits to left or the long ball hitter who aims for the center field wall. Players and coaches also know to adjust to accommodate the language and cultural differences that they face in potential teammates and opponents. Last year, they got a little education in Japanese language, culture, and baseball. The Lobos hosted a team from Rikushi Keizai University, and each player hosted a Japanese player. "They discipline, and their culture," says Martinez, who adds that they split the two game series.

Alday and company have a reason to rival major league baseball, if taking homework into consideration. They play 58 games, the NCAA Division I maximum. The coaches are always planning ahead, not just to the next game or series but also to the next season.

"We have signed two players from Albuquerque's Rio Grande High School. They are Joe Salas, a senior, and Anthony Lovato, currently attending Lamar Junior College. Our priority is to recruit the best players from New Mexico, and go from there," says Alday.

Alday, Martinez, and the rest of the Lobo baseball team also offer camps to children in New Mexico. During winter break, they host hitting camps, and every summer and fall, they hold camps and clinics to help youngsters develop their skills with the assistance of the Lobos.

Alday has experience with baseball at another level. He has Olympic credentials as assistant coach for the USA baseball team, gold medal winners in Seoul, South Korea, in 1988, and as auxiliary assistant coach for the team that won the bronze in Atlanta in 1996.

The Lobo baseball program teaches the players to scout ahead on the field and in life. With that, they already have a gold medal.

Carolyn Gonzales is a senior public affairs representative at the University of New Mexico. She served for two years as president of Albuquerque's Lobo Little League and remains on the board of directors. She is co-chair of the Manzana High School baseball booster club.
Creating Coalitions—Not Competition—Among Minorities

Black and Hispanics Join at National Conference

BY MARILYN GILROY

The dream of uniting the two largest minority groups—Blacks and Hispanics—as a means of achieving educational, economic, and political progress, has been discussed for the last decade. But at least once each year, that dream becomes a reality when the National Association of African American Studies (NAAAS) and the National Association of Hispanic and Latino Studies (NAHLS) join forces at their national conference.

This year’s conference in Houston, Texas, attracted 800 presenters, up from last year’s 500, with attendance soaring to more than 3,000, creating an overflow situation for conference organizers, who worked to find space at nearby hotels. But that’s the kind of problem that Dr. Lemuel Berry, Jr., founder and executive director of both organizations, is glad to handle.

“Our major success is that we see now that everyone thinks this is a great idea,” said Berry, dean of the Claudill College of Humanities at Morehead State University in Kentucky.

In 1992, Berry and his colleagues were not exactly sure what would happen when they formed NAHLS as a parallel organization to the already existing African American studies group. The idea was conceived when Berry was contacted by Department of Education officials in Washington and realized the need to have a similar organization serving Hispanics and Latinos, and so, the NAHLS was born.

The NAAAS/NAHLS joint conference, now in its fifth year, draws representatives from large and small colleges in the U.S. and throughout the world. They have come to hear presentations on the latest scholarly research in the entire gamut of academic disciplines and to discuss sociological and political issues.

This year’s conference has been extended to include the National Association of Native American Studies and the National although each group maintains separate identity and governance, they have agreed that coming together for a national conference is in everyone’s best interest.

“There must be a place where people of color can come together present research and discuss educational and social issues,” said Berry.

One of the advantages of having all the groups together, said Berry, is that participants go to one workshop where they might hear the African American point of view on an issue and then in the next hour or next day, go to another workshop where they hear a Hispanic perspective on the same issue. They often come away with a new understanding of common struggles.

For example, last year’s conference featured separate presentations on health care for Hispanics and African Americans. Research shows that more than one-half of African Americans and Hispanics under the age of 65 are uninsured, and yet both segments of the population must continue to press for reform. There were also concurrent sessions analyzing media content and ownership issues affecting minorities and a wide range of discussions on minority literature, culture, and disparities in educational achievement.

“These groups face many of the same problems, and they have the same goals and aspirations,” said Berry. “Everyone benefits when we work together.”
"I was astonished to walk into a national meeting where 90 percent of the presenters and attendees were Black or Hispanic," said Lopez-Bernstein.

which are of great importance to the minority community and society at large."

The logic of Berry's statement is irrefutable. After all, both groups share a deep concern about the high rate of dropouts in high school, lower scores on SATs, and lower persistence rates in college. If progress is to be made on these fronts, then it is this generation of teachers, scholars, and administrators that can build the bridge to create new understanding and alliances among the Latinos and Blacks.

That kind of thinking is exactly what attracted Dr. Esther Lopez-Bernstein to become a board member of NAHLS. Lopez-Bernstein, an assistant professor of counseling and psychological services at the State University of New York at Oswego, attended her first NAHLS conference four years ago.

"I was astonished to walk into a national meeting where 90 percent of the presenters and attendees were Black or Hispanic," said Lopez-Bernstein. "It was a racial reversal of the composition we usually see at conferences. All of these academic and scholarly people were minorities, and it was very exciting to be there."

Impressed and gratified by the conference, Lopez-Bernstein sought out Dr. Lemuel Berry to thank him for his efforts in organizing such a worthwhile and significant event. In turn, Berry asked her to observe a few board meetings and to consider becoming a member. It was an offer she could not refuse. It was also one that was tailor-made to her background.

"At SUNY-Oswego, my specialty is counseling on multicultural issues," said Bernstein. "I am aware of the need to build coalitions of people who have not been at the center of our culture. They must be included and become part of that central framework."

Lopez-Bernstein says that her idea of inclusiveness is not limited to issues of race and ethnicity; rather, she also considers gender and religion to be parts of the equation.

"Of course, all of these groups have differences that we must honor and respect," she said, "but our strength lies in working together."

It is for this reason that Lopez-Bernstein characterizes Lemuel Berry as being "very astute" in recognizing the need to bring the various minority groups together.

Now that the joint conference enjoys solid support, it has expanded its activities to include active mentoring of young people. Members are encouraged to bring college students from their institutions with them.

Last year, Lopez-Bernstein brought two students—one a minority, the other a white female.

"For the white student," said Lopez-Bernstein, "it was the first time she experienced the feeling of being in the minority at a public gathering. It had a significant impact on her."

This year, Lopez-Bernstein brought two students from Syracuse University, where she is a visiting professor—one a Japanese student, the other from the Dominican Republic.

Conference organizers also made an effort to reach out to high schools in the Houston area and offered to underwrite expenses involved in transporting local students to the conference.

"These students get a terrific boost just from being in a room filled with scholars and academicians who share their ethnic and racial identity," she said.

Lopez-Bernstein's role on the national board of NAHLS includes serving on the publications subcommittee. Knowing the importance of communications, the group is trying to expand and improve publications in both print and electronic formats. Currently, NAHLS publishes an English/Spanish newsletter twice a year.

"I got involved with the newsletter because I wanted to do the Spanish translation," said Lopez-Bernstein. "But as you can guess, I ended up as an editor."

She says that the group hopes to download the newsletter onto its Web site. The subcommittee is also on the verge of publishing the first edition of the Journal of Intercultural Discipline, a project that has been in the planning stages for several years.

"It took a while to get an issue together because we had to find someone who could edit the six articles on various academic subjects such as geography, literature, and psychology," explained Lopez-Bernstein.

The group also struggled to find financial support for the journal, but all of these hurdles have been overcome, and the inaugural issue is due out shortly. In addition, the publications committee is trying to find a new logo for NAHLS, which is complicated because of the diversity within the association.

"We don't want to misrepresent any culture," said Lopez-Bernstein. "This makes the process of coming up with an acceptable design a lit-
This year’s conference in Houston attracted 800 presenters, up from last year’s 500, with attendance soaring to more than 3,000.

The more difficult than usual.

While the NAHLS is expanding its outreach and communication efforts, the organization’s main focal point is still the annual national conference. The conference reach is increasingly global, with representatives coming from Spain, Mexico, Peru, Guatemala, Ecuador, Chile, China, Japan, Canada, and Africa.

The boards of NAAS and NAHLS have agreed to hold an additional meeting in a Spanish-speaking country every other year, with the first one scheduled for Cancun, Mexico, in 2001.

Berry, Lopez-Bernstein, and others contend that this conference is unique because there is no other place where scholars can hear sessions like the one on ethnic poverty and social vulnerability among minorities with both African American and Hispanic presenters. Or a multicultural panel examining equity and access in engineering, mathematics, and technology.

And although participants walk away with a wealth of knowledge and appreciation for various points of view on myriad issues, there is another dimension that is equally fulfilling to Berry and conference organizers.

“The networking and sharing are tremendous,” said Berry.

Adds Lopez-Bernstein, “Sometimes it is difficult to connect all of these people who seem so different, but coming together like this helps all of us find our voice. The only way to build an equitable society is to include everyone.”

THE NATIONAL ASSOCIATION OF HISPANIC AND LATINO STUDIES

Purposes:
1. To promote acquaintanceship and group effort among those interested in Hispanics and Latinos; 2. To further the cause of research in Hispanic and Latino Studies; 3. To stimulate greater public interest in and better informed public opinion regarding Hispanics and Latinos; 4. To serve as a forum for the expression of research and artistic endeavors in the celebration of the lives and works of Hispanics and Latinos; 5. To serve as a resource for scholars in the field who desire information and support for research related to the Hispanic and Latino experience; 6. To maintain archives, which will be made available to all members of the community who are desirous of using available resources; 7. To support and host an annual convention each year which provides students and scholars an opportunity to present in an open forum.

Individuals or institutions interested in joining NAHLS should contact:

Dr. Lenard Berry, Jr.
Morehead State University
Rader Hall - Room 211
Morehead, KY 40351

SCHOOL OF PSYCHOLOGY

Adjunct Faculty

Capella University’s School of Psychology is hiring adjunct faculty in the following areas of specialization: Addictions Psychology, Clinical Psychology, Educational Psychology, Family Psychology, Health Psychology, Organizational Psychology, and Sport Psychology.

Context: Capella University is a regionally accredited institution of higher education, which offers undergraduate and graduate degree programs, certificates, and continuing education to adult learners who seek to integrate advanced study in psychology and related fields with their professional lives.

Responsibilities: Adjunct faculty are part-time faculty who serve as independent contractors. Adjunct faculty teach in the core and specialty courses. Adjunct faculty are responsible for all chargeable activities within the discipline area, and serve on the School and program committees and share full voting privileges with the full-time faculty. Adjunct faculty are responsible for ensuring that educational standards are consistent with the prevailing national standards for the education of professional psychologists.

Qualifications: 1) Earned doctorate; 2) Interest in and commitment to teaching in an online environment; 3) Proficiency in the use of Internet tools; 4) Have prior graduate teaching experience.

Salary: Commensurate with experience and qualifications

Starting Date: April 1, 2008

Deadline: September 1, 2008

Application Procedures: Send letter of application, vita, three letters of recommendation, and transcripts to:

Janet Korpi
Human Resources
Capella University
330 2nd Avenue South, Suite 550
Minneapolis, MN 55401
Phone: (612) 252-4290 Fax: (612) 337-5370
E-mail: jkorpi@capella.edu

DeVos Graduate School of Management Northwood University

Dean and COO

Attributes sought: earned doctorate from a distinguished Business School; top management experience in a corporate environment; research interest subordinate to discussion-based teaching interest; appreciation for the Mission and Philosophy of the University; dedication to vigorous leadership and growth; dedication to quality control and customer service.

The DeVos Graduate School of Management was established in 1992, as a part of Northwood University.

Send cover letter and vita to:
Northwood University
Attn: Human Resources
4000 Whiting Dr
Midland, MI 48640
www.northwood.edu
E-mail: hr@northwood.edu
Northwood University is an

The event focused on nonviolence and Arias' efforts to attain peace in Costa Rica and internationally. Arias, who was essential to the peace process in Central America throughout the past two decades, has been able to influence world policy on the weapons trade.

Peace Jammer—young people—have succeeded in creating teen centers, diversity programs, AIDS prevention projects, conflict resolution workshops, aid for the homeless, violence prevention programs, and meals for senior citizens.

**MOTTEP Honors Media**

The National Minority Organ Tissue Transplant Education Program (MOTTEP) presented Key of Life awards at its Gift of Life winter gala, held in Maryland. Vice President Al Gore was the honorary chair for the inaugural gala, which featured a "Salute to the Media." MOTTEP honored 15 broadcast and print media organizations for providing positive coverage of organ and tissue donation.

Clive Callender, chair of the Howard University Hospital Department of Surgery (District of Columbia), founded MOTTEP through partnerships with the DOW Chemical Company, the National Institutes of Health, and the National Kidney Foundation of the National Capital Area in 1992.

**Alonso Editor of PMLA**

Carlos J. Alonso, professor of Spanish at Emory University, will become the new editor of *Publication of The Modern Language Association* (PMLA), a journal published six times a year.

Born in San Juan, Puerto Rico, Alonso received a bachelor's degree from Cornell and a doctorate from Yale. He has published many articles on Latin American literature and culture. He is the author of *Modernity and Autochihony: The Spanish American Regional Novels*, *The Burden of Modernity: The Rhetoric of Cultural Discourse in Spanish America*, and is the editor of *Julio Cortazar New Readings*.

He has served on the editorial boards of several journals, among them *PMLA, Latin American Literary Review, Hispania*, and *Comparative Literature*.

Alonso begins his three-year term in July.

**Multi-Ethnic Theatre for Youth People at Cal State-Northridge**

The Mark Taper Foundation's Performing for Los Angeles Youth Program (P.L.A.Y.)—high energy, multi-ethnic theatre for young people—gave a free presentation of its production, *The Highest Heaven*, at California State University-Northridge.

Written by José Cruz González and directed by Diane Rodriguez, *The Highest Heaven* is the story of a young boy, one of thousands forced to return to Mexico during America's Depression. Separated from his mother and alone, he follows the path of a monarch butterfly in a haunting search for his past and future.

P.L.A.Y. annually tours schools and community venues throughout the greater Los Angeles area.

**Perez Seeks to Engender Student Success at Fullerton**

Dr. Ricardo E. Perez is the new dean of counseling and student development at Fullerton College (Calif.). Perez oversees counseling, career life and planning, articulation, matriculation, and transfer, seeking to "engender student success."

"Mr. Perez's broad experience in several areas of education, including Extended Opportunity Programs and Services, outreach, information services, grants, and school relations will certainly benefit the college and our students," stated Dr. Michael J. Viera, college president.

Perez has a bachelor's degree from the University of California-Los Angeles (UCLA), a master's from California State University-Dominguez Hills, and a doctorate from UC-LA.
Proficiency in English Takes Time, Study Finds

UCSB Acquisition of English skills by English learners is no quick and easy process. It takes from three to seven years, according to a study prepared for the University of California Linguistic Minority Research Institute at the University of California-Santa Barbara.

And policies such as California's Proposition 227 that assume acquisition is possible in as little time as one year are "wildly unrealistic," the study says.

"How Long Does It Take English Learners to Attain Proficiency," by Stanford University researchers Kenji Hakuta, Yuko Goto Butler, and Daria Witt, studied students in two San Francisco-area school districts and interpreted data gathered in Canada by other investigators.

Levy to Be New Rice Provost

Eugene H. Levy, a University of Arizona physicist who finds excitement in research, teaching, and "the ability to make things happen," will be Rice University's (Texas) next provost, beginning July 1.

Levy's excellence in teaching and service has won recognition. He is most proud of being the inaugural recipient, in 1999, of the Hispanic Arizona Alumni Association Award "for contributions to Hispanic student education." In 1996, he received a Martin Luther King Jr. Distinguished Leadership Award from the University of Arizona King Center "for support of civil rights and social change."

Levy has an A.B. from Rutgers University (N.J.) and a doctorate from the University of Chicago.

Hispanic Summer Program Celebrates 10th Year

The Hispanic Summer Program celebrated its 10th anniversary by honoring the person and the work of Dr. Justo L. González at Princeton Theological Seminary (N.J.).

González is a recognized minister of the gospel, educator, author, administrator, friend, husband, and father. His pioneer work as an advocate and leader in ecumenical efforts, especially in promoting and facilitating joint efforts among Hispanic Christians from various traditions, has resulted in the Asociación para la Educación Teológica Hispana. The Hispanic Theological Initiative, and the Hispanic Summer Program.

The event was an opportunity for reflection and celebration of the strides and accomplishments made by Hispanics in theological education.

Accreditation Reaffirmed for Saddleback and Irvine Valley College

IRVINE VALLEY COLLEGE
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
& Saddleback College

Dr. Cedric Sampson, chancellor of the South Orange County Community College District (Calif.), announced that accreditation was fully reaffirmed for Saddleback College in Mission Viejo and Irvine Valley College in Irvine by the Accrediting Commission for Community and Junior Colleges.

Both colleges were completely removed from warning status, he said. Colleges are accredited every six years on stringent academic standards to ensure high academic quality. Saddleback and Irvine College are among the top 10 percent of California's 107 community colleges in transfer rates to four-year colleges and universities.

Teson Presents Papers at University Conferences

Fernando Teson, professor of law at Arizona State University (ASU), was the inaugural speaker at the "Colloquium on Humanitarian Intervention" at the University of California-Irvine, presenting his paper, "Humanitarian Intervention: When Not to Intervene." Teson also appeared at "A Conference on Humanitarian Intervention," University of Denver School of Law; the ASU Community Development Program; and at the Annual Meeting of the American Society of International Law, Washington, D.C.

A career diplomat for the Argentine Foreign Ministry and second secretary at the Argentine Embassy in Brussels, and teacher of international law, international human rights, jurisprudence, and comparative law, he is a frequent contributor to major international law journals and author of Humanitarian Intervention: An Inquiry into Law and Morality.

Teson earned his master's degree from the Université Libre de Bruxelles, Belgium, and his Doctor of Juridical Science from the Northwestern University School of Law.

Black and Latino Musicians Compete at Michigan

The University of Michigan hosted the 3rd annual Sphinx Competition Finals Concert, showcasing the top young Black and Latino string players in the country. Competitors vied for prize money totaling $80,000, full scholarships to prestigious music camps and academies across the country, and opportunities to appear as soloists with the National Symphony Orchestra, the Detroit Symphony, and the Ann Arbor Symphony.

The Sphinx Competition is produced by the nonprofit Concert Competitions and Musical Development Inc. to promote development of young African American and Latino string players.

Rodriguez Speaks at Delaware

Judge Joseph H. Rodriguez, Jr., spoke recently at the University of Delaware about "Life's Federal Bench...A Personal Perspective." Rodriguez is senior judge of the U.S. District Court in Camden, N.J.

Rodriguez, a native of New Jersey, was president of the N.J. State Bar Association and is a member of the American Bar Association (ABA), where he has served in the house of delegates and as chair of its National Conference of Federals.

Hispanic Radio Program at East Tennessee State

ETSU East Tennessee State University (ETSU)'s National Public Radio station, WETS-FM (89.5), is airing a five-minute Hispanic/Latino interview show Sundays at 6:55 p.m.

Ente, which means "what's happening" or "to inform yourself," addresses its listeners' interests and concerns of Spanish-speaking people in East Tennessee. Broadcast entirely in Spanish, Ente is hosted by...
Doris Ortiz, a member of the Tri-Cities Latin American Club.

The program is the result of efforts by the departments of foreign languages and communication through the Expanding Community Partnerships Program, which is funded by the third grant awarded to ETSU by the W.K. Kellogg Foundation of Battle Creek, Michigan.

**Palo Alto Offers Free Hispanic Genealogy Course**

Palo Alto College (Texas) has been conducting a free course in Hispanic Genealogy this semester.

Classes present varied topics, a demonstration of Internet genealogy sources, and individual consultations with the instructor to develop personal research plans. The course uses a hands-on approach and emphasizes basic records and sources.

Class instructor Larry Kirkpatrick is an adjunct faculty librarian at Palo Alto College and a genealogist for more than 20 years. His expertise is in Hispanic and Native American genealogy.

**Santos Wins Art of Peace Award**

The St. Mary’s University (Texas) President’s Peace Commission presented the second annual Art of Peace Award to John Phillip Santos, Latino writer, prize-winning poet, and writer-producer of more than 40 television documentaries for CBS-TV and PBS. The award recognizes artists whose work promotes peace and social progress.

Santos, a native of San Antonio, is the first Mexican American Rhodes Scholar and he is the winner, among other awards, of the Academy of Poets’ Prize at Notre Dame and the Oxford Prize for fiction. His articles on Latino culture have appeared in the *New York Times*, *Los Angeles Times*, and *San Antonio Express-News*. *Placento Left Unfinished at the Time of Creation*, a memoir by Santos, was nominated for a 1999 National Book Award.

**Camacho New CEO of HTVN**

Hispanic Television Network (HTVN) Inc. named Marco Camacho its chief executive officer.

Camacho had been vice president and general manager of Telemundo Station Group of Houston, which, under his leadership, dramatically increased revenue and pioneered the use of English closed-captioning in Spanish-language television.

He recently was named one of the top ten general managers in the country by *TV Business Confidential*.

HTVN has more than 40 affiliates and 16 owned television stations broadcasting to more than 20 million homes.

**Santiago Canyon College Becomes Fully Accredited**

The Western Association of Schools and Colleges’ Accrediting Commission for Community and Junior Colleges granted a maximum six-year accreditation for Santiago Canyon College in California. The state’s newest community college, it is one of two institutions within the Rancho Santiago Community College District and serves the communities of Orange, Villa Park, and Anaheim Hills.

For students, college accreditation provides access to financial aid and allows them to transfer general education units to four-year colleges and universities. Previously, all courses and programs were recognized through the accreditation of Santa Ana College.

**Gonzalez President of National Catholic Social Justice Lobby**

Maria Gonzalez, director of the Center for Academic Achievement at Our Lady of the Lake University (OLLU) in Texas, was appointed president of NETWORK, a national Catholic Social Justice Lobby, for a two-year term.

Founded in 1971 by Catholic sisters, NETWORK is a 10,000-member organization of men and women religious and lay persons interested in furthering social justice. Its mission is to educate, lobby, and organize to influence the formation of federal legislation that promotes economic and social justice.

As director of the OLLU center, Gonzalez oversees programs that provide academic enrichment opportunities for college students, including tutorials, workshops, and student disability services.

**Mendoza Reports on Life in Havana**

In the early 1960s, more than 200,000 Cubans chose to flee their homeland when Fidel Castro began the process of nationalizing privately owned land. Among them was 18-year-old Tony Mendoza. The Mendoza family left behind its property and considerable holdings, bringing with them only $50 in cash and the jewelry that Tony’s mother was wearing.

After 36 years, Mendoza felt a need to return to the home he had left behind and document firsthand the situation of the people of the island. His new book, *Cuba—Going Back*, does not glamorize but provides direct and honest reportage of life in Cuba.

Mendoza is one of America’s most award-winning Cuban photographers. A professor in Ohio State University’s art department, he has degrees from both Yale and Harvard.

**California-Santa Barbara Professor Studies Isla Vista**

A study of the quality of life of Latino immigrants in the Isla Vista community neighboring the University of California-Santa Barbara (UCSB) reports that sub-par housing, education, and improving English language skills are among the most pressing concerns of such residents.

The report by UCSB sociology professor Denise Segura also identified job development, employment of bilingual police officers, and youth recreational opportunities as areas in need of improvement.

Parents and teachers should set high expectations for achievement for Latino kids, said Segura. She suggested better communication between the schools and the parents. The nearby community needs to “become familiar with educational programs and employment opportunities at UCSB,” she said.
Scholars Share Insights on Rodó at Texas-Austin

Distinguished scholars from Uruguay, Mexico, Spain, and the United States shared insights on *Ariel*, an essay by Uruguayan writer José Enrique Rodó, and the phenomenon of arielismo, during a conference at the University of Texas-Austin.

Framed as the farewell speech of a distinguished older professor counseling the future leaders of Latin America, the essay, written in 1900, achieved instant success and was widely read throughout Latin America and, to some degree, in Spain.

Rodó denounced the excessive admiration of previous generations of Latin Americans for the U.S., claiming that as heirs of the Greco-Roman past, Latin Americans already possessed qualities visible in their art and literature that made them spiritually superior to the commercial and materialist Anglo-Saxons.

Long Island-Brooklyn Hosts Caribbean Authors

The Long Island University-Brooklyn (N.Y.) English Department’s “Voices of the Rainbow” poetry and fiction reading series featured three authors of Caribbean heritage.

Dominican-born author Junot Díaz is the author of *Drown*, a well-received collection of short stories drawn from his experiences growing up in a poor Latino community, and the 1997 novel *Negocios*.

Puerto Rican writer Evangeline Blanco has published short stories and poetry in literary journals. Her acclaimed first novel *Caribe* won the 21st annual literature prize at the University of California-Irvine.

Jamaican-born writer Colin Channer explores the tragedies and triumphs of an African American man in his debut novel *Waiting in Vain*.

Conference for TRIO Families Held at Mercer

Students and parents from TRIO programs received help in planning for college at a conference at Mercer County Community College (MCCC) in New Jersey. Celebrating and honoring 30 years of student services and opportunity, the event was sponsored by MCCC, Rider University, and the College of New Jersey.

TRIO programs offered at MCCC, such as Talent Search, Upward Bound, and Educational Opportunity Centers, help students prepare for and choose a college. They provide tutoring, personal counseling, career counseling, workplace and college visits, special instruction in reading, writing, math, and study skills, and finding financial aid.

More than 1,200 colleges, universities, and community agencies host approximately 2,000 TRIO programs serving 780,000 young people and adults. Sixteen percent of TRIO students are Hispanic.

NEH Initiative to Provide More Cultural Programs

The National Endowment for the Humanities (NEH) has launched a new initiative, Extending the Reach, designed to increase the quantity and quality of cultural programs in underserved regions of the United States and at underserved institutions of higher education.

The targeted regions are 14 states and Puerto Rico. The targeted institutions of higher education are historically Black, Hispanic-serving, and tribal colleges and universities.

Program descriptions, application guidelines, and contact information are now posted on NEH’s Web site, http://www.neh.gov/grants/extension.html. NEH contacts for the new initiative are Karen Mittelman, (202) 606-8631, for state-territory inquiries; and Fred Winter, (202) 606-8287, for inquiries regarding historically Black, Hispanic-serving, and tribal colleges.

CSU-LA Hall of Fame Inducts Gonzalez

California State University-Los Angeles inducted men’s soccer player Jesus Gonzalez, pictured here with Athletic Director Carol Dunn, into its Athletics Hall of Fame.

Gonzalez was a four-year letter winner in men’s soccer with the Golden Eagles from 1991 to 1994. In 1992, he was named CCAA Player of the Year. Gonzalez earned two Golden Eagle Most Valuable Player awards during his tenure, is still listed in many career goals and points, and is second best in season goals and points. Gonzalez is the university’s all-time leader with five hat tricks (scoring three goals in one game).

Communications Scholarships & San Antonio Women

The San Antonio, Texas, Chapter of the Association of Women in Communications offered four college scholarships to women planning careers in communications.

Two Ayjex Castro Scholarships for Rising Women were available to female undergraduates accepted at or enrolled in Bexar County university, college, or community college. Two Southwestern Foundation Michelle Lima Professorship Awards for female U.S. citizens who are Bexar County residents, have graduated from a San Antonio area high school, and are working toward a degree in journalism or communications college or university.

Winners are to receive their awards a annual Women in Communications Headliners Proliner Awards Program.

Lojola-New Orleans Holds Fr. Carter Lecture Series

In Louisiana, Loyola University-New Orleans 5th annual Fr. Carter Lecture Series feature Edward James Olmos, award-winning producer, director, and community activist.

Olmos’ lecture, “Celebrating Culture: focused on issues of multiculturalism and diversity. He spoke of his own experience as an artist and activist in the Latino community.

The lecture series honors Loyola’s long-tenured president, the Rev. James C. Ca who served 20 years. The series seeks to attract native their own promomen of national prominence w humanity and character have enabled the promote social justice in their lives and work.

UT-San Antonio Students Awarded MAES Scholarships

Three students from the University of Texas-San Antonio (UTSA) College of Engineering were awarded scholarships by the National Society of Mexican American Engineers (MAES).

Junior mechanical engineering major Ricardo Ramirez, junior mathematics major Yesenia Rodriguez, and Jacqueline Roche, graduate student in biotechnology, recei
the scholarships during MAES’ 25th Annual International Symposium, held in California.

Founded 25 years ago, MAES works through its 50 student and 30 professional chapters to increase the numbers of Mexican Americans and other Hispanics working in the sciences and other technical professions.

HO ranks at least three of UTSA’s undergraduate programs in the sciences among the nation’s top 20 in numbers of degrees earned by Hispanic students.

Villazon and Salgado Design Florida International University Icon

Florida International University president Modesto A. Maidique sent out a challenge to architecture students: Design an icon, a welcoming structure to sit on the edge of University Park. What came back pleased Maidique and the panel of renowned architects he assembled to review the projects.

Students had only one week to conceptualize and create their designs. Among the 500 entries submitted, nearly 200 of which were judged, one stood out as simple, elegant, durable, and, most importantly, kinetic. The design by seniors Roberto Villazon (l.), 23, and Jorge Salgado (r.), 22, consisted of three fragmented ellipses that contain full-grown palm trees. These panels sit in reflecting pools and can be illuminated with different colors.

CSU-LA’s Gutierrez Wins “Giants in Science” Award

California State University-Los Angeles chemistry professor Carlos G. Gutierrez won The Quality Education for Minorities in Mathematics, Science, and Engineering (QEM/MSE) Network’s “Year 2000 MSE Giants in Science Award.”

Gutierrez is director of the university’s National Institutes of Health (NIH) Minority Access to Research Careers and Minority Biomedical Research Support programs. In his 20-plus years at Cal State-L.A., he has had a significant impact on minority education, mentoring more than 180 students through NIH-funded programs or as a faculty participant in other projects such as the National Science Foundation-sponsored Research Improvement in Minority Institutions and Research Experiences for Undergraduate programs.

Texas-Austin Honored for Minority Doctoral Graduates

The Quality Education for Minorities (QEM) Network honored the University of Texas-Austin for the institution’s important contribution to the number of doctoral degrees in the fields of mathematics, the physical sciences, and engineering earned by African Americans, Alaska Natives, American Indians, and Hispanics.

Pedro Reyes, associate dean of graduate studies and professor of educational administration, accepted for the university during a ceremony attended by representatives of 25 award-winning institutions.

The QEM Network issued its findings in a report, “Top Producers of Minority Doctoral Degree Recipients in Mathematics, Computer Science, the Physical Sciences, and Engineering.”

Perez Promoted at Texas-San Antonio

Eyra Perez was promoted to associate director of the University of Texas-San Antonio (UTSA) Alliance for Education, which provides leadership in reform of the city’s public schools.

Perez had been projects manager for the Alliance since 1997. Earlier she was associate director of the UTSA PreFreshman Engineering Program.

She was recognized as one of the “40 Under 40 Rising Stars” for 1998 by the San Antonio Business Journal and was selected for Who’s Who in American Teachers in 1996, 1997, and 1998.

Perez has a bachelor’s degree from Our Lady of the Lake University and a master’s from UTSA.

Colón Serves as Postal Service Hispanic Program Specialist

Guillermina C. Colón, a native of Santiago, Dominican Republic, is helping Hispanic Americans and Dominicans enhance their visibility and organizational status in the United States Postal Service.

As the Hispanic Program Specialist for the United States Postal Service, N.Y. Metro Area. Colón helps Hispanic Postal Service employees who want to enter management. She develops and maintains contacts with Hispanic educational, civic, community, and service organizations to promote awareness of Postal Service employment opportunities and informs Hispanic businesses and vendors of contractor opportunities and procedures.

Colón is pursuing a degree in industrial psychology.

Houston Community College Newsmakers

In Texas, Houston Community College (HCC) Chancellor Ruth Burgos-Sasscer was named one of the outstanding college leaders of the 20th century by Black Issues in Higher Education. The magazine cited Burgos-Sasscer as a “change agent” who has provided lasting, innovative leadership in the last century. According to the publication, “Institutions that have made the most progress in terms of access, matriculation, and diversity in the 20th century owe much of their success to the leadership of bold chief executives who were unafraid to take risks and unyielding in their commitment to educational equity.”

Stephen J. Gonzalez, 52, longtime Houston-area advertising and communications execu-
tive, is the new executive director of marketing and public information for the HCC System. He graduated from Louisiana State University in 1969.

Miami-Dade Hosts Latino Arts and Culture Conference

Miami-Dade Community College (Fla.) will host the National Association of Latino Arts and Culture’s (NALAC’s) Year 2000 International Conference in September.

The conference will “offer learning opportunities for students and networking opportunities for emerging grass-roots organizations.” More than 600 attendees are expected. The theme of the event is “One People, Many Cultures/Un Pueblo, Muchas Culturas.”

NALAC is a nonprofit organization dedicated to helping and advocating on behalf of community-based Latino arts and cultural organizations. Founded 10 years ago, today NALAC serves more than 300 arts groups from predominantly Cuban, Mexican American, Puerto Rican, Dominican, Central, and South American communities throughout the U.S.

Cross-Border Growth Discussed at Jefferson Law School Conference

The conference “Cross-Border Urban Integration in the 21st Century: The San Diego-Tijuana Model” brought together experts from the U.S. and Mexico to examine the impact of cross-border growth and development. The event, organized by the Center for Global Legal Studies at Thomas Jefferson School of Law (Calif.), combined faculty research, coursework, and speaker programs to examine the legal implications of the globalization of the world economy and the gradual erosion of national sovereignty in areas as diverse as business, the environment, criminal justice, and human rights.

Law school Dean Kenneth J. Vandevelde said it is difficult to overstate the significance of San Diego’s border relationship with Mexico: “The many jobs created by San Diego’s booming export industry is a major reason that unemployment in San Diego is currently the lowest that it has been in 40 years.”

National Council of La Raza Hosts Capital Awards

The National Council of La Raza (NCLR), the nation’s largest constituency-based Hispanic organization, honored two members of Congress and a civil servant for their support of the Hispanic community at its 11th annual Capital Awards: Sen. Charles Schumer (D-N.Y.), Rep. Lincoln Diaz-Balart (R-Fla.), and the Hon. John Sampier were recognized for their work on issues affecting the Latino community.

“While Lincoln Diaz-Balart is well known for his advocacy on behalf of the Cuban community, fewer know that he has been a staunch advocate for Central American and other refugees. Diaz-Balart is not afraid to stand up against some in his party for the good of the community,” said Raul Yzaguirre, NCLR president.

The choir group Coral Cantigas and Latin jazz band Tolú performed at the event.

National University Rates High on Report

The California Commission on Teacher Credentialing released a report that says National University prepares and recommends more individuals for single subject, multiple subject, and special education teaching credentials than does any other single California institution of higher education.

National University believes that unprecedented growth in student numbers coupled with decreasing requirements for class size translates to a very desirable job market for the education professional. Educators need to pursue ongoing professional development in order to keep pace with changing technology and the social and cultural environments in which they teach.

Gaviria Receives University of New Mexico Medal

César Gaviria, secretary general of the Organization of American States (OAS) and former president of Colombia, received the University of New Mexico Medal in February.

Gaviria opened democratic channels for reform, including the draft and passage of a new constitution, strengthening human rights and judicial reform, and a peace agreement with four major rebel groups. His administration challenged narcotics trafficking and successfully disman-
Multiculturalism—is it the face of 21st-century America or merely a passing fad? Contributors to this volume address its pros and cons and explore its relationship with liberal democracy. Offering viewpoints from the perspectives of political theory, history, philosophy, and fiction, they help to explain what the multicultural controversy is about and clarify the concerns it should raise for thoughtful citizens.


**How Did You Get to Be Mexican?: A White/Brown Man's Search for Identity**

by Kevin R. Johnson

This account of racial identity takes a close look at the question "Who is a Latino?" and determines where persons of mixed Latino-Anglo heritage fit into the racial dynamics of the United States. Kevin Johnson uses his experiences as a mixed Latino-Anglo to examine issues of diversity, assimilation, race relations, and affirmative action in contemporary America. (Note: See the June 18, 1999, issue of HO for a review of this book by Sylvia R. Lazos Vargas.)


**Texturas**

(Spanish)

by Gastón Alvaro Santana

Myth and legend get together towards rarelty metrics and philhatic versification in this daring collection of poems of vibrant voice. Dr. Gastón Alvaro Santana is a professor, writer, and counselor in education in Florida.


**The Secret of Borges: A Psychoanalytic Inquiry into His Work**

by Julio Woscoboinik

This book captures both Argentinean author Jorge Luis Borges's original creative talent and the psychological processes involved in all literary creation. Julio Woscoboinik shows Borges utilizing childhood memories, erudition, nocturnal dreams; he shows us how he transwaves his quasi-hallucinatory fantasies and phobias into literary matter that receives a definitive aesthetic form from another labor, labor of style. Translated by Dora Carlisky Pezzi.


**Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring**

by Angela Valenzuela

The author argues that schools subtract resources from youth in two major ways: by dismissing their definition of education, and through assimilationist policies and practices that minimize their culture and language.


**The Pond (La Charca)**

by Manuel Zenó-Gandía

Before the turn of the century, while the rich in Madrid, Paris, and Rome copped their sumptuous dinners with sips of Puerto Rico's exquisite black café, the anemic men, women, and children who harvested the precious crop lived in squalid huts and rarely saw a scrap of meat. Brutalized by grinding poverty, theirs was the harsh world of La Charca, published in 1894, and widely acknowledged as the first major novel to emerge from Puerto Rico. Translated by Al Wagenheim.


**Mentor: Guiding the Journey of Adult Learners**

by Laurent A. Taloz

Revised and updated from the award-winning classic, Effective Teaching and Mentoring, this second edition is a practical, engaging exploration of mentoring and its power to transform learning. Filled with vignettes, it shows how anyone who teaches can become a successful mentor to students.


**Managing Technological Change: Strategies for College and University Leaders**

by A.W. (Tony) Bates

Implementing new technology at a college or university requires more than simply buying new computer and establishing a Web site. The successful use of technology for teaching and learning also demands major changes in teaching and organizational culture. This book provides practical, systematic strategies for creating the new, technologically competitive academic organization.


**Spaniards, Planters, and Slaves: The Spanish Regulation of Slavery in Louisiana, 1763-1803**

by Gilbert C. Din

Gilbert Din takes a provocative look at the institution of slavery and its function as a part
of Louisiana culture during the years of Spanish rule. He challenges the idea that conditions under the Spaniards differed little from the years of French rule and examines how local culture merged with colonial government and residual laws to create a slave system unlike any other in the Deep South.


José, Can You See?: Latinos On and Off Broadway
by Alberto Sandoval-Sánchez

This book offers a fresh perspective on how Latinos/as represent themselves in their own, relatively unknown, theatrical productions. Suggesting that Latino plays pose a response to popular culture's stereotypes, the author discusses the ways in which Latino theater both confronts the dangers of assimilation and validates Latino relations, cultures, and identities.


Educating a New Majority: Transforming America’s Educational System for Diversity
by Laura I. Rendon, Richard O. Hope, and Associates

Providing a comprehensive assessment of how well our educational system—from kindergarten through college—serves disadvantaged minority students, this book offers a wealth of ideas for strengthening the entire educational pipeline.


Learning and Development: Making Connections to Enhance Teaching
by Sharon L. Silverman and Martha E. Casazza

This publication is designed to help faculty, student affairs professionals, and other educators understand how students learn, and what they can do to foster student achievement.


Creating Learning Communities: A Practical Guide to Winning Support, Organizing for Change, and Implementing Programs
by Nancy S. Shapiro and Jodi H. Levine

Learning communities—a curricular instructional innovation that integrates different facets of the undergraduate experience to enhance and enrich learning—have become the most promising new strategy for promoting student success and satisfaction in college. This guide shows how to staff, manage, and integrate this rewarding new program area into different campuses.


Many publications featured in this section are available through amazon.com.

AACT 80th Annual Convention
April 8-11

The American Association of Comm College Colleges presents its annual convention, year on the theme "A World of Possibilities and an academic marketplace at the Hi Washington in Washington, D.C.


Teaching, Learning, and Technology Conference
April 12-15

Florida Community College-Jacksonville among others, is sponsoring “Teach Learning, and Technology: Challenges Creating Sustainable Change in the Millennium.” At the Radisson Riverview Hotel, Jacksonville, Fla.

Contact: Jack Chambers, (904) 632-: or Jeana Davis, (904) 632-3088.

The Latino Book Summit
April 15-16

This book summit celebrates b careers, culture, education, health, and n in San Diego, California.

Contact (323) 255-9206.

UCEA 85th Annual Conference
April 16-18

The College Board's Online Learning Conference  
May 1-2  
"Delivering Online Courses to Adult Students." At the Wyndham Ambassador West Hotel, Chicago.  
Contact: (212) 713-8002; e-mail: oals@collegeboard.org; Web site: www.collegeboard.org.

Nexus 2000 International Conference  
May 5-7  
Nexus 2000's theme for this year: "Building Healthy Relationships in Schools, Communities, and Organizations: Improving Society through Understanding of Emotional Intelligence." The goal is "for delegates to experience practical ways to foster healthy and productive relationships that they can implement with their own constituencies." In San Francisco, Calif., at the South San Francisco Conference Center.  

National MultiCultural Institute  
15th Annual National Conference  
June 1-4  
The 15th annual national conference theme is "Making Choices as a Diverse Society: Taking Responsibility for a Promising Future." At the Hyatt Regency Washington on Capitol Hill in Washington, D.C.  
Contact: (202) 483-0700, ext. 227; e-mail: nmci@nmci.org; Web site: www.nmci.org.

NCORE 2000  
June 1-5  
13th Annual National Conference on Race & Ethnicity in American Higher Education. Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Among the keynotes is Edward James Olmos. In Santa Fe, N.M.  

AAHE Assessment Conference  
June 14-18  
The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.  
Contact: (202) 293-6440; Web site, www.a dhe.org.

Latin American Educational Foundation Golf Tournament  
June 21  
The Latin American Educational Foundation hosts its annual Golf Tournament. In Sedalia, Colorado.  
Contact: (303) 446-0541.

Books in Spanish for Young Readers: Summer Workshops 2000  
June 26-28, July 10-12, and July 31-August 2  
Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos, announces this year’s three three-day summer workshops: "Books and Reading Strategies for English Language Learners in Grades K-8," "Current Issues: Books in Spanish for Young Readers," and "Literature in Spanish for Children and Adolescents/La Literatura en Español Dirigida a los Lectores Infantiles y Juveniles" (the latter conducted in Spanish).  
Contact: e-mail. ischon@mailhost1.csusm.edu.

Kiva's Mexico 2000 Education Tour  
September 19-20, Guadalajara  
September 22-23, Mexico City  
September 25-26, Monterey  
Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year’s tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.  
Contact: Annette Wright, (303) 330-3063, e-mail, kviaexpo@mindspring.com.
Book Review

By Eduardo Mendieta


Every group, as every individual, is unique. Each one emerged differently. Each went on to suffer a different fate. Such intrinsic differences are compounded when we factor in history. Thus, Puerto Ricans and Cubans, although Caribbeans, represent if not at least very divergent experiences in the making of the 21st-century United States.

While both have been in contact and in conflict with the U.S. over the last 100 years, they have undergone processes of incorporation and marginalization at opposite sides of the spectrum. One was racialized cheap labor, the other, an alibi and warrant for U.S. anti-Communism and ideological war on all forms of socialism in the Americas. One group lags, while the other thrives. When looking at Hispanics, we cannot overlook this differential and the differentiated modes of incorporation and assimilation, as well as dispossession and exclusion.

These differences are augmented further when we try to compare the Hispanic experience with the Asian American experience, the latter group perhaps the most like Hispanics within the horizon of U.S. immigrant history. As immigrants, we possess a sort of "double vision," to use DuBois's felicitous phrase. We know how to see differences internally—but also across immigrant groups and ethnic groups in general. We know how to look inward and see differences, and how to look outward and across and see difference. Our gaze sees through differences to particularity and differential markings, but also through demagoguery and posturing to specific moments in history.

While Lisa Lowe's book is not the point of entry for a cross-immigrant group and inter-ethnic minority comparative incursion, it is certainly one of the most sophisticated reflections I have read on the immigrant condition and "minority" status in the United States.

Scholars and academics teaching and researching issues pertaining to immigrants' relationship to the cultural imaginary of the U.S., as well as their relation to its political development, will find Lowe's text challenging and provocative. It is challenging because it deploys a theoretical apparatus that, although difficult at first, reaps its rewards in acute and insightful afterwords. It is provocative because it articulates criticism of certain verities of "identity politics" in an extremely convincing fashion.

The most interesting aspect of the work, however, is less what it dreams up than what it tears down. Thus, one of the most poignant parts of the book is the first chapter, which deals with immigration, racialization, and citizenship. This chapter challenges Asian Americans—and, by implication, Hispanics—to disabuse themselves of the notion that their narrative of assimilation and incorporation can and should only be told as a narrative of the attainment of citizenship, i.e., political incorporation. Lowe's point is very perceptive. Asian Americans were racialized in such fundamental ways and ways inimical to any possible project of political incorporation that their belated possibility of becoming citizens of the U.S. policy can be neither as a narrative of triumph nor of assimilation. Lowe's point is that such a narrative has yet to be told. To this extent, like Hispanics, Asian Americans have yet to develop a credible and readable narrative that tells their stories without being blithely and speciously assimilated. Political assimilation, metonymically represented in the act of naturalization, signals a betrayal of the very identity of the Asian American.

As Lowe writes: "...a political system constituted by the historical exclusion and labor of racialized groups, the promise of inclusion through citizenship and rights cannot resolve the material inequalities of racialized exploitation. Only a cultural politics of contestation and sedition, of talking back and disavowing imputed identities, can possibly measure up to the incredible task of "resolving" or cauterizing the wounds of history. And this is why in this putatively post-structuralist Marxist text, we find five chapters sandwiched between two that expressly deal with "Marxist" themes, i.e., labor, rights, immigration, gendering of labor.

The five chapters that constitute the core of this work concern the politics of culture. They broach issues concerning multiculturalism and its manipulation by a culture that would like to neutralize all dissent by way of carnivalization and trivialization. They also concern the relationship between history and literature, and the importance of nonrealist, nonrepresentational writing in the project of the dismantling of narratives that alledge to grant us "history" as it was, and narratives of a "subject" as it became mature. These chapters are exemplary displays of critical, cultural analysis, to be emulated and to be mined for their dexterity with multilayered texts.

Benjamin Barber captured eloquently what Lowe has actually accomplished when he wrote, "A canon is no use if it is not ours, and it becomes ours only when we reinvent it—an act impossible without active examination, criticism, and subversion. That is why teachers cannot teach the canon properly without provisionally subverting it." This is true of Lowe's work because in it she relentlessly refuses to let simplistic and shallow identities be hoisted upon Asian American cultural agency. Yet, she also refuses to let the main-stream canon off the hook. Canon construction mediates culture, and it is mediated by culture. But culture is the site where the present articulates the past in order to fashion a tomorrow. This is why Lowe privileges culture over politics. And this is where caution is warranted—politics itself is a site of culture. There is a politics of culture, but also a culture of politics: citizenship is precisely the locus of their encounter.

We cannot surrender citizenship and citizenry to a racist and racializing imaginary (a society's image of what it is and can become), for whatever citizenship is granted is already the attainment not just of white women but also of generations of "suspect" agents who have struggled to transform the terms under which one is thought to be a credible political subject. Immigrant acts must be complemented by citizenship acts.

Eduardo Mendieta is professor of philosophy at the University of San Francisco, and associate director of the Center for Latino Studies in the Americas (CELAS).
UNIVERSITY OF HOUSTON

The University: The University of Houston, located on 567 acres near downtown Houston, is a comprehensive public urban teaching and research university with 14 colleges and a student population of more than 32,000. The University of Houston has a culturally diverse student body of which more than 4% are minority students (African-American, Asian, Hispanic, and Native American) and 7% are international students representing 100 countries.

ACTIVITIES ADVISOR (000580)

Responsibilities: Provides advising and guidance to one or two of the following units advised by the Department of Campus Activities: Activities Funding Board, Council of Ethnic Organizations, Frontier Fiesta Association, Houston Campus Panhellenic Association, Interfraternity Council, Metropolitan Volunteer Program, National Pan-Hellenic Council, Organizations' Board, Student Program Board, and Students' Association. Advisement includes working with these groups regarding the development, planning, implementation and evaluation of programs, including: budget development, recruitment, goal setting and marketing. Facilitates leadership development retreats for these groups. Negotiates the preparation of contracts for campus-wide programs. Assists with the coordination of departmental leadership development activities for student organizations. Provides support for registered student organizations.

Requirements: Bachelor's degree required or equivalent experience with a strong preference for applicants with a Master's degree in student development, counseling, or related discipline. Prefer student-centered philosophy, ability to work with a diverse student population, and at least six months of directly job-related experience. Applicants with experience advising program boards, student television stations and planning large events are encouraged to apply.

Preliminary interviews to be held at ACPA conference. To ensure full consideration for the position, a UH application, resume, and names, addresses, and telephone numbers of three professional references should be received by April 14, 2000. Submit application materials to:

Human Resources Department
University of Houston
Houston, Texas 77204-5883

UH application for employment are available at www.uh.edu/admin/hr.

The University of Houston is an equal opportunity, affirmative action employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply. This is a security-sensitive position. A criminal history record investigation will be conducted.

Location: Located 110 miles north of Los Angeles in the southern San Joaquin Valley, Bakersfield offers all the amenities of modern city life without the disadvantages. New housing is the best in the state for value and availability. Excellent lifestyle for families. Close to freeway driving convenient airport. The School of Education at CSUB is a Hispanic Serving Institution, WASC, NCATE and CCAE accredited. We seek to create an inclusive, progressive, and democratic teaching and learning environment. Faculty with a sincere commitment to public education and improving educational opportunities for diverse learners are invited to apply for tenure-track positions. Summer employment available.

QUALIFICATIONS: All positions require a doctoral or ABD status appropriate to the position; substantial K-12 teaching experience with diverse learners; well-articulated research and publications agenda; evidence of service to and collaboration with public schools colleagues. Preferred: A strong knowledge base in multicultural education and/or second language acquisition and experience with technology-mediated instruction.

POSITIONS

ELEMENTARY GENERALIST (ASSISTANT/ASSOCIATE)

Two positions. Teach credential courses in elementary program and supervise student teachers. Elementary teaching experience required; university teaching experience preferred.

SECONDARY GENERALIST (ASSISTANT/ASSOCIATE)

Teach credential courses in secondary program and supervise student teachers. Have expertise in a secondary discipline, i.e., Science, English, and Secondary teaching experience. Desirable to have grant writing, assessment, distance learning experience.

SECONDARY COORDINATOR OF FIELD EXPERIENCES (RANK OPEN)

Teach credential courses in field-based secondary program. Technology skills essential. Need a single subject specialty. Desirable: distance learning, willingness to travel.

SPECIAL EDUCATION MILD/MODERATE/SEVERE (ASSISTANT/ASSOCIATE)

Teach courses in mild/moderate/severe disabilities, with special focus on clinic; training of students in special education assessment, and academic and as well as behavioral interventions. Knowledge and clinical experience implementing effective and innovative transition curriculum innovations. Supervise field-based practice mentors MA level candidate's research. Teach occasionally at regional campus. University level teaching and supervision experience; minimum of two years of public school or community agency teaching and/or clinical experience serving students with mild to moderate disabilities, preferably in cross-cultural settings.

SALARY: Commensurate with education and experience. Excellent benefits.


APPLICATION: Positions open until filled. Send letter of application, vita, placement file, transcripts of undergraduate/graduate courses, and three letters of recommendation to:

Dr. Sheryl L. Santos, Dean,
School of Education
California State University, Bakersfield,
9001 Stockdale Highway
Bakersfield, CA 93311-1099

CSUB offers a faculty and student diversity and a multicultural environment. Applications from women, minority men, women, and individuals with disabilities are welcome.
Position Openings

A comprehensive two-year college dedicated to students, community and staff success is presently seeking individuals for the positions listed below. The College is located in the city of Ann Arbor, MI, a community of over 100,000.

Student Development and Activities Director:
Master's degree preferably in student affairs, higher education administration, counseling, recreation or related fields, two years experience in human development programs/activities with increasing levels of responsibility. Initial salary range is $44,000-$48,400.

Director of Admissions: Master's degree in relevant area, three years experience including a minimum of one year supervisory experience; some student services experience required. Initial salary range is $22,000-$27,200.

Manager of Media Services: Bachelor's degree that includes coursework in a related discipline, three to five years supervisory experience, three years experience working with media production or learning technologies services and systems. Competitive salary. Application deadline is May 12, 2000.

CIS/CPS Instructor/Computer Programming Specialty:
Bachelor's degree in Computer Information Systems, Management Information Systems, Computer Science or related field, teaching experience is required, two years preferred, three years industry experience with emphasis on programming. Initial annual range for 1999-2000 is $40,160-$55,670 (faculty salaries for 2000-2001 TBD).

Internet Professional Instructor (Technical):
Bachelor's degree in technology-related field, or equivalent work experience and/or education and training, two years internet work experience including at least one year developing websites on both PC and Macintosh platforms. Applicants with strong skills in blending advanced design and technical concepts are encouraged to apply. Initial annual range for 1999-2000 is $40,160 - $45,980 (faculty salaries for 2000-2001 TBD).

Networking and Electricity/Electronics Instructor:
Bachelor's degree in related field, two years commercial and/or military experience in computer/communications networking hardware maintenance. Initial annual range for 1999-2000 is $40,160-$45,980 (faculty salaries for 2000-2001 TBD).

Anticipated appointment for the instructor positions is Fall 2000 semester. Positions open until filled unless otherwise noted.

Interested persons should send official completed WCC application form with credentials (all college transcripts, student copies acceptable and candidates statement of the number of clock hours taught in front of students for current and/or past teaching appointments) to Washenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E Huron River Dr., PO Box D-I, Ann Arbor, MI 48106. (734) 973-3497. Job Hotline (734) 973-3510. For job postings and application materials see our website at:

http://www.wccnet.org/jobs

DEAN
COLLEGE OF ARTS AND SCIENCE
VANDERBILT UNIVERSITY

Applications and nominations are invited for the position of Dean of the College of Arts and Science at Vanderbilt University. The College, with approximately 3,500 students, is the largest of the University's ten schools and enjoys a long history of academic excellence and financial stability.

We seek an accomplished scholar with outstanding abilities in leadership and administration who is capable of fostering research and teaching of the highest quality. The candidate must qualify for appointment to the rank of Professor with tenure in a department of the College of Arts and Science.

The Search Committee will begin reviewing applications immediately and continue until the position is filled. We strongly encourage nominations and applications by, minority and female candidates. Letters of nomination or application should be sent to:

Professor Timothy P. McNamara, Chair
Arts and Science Dean Search Committee
301 Wilson Hall
Vanderbilt University
111 21st Avenue South
Nashville, TN 37240
Fax: (615) 322-4017

Informal inquiries may be sent by e-mail to: AnSDean/Search@vanderbilt.edu.
Vanderbilt University is an Affirmative Action and Equal Opportunity Employer.

OPERATIONS MANAGEMENT
(1 Tenure Track, 1 Non-Tenure Track)

Ph.D. in Operations Management strongly preferred; ABD considered. Demonstrates empirical research interest in quality service or technology management as a plus.

LEADERSHIP/CHANGE MANAGEMENT
(1 Tenure Track, 1 Non-Tenure Track)

Ph.D. in management-related discipline strongly preferred, ABD considered. Demonstrates research interest in creativity and creative problem-solving strategies desired.

ENTREPRENEURSHIP/STRATEGIC MANAGEMENT
(1 Tenure Track, 1 Non-Tenure Track)

Ph.D. in Entrepreneurship or Strategic Management strongly preferred, ABD considered. Candidates with hands-on management experience are encouraged to apply. Teaching responsibilities include growth strategies, new venture management, corporate venturing, and field studies.

The positions will remain open until acceptable candidates are found. The Personnel Committee will begin reviewing applications on March 15, 2000. Vize should be sent to Dr. Gerhard Flaschka, Chairman, Department of Management, One E. Jackson Blvd., Chicago, IL 60604-2287 or e-mail gflaschka@conduc.depaul.edu

DePaul University is committed to diversity and equality in education and employment.

www.depaul.edu
DEAN, BUSINESS DIVISION

Reporting to the Vice President for Educational Affairs, the dean is responsible for the organization and administration of an academic division that includes business administration and transfer and career programs in accounting, administrative office systems, business management, computer information systems, food service management and real estate.

QUALIFICATIONS: Requires a Master's degree in any of the disciplines included in the division (accounting, business, business education, computer information systems, etc.) as well as post-secondary teaching and/or administrative experience, and knowledge of the role of computers in the business curriculum.

APPLICANTS must submit completed application form, resume, letter of interest, 3 letters of reference, and official degree transcripts by April 20, 2000 for full consideration.

CONTACT Human Resources at 847-543-2065; TDD # 847-222-5615. Fax # 847-223-0824. COLLEGE OF LAKE COUNTY, 19351 W. Washington St, Grayslake, IL 60030-1198.

---

ASSISTANT PROFESSOR
Iona College
Department of Education

Iona College is seeking candidates for a tenure track position at the rank of assistant professor in the Department of Education. The position begins September 1, 2000.

Responsibilities may include teaching graduate and undergraduate courses in day and evening formats on two campuses, supervising student teachers, and providing academic advisement.

Qualifications are an earned doctorate in curriculum and instruction with an elementary education specialization, elementary school teaching experience, and a record of scholarship and publication.

Applications will be accepted until the position is filled.

Interested applicants should send a CV, a letter of application including a personal statement of one’s philosophy of learning, teaching, and literacy development, and three letters of reference to:

Dr. Lucy Murphy, O.P.
Education Department

IONA

715 North Avenue, New Rochelle, New York 10801

Iona College, dedicated to personal teaching in the tradition of the Christian Brothers and American Catholic higher education, is an equal opportunity employer.

---

PASSAIC COUNTY COMMUNITY COLLEGE

FULL-TIME FACULTY
Tenure-Track Positions

We are inviting applications for full-time faculty positions to begin teaching in the Fall 2000 semester, at both our Paterson campus and Wanaque Academy Center.

BUSINESS
Required: Experience with technology which includes Web page design, the development of on-line courses, and extensive use of technology in the classroom; experience in developing courses in electronic commerce; M.B.A. degree.

ESL
Required: Native fluency in American English, ESL college teaching experience; a Master's degree in TESOL or Applied Linguistics.

MATHEMATICS
Teaching assignments will include both college-level and developmental courses. Required: A Master's degree in Mathematics or Mathematics Education. Preferred: College-level teaching experience in developmental Mathematics in an urban setting.

EXERCISE SCIENCE
Required: Experience with curriculum development and degree certificate programs in Fitness and Wellness; college-level teaching experience; the ability to teach lifetime and fitness wellness concepts; a Master's degree in an appropriate discipline.

READING
Required: A Master's degree in Reading or related field; at least three years teaching developmental Reading. Preferred: Experience with curriculum development and assessment; community college teaching experience. Additional experience in any of the following areas preferred: computer-aided instruction, interactive video, and internet course delivery.

Initial rank is negotiable, based upon experience and education, for all faculty positions.

ASSOCIATE REGISTRAR

We are seeking a full-time administrator to assist with student registration and the maintenance of academic records. The Associate Registrar will also maintain grade reports, review graduation requirements, produce academic transcripts, and assist with the supervision of staff. A Bachelor's degree is required (Master's degree preferred) along with relevant work experience in higher education. Working knowledge of the College computer system is desirable.

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT

We are seeking a full-time administrator with successful experience in collecting, analyzing, and reporting data to support institutional effectiveness and assessment activities. The Director must possess excellent communication and interpersonal skills along with proven abilities in quantitative and qualitative analysis. He or she must also be skilled in database and information technology management. The Director will collaborate with academic deans, faculty, and administrative leaders to develop, implement, and evaluate performance indicators and student learning outcomes. A Master's degree in Social Science or related field with applied research emphasis required; doctorate preferred, with at least four years experience in higher education research.

ASSISTANT DIRECTOR OF E.O.F.

This full-time administrative position is responsible for the development, implementation, and assessment of the research component of the E.O.F. program. In addition, the Assistant Director will supervise counseling activities and the operation of the pre-freshman program. A Master's degree in an appropriate discipline required, along with work experience in counseling supervision, research, and report writing. Spanish speaking skills are preferred.

Visit our website at pccc.edu or for information about the College. Apply immediately with a resume and cover letter to msilvestro@pccc.edu or mail to

Michael Silvestro
Passaic County Community College
One College Boulevard, Paterson, NJ 07505

PCC's: Affirmative Action/EQUAL OPPORTUNITY EMPLOYER AND HIRING. SERVING INNOVATORS.
INSTRUCTIONAL TECHNOLOGY

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

is an innovative, residential, liberal arts and sciences college with a student body of 6,000 and a recognized record of academic excellence. Stockton is one of nine senior public colleges which provide a vast array of baccalaureate and master level degrees. The College is located on a 1,000-acre campus in southern New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia, and 2 1/2 hours from New York City. The College has a mission to meet the needs of master's-level graduate education in southern New Jersey and currently provides programs in physical therapy, nursing, business studies, and instructional technology. Stockton is home to the Atlantic County Educational Technology Training Center. Plans call for the establishment of additional programs in the near future.

The Master of Arts in Instructional Technology (MAIT) program is designed for those interested in integrating technology to improve learning in both educational and corporate settings using electronic classrooms, computer labs and multimedia production facilities. The program has basic core courses in learning theories and instructional technologies followed by two tracks—one for optimizing technologies in primary and secondary schools, and the other for corporate environments with employee training needs. The Academic Computing facilities contain 26 computer laboratories and electronic classrooms with an ongoing technology improvement plan and a 10:1 student/computer ratio.

INSTRUCTIONAL TECHNOLOGY: tenure track, Assistant Professor, September 2000. Stockton seeks a full-time faculty member for the graduate program in Instructional Technology, in its third year. Candidates must have a doctorate in instructional technology or related field with significant experience in design and training in corporate or non-profit environment emphasizing instructional design and the use of technology as well as experience in on-line training. Demonstrated ability to seek support from and work with local businesses, and an understanding of corporate training are highly desired. Possible courses are Instructional Design, Project Management, Adult Learning, and Performance Technologies. Teaching load is six courses per year. Responsibilities will involve providing program development including the demonstrated ability to integrate corporate technology into the graduate instructional curricula, to communicate effectively and to achieve strong interpersonal working relationships with students, administrators, faculty, and computer services.

Salary will depend on qualifications, experience and increases in the appropriately established compensation plan.

Screening will continue until the position is filled. Send letter of application, resume, and three letters of recommendation to Dr. Mary Beth Kropp, Dean of Academic Affairs. Applications will be considered until the position is filled. The Richard Stockton College of New Jersey, Office of Academic Affairs, AAS11, The Richard Stockton College of New Jersey, PO Box 195, Pomona, Nj 08240-0195. For information on the program, see http://www.stockton.edu/mait/. Stockton is an AA/EOE. Women and minorities are encouraged to apply.

Provost/Executive Vice President for Academic Affairs and Vice President for Economic Development

Stony Brook—now recognized as a major research university—consists of a College of Arts and Sciences; a College of Engineering and Applied Sciences; a Marine Sciences Research Center; the W. Averell Harriman School of Management and Policy; the School of Professional Development; Graduate School; a comprehensive Health Sciences Center, which includes the Schools of Medicine, Dental Medicine, Health Technology and Management, Nursing, and Social Welfare; and a 350-bed University Hospital and a 350-bed Long Island State Veterans Home. With 70 academic departments, Stony Brook enrolled 19,128 full- and part-time students in the Fall 1999 semester (12,692 undergraduates and 6,436 graduate and professional students). There are approximately 1,750 full- and part-time faculty and about 11,700 University employees.

Provost/Executive Vice President for Academic Affairs

The Provost and Executive Vice President for Academic Affairs, reporting directly to the President, is the chief academic officer of the University. The Provost is responsible for academic planning, budgeting and administration, educational policy, program development, and instructional quality, as well as professional development opportunities for faculty and academic administrators. The Provost serves as a non-voting member of the Stony Brook Foundation Board of Trustees and a member of the President's Cabinet.

Vice President for Economic Development

The Vice President, reporting directly to the President, will provide linkages that further Stony Brook’s mission to enhance its participation in the economic development of Long Island and New York State. This position will increase opportunities for faculty interaction with businesses on research and product development, which is central to the development of new technologies and the revitalization of the local economy. This effort will result in the creation of jobs, increased profits for industry, and increased tax revenues for State and local governments. Enhancing the University’s link with the business community will promote both the economic development goals of the region and the academic goals of the University, and will assist the University in its commitment to educate and train the professional workforce of the 21st century. The Vice President for Economic Development will be the officer in charge of activities connected to economic development in the State of New York.

The University of Stony Brook is an equal opportunity/affirmative action employer and welcomes nominations of and applications from women and members of underrepresented groups.

STONY BROOK

STATE UNIVERSITY OF NEW YORK

Sarah Lawrence College seeks an established filmmaker/teacher to lead our filmmaking program. Opportunity to design both the filmmaking curriculum and facilities in the planned visual arts building. Tenure track position. Contract terms negotiable, depending upon the interests and needs of the coordinator. The Sarah Lawrence College approach to education is described in our Web site, www.slc.edu. Review of applications will begin on April 1, 2000 and will continue until the position is filled. Candidates should send a current CV and 3 letters of recommendation to Barbara Hickey, Coordinator of Faculty Support, Sarah Lawrence College, Bronxville, NY 10708. Sarah Lawrence College has a strong commitment to the principle of diversity. In that spirit, we especially welcome

Sarah Lawrence College

The University of South Florida is an equal opportunity/affirmative action employer. For more information about the University’s positions, please visit our Web site at http://usfweb.usf.edu/ufpers/reqs contradictory/ or call our Job Line for staff positions at 974-2872.

USF is an equal opportunity/affirmative action institution, committed to excellence through diversity and employment.
Johns Hopkins University

Assistant Dean of Academic Advising

Johns Hopkins University seeks a professional for the position of Assistant Dean of Academic Advising. Johns Hopkins University is a selective research university located in Baltimore, Maryland. The Krieger School of Arts and Sciences and the Whiting School of Engineering serve approximately 3,700 undergraduates on the Homewood campus. The University also offers graduate programs at the Master’s and Doctoral level, as well as medical degrees through the renowned Johns Hopkins Medical School.

The Position: Reporting to the Associate Dean for Academic Affairs, the Assistant Dean will direct, supervise, and find the Department of Academic Advising in counseling and advising students on the academic program and academic requirements, helping them to meet degree requirements and assisting them with applications for graduate admissions. The Department of Academic Advising is responsible for advising undergraduate students regarding pre-professional programs of law and medicine, coordinating the study abroad program, and providing support to students with learning disabilities. Services also include fellowship advising. The Assistant Dean will be responsible for identifying and implementing innovative models and programs based on national needs for the department, defining policies, supporting faculty advisors, and developing and maintaining collaborative working relationships with faculty advisors and the academic departments. The person in this position will utilize technology to effectively provide advising services and information to students, track and analyze academic trends, and partner with other student services offices in meeting the comprehensive needs of Johns Hopkins undergraduates.

Qualifications: The successful candidate will possess a Master’s degree (a Ph.D. is preferred) with proven ability to lead and manage a complex academic advising program. A clear vision for academic advising as an integral part of the academic mission of a competitive, selective institution, a sense of rational needs and models in academic advising, and a high level of comfort with information technology and its application to the advising process are important factors in the selection of the new Assistant Dean. The person in this position will also demonstrate an understanding of a service-oriented environment, possess strong supervisory and leadership skills, and have experience in successfully evaluating and developing academic advising programs.

Application and Nomination: Review of applications will begin on April 7, 2000 and will continue until the position is filled. Nominations of individuals for this position may be made to The Spelman & Johnson Group as indicated below. Applications for this position should include a resume and cover letter and should be sent to:

The Spelman & Johnson Group
Johns Hopkins University-Assistant Dean of Academic Advising (M)
Ellen Heffernan, Managing Vice President
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089; E-mail: mail@spelmanjohnson.com
Applications may be received on-line at: www.spelmanjohnson.com
Visit Johns Hopkins University’s website at: www.jhu.edu
Equal Opportunity/Affirmative Action Employer

DUKE UNIVERSITY

DUKE UNIVERSITY COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Invites applicants for a Clinical Social Worker position. This is a full-time, 12-month position available August 1, 2000. CAPS has an integrated multidisciplinary staff of clinical social workers, psychologists, and psychiatrists who work together to provide 12,000 students a comprehensive range of clinical and developmental services. Duke University is located in Durham, North Carolina. Duties: Provision of individual, couples, and group counseling and psychotherapy services for students who seek assistance at CAPS; special interest and expertise in providing mental health services to Asian or Latin(a) student populations. Qualifications: Demonstrated excellence in clinical skills; MSW from accredited school of social work; eligibility for licensure at the North Carolina Licensed Clinical Social Worker level. Salary is competitive and benefits are excellent. Visit our website at www.CAPS.duke.edu

Application Process: Submit letter outlining relevant experience and interest, curriculum vitae, and three references who may be contacted. Submit to: Dr. Libby Webb, MSW, LCSW, Chair, Search Committee, Counseling and Psychological Services, Box 99595, Duke University, Durham, NC 27708-0955. Deadline is May 1, 2000. Application review will begin immediately.

Women and people of color are encouraged to apply.

Duke University is an equal opportunity employer.

UCSD

DIRECTOR

Academic Enrichment Programs (AEP)

UCSD's Academic Enrichment Programs (AEP) were established to motivate and prepare undergraduate (UG) students for Ph.D./M.D. study through comprehensive enrichment experiences, particularly research mentorships with faculty. AEP serves all undergraduates, but maintains priority focus on underrepresented students, promoting their full participation in scholarship and research. UCSD projects program growth through additional funding acquisition and development of new components. Current Academic Enrichment Programs include: Faculty Mentor Program, Summer Research Program, California Alliance for Minority Participation in the Sciences, Health Professions Program, and McNair Program. AEP also coordinates three major undergraduate research conferences annually.

The Director is responsible for ongoing program development, increasing growth and effectiveness, overall supervision, coordination, planning, monitoring, and outcome(s) reporting. Major responsibilities include research and new/internship grant preparation and acquisition. Requires an earned doctorate in a standard academic field. Additional requirements include demonstrated experience in:

1. Teaching at the college level;
2. Conducting research;
3. Providing effective academic support to UG students, particularly for first generation or ethnically underrepresented students;
4. Identifying and acquiring external funding, including primary authorship of funded proposals;
5. Managing budgets and conducting fiscal planning;
6. Evaluating program design, effectiveness, and outcome(s);
7. Providing collaborative, team-oriented program leadership.

Full job description available upon request at: mfran@ucsd.edu. Salary commensurate with experience and qualifications. To apply, refer to: (1) UCSD Position Announcement, (2) Reference, (3) Name/Contact information of six professional references to: UCSD, Human Resources, 10266 TPC/S Ste 266-A, 9500 Gilman Dr., La Jolla, CA 92030. E-mail: resume@ucsd.edu

FLORIDA GULFCOAST UNIVERSITY

Assistant Resident Director, Pos. #20321, Deadline: 4/24/00. Assists w/3-site mgmt of Univ. Housing. Facilities Mgmt, student discipline, prgm & student life. Req'd: BA/BS & 2 yrs of residence life or student svc exp. &

Director, Office of International Programs, Pos. #11259, Deadline: 6/30/00. Establishes international policy statement & develops 5-yr plan. BAs in int'l policy, int'l relief or int'l policy. To APPLY: There is no formal application form. Submit two packages, each of which must include a letter of interest, curriculum vitae, and a list of 5 references postmarked by the deadline date to FGCU, Office of International Programs, 2500 Ward Dr., Ft. Myers, FL 33905-6465. For further information, please call the 24-hour job line at 941-550-1111 or visit our web site at http://www.fgcu.edu. Clinical Public Health: Learn more at www.attorney-nationwide.com, where payments are available for free reports on request. Women and minorities are encouraged to apply. FGCU in an EO/AA/USM
Princeton University

DIRECTOR OF STUDIES

Princeton University invites applications and nominations for the position of Director of Studies in one of the five residential colleges, which serve as the center of residential life for all Princeton freshmen and sophomores. The Director of Studies is responsible, under the Office of the Dean of the College, for the organization and oversight of academic advising and the implementation of academic regulations for the approximately 450 freshmen and sophomores who live in each college. The Director of Studies advises individual students on their academic programs and works closely with faculty advisers in monitoring students' course selections and academic progress. He or she is also responsible, under the Office of the Dean of Undergraduate Students, for minor infractions of the rules of conduct and for some personal counseling of the undergraduates who live at the college. The Director of Studies collaborates closely in every regard with the residential college Master, who has overall responsibility for the college.

Applicants should have had experience in teaching and advising, in a college or university and should be familiar with a liberal arts curriculum. They must be sensitive to the needs and concerns of a diverse student population. Excellent written and verbal communication skills and strong managerial skills are essential. Although this is a full-time position, there may be opportunities for some limited teaching in the appropriate academic department. A Director of Studies is expected to hold the Ph.D. degree in a discipline taught at Princeton.

Send curriculum vitae and names of at least three references to: Princeton University, Office of Human Resources, 1160 H-99 Duke Hall, Princeton, NJ 08544-5349.

For full consideration, applications must be received by April 21, 2000. The position will be available on or about July 1, 2000.

University of Massachusetts
Dartmouth

DEAN
COLLEGE OF ARTS & SCIENCES

Nominations and applications are invited for the position of Dean of the College of Arts and Sciences. The University of Massachusetts Dartmouth is located in the Town of Dartmouth, approximately 60 miles south of Boston and 30 miles east of Providence, Rhode Island. It is a comprehensive university, located on a modern campus of 700 acres and serves 5,500 full-time commuter and resident students and 2,000 part-time students. The 300+ full-time, tenured faculty offer baccalaureate and master degrees in five colleges: Arts and Sciences, Business and Industry, Engineering, Nursing and the Visual and Performing Arts. The University of Massachusetts includes campuses in Amherst, Boston, Dartmouth, Lowell and Worcester. Further information is available at the UMass Dartmouth web site at www.umass.edu.

The Dean is the chief academic and administrative officer of the College and reports to the Vice Chancellor for Academic Affairs. The college is composed of thirteen departments: Biology, Chemistry & Biochemistry, Economics, Education, English, Foreign Language and Literature, History, Mathematics, Medical Laboratory Science, Philosophy, Political Science, Psychology and Sociology/Anthropology. In addition, there are specialized centers. Masters degrees are offered in the departments of Biology, Chemistry, English and Psychology and the Master of Arts in Teaching. Additional graduate programs at the masters and doctoral level are being planned. The Dean is expected to promote quality and diversity in the faculty, staff and students of the college. The Dean, in consultation with the department chairpersons, provides leadership and direction in the selection and retention of faculty and staff; the development and implementation of curriculum, research, and scholarly activities of the faculty, and intellectual leadership; and plans, directs and coordinates the administrative, budgetary, and academic activities of the College. The Dean is a member of the Council of Academic Deans and responsibilities include the development of cooperative interactions with other units on campus and surrounding communities.

Candidates must have a Ph.D. or equivalent degree in a discipline of the College from an accredited institution and a distinguished record of scholarly research and teaching appropriate for a faculty appointment within one of the departments of the College; successful experience in progressively responsible levels of university administration; a record of shared governance; and demonstrated commitment and success in furthering the principles of equal opportunity, affirmative action and cultural diversity. The preferred candidate will also have experience with graduate level education, knowledge of external funding opportunities for scholarly and/or creative activities, an understanding of higher education issues, fiscal management procedures, service as a department chairperson and exceptional interpersonal and communication skills.

Applicants should submit a letter of interest, not to exceed two pages summarizing their accomplishments and philosophy relative to the above stated objectives and suitability for the position; a current vita; and three references in support of that letter. Applications should be sent to: Dean, College of Arts & Sciences Search Committee, Office of Human Resources, University of Massachusetts Dartmouth, 285 Old Westport Road, North Dartmouth, MA 02747-2300. The review of applications will begin April 10, 2000 and will continue until the position is filled.

The University of Massachusetts Dartmouth is an Affirmative Action, Equal Opportunity Employer. Applications are encouraged from women, minorities and disabled individuals.

Education

INSTRUCTOR,
ENGLISH
(Search Reopened)

Full-time, tenure-track position to start in August 2000. Teach English courses in composition and literature. Courses in the English programs are taught both days and evenings. Additional responsibilities will include advising students and contributing to staff and curriculum development. Qualifications: Master's Degree in English composition or a closely related field. Applicants must submit a completed application form, current resume, letter of interest, (3) letters of recommendation, and official degree transcripts by April 28, 2000. Contact Human Resources for detailed job posting and/or application form at 847-543-2065, Voice; 847-223-5615 (TDD); 847-223-0824 (fax); or via e-mail at personnel@clc.cc.il.us.

COLLEGE OF LAKE COUNTY, 19351 W. Washington St., Grayslake, IL 60030-1198

FOE/AA/M/F/D/V
WAYNE STATE COLLEGE

Sports Medicine/Exercise Science

Requirements: Degree in Exercise Science, Athletic Training, or Sports Medicine. Masters degree required, Ph.D. required for tenure. Experience working in a sports medicine profession required. Relevant certification desired; demonstrated desire for excellence in teaching.

Responsibilities: Help to develop a new Sports Medicine concentration and coordinate Sports Medicine practical experience. Teach classes in biomechanics, anatomy & physiology, sports medicine/physical therapy graduate classes, lifestyle assessment and motor learning. Information about Wayne State College can be found at:

http://www.wsc.edu/academic/pilis/index.html

Application: Submit a formal letter of application, vita (list of three references) and statement of teaching philosophy to:

Sport Management/Exercise Science Search
c/o Vice President for Academic Affairs
Wayne State College
1111 Malta
Wayne, NE 68787

Information about the position can also be obtained by contacting Dr. Steve Glass, PA CSOM (402-375-7301).

Review of applications will begin immediately and continue until the position is filled.

Wayne State College is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

STOUT
UNIVERSITY OF WISCONSIN

Position Announcement

ORIENTATION AND EVENTS COORDINATOR

12 month academic staff position, state benefits. Requirements: Bachelor’s degree in College Student Personnel/Development or Higher Education Administration and minimum one year of graduate or undergraduate work with college student life/orientation programs, performing arts/lectures, and student programming boards. One year of graduate or undergraduate work in college student activities advising, and/or new student orientation required. This position is responsible for coordinating fall new student orientation events, supervising campus programming board, advising potential development of a performing arts series, coordinating contests for performance, grant writing, development and delivery of campus programs. The position will supervise and advise student staff. The position focus may change mid-year. To apply, send letter of application, resume, and list of 3 current references to: Mary McManus, Search Chairperson, 133 MSC/OW-Stout, 302 10th Avenue, Menomonie, Wisconsin 54751. Screening begins at 4:30 pm on April 20, 2000. The University of Wisconsin-Stout is an EEO/AA employer committed to diversity in its people and program.

Bentley College invites applications for a tenure-track faculty position in the Information Design Programs at the undergraduate, post-baccalaureate certificate, and graduate levels. Faculty rank: Assistant or Associate Professor: beginning September 2000.

Information Design and Technical Communication Programs
Tenure-track Faculty Search, 2000

The successful applicant will become part of a unique curriculum platform that combines human factors, communication, technology, design, and information architecture. Building on a solid foundation in communication and human factors principles, our technical programs prepare graduates to increase the usability of their user-support, user interfaces, online and web-based information products.

Our technical courses explore the integration of information and technology while promoting the long-term goal of engineering knowledge-based technology products.

We seek an individual with expertise in information architecture, technology, and design for various applications on the web (Internet, intranet, and extranet). The successful applicant should have knowledge of and experience with HTML, DHTML, CSS, and site management software. A proven track record in applying human factors in analysis, production, and management of effective user interfaces, navigation systems, or site architecture is highly desired.

An appropriate terminal degree (Ph.D. preferred) in hand by starting date, publications or evidence of scholarly potential, consulting or industry experience, and a record of excellent college teaching are essential. Salary is commensurate with experience.

Before submitting your application, feel free to explore our programs on the web for more information:

Master of Science in Human Factors in Information Design
http://www.bentley.edu/graduate/mshfid/index.html

Undergraduate Business Communication Program
http://www.bentley.edu/staging/uugcat99/study/ug1018.html#A18

Design Program
http://www.bentley.edu/admissions/dce/fd/index.html

Technical Communication Program
http://www.bentley.edu/admissions/dce/techcomm/index.html

Please send your letter of application and updated resume to Dr. Terry Skelton, Chair of the Personnel Committee, Information Design Programs, Bentley College, Waltham, MA 02452-4705.

For best consideration, apply by 4/30/00. Applications will be considered until the position is filled. Bentley College is an equal opportunity employer building strength through diversity. We welcome applications from underrepresented groups.

Bentley College is an equal opportunity employer building strength through diversity.
Director of Communications

The Director of Communications is responsible for developing and carrying out an overall communications plan for the University that includes internal communications with members of the faculty, staff, students, and external communications through print, broadcast and electronic media. Responsibilities include presenting the University to its many publics; responding to public inquiries; overseeing an office that serves as the University’s principal point of contact with the press; publishing the Princeton Weekly Bulletin (PWB), Princeton’s Parents News and other University publications; providing editorial direction for the University’s home page and other postings on the Web; offering a variety of design and editorial services to other University offices; coordinating with communications staff in the Athletics, Development, Princeton Plasma Physics Laboratory and several academic departments; and overseeing the Orange Key guide service. With other members of the Communications staff, the director identifies and develops story ideas on behalf of the University; initiates contact with and responds to questions from the national, regional and local media; communicates with members of the campus community through the PWB, the home page, and other media; advises and assists other members of the campus community in media relations; and seeks to develop broad public understanding and support of the University and its mission. The Director of Communications reports to the Vice President for Public Affairs.

Candidates should possess strong communications and editorial skills and 10-years of successful experience working with the news media. Position requires creative and effective use of technology, and evidence of effective management and leadership skills, initiative, creativity, resourcefulness and sound judgment, especially under challenging circumstances and deadline pressures. Knowledge of Princeton and/or higher education environment is highly desirable. The position is available beginning May 1. For full consideration, nominations and applications should be sent by April 20, 2000 to Robert K. Durkee, Vice President for Public Affairs, Princeton University, 241 Nassau Hall, Princeton, NJ 08544.

Managing Editor, Office of Communications

The Managing Editor will serve primarily as editor of the University’s newspaper, the Princeton Weekly Bulletin (PWB), by developing and editing news and feature stories intended for distribution via news release, PWB the Web. Individual is responsible for developing news and feature stories describing the work of faculty, students and staff; overseeing production weekly events calendar, job postings and other information of interest to on-campus and surrounding communities; assigning stories and photos to staff and freelancers; writing and editing stories; designing and producing layout; overseeing printing and distribution of 30 issues per year, breed print and online; selecting and preparing timely stories and illustrations for main Princeton Web page and reviewing and recommending revisions to Web pages produced by other University departments; helping with cover events; coordinating communications activities with news and public relations officers of other Princeton offices and institutions; keeping current with campus trends and events by maintaining contacts faculty, administrator and students; supervising a staff writer and the calendar editor; and engaging others in and outside the office in developing and preparing stories.

The position requires 7 years of successful journalistic experience. Candidates must possess strong writing skills and demonstrated editorial and interpersonal effectiveness. High levels of creativity, organizational ability and tact are essential. A bachelor’s degree is necessary, advanced degree is desirable. Candidates must have broad interest in academic and educational issues, and be familiar with word-processing, photo-cashing and page-layout software, as well as with the World Wide Web. For full consideration, please submit resume and writing samples by April 2000 to: Princeton University, Office of Human Resources, 607-914, Princeton, NJ 08544.
NATIONAL SCIENCE FOUNDATION
DIVISION OF EARTH SCIENCES
PROGRAM DIRECTOR FOR GEOPHYSICS
PROGRAM DIRECTOR FOR GEOLOGY AND PALEONTOLOGY

The National Science Foundation's Division of Earth Sciences is seeking qualified candidates for the following positions:

- **Geophysicist (Program Director for the Geophysics Program), AD-1313-4:** to be filled on a 1-year Intergovernmental Personnel Act (IPA) assignment basis. Vacancy announcement number EX00-44 IPA.

- **Geologist (Program Director for the Geology and Paleontology Program), AD-1350-4:** to be filled on a permanent basis. Vacancy announcement number EX00-42A, closing 5/12/00.

Applicants interested in the IPA assignment (Geophysicist position) must be permanent employees of eligible organizations for at least 90 days prior to entering into a mobility assignment agreement with NSF and the individual institution. Salary and appropriate fringe benefits continue through the home institution.

Applicants for the Geophysicist position must have a Ph.D. or equivalent experience in geophysics or a closely related earth sciences field. Applicants for the Geologist position must have a Ph.D. or equivalent experience in geology or a closely related earth sciences field. In addition, both vacancies require at least six years of successful research, research administration, and/or managerial experience beyond the Ph.D. pertinent to the position. A broad general knowledge of earth sciences research, familiarity with the U.S. scientific community and experience in an academic setting are also desirable for both positions.

The Geophysics Program supports laboratory, field, theoretical, and computational studies related to composition, structure, and processes of the earth's interior. Topics include studies in seismology and seismic wave propagation, the nature and occurrence of earthquakes, the earth's magnetic, gravity, and electrical fields, and its internal temperature distribution. Supported research also includes geophysical studies of active deformation, including GPS-based geodesy, and fundamental laboratory studies of properties and behavior of earth materials in support of geophysical observation and theory. The selected candidate will manage the seismology component of the Geophysics Program.

The Geology and Paleontology Program supports studies of surficial and environmental earth system processes. Topics represented in the program include paleontology, paleocology, stratigraphy, geochronology, glacial geology, sedimentology, soil genesis, sedimentary petrology, diagenesis, organic and inorganic geochemistry.

Applicants interested in the permanent Geologist position (vacancy announcement EX00-42A) or Geophysicist position (vacancy announcement EX00-44 IPA) should request a copy of the particular announcement from Ms. Myra Boyd, on (703) 306-1185, extension 3032. Interested applicants should submit a letter of recommendation and curriculum vitae to the National Science Foundation, Division of Human Resources Management, Attn: Ms. Myra Boyd, Room 315, 4201 Wilson Blvd., Arlington, VA 22230.

For technical information on the Geologist position, call Dr. Herman Zimmerman, Division Director, Earth Sciences (703) 306-1550. For technical information on the Geophysicist position, call Dr. Jim Whitcomb, Acting Deputy Division Director, Earth Sciences (703) 306-1550, or Ms. Robin Rechlin, Program Director, Geophysics, (703) 306-1556. Hearing-impaired individuals should call TDD (703) 306-0189.

NSF IS AN EQUAL OPPORTUNITY EMPLOYER COMMITTED TO EMPLOYING A HIGHLY QUALIFIED STAFF THAT REFLECTS THE DIVERSITY OF OUR NATION.

ASSISTANT DIRECTOR, HUMAN RESOURCES

Reporting to the Director of Human Resources, the Assistant Director provides first level supervision to HR staff; promotes efforts to enhance and support workforce diversity; handles grievances and complaints; and oversees recruitment, recognition programs and reclassification processes.

QUALIFICATIONS: Requires a Bachelor's degree, experience in the management of human resources, and experience in handling grievances and complaints. Desirable qualifications include a Master's degree, a generalist background in HR, supervisory experience in HR, experience in labor relations and/or compensation/benefits.

APPLICANTS must submit completed application form, resume, letter of interest, (3) letters of reference, and official degree transcripts by May 1, 2000 for full consideration.

CONTACT Human Resources at 847-543-2065; TDD # 847-223-5615. FAX # 847-223-0824.

COLLEGE OF LAKE COUNTY, 19351 W. Washington St., Grayslake, IL 60030-1198

EOE/AA/M/F/D/V

Visit our website at http://www.clc.cc.il.us/

Chairperson
FOR THE DEPARTMENT OF HOTEL, RESTAURANT, AND TOURISM MANAGEMENT

Reporting to the Dean of the School of Business and Economics, the successful candidate will be responsible for a growing Hospitality Department with 170 majors. Future plans for the department include a new hospitality center with a restaurant, classrooms, labs, and office facilities. The chair is expected to teach and advise students.

QUALIFICATIONS:
- Earned Doctorate in hospitality management or related discipline with meaningful and significant industry experience
- Excellent communication skills-written and verbal
- Academic excellence in teaching and scholarly activity
- Demonstrated record of leadership in an academic setting and/or industry
- Demonstrated commitment to equal opportunity, cultural diversity, and global education

RESPONSIBILITIES:
- Provide leadership in curriculum design and development and student advising
- Provide leadership and support for faculty development
- Provide leadership for student recruitment and retention within the program, school, and institution
- Work cooperatively with Sodexo-Marriott, College Auxiliary Services, and area businesses on program development and services
- Teaching and advising

Applications from women and minority candidates are especially welcomed. Plattsburgh State University is an affirmative action, equal opportunity employer.

SALARY: Commensurate with credentials and experience. The position will begin no later than September 1, 2000. Review of applications will begin immediately and continue until the position is filled.

APPLICATIONS: Send via the letter of application, including a personal statement of educational philosophy and three (3) reference letters to Office of Human Resources, Search Committee for the Chair of Hotel, Restaurant, and Tourism Management (Ref. P.J. #2407-888), Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901-2661, Fax (518) 564-5060.

NOMINATIONS: Please forward by mail your nominations for this position with the nominee's name, address and phone number to: Office of Human Resources, Search Committee for the Chair of Hotel, Restaurant, and Tourism Management (Ref. P.J. #2407-888), Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901.
The Institute for Religious and Spiritual Life at Connecticut College Senior Fellow

CONNECTICUT COLLEGE is a private, highly selective, residential College with a strong commitment to the liberal arts tradition. As such, it invites applications and nominations for a new position sharing leadership and helping to develop the Institute for Religious and Spiritual Life. The College seeks a Senior Fellow to work with the College's religious leaders, faculty, students and staff to continue the recent transformation in the College's chaplaincy. The Institute for Religious and Spiritual Life seeks to meet the religious needs of an increasingly diverse College community and to integrate the religious and spiritual life of the community more fully into the educational mission and programs of the College. Several years of experience in an academic environment or the equivalent are a plus. Candidates should demonstrate an ongoing commitment to engaging moral, ethical, spiritual, and religious issues. Leadership skills in the development and planning, community service, and fund-raising are preferred. The interpersonal skills of the Senior Fellow will be critical. A graduate degree in a related field is highly desirable but not required. Anyone with a deep intellectual and personal engagement in religion, spirituality and public life is eligible.

Although many of the specific activities of the position will be shaped by the Senior Fellow, he or she will be responsible for efforts to reach out to students, faculty, staff, and the local community. In addition, the Senior Fellow will be responsible for assisting the work of interfaith groups, counseling and advising students, staff, and faculty, and contributing to the intellectual and spiritual life of the campus in ways that will enhance our efforts to integrate the life of the mind, body, and spirit.

Review of applications is ongoing. Nominations for this position are encouraged. Candidates should submit the following to the Chair of the Search Committee, Human Resources, Connecticut College, 270 Mohegan Avenue, New London, CT 06320; a letter of interest in the position, a resume, three letters of recommendation and a concise vision of what the interactions of the intellectual, religious, and spiritual life should be on a liberal arts campus.

Connecticut College

The College is an Affirmative Action/Equal Opportunity Employer and is engaged in further diversifying its faculty and staff.

Bouvé College of Health Sciences
Department of Cardiopulmonary Sciences

Announcement of Faculty Position
ASSISTANT/ASSOCIATE PROFESSOR OF CARDIOPULMONARY SCIENCES

This position is a nine-month, tenure-track appointment either as an Assistant or Associate Professor of Cardiopulmonary Sciences depending upon qualifications and experience.

The Department of Cardiopulmonary Sciences, one of ten academic departments and units in Bouvé College of Health Sciences, offers undergraduate programs in exercise physiology, and respiratory therapy; and graduate programs in clinical exercise physiology and perfusion technology. The Bouvé College is one of six colleges at Northeastern University, a large urban university located in close proximity to the Longwood Medical area's teaching hospitals and medical schools.

Responsibilities of this position include teaching courses in undergraduate and graduate exercise physiology, cardiopulmonary physiology, and exercise testing. Additional responsibilities include academic advising for undergraduate and graduate students in clinical exercise physiology; supervision of graduate students completing Master's Theses in Clinical Exercise Physiology; and coordination of the undergraduate curriculum in exercise physiology. It is expected the person in this position will engage in research and scholarly activities as well as university and professional service to be considered for tenure.

Qualifications for this position require an earned doctorate in exercise physiology or related area. Experience in cardiopulmonary rehabilitation and college teaching experience, previous track record of acquiring grants and scholarly publications is desirable for the Associate Professor rank. Experience in non-invasive cardiology is desirable. Certifications as an ACSM Exercise Program Director or Exercise Specialist, and ACLS instructor are preferable. Salary: Salary is commensurate with experience and qualifications. Review Process: The review process will begin on April 3, 2000. Starting Date: September 1, 2000.

Application Procedure: Submit letter of application, curriculum vitae, and three references (names, addresses, and phone numbers) to: William J. Gillespie, Ed.D. Chair, Department of Cardiopulmonary Sciences, 100 Dockser Hall, Northeastern University, Boston, MA 02115, E-mail: gillespie@neu.edu. Northeastern University is an equal opportunity-affirmative action employer.

Northern Cal State University, Sacramento

OPEN RECRUITMENT
Beginning Fall 2000 through Spring 2000

To assist California State University, Sacramento (CSUS) in achieving its hiring goals, the University has adopted a philosophy of open recruitment for full-time faculty. Qualified individuals are encouraged to apply for any campus department or program, as areas of appointment have been determined.

California State University, Sacramento, the Capital University in the heart of Northern California, one of the most beautiful and rapidly growing areas in the count. Serving 24,000 students in small classes, the 330-acre campus is located just three miles from the State Capitol. The campus is sheltered by more than 3,000 trees and is situated along the American River Parkway that offers miles of trails and recreational access to the city's two major parks, Folsom Lake and the historic Sacramento River. Growth in the region brings significant opportunities for faculty research, an involvement with civic and business organizations, and University houses more than 30 research and support centers and professional associations at the BA and MA level in over 100 fields of study.

The normal minimum qualifications for full-time appointment include:
1. An appropriate terminal degree from an accredited university.
2. Evidence of success or of strong potential for success at university level teaching.
3. Evidence of success or of strong potential for success at scholar or performing or creative arts.
4. Clear potential for success as a contributor to the university's overall mission as a multicultural and comprehensive university.

For the 2000-01 academic year, appointments will begin August 21, 2000 for the Fall 2000 semester, and January 21, 2001 for the Spring 2001 semester. Appointment dates are August 20, 2001 for the Fall 2001 semester, and January 21, 2002 for the Spring 2002 semester. There is no deadline for applications, but candidates are encouraged to submit resumes as soon as possible in order to receive full consideration. Resumes, inquiries, or nominations should be addressed to:

David L. Wagner, Dean
Faculty and Staff Affairs, Box R
California State University, SACRAMENTO
9100 J Street
Sacramento, California 95819-6032

For additional information about the campus, visit our website at http://www.csus.edu/

California State University, Sacramento is an Affirmative Action/Equal Opportunity employer, and has a strong institutional commitment to the principles of diversity in a broad context. In that spirit, we are particularly interested in receiving applications from a broad spectrum of qualified people who will assist the University in meeting its Strategic Plan goals for pluralism. To develop a campus community whose diverse enrichment of the lives of all and whose members develop a shared sense of personal and community identity as well as mutual respect, CSUS hires only those individuals who are authorized to accept employment in the United States.

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, California State University, Sacramento has made certain statistics available on-line at www.csus.edu/police/SKTKPT.html. Print copies available in the Library, and by request from the Office of Public Safety and the Office of the Vice President for Student Affairs.
ANTICIPATED FULL TIME FACULTY POSITIONS

Central Florida Community College is seeking qualified candidates for the following anticipated full-time faculty positions for the Fall 2000 Semester. (Master's degree with 18 graduate credits in the discipline required)

- Anatomy & Physiology
- Biology
- Composition Skills I (Writing)
- Composition Skills II (Literature)
- Culinary
- Ecologic
- English as a Second Language
- Social Sciences

Prospective candidates should submit a CFCC application package for each position for which you are applying. Official Transcripts are required for all positions. Mail applications to:

Central Florida Community College
Human Resources Office
P.O. Box 1388
Ocala, Florida 34479-1388

Applications of women and minorities are encouraged.

CFCC is an EAAI employer, which affirms the values and goals of diversity.

Internet address: http://www.cfcc.cc.fl.us

Phone: (352) 671-3199

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Faculty Positions Available
September 2000

Stockton College, located 12 miles west of Atlantic City, is surrounded by 1600 acres of southeastern New Jersey Pinelands. It is a four-year undergraduate institution and has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combine a spirit of innovation with a sense of tradition for academic excellence.

Candidates for Associate Professor ($45,555-$52,391) must hold a terminal degree and have considerable experience. Candidates for Assistant Professor ($37,477-$43,106) must hold a terminal degree. Candidates for Instructor ($30,851, $32,454) must hold a Master's degree and have an ABD status and be in the later stages of their dissertation. Salaries may be higher depending on qualifications, experience and increases in the appropriately established compensation plan.

Teaching load is 12 credit hours per semester (4 credit courses, 2 credit labs). Additional duties as expected under collective bargaining agreement, including an expectation of ongoing scholarly activity. All faculty are expected to teach general studies courses.

ARTS AND HUMANITIES

COMMUNICATION STUDIES, Asst. Prof., Tenure Track. Teach courses in introduction to communication organizational and interpersonal communication, advertising, media studies and writing for the media. Ph.D. required with college-level teaching and professional experience in media industries preferred. Send letter of application, with CV, Statement of teaching philosophy and three letters of recommendation to Dr. Kenneth Dollahite, Dean of Arts and Humanities.

THEATRE ARTS (Design/Techn., Asst. Prof., Tenure Track. Successful candidate will have experience in two areas of design (scene/lighting/costume). Teach courses in design, theatre crafts, and courses in General Studies curriculum. Ability to teach theatre history and/or stage management desirable. Responsibilities for designing and supervising student and guest design for theatre and dance productions. MFA or Ph.D. in theatrical design and production required with college-level experience in teaching and production preferred. Teaching load is five four-hour courses per year, with production work as equivalent to sixth course. Screening begins April 1, 2000, and will continue until position is filled. Send letter of application with teaching philosophy, CV, ten (10) slides or photos copies of current work and three letters of reference to Dr. Kenneth Dollahite, Dean, Arts and Humanities.

PROFESSIONAL STUDIES

MANAGEMENT/MANAGEMENT INFORMATION SYSTEMS, Asst/Assoc. Prof. of Business Studies, Tenure Track. Teach MIS, budgeting, small business and entrepreneurship courses at the undergraduate and graduate levels. Ph.D. required.

MANAGEMENT, Inst./Asst/Assoc. Prof. of Business Studies (half-time), Teach undergraduate introductory and advanced courses in management including international management, information technologies for business management skills, and organizational behavior. Knowledge of and skill in experiential learning methodologies preferred. M.S. plus required.

For positions in Professional Studies, send letter of application (indicating position applied for), resume and three letters of reference to Dr. Dee Henderson, Dean of Professional Studies.

SCREENING BEGINS: April 14, 2000 (unless otherwise indicated), and will continue until positions are filled.

Apply to appropriate dean at The Richard Stockton College of New Jersey, 1A51, PO Box 195, Pomona, NJ 08240.

Stockton is an AA/EEO. Women and Minorities are encouraged to apply.
Tufts University
Tenure Track Faculty

The Department of Urban and Environmental Policy (M.A. program) is seeking a junior- or senior-level specialist in social policy, tenure-track appointment, starting Fall 2000 or later. Areas of teaching and research interest may include: social welfare, poverty, race, gender, citizen advocacy. Additional background and ability to teach courses in Research Methods/Quantitative Analysis and/or Introductory Economics desirable. Qualifications: Ph.D. or equivalent in Social or Public Policy, Sociology, Urban Studies, or other relevant fields. Evidence of teaching, research and publication ability required. Send CV, letter describing scholarly and teaching interests, and three letters of recommendation to: Search Committee, Department of Urban and Environmental Policy, 97 Talbot Avenue, Tufts University, Medford, MA 02155. Review of applications is ongoing and continues until the position is filled.

Tufts University is an Affirmative Action/Equal Opportunity employer. We are committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

Stanford University
Dean of Admission and Financial Aid

The search for Stanford's new Dean of Admission and Financial Aid is underway. We continue to invite nominations and accept applications for the position and will do so through mid April. The Dean is responsible for recruitment, selection, and enrollment of approximately 1,600 freshmen and 150 transfer students each year. A pool of more than 17,500 applicants, as well as the management and delivery of need-based undergraduate financial aid and external funded graduate fellowship programs. Reporting to the Vice Provost for Student Affairs, the Dean will be expected to educate prospective applicants and their parents and high school administrators. Stanford's curricular and extracurricular opportunities, admissions criteria and financing a college education as well as develop/implement strategic plans and assess related to financial support.

This opportunity requires the ability to handle senior level leadership, considerable understanding of a selective admissions environment and familiarity with financial aid policies and processes. Excellent oral and writing communication, organization, and management skills the ability to lead a strong staff, function effectively in a highly complex organization, and establish rapport with students, parents, alumni and the press are essential. A Bachelor's degree or equivalent is required.

Interested candidates should send a letter of application, resume and names of 3 references with contact information to: Dean of Admission and Financial Aid Search Committee, Office of the Vice Provost for Student Affairs, Tresidor Memorial Union, 459 Lanyi Drive, Suite 6, Stanford, CA 94309. Deadline for receipt of applications is April 17, 2000. Anticipated start date is September 5, 2000. Stanford University has a strong institutional commitment to the principle of diversity. Applications from women, ethnic minorities, veterans and disabled individuals are encouraged. AA/E OE.

Stanford University

BE PART OF A LEADING-EDGE DEVELOPMENT TEAM

The University of California, San Diego is one of the country’s premier research universities, and is home to the only National Cancer Institute-designated clinical cancer program in the San Diego region. Our Cancer Center is currently enjoying rapid growth, fueled by increased research and a new building initiative. Along with a competitive compensation package, we offer an environment that combines unsurpassed opportunities for professional growth with exceptional cultural and recreational opportunities. Discover for yourself why UCSD’s setting in La Jolla above the blue waters of the Pacific is among the most beautiful and stimulating imaginable.

Associate Director of Development, UCSD Cancer Center Foundation

Responsibilities: Identifies, cultivates and stewards pledges of $100K and above, or single outright gifts of $25K and above. Develops and implements strategies for encouraging support from grateful patients. Promotes planned gift commitments. Assists with communications and PR on behalf of the Cancer Center. Requirements: Proven success as major gifts fund-raiser. Familiarity with planned gift arrangements. Experience writing proposals. Strong written and oral communication skills. Strong organizational, managerial, and leadership skills. Experience with computerized databases, and word processing software programs. Experience in an academic research or related environment. Health Sciences background preferred.

To apply, please submit cover letter and resume and reference Job #: 020809-XHO and forward to: UCSD Human Resources, 0967, La Jolla, CA 92039-0967; or E-mail to: resume@ucsd.edu or visit: http://joblink.ucsd.edu/bulletin EOE/AA
FOUNDOING DIRECTOR, CENTER FOR ACADEMIC EXCELLENCE

Central Michigan University in a comprehensive state university with over 800 faculty serving an on-campus enrollment of approximately 18,000 students. The university's eight colleges offer more than 150 major areas of study at the undergraduate and graduate levels. The main campus is situated on an 854-acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the lower peninsula of Michigan. The institution is nationally recognized for offering one of the most extended extended learning programs in North America. The off-campus programs serve an additional 12,000 students at 70 sites and utilize an additional 1,200 adjunct faculty.

GENERAL DESCRIPTION: The recently conceived innovative Center for Academic Excellence is to be housed in a new $10.0 million high technology library. It will serve an integral role in helping the university to realize its vision as a preeminent comprehensive institution recognized for its high standards and commitment to the teacher-scholar model model with a primary focus on learning outcomes. This modern Center will serve as a catalyst for enhancing academic excellence by providing expertise and support to faculty in scholarship and teaching.

DUTIES/RESPONSIBILITIES: The Director of CMU's Center for Academic Excellence will report to the Vice Provost for Academic Affairs and chair a standing committee of the Academic Senate. Initial responsibilities will focus on guiding the Center's inaugural establishment; communicating its presence and purpose widely throughout the university; establishing the initial template for Center policies/procedures governing the design and delivery of services and programs; and designing and implementing initiatives to address goals for the Center established by the university. These include enhancing faculty awareness of effective pedagogies; stimulating discussions on student learning goals and actual outcomes; developing strategies for determining the extent to which learning goals are met; assisting faculty in pursuing scholarly and creative endeavors; providing confidential consultation to faculty requesting assistance; providing new faculty with information about teaching and networking; and providing similar support to graduate assistants and part-time/temporary faculty.

QUALIFICATIONS: It is expected that the director will hold an earned doctorate; have a record of excellence in college/university teaching/learning/scholarship; be conversant with the literature on teaching/learning, effective pedagogies and instructional technologies; be able to communicate effectively with students and others; have successful experience in pedagogical and curricular innovation; exhibit outstanding interpersonal and organizational skills, as well as ability to work with diverse faculty, disciplines and cultures; and either hold or have held academic tenure and rank at the associate professor or above.

REVIEW OF APPLICATIONS: applications will begin on April 14 and will continue until the position is filled. The anticipated starting date will be July 1, 2000. Candidates should send a letter of application; resume statement of their educational and administrative philosophy regarding faculty development; and the names, addresses, and phone numbers of three to five references. Inquiries, nominations and applications should be forwarded to: Office of the Provost, Director of Search, Warriner Hall 112, Central Michigan University, Mt. Pleasant, MI 48859, Tel (517) 774-3932, Fax (517) 774-2042.

Central Michigan University, an AA/EO institution, is strongly and actively committed to increasing diversity in its community. URL's include: http://www.cmich.edu, http://www.provost.cmich.edu, http://www.cmich.edu/AAEO.HTML

OSWEGO

COUNSELOR

Counselor position (12 month) at Counseling Services Center, State University of New York at Oswego, available August 15, 2000.

Responsibilities include: Individual, couples and group counseling, multicultural counseling and outreach to students of color, psycho-educational workshops, crisis intervention, consultation with other student affairs units, training and supervision of graduate assistants, interns, and practicum students. A minimum of a master's degree in counseling, counseling/counseling psychology, social work or related field is required. Previous position in a college or university counseling center desirable. The ideal candidate is someone who relates well to diverse populations, has multicultural counseling experience, and excellent clinical programming skills. Experience working with issues of sexual orientation, eating disorders, ACOAs, and substance abuse is desirable. Send letter, resume, official transcripts, and three letters of recommendation to: Ms. Ann FitzSimmons, Office of Human Resources, 410 Cullin Hall, SUNY Oswego, Oswego, NY 13126. Review of applications will begin April 17, 2000 and will continue until the position is filled.

SUNY Oswego is an Affirmative Action Employer.

GEOLOGY AND GEOGRAPHY

The Department of Geology and Geography at DePauw University invites applications for a one-year term position in Geology and Geography at the rank of Assistant Professor (Instructor for ABD) beginning August 15, 2000. We desire a person who is broadly trained in the geosciences with the ability to teach introductory courses for undergraduate non-science majors. The successful applicant will teach Physical Geography, Oceanography, a seminar for first-year students on Global Environmental Problems, and a Winter Term course/project of their choice. Applicants should send a letter describing their teaching experience and pedagogical vita, transcripts of all academic work, and three letters of recommendation to Dr. Frederick M. Stuster, Chair, Department of Geology and Geography, DePauw University, Greencastle, IN 46135. DePauw University is an affirmative action, equal opportunity employer. Women and minorities are especially encouraged to apply.

DARTON COLLEGE

A two-year unit of the University System of Georgia

INSTITUTIONAL RESEARCH & PLANNING OFFICER

Darton College is seeking a self-directed individual to coordinate the institutional research operations. The Officer will be responsible for such areas as outcomes, annual reports, University System reports, IPEDS, community needs assessment, and related duties as assigned.

Circumstances must have a Bachelor's degree and, preferably, experience in institutional or related research. Ability to design effective research instruments and prepare coherent outcomes reports is expected. Candidates must be computer proficient (e.g., SPSS, SAS, SQL, Access, presentation software).

The salary will be commensurate with experience, plus a generous benefits package. For full details and an application form, please contact the Personnel Office, 2400 Gwinnett Road, Albany, Georgia 31707. Screening for the position will begin May 2, 2000, with applications accepted until the position is filled.
FULL TIME FACULTY POSITIONS
INSTRUCTOR OR ASSISTANT PROFESSOR

ELECTRONIC RESOURCES LIBRARIAN
Coordinate the Library's electronic resources, including library's website, e-subscriptions, CUNY+ and Internet stations. Assist in development of virtual library. Liaison with campus information technology departments and CUNY Computer Center. Participate in teaching of the use of electronic resources and reference. Knowledge of web design, network, services and supervisory skills highly desirable. M.S.L.S. required for instructor and 2 years experience as Asst. Professor rank. Minimum 2 years library experience. Evening or Saturday schedule may be required. Vac.#004-2. Deadline 5/19/00

NURSING
Classroom and clinical teaching of Medical-Surgical Nursing. Bachelor's degree in Nursing/clinical specialization. Fifteen (15) related credits beyond Bachelor degree. MSN required for instructor and 2 years teaching experience and/or professional experience and New York State RN License required for Associate Professor. Master's degree in Nursing and clinical specialization. New York State RN License and teaching experience and/or professional experience for Instructor. Experience with instructional technology plus. Evening/Saturday teaching may be required. Vac.#7/72. Deadline 4/25/00

PSYCHOLOGY
Teach a range of courses in the following areas: Psychology, Developmental, Social, Child, Personality, Abnormal, Gender Studies. Experience with innovative pedagogy, educational technology, and program development desired. Three years teaching experience at the college level required. Master's degree required for Instructor. Doctorate for Associate Professor. ABP or Ph.D. preferred. Evening or Saturday schedule may be required. Vac.#7/72. Deadline 4/25/00

BUSINESS MANAGEMENT (2)
Teach courses in Business Organization and Administration, Marketing, Finance and Business Methods. Experience in teaching and business required. Interest in grantmanship and program development level plus. Ph.D. required for Associate Professor. MBA required for Instructor. Evening or Saturday schedule may be required. Vac.#821. Deadline 4/25/00

ENGLISH (3 POSITIONS)
Teach developmental writing, composition and literature. Experience teaching writing and literature to non-traditional urban college students preferred. Knowledge of composition/theory, computer-based instruction desirable. Future administrative duties may be required. Doctorate required for Associate Professor. ABP or Ph.D. preferred. Evening or Saturday schedule may be required. Vac.#522. Deadline 4/25/00

MATHEMATICS
Teach Mathematics courses from developmental math through differential equations. Demonstrated interest in productive scholarship, grantmanship, and service to the College and Department. College-level teaching experience preferred. Experience in one or more of the following preferred: graphing calculators, functions, patterns or computer algebra systems, computer based learning, software development and/or innovative pedagogy. Doctorate in Mathematics or Mathematics Education required for Associate Professor. ABP or Ph.D. required for Instructor. Evening or Saturday schedule may be required. Vac.#824. Deadline 5/19/00

POLITICAL SCIENCE
To teach and develop introductory courses in Political Science. Experience with innovative pedagogy, instructional technology and curriculum development desirable. Three years teaching experience at the college level required. M.A. or B.A. or Ph.D. preferred. Master's degree required for Instructor. Doctorate for Associate Professor. Evening or Saturday schedule may be required. Vac.#586. Deadline 4/25/00

SALARY: Instructor: $29,997/yr - $44,284/yr
Assistant Professor: $32,703/yr - $57,049/yr
College Lab Technician: $25,546/yr - $39,825/yr

REFER TO A SPECIFIC BMCC VACANCY & SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:
Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE
WESLEYAN UNIVERSITY

ASSISTANT DIRECTOR

Wesleyan University, a highly selective liberal arts institution in Middletown, CT, is currently accepting applications for Assistant Director of the Career Resource Center. The Assistant Director will be responsible for providing comprehensive career counseling services to students individually and in groups. Specific responsibilities include counseling students on job search strategies, utilizing career assessment instruments to enhance career planning, designing and presenting student workshops, and increasing employer representation. Minimum qualifications include a Bachelor’s degree, Master’s degree in counseling preferred, effective communication skills, an appreciation and understanding of diversity, and organizational skills. Wesleyan University offers a highly competitive benefit package including professional development opportunities.

Interested candidates should submit a resume, cover letter, and three professional references to:

Wesleyan University
Re: Assistant Director
212 College Street
Middletown, CT 06459

EDBA

ASSISTANT PROFESSOR, NURSING

ANTICIPATED TWO
(2) OPENINGS FOR FALL 2000 TENURE TRACK POSITIONS

Duties: Teach undergraduate courses in Maternal Child Nursing, Community Health Nursing and other related courses in the baccalaureate program for RN’s in the classroom and clinical instruction. In addition to teaching research and scholarship, the successful candidate will be required to advise students, assist with curriculum development, participate in departmental and college committees, and all other faculty functions, including grant writing.

Qualifications: An appropriate master’s degree, license as a registered nurse, and appropriate specialized experience required. The successful candidate will have a commitment to research/scholarship and teaching, and previous teaching and curriculum development experience. Master’s degree in Adult Health or Doctorate in Nursing preferred.

Salary: $32,703 - $57,049, commensurate with salary history, qualifications and experience.

Closing Date: Open until filled. Interviews will commence on or before August 1, 2000. Send letter of application, curriculum vitae, and the names, addresses and telephone numbers of three (3) references to:

CODE: NURSING
Ms. Kimberly Smith
York College
Kunin 2055
94-20 Guy R. Brewer Blvd.
Jamaica, NY 11431
Phone: 718-262-2717

Visit our website http://www.york.cuny.edu/~nurs for more information, or visit CUNY http://www.cuny.edu/careers/jobs


BOSTON COLLEGE
A Jesuit, Catholic University

MINORITY APPOINTMENT/CULTURAL DIVERSITY COORDINATOR
COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES

UNIVERSITY OF GEORGIA

Applications are being accepted for the newly created position of Minority Affairs/Cultural Diversity Coordinator. The Coordinator will plan, organize and direct programs and initiatives that enable the College to fulfill its goal to become an institution that values diversity, pluralism and multi-culturism at all levels. The Coordinator will report to the CAS Dean/Senior Associate Dean. Doctorate or Masters degree with five years of experience in a related field, related to student services administration, counseling and/or higher education is required. Applications received by May 1, 2000 are assured consideration. Expected starting date is July 1, 2000. Details, application requirements and contact information can be found at: http://www.caes.uga.edu/ceas/hr/notice.html

EDBA/AA Instructed. Women and minorities are encouraged to apply.

Peter S. and Carolyn A. Lynch
School of Education

The Boston College Peter S. and Carolyn A. Lynch School of Education prepares undergraduate and graduate students to serve diverse populations in education, administration, psychology and human services. The faculty is committed to research and professional preparation that bridges theory and practice. Applications are especially encouraged from persons who would enhance the ethnic, linguistic and cultural diversity of the Lynch School of Education. Applicants should possess an earned doctorate and scholarly experience in public schools. Experience teaching at the college level is desirable.

School Administration

The Educational Administration Program announces a non-tenure track opening for an experienced School Administrator to coordinate a doctoral program for school administrators. The person will assume teaching, field supervision, dissertation supervision, and advising responsibilities as a member of the Educational Administration Program. Applicants should have experience as a local school administrator, a successful record of addressing the needs of diverse learners, and extensive knowledge of current scholarship in the field. Preferably, applicants will have experience in superintendency. This position has a three-year renewable contract. Send applications to the attention of Dr. Irwin Blumer, Search Committee Chair.

Educational Research and Assessment

We are seeking applicants for a tenure track or tenured professorship in Educational Research and Assessment with emphasis on their relation to educational policy. The successful candidate will teach in the Educational Research, Measurement, and Evaluation (ERM/E) Department and be associated with the internationally acclaimed Center for the Study of Testing, Evaluation, and Educational Policy (CSTEPP).

Candidates for this professorship in educational research and assessment should be nationally recognized scholars with distinguished publication records, developed interests in educational policy analysis, and proven track records of raising external financial support for research. Candidates should have broad knowledge of statistical methodology and psychometrics as they apply to problems in educational research and assessment. Teaching ability as well as research expertise will be highly valued. Send applications to the attention of Dr. Albert Beaton, Search Committee Chair.

Please send a letter of interest, curriculum vitae, 3 letters of recommendation, and 2 samples of their written work to Lynch School of Education, Boston College, Campion Hall, Chestnut Hill, MA 02467.

Boston College is an Affirmative Action/Equal Opportunity Employer.

CONCORD ACADEMY

CONCORD ACADEMY OPENINGS 2000-2001

FRENCH: permanent position. Looking for an experienced teacher capable of teaching the department.

HISTORY: one-year temporary replacement. Looking for a teacher capable of teaching all levels of high school history, including the US History core.

ENGLISH: permanent position. Looking for an experienced teacher capable of teaching both core (fresh and soph) courses and intermediate electives.

Please send or fax a letter describing your qualifications and interest in the position to Sandy Scott, Dean of Faculty at the above address.

Jr. - 8th; in 1982, with a rigorous college preparatory curriculum and tradition in the arts, Concord Academy is a co-educational independent boarding and day school of 254 students in grades one through twelve. Students come from public and private schools in 22 states and 19 foreign countries. Concord Academy is an equal opportunity employer.
Roger Williams University

Roger Williams University is seeking a qualified individual to fill the full time position of Vice President for Student Affairs. The Vice President reports directly to the President and serves on the President's cabinet. The University seeks a person with a proven record of vision and creativity in implementing learning through the co-curriculum in a comprehensive, integrated model, within and across departments. The Vice President oversees the departments of Student Life including Judicial Affairs, Career Services, Counseling, Health, Orientation, Multicultural Affairs, Athletics, Campus Ministry and Student Activities.

Vice President for Student Affairs

The successful candidate will use a style of collaboration and teamwork, implement a philosophy of student development, demonstrate experience in overseeing diversity initiatives, and bring a commitment to partnering with academic affairs to achieve the educational mission of the University. An earned Doctorate from an accredited University with an appropriate level of experience is required.

Send cover letter, resume and a list of three professional references to: Office of Human Resources, Ref. #1017 Vice President for Student Affairs, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.

Visit our website at www.rwu.edu for further information about the University.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to racial, cultural and ethnic diversity. We encourage men and women of all races and ethnic backgrounds to apply.

ASSOCIATE DEAN, USER SERVICES
Northeastern University Libraries

Northeastern University Libraries invites applications from and nominations of individuals with vision, energy, initiative, and leadership ability to articulate, plan, administer, and promote programs for user services and constituency relations, and to assess service outcomes. The successful candidate will demonstrate an understanding of information fluency, scholarly communication issues, and curricular processes in higher education, and their ongoing transformation by emerging technologies, resource sharing, and web delivery. S/he will be experienced in effectively shaping, implementing, and assessing innovative, comprehensive library programs and services.

Responsibilities: Vision, leadership, administration, planning, and evaluation of User Services, including reference, information literacy/instruction, accessibility/security services, ILL, media services, and distance services. Oversees liaison programs to academic and other departments and to student groups. Develops external community relations programs and services. Library administrative team member. Analyze issues, formulate, articulate, and assess policies, goals, and actions. Participate in strategic and budgetary programmatic planning, funds development, and grant proposals development. Participates in University committees and represents the Library regionally and nationally. User Services has 46 FTE career staff plus part-time and student staff.

Setting: Northeastern is an urban, student-focused, Carnegie Research II Institution, dedicated to a cooperative education learning model. Visit the Library's website at http://www.neu.edu/library/

Qualifications: ALA-accredited MLS degree. At least 5 years of substantial, progressively responsible, service-oriented, managerial experience, preferably in user services. Excellent leadership, communication, interpersonal, analytical, quantitative, planning, and organizational skills. Able to set priorities and effectively collaborate and work with individuals and groups at all levels. Familiarity with matrix-oriented services, coordinate roles, and project management. Understanding of teaching, research, and assessment methodologies. Knowledge of trends in higher education, learning and service assessment, and information technology that affect print, media, and electronic information service delivery. Demonstrable creativity and energy. Commitment to staff development and to achieving and working with a diverse staff and user community. Commitment to strong programs for information literacy/instruction, academic liaison, outreach activities, and web-based service initiatives.

Salary: Competitive, commensurate with qualifications and experience; excellent benefits package.

Review of applications will begin April 20 and continue until the position is filled. Please send letter of application, resume, and the names of three references to: Alan Benenfeld, Dean, Northeastern University Libraries, 320 Snell Library, 360 Huntington Avenue, Boston, MA 02115.

HISTORY OPENINGS

Union College announces two one-year visiting assistant professor positions in:

Latin American History

Ability to teach one half of a United States history survey is desirable, but not necessary. PhD preferred; teaching experience required.

Early Modern British History

A tenure-track search for this position probably occur next fall. Ability to teach both halves of a European history survey is necessary. PhD preferred; teaching experience required.

Union College offers an exceptional benefits package including: medical, dental, and vision insurance, life and disability coverage, generous retirement plan and tuition remission.

Please send a letter of application, c.v., and three letters of reference to:

Robert V. Wells, Department of History
Union College, 807 Union Street
Schenectady, NY 12308

Review of applications will begin May 1, continue until the position is filled and only finalists will be notified. Additional information about Union can be found at www.union.edu.

Union College is committed to a program of affirmative action and equal opportunity employment. Women and minorities are strongly encouraged to apply.
CONCORD ACADEMY
Concord, MA

DIRECTOR OF ADMISSIONS

Founded in 1922 with a rigorous college preparatory curriculum and tradition in the arts, Concord Academy is a coeducational independent boarding and day school of 325 students in grades nine through twelve. Students come from public and private schools in 15 states and 13 foreign countries.

Concord Academy seeks a Director of Admissions, an experienced educational manager and leader who can organize and articulate a school-wide marketing and enrollment management effort directed at attracting and retaining able students who will be challenged by a rigorous academic curriculum and benefit from a diverse and respectful school community.

The position requires someone who is articulate and engaging, with a sense of humor, and managerial, marketing, and technical competency. Candidates must embrace the school's commitment to diversity and have demonstrable success in working effectively with a variety of peoples and cultures. We especially encourage candidates from diverse backgrounds.

A full job description will be mailed or faxed to all candidates who express interest or submit a resume and cover letter to:

Sue Seaver
Concord Academy
166 Main Street
Concord, MA 01742
Fax (978) 369-3452

For more information about Concord Academy, please visit our website at www.concordacademy.org

DeAnza College

Dean, Academic Services

Under the direction of the Vice President of Instruction, this management position is responsible for providing strong leadership and vision in the planning, direction, administration and evaluation of the Office of Instruction's program review processes. The successful candidate will recommend and administer program review policies and procedures; respond to and implement state mandates in program review; provide the administrative oversight for the College's staff and organizational development, diversity initiatives, and tenure review processes; and serve as the College's accreditation liaison officer.

Minimum qualifications are: Master's degree or the equivalent plus one year of successful administrative and/or leadership experience in education.

For a detailed job announcement, visit our website at: www.fh.flda.edu/about/employment.html or contact Employment Services (650) 949-6217 or employment@fhda.edu

AA/EOE

Temple University
School of Dentistry

ASSOCIATE PROFESSOR/PROFESSOR

The Department of Periodontology, Temple University School of Dentistry, invites applicants for a full-time, tenure-track, Presidential appointments in periodontology at the rank of Associate Professor/Professor, available February 15, 2000. Applicants must possess a dental degree, postgraduate training in periodontology, and an established record of scholarship in periodontology as evidenced by peer-reviewed publications and research grant support. Postdoctoral and/or postdoctoral academic teaching experience in periodontology at a course or level of instruction is preferred. Preference will be given to applicants with advanced academic degrees (M.S., Ph.D.), documented research experience in periodontal regeneration, private clinical practice, expertise in conduct and analysis of human clinical trials/epidemiologic surveys, and experience with preclinical research models. Licensure or eligibility for licensure in the Commonwealth of Pennsylvania is required.

Primary responsibilities will include clinical and didactic teaching, conduct of research in a field pertinent to periodontology, and development of online, computer learning modules in periodontology with the School of Dentistry's Department of Dental Informatics. Applicants are expected to significantly contribute to the department's research program in the Laboratory for Applied Periodontal & Granulomatous Regeneration (Dr. Ulf ME Wikesjo, Director). Applicants should submit a cover letter, curriculum vitae, and names and addresses of at least three references to: Ulf ME Wikesjo, D.D.S., Ph.D. Chair, Periodontology Search Committee, Department of Periodontology, Temple University School of Dentistry, 3223 North Broad Street, Philadelphia, PA 19140.

Temple University is an equal opportunity/affirmative action employer. Minorities and women are encouraged to apply.

Vice Chancellor for Academic Affairs & Student Development

POSTING #99000333

MARICOPA COMMUNITY COLLEGES DISTRICT OFFICE

Maricopa Community College District invites applications for the position of Vice Chancellor for Academic Affairs and Student Development. A leadership position interacting with public representatives, state and national organizations, students, faculty, and business leaders.

The Vice Chancellor for Academic Affairs and Student Development serves as the District's chief academic affairs and student development officer, and is responsible for the overall development and coordination of educational and student support services. Holistic has overall responsibility in the following areas: faculty development, instructional improvement/innovation, student services, curriculum management and systems, university and college relations, facility development, international education, workforce and economic development, public school relations, institutional research, and external funding development/management. The Vice Chancellor for Academic Affairs and Student Development is a member of the executive leadership team and is expected to demonstrate strategic planning and problem solving skills.

DESIRED QUALIFICATIONS: A master's degree from an accredited institution; a doctorate degree is preferred. Extensive experience in curriculum development and assessment, and administration of a student development program with experience in the areas of curriculum, non-traditional education, instructional technology, student services, and technology.

CLOSING DATE: 4/21/00

Applications are REQUIRED, Maricopa Community Colleges District Office, Employee Services, 2411 W. 14th Street, Tempe, AZ 85281, deadline (480) 731-6644, Web site www.district.maricopa.edu/hrweb, AA/EOE

00000
New School University, located in Greenwich Village, New York, has seven academic divisions and 7,000 degree students. University seeks to fill the following openings in STUDENT AFFAIRS. All are full-time administrative positions.

**Assistant to the Vice President**

Search for 2009: Provides administrative and project support to the Vice President. Includes office management; calendar and meeting coordination; production of publications; statistical reporting; and special project research. Communication, organizational, public relations, and computer skills a must. A bachelor’s degree preferred. Start date: May 1.

**Financial Analyst**

Search for 2009: Oversees budget planning and reporting for departments reporting to the Vice President including Housing, Student Health Services, Financial Aid, International Student Services, Career Services, and Higher Education Opportunity Program. 2 years relevant experience. All to work with deadlines. Bachelor’s degree required. Start date: July 1.

**Coordinator, University Student Life**

Search for 2009: Responsible for developing programs and activities designed to enhance the quality of life for students. Includes student health promotion, student leadership development, student organizations, recreation, student leadership, and personal counseling. 3 years experience in a related setting is desirable. Bachelor’s degree preferred. Start date: September 1.

**Sr. Counselor, Opportunity Program**

Search for 2009: Responsible for counseling students individually & in groups. Coordinating program components including tutoring, counseling, and counseling. 3 years experience in a related setting is desirable. Bachelor’s degree preferred. Start date: September 1.

**Counselor, Opportunity Program**

Search for 2009: Responsible for counseling students individually & in groups. Assists with other components of the Program. Experience working with disadvantaged populations and sensitivity to needs of college students. Bachelor’s degree in Psychology or related field required. Master’s degree preferred. Start date: September 1.

**Residence Hall Director**

Search for 2009: Responsible for developing residence life program for 250-300 residents. Participates in faculty management, on-duty rotation, selection of students, orientation, and training. Supervises 5-6 hall advisors. University houses over 2000 students in owned and leased facilities. 3 years related experience preferred. Bachelor’s degree in Psychology or related field required. Start date: July 1.

**Dean of Students**

Search for 2009: Responsible for developing and implementing policies and procedures for the university. Bachelor’s degree in Psychology or related field required. Master’s degree preferred. Start date: September 1.

**Financial Aid Counselor**

Search for 2009: Responsible for counseling students individually & in groups. Assists with other components of the Program. Experience working with disadvantaged populations and sensitivity to needs of college students. Bachelor’s degree in Psychology or related field required. Master’s degree preferred. Start date: September 1.

**Director of Student Affairs**

Search for 2009: Responsible for counseling students individually & in groups. Assists with other components of the Program. Experience working with disadvantaged populations and sensitivity to needs of college students. Bachelor’s degree in Psychology or related field required. Master’s degree preferred. Start date: September 1.

**Assistant to the President**

Search for 2009: Provides administrative and project support to the President. Includes office management; calendar and meeting coordination; production of publications; statistical reporting; and special project research. Communication, organizational, public relations, and computer skills a must. A bachelor’s degree preferred. Start date: July 1.

**Library Director**

Librarian and Dean of Educational Affairs:

Responsibility is for Library Development;

Managing a dynamic library with provision for leadership in furthering the integration of information technology with traditional library services to support the Center’s evolving profile as the technology center of the University System. Full position description online.

http://www.gpc.peachnet.edu/gusclib/employment.html

Salary: commensurate with education and experience with excellent benefits.

Starting Date: 7/1/00. Application Deadline: 4/28/00.

Applicants should reference position number (01-31) and send following:

1. letter of interest
2. (2) resume
3. list of five references (names, addresses, telephone numbers)

Judy Chastony
Department of Human Resources
c/o Georgia Perimeter College
3251 Panthersville Road
Decatur, GA 30034
AA/EOE/ADA

For detailed information on each position, please visit our website at www.gpc.peachnet.edu

This is an OPEN RECORDS STATE.
Computer Science

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York metropolitan area and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 10,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

Position: Computer Science Faculty member at the Assistant Professor (Ph.D.) or Instructor (ABD) level.


Applicants should send a letter of application, resume, and the names, addresses and phone numbers of three (3) references to:

Anisley W. LaMar, Ph.D.
Dean, College of Arts and Sciences
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07306

Desire to comply with the University's Title IX and Affirmative Action/Equal Opportunity policies.

Anisley W. LaMar, Ph.D.
Dean, College of Arts and Sciences
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07306

Anisley W. LaMar, Ph.D.
Dean, College of Arts and Sciences
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07306

Desire to comply with the University's Title IX and Affirmative Action/Equal Opportunity policies.
New Mexico Highlands University
DEAN SCHOOL OF BUSINESS

New Mexico Highlands University invites applications for the position of the Dean of the School of Business. Responsibilities: The Dean reports to the Provost and Vice President for Academic Affairs, and provides visionary leadership and effective academic administrative management of the School. The Dean interacts with faculty and other administrators (both on campus and at NMHU off-campus centers) to promote the needs of the School at the University, in New Mexico and the Southwest Region. The School of Business offers undergraduate programs in Accounting, Finance Management, Management Information Systems and Marketing. A Masters in Business Administration (MBA) is offered in conjunction with areas of: Electronic Commerce, Government and Not-for-Profit Management, International Business, Management Information Systems and as well as General Management. The University is accredited by the North Central Association and through its School of Business is nationally accredited by the Association of Collegiate Business School and Programs. Qualifications: Significant academic and administrative experience, an earned doctorate in Business, Accounting, Management or related field preferred, as well as credentials appropriate for a tenure appointment at the rank of professor. The candidate should provide evidence of significant accomplishments and experience in leadership and management of academic business programs. Applicants must have a record of effective working relationships with faculty, students, community leaders and administrators in a culturally diverse campus and community. The search committee will begin to review applications on May 19, 2000 and the position will remain open until filled. The position has a preferred starting date of January 2001. Salary is competitive and commensurate with qualifications and experience. Applicants must submit a letter of interest, curriculum vitae, and the names, addresses and phone numbers of three references to Office of Academic Affairs; Dean, School of Business Search; New Mexico Highlands University; Box 9006; Las Vegas; New Mexico 87701. For a complete job description see http://www.nmhu.edu/admin/jobs. International applicants must send all legal status to work in the United States. For disabled access or services, call (505)454-3473.

NMHU is an affirmative action equal opportunity employer.
Women and minorities are encouraged to apply.

Foothill College
Dean
Physical Sciences, Mathematics & Engineering

This management position provides leadership for the Physical Sciences, Mathematics, and Engineering Division, which consists of Astronomy, Aviation, Chemistry, Engineering, Geology, Mathematics, Meteorology, Oceanography, and Physics with responsibility for the administration of personnel policies and practices; assignments for and evaluation of full- and part-time faculty; enrollment management; hiring, developing, directing and evaluating classified staff; budget development, implementation and management; curriculum development and course scheduling activities.

To obtain a detailed job announcement, visit our website at: www.fhda.edu/district/hr/employment.html or contact Employment Services (650) 949-6217 or employment@fhda.edu
AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

DIRECTOR OF RESIDENCE LIFE

Agnes Scott College seeks qualified, experienced candidates for the position of Director of Residence Life. Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community of scholars with one of the largest endowments per student of any college in the country.

The Director of Residence Life will manage a comprehensive residential program for approximately 700 residents in six residence halls and an apartment complex. Primary responsibilities include training and supervising student staff, advising the residence hall association, coordinating housing assignments, managing the crisis response team, assisting with the judicial process and planning family weekends. The Director of Residence Life will create and implement programmatic initiatives which are integral components of the residential experience.

Qualifications: A master's degree in higher education or a related field is required. The successful candidate will have three to five years of progressive experience in residence life or student services, strong managerial and leadership skills, and demonstrated commitment to a liberal arts education.

Agnes Scott College offers competitive salaries and a comprehensive benefits package. Application process: send a letter of application, résumé, and the names of three professional references to the Office of Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30303.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in its employment.

Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply. An Equal Opportunity Employer.

WWW.AGNESSCOTT.EDU

CAL STATE FULLERTON

ASST./ASSOC. PROF. ED. LEADERSHIP

California State University, Fullerton begins Fall 2000. Requires ability to work in diverse setting, experience as school admin., middle school experience, and curriculum design experience, and ability to teach research methods. For full announcement call: (714) 278-7673, ladier@fullerton.edu. Review of applications begins April 15, 2000. AA/EEO/ADA/Title IX

FREDERICK COMMUNITY COLLEGE

DEVELOPMENTAL READING FACULTY, F/V/T, fall on or begin 2000, salary up to $46,114, commensurate with qual & exp; and benefits. REQUIRED: Bachelor's & Master's in fields of reading, English or education, coursework in reading & 2 yrs exp (for F/V/T only) teaching reading at secondary/college level. exp working with students with special learning needs. Prefer exp teaching developmental writing, English comp, or ESL w CURRICULUM PLANNING & DEVELOPMENT specific training in developmental ed. DEADLINE: Best consideration given to applications received by April 30, 2000. Send cover letter addressing qualifications, career vita, application form, supplemental questions & unofficial transcripts to Human Resources, Frederick Community College, 7932 Opus-makers Pike, Frederick, MD 21702. Call 301-496-5252 for application & supplemental questions or visit our Web site at www.fcck12.md.us FSC.
DEVELOPMENT COORDINATOR
SEARCH REOPENED

This position is responsible for supporting the activities of the Development Office. The individual is responsible for the annual giving programs. Duties will include conducting prospect and donor research, managing constituent management database information, managing the scholarship program and working on development of special events.

Bachelor's degree from an accredited college or university is required; Master's degree is preferred. Excellent oral and written communication skills; excellent organizational skills, attention to detail; ability to establish and maintain effective working relationships with college personnel, students and Foundation Trustees. Knowledge of database software programs. Must be willing to build a program and be an outstanding team player.

Two years experience working with an annual giving program within higher education or related field. Experience with various types of fundraising activities, including special events.

Salary: $29,002 (commensurate with education and experience) with excellent benefits. Starting Date: ASAP. Application Deadline: 4/28/00.

Applicants should reference position number (00-180) and send the following as a single packet:
(1) letter of interest, (2) resume, (3) unofficial copy of college/graduate transcripts, and (4) list of three professional references (names, addresses/email, and telephone numbers) to:

Judy Chastonay
Department of Human Resources
Georgia Perimeter College
3251 Panthsville Road
Decatur, GA 30034
AA/EOE/ADA

For detailed information on each position, please visit our web site at www.gpc.peachnet.edu

OKALOOSA-WALTON COMMUNITY COLLEGE
NICEVILLE, FLORIDA

FACULTY POSITIONS

Okaloosa-Walton Community College, centrally located in Florida’s beautiful northwest coast, is accepting applications for the faculty positions listed below. OWCC serves 16,000 students annually at six full-time campuses and centers. As part of Florida’s system of 28 public community colleges, OWCC’s service district stretches from the emerald waters of the Gulf of Mexico to the Alabama state line. OWCC boasts a $20 million fine and performing arts center, a top-rated academic program and a nationally competitive intercollegiate sports program for women and men. The area’s mild climate, low median home price, excellent public school system, and growing population base make the region an excellent choice for families and professionals. For more information regarding the area, visit the OWCC Internet site at http://www.owcc.edu/usa.

HISTORICAL INSTRUCTOR (Position #F-5SOC005). Minimum of a Master’s degree in history, or other master’s degree with at least 18 graduate semester hours in history required; 18 graduate semester credits in political science strongly preferred.

CHEMISTRY INSTRUCTOR (Position #F-5CHM004). Minimum of a Master’s degree in chemistry or other Master’s degree with at least 18 graduate semester hours in chemistry required; 18 graduate semester hours in physics strongly preferred.

FINE AND PERFORMING ARTS INSTRUCTOR (Position #F-5HUM400). Minimum of a Master’s degree in fine arts, or education, studio art, art, theater or interdisciplinary humanities, with at least 18 graduate semester hours in theater/humanities or other Master’s degree with at least 18 graduate semester hours in fine arts, performing arts, theater, or interdisciplinary humanities required.

COMPUTER SCIENCE/COMPUTER ENGINEERING TECHNOLOGY INSTRUCTOR (Position #F-MAN003). Bachelor’s degree in computer science, computer technology, or computer electronics, and minimum of one year in-field work experience required; Master’s degree in computer science or other Master’s degree with 18 graduate semester hours in computer science strongly preferred; computer network engineering certification strongly preferred.

Earned doctorate and one to three years teaching experience at the community college or university level preferred for all positions. A letter is required outlining how your education, experience and educational philosophy qualify you for the position. All degrees must be from an accredited institution.

These full-time 9-month positions may be eligible for continuing contract areas, and are contingent upon board approval and funding. Applications and transcripts (copies are acceptable) must be received by April 21, 2000, to be considered in the first review. Positions are open until filled. Starting date is August 14, 2000. Entry salary range for the History, Chemistry and Fine and Performing Arts positions is $35,532.00 - $41,411.00, based on level of degree and experience. Entry salary range for the Computer Science/Computer Engineering Technology position is $32,668.00-$41,411.00. Salaries may be enhanced by supplemental teaching. An OWCC application is required and may be obtained from the Personnel Office, 100 College Blvd., Niceville, FL 32578 (Tel. #850/729-5365). If you are disabled and need accommodations in order to participate in the application/selection process, please notify the Personnel Office before the specified close date. All qualified persons will be considered on an equal basis. Florida law will not allow the college to guarantee confidentiality of names of applicants. Any applicant grievance should be addressed to the Personnel Office. OWCC is an EAEQ Institution and a Drug Free Workplace. (Telephone communications Device for the Deaf #800/955-9519.)
CATONSVILLE CAMPUS

B.T. NURSING FACULTY (CPO0003) (10) month Psychiatric, Pediatric and Medical-Surgical Nursing Faculty. Required. Master's Degree in Nursing with 3-5 years recent (in-patient) experience. Previous teaching experience (classroom/clinical) is preferred.

BIOLOGY PROFESSOR (CPO0039) (10) month faculty position in Biotechnology. Teaches genetics, biotechnology lecture and laboratory courses, serves as Biotechnology Program Administrator and Principal Investigator on an existing National Science Foundation grant. Required. MS degree or Ph.D. in Genetics, Molecular Biology, or related field. Molecular Biology research experience teaching to a diversified student population. Interest in working with high schools, community colleges and universities to promote articulation programs in biotechnology industry and/or management experience desirable.

COMPUTER INFORMATION SYSTEMS ASSISTANT PROFESSOR (CPO0044) (2) PT Object-Oriented and/or Windows and/or Oracle Programming Instructors for the IT Department. Positions are not adjunct teaching positions. Each four courses yearly, assist the college in development of Object-Oriented Programming, Windows and/or Oracle curriculum. Required: AA Degree in Computer Information System, Information Technology, or related discipline. BA degree preferred. Minimum two (2) years experience in Object-Oriented Programming such as C++, Visual Basic, Java or JavaScript, Windows Applications and/or Oracle Programming.

MORTUARY SCIENCE FACULTY (CPO0083) (10) month faculty positions. Required: Master's Degree pref. Graduate of Institution Accredited by American Board of Funeral Service Education. Experience teaching preferably at a community college, Licensed embalmer, holder of a Funeral Director's license.

ENGLISH (2 Positions) (CPO0400) (10) month full-time temporary faculty positions. Required: Master's degree in English or related field. Two (2) years teaching at college level preferred. Ability to teach developmental courses to diverse population.

MATHS (CPO0401) Required: Master's Degree in mathematics or related field. Experience teaching at community college level. Teach all levels of math. Experience teaching developmental mathematics, available to teach day and evening classes.

READING (CPO0422). Required: Master's Degree in reading or related field. Two (2) years teaching at college level preferred. Ability to teach developmental classes to a diverse population.

ESSEX CAMPUS

ENGLISH (EP000057) Required: college teaching experience and a Master's degree in English or a related field. Prefer Master's degree in Composition and Rhetoric; a Master's degree in a related field with equivalent, documented specialization in Composition and Rhetoric; and a Ph.D. and/or training and experience in ESL.

ENGLISH (EP000058) Same professional academic requirements as EP000057. In addition, teaching candidates may have responsibilities coordinating the writing program that includes the campus-wide writing center.

SPRING AND SUMMER (EP000047) Teach theatre courses, work on student productions, and teach some fundamentals of speech courses. Applicants should be a generalist in theatre; directing ability preferred. Experience in theatre design, technical production, and acting training is an asset. Required: Master's degree in theatre; MFA preferred. Demonstrated experience in teaching and production.

INTERNET AND MULTIMEDIA TECHNOLOGY PROGRAM (CPO0000). Required: Master's Degree in Computer Science, Multimedia Technology, or Related Field; Bachelor's Degree in Computer Science with Master's Degree in related field in progress; strong written and verbal communication skills; and a demonstrated ability to present concepts in an effective manner.

MATHEMATICS & COMPUTER SCIENCE (CPO00066) Required: Master's Degree in Mathematics or Computer Science with Bachelor's Degree in Mathematics; strong written and verbal communication skills; experience with the use of technology in teaching mathematics; and a demonstrated ability to present mathematical concepts in a lucid and effective manner.

EARLY CHILDHOOD EDUCATION (EP000061) Each a diversity of education courses with an emphasis on early childhood education. Required: Master's degree in Education with background in child growth and development and preschool education; three years classroom teaching experience and/or training of adult learners in its equivalence.

COMPUTER INFORMATION SYSTEMS (CPO00062) Faculty member sought to teach computer informations courses in a learning college environment. Required: Bachelor's Degree and teaching experience at the college level in Computer Information Systems. Preferred. Master's Degree and minimum two years experience in programming languages such as COBOL, Visual Basic, C++, Systems Design, and Microsoft Office.
THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations
for the following position:

• **DIRECTOR, AFFIRMATIVE ACTION PROGRAMS & SERVICES**

**FILING DEADLINE: APRIL 28, 2000.**

The Los Angeles Community College District is seeking a Director of Affirmative Action Programs and Services to serve at the District Office. Interested individuals who possess the required training and experience are invited to submit applications.

**REQUIREMENTS:** Candidates for the position must, at a minimum, possess: a Master's or other advanced degree from an accredited college or university (occupation of a degree in Public Administration, Personnel Administration, Law, or a closely related field is highly desirable), at least one year of professional experience reasonably related to the position, and demonstrated ability to communicate and work effectively with people of diverse background, cultural and ethnic backgrounds, including those who have disabilities.

**SALARY:** The salary range in effect for the position is $47,450 to $63,811 annually. Initial salary placement will be commensurate with the candidate's previous salary within the available salary range. Benefits include 15.5 paid holidays, 30 days paid vacation annually, paid illness leave, a choice of medical plans, dental and vision care coverage and a $40,000 group life insurance policy.

**FILING AN APPLICATION:** A detailed brochure is available. To apply, send (1) A letter of application, preferably five pages or less, which provides examples from background and experience showing how your knowledge and expertise apply to this position; (2) A current resume of professional experience, educational background and other pertinent information; (3) A list of four references with business and home telephone numbers. Materials should be received not later than 4:30 p.m. on Friday, April 28, 2000, but applications may continue to be accepted until the position is filled. Cleared candidates will be sent additional application materials. If selected, additional documentation such as official transcripts will be required. Send to: Human Resources Division, Los Angeles Community College District, 770 Millikan Blvd., Los Angeles, CA 90017. For additional information, contact Human Resources at (818) 991-8829; Fax (818) 891-9411. Our website is www.laccd.edu.

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER
WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY

---

George Mason University

GMU LIBRARIES

**ARLINGTON CAMPUS LIBRARY**
Reference and Instruction Librarian

**FENWICK LIBRARY (FAIRFAX)**
Science Reference/Liaison Librarian

**PRINCE WILLIAM CAMPUS LIBRARY**
Reference and Instruction Librarian for Distance Learning and Outreach Services

**QUALIFICATIONS:**
All positions require an ALA-accredited MLS degree; advanced graduate degree in relevant subject area highly desirable. Other specific requirements for each of the positions are available by visiting "Employment Opportunities" on the GMU Libraries' Website: http://library.gmu.edu/

**APPOINTMENT/BENEFITS:**
12-month administrative faculty appointment. SALARIES commensurate with qualifications and experience; $34,000 minimums. Excellent benefits: health plan options and paid life insurance; retirement plans, including TIAA-CREF, 24 vacation days and 11 paid holidays; tuition waiver for self.

**THE UNIVERSITY:**
George Mason University is a doctoral-level, state-supported institution in Northern Virginia with campuses at Arlington, Fairfax, and Prince William counties, with an enrollment of more than 34,000 students and 1,200 faculty. The University Libraries is an active participant in VIVA, the Virtual Library of Virginia Project, the Washington Research Library Consortium, the Association of Southeastern Research Libraries, and is an associate member of the Center for Research Libraries. For more information about the University and its libraries visit: https://www.gmu.edu/

**APPLICATIONS:**
Send letter of application, resume and names, addresses (including e-mail), and phone numbers of three current references to:

Chair, Position Title Search Committee
Library Administration, MSN 2FL
George Mason University
Fairfax, VA 22030-4444

Review of applications will begin May 1, 2000. AA/EO

---

**Outlook in Higher Education**

P.O. Box 68
Paramus, N.J. 07652

Subscribe to The Hispanic Outlook at special Spring rates

☐ 1 Year (26 issues) $29.95
☐ Payment enclosed. Make check payable to: The Hispanic Outlook in Higher Education

Name
Title
Institution
Address
City State Zip
Credit Card 
Signature Exp. Date
Billing Address

Please allow 2 to 3 weeks for delivery of your first issue after payment is received

[Check box for shipping method]
For more information about the positions and the college, see our website: www.sunysuffolk.edu

NEW YORK STATE'S LARGEST MULTI-CAMPUS INSTITUTION SERVING THE DIVERSE COMMUNITIES
ON LONG ISLAND ANTICIPATES THE FOLLOWING FACULTY OPENINGS FOR FALL 2000.

WESTERN CAMPUS (BRENTWOOD)

Biology
Business Management Information Systems
Computer Technology-Professional Assistant (2 positions)
Counselor-Special Needs
Foreign Language (2 positions)
Mathematics
Photographic Imaging
Physical Education
Physical Education-Professional Assistant
Psychology
Reading-Professional Assistant
Veterinary Science Technology

All positions listed (except professional assistant) require a minimum of a master's degree in their respective disciplines. Review of applications will continue until positions are filled. Please refer to the college website for a full description of the requirements for each position: http://www.sunysuffolk.edu

Send a letter of application and a resume to:

Human Resources
Suffolk County Community College, 533 College Road, Selden, NY 11784

Suffolk County Community College is an affirmative action, equal opportunity employer and encouraged minorities, females, and persons with disabilities to apply.

Suffolk County Community College is an affirmative action, equal opportunity employer.

HOBART AND WILLIAM SMITH COLLEGES

ASSOCIATE/ASSISTANT DEAN OF STUDENTS AND DIRECTOR OF THE OFFICE OF INTERCULTURAL AFFAIRS

Hobart and William Smith Colleges invite applications for the position of Associate or Assistant Dean of Students and Director of the Office of Intercultural Affairs. At the Colleges we understand the terms multiculturalism, diversity, and pluralism to embrace individuals of diverse social and economic backgrounds, sexual orientation, religion, and national origin. The Office of Intercultural Affairs has the dual responsibility of providing academic, social and counseling support to students and promoting leadership in honoring the Colleges commitment to fostering, supporting, and respecting diversity. The position reports to the Deans of the Colleges and is part of a strong academic/student affairs division.

SPECIFIC RESPONSIBILITIES WILL INCLUDE:

- Developing and implementing programs that support multicultural and majority students
- Supporting the Colleges' recruitment and retention efforts
- Assisting in the continuing development of a diversity-sensitive curriculum
- Providing counseling and guidance to students
- Advancing cultural awareness and developing student leadership
- Administering the Office of Intercultural Affairs
- Supervising the Director of the Colleges' Opportunity Programs
- Representing the Colleges' efforts and programs regionally and nationally

QUALIFICATIONS: A strong record of leadership in issues related to diversity and a demonstrated ability to work with others to formulate and implement programs. Three to five years of full-time experience in higher education working with diverse populations in a student-affairs related area is preferred, and an advanced disciplinary or professional degree is required.

OTHER INFORMATION: This is a full-time, 12-month administrative position with full benefits.

APPLICATION: Candidates should submit a letter of application describing their qualifications and match to the position, a resume, current on vita, and the names, addresses, and telephone numbers of three to five references. Nominations are also welcomed. Review of completed applications will begin April 14 and continue until an appointment is made. This advertisement will be posted in ICAE. Please send materials to: Search/Intercultural Affairs, Clarence E. Butler, Dean of Hobart College, Hobart and William Smith Colleges, Geneva, NY 14456. Please contact 585/29-2020.

SUNY SUFFOLK COUNTY COMMUNITY COLLEGE

For more information about the positions and the college, see our website: www.sunysuffolk.edu

NEW YORK STATE'S LARGEST MULTI-CAMPUS INSTITUTION SERVING THE DIVERSE COMMUNITIES
ON LONG ISLAND ANTICIPATES THE FOLLOWING FACULTY OPENINGS FOR FALL 2000.

WESTERN CAMPUS (BRENTWOOD)

Biology
Business Management Information Systems
Computer Technology-Professional Assistant (2 positions)
Counselor-Special Needs
Foreign Language (2 positions)
Mathematics
Photographic Imaging
Physical Education
Physical Education-Professional Assistant
Psychology
Reading-Professional Assistant
Veterinary Science Technology

All positions listed (except professional assistant) require a minimum of a master's degree in their respective disciplines. Review of applications will continue until positions are filled. Please refer to the college website for a full description of the requirements for each position: http://www.sunysuffolk.edu

Send a letter of application and a resume to:

Human Resources
Suffolk County Community College, 533 College Road, Selden, NY 11784

Suffolk County Community College is an affirmative action, equal opportunity employer and encouraged minorities, females, and persons with disabilities to apply.
PRESENTING THE JOURNEY OVER THE WORLD WIDE WEB TO HIGHER EDUCATION

"CollegeNET"

FREE $BILLION SCHOLARSHIP SEARCH FREE, EASY TO USE COLLEGE SEARCH ENGINE
WITH ONLINE APPLICATIONS TO THE WORLD’S LEADING COLLEGES AND UNIVERSITIES
INCLUDING THE WORLD’S FIRST 3-D VRML CAMPUS TOUR

Awesome Educational Site, suitable for all audiences

http://www.collegenet.com
Now playing on a screen near you!

To place your admissions application on the Web in front of millions of qualified applicants, contact Pat Carmody at 503-973-5222 or patrick@collegenet.com

---

SUMMER 2000

Colegio Mayor Nebrija

MADRID - SPAIN

Scholarship Program
for Teachers, Counselors & School Administrators

Three weeks of intensive Spanish language study from July 27 to August 17, 2000.

Includes: round trip airfare, three meals a day, room accommodations and instruction at Colegio Mayor Colegio Mayor Nebrija of Universidad Complutense. From: $1,995.

For more information, contact:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 845-9744 FAX: (201) 368-0433
Columbia College Chicago seeks to fill a tenure track position in the Science/Mathematics department to begin September 1. The department offers a broad science and mathematics curriculum fostering the integration of science and mathematics with other disciplines, especially visual, performing, and media arts.

Responsibilities include teaching mathematics 12 credit hours each semester to arts, media communications majors. Preference will be given to applicants with teaching interests in broad, multidisciplinary areas and strong computer skills. Math educators with experience in the visual arts are encouraged to apply. A Ph.D. in mathematics is preferred.

Columbia College is a diverse, open admissions, urban institution of 8,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Submit CV and letter including teaching philosophy. Application review will begin immediately and continue until position is filled.

Sci. & Math. Faculty Search
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

---

A CALL FOR PAPERS FOR THE SIXTH CONFERENCE OF RECOVERING THE U.S. HISPANIC LITERARY HERITAGE

DECEMBER 1-2, 2000
University of Houston (Main Campus)
University Center Underground
Houston, Texas

Recovering the Past, Charting the Future: Archives, Canons, and Questions of Identity

Making the tenth anniversary of the Recovering the U.S. Hispanic Literary Heritage Project, this year’s conference will focus specifically on the future of the Recovery Project. A sense of the future is not complete without an earnest reflection on the gains and obstacles of the last decade. While the conference will continue to foreground the results of recent Recovery related research, it will also provide ample space for measuring the effect of the Recovery Project on history and criticism in graduate education. Of particular interest in this year’s conference are questions of pedagogy, classroom methodology, and how to treat the past two terms and concepts that students can understand today. Please join us in embarking upon the next ten years of the Recovery Project.

PAPERS OR PANELS ARE INVITED on any of the following themes:

- Analytical Studies of Recovered Authors and/or Texts
- Critical and Theoretical Approaches to Recovered Texts
- Preparation of Critical Editions
- Curriculum Development
- Folklore/Oral Histories
- Humor and Humoroiography
- Language and Linguistics
- Preservation and Access
- Library and Information Science

Participants are asked to provide a publication-ready paper in hard copy and word processor diskette prior to the conference. Selected papers will be published in the fifth volume of conference proceedings.

Submit a 150-word abstract and curriculum vitae by AUGUST 15, 2000 to:

Recovering the U.S. Hispanic Literary Heritage
University of Houston, 4480 College E. Center for Undergraduate Education
Houston, TX 77204-3127

---

Come GROW with us at...

Owens Community College is a public, state-assisted, two-year institution of higher education. On its two campuses in the Toledo-area and Findlay, Ohio, Owens Community College serves nearly 16,000 students with over 100 career-oriented degrees and majors in Agriculture, Business, Public Service, Health, Industrial and Engineering Technologies, as well as the first two years of a bachelor's degree. In addition, Owens Community College offers a variety of specialized credit and non-credit programs through the Center for Development and Training.

We currently are seeking applicants for the following positions on our Toledo-area Campus.

<table>
<thead>
<tr>
<th>Position</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Chair, Communications/Humanities</td>
<td>4-28-00</td>
</tr>
<tr>
<td>Assistant Chair, Nursing</td>
<td>4-28-00</td>
</tr>
<tr>
<td>Chair, Criminal Justice and Fire Science</td>
<td>4-28-00</td>
</tr>
<tr>
<td>Chair, Developmental Education</td>
<td>4-28-00</td>
</tr>
<tr>
<td>Chair, Social &amp; Behavioral Sciences</td>
<td>4-28-00</td>
</tr>
</tbody>
</table>

For more information, call the Owens Job Line at 419/661-7211 or visit our website at owens.cc.oh.us. To request application materials, please contact: Human Resources, Owens Community College, P.O. Box 10,000, Toledo, OH 43699-1947, 419/661-7292. Please specify position.

Affirmative Action/Equal Opportunity Employer
LA Onda Latina:
Shaping a Greater American Future

National Council of La Raza (NCLR)
2000 Annual Conference
San Diego, CA ♦ July 1-5

800.311.NCLR
www.nclr.org

SOME OF OUR UPCOMING 2000 ISSUES

May 5th:  * TOP 100 Colleges for Hispanics
            Ad deadline April 15th
            
June 2nd:  * Health Professions Issue
            Ad deadline May 16th
            
June 30th: Corporate Issue
            Ad deadline June 13th
            
August 11th: The Arts Issue
            Ad deadline July 25th
            
September 22nd: Volume 10 Editorial Index
            Ad deadline September 5th

* Bonus circulation to guidance counselors in over 3,000 High Schools
  with large Hispanic enrollment

The Hispanic Outlook in Higher Education
210 Rt 4 East Paramus, NJ 07652

Telephone: (201) 587-8800 Ext 102 or 106 Fax: (201) 587-9105
or E-Mail your ads to us at: outlook@sprintmail.com
**HISPANIC OUTLOOK 1999-2000 RATE CARD**

**SUGGESTED AD SIZES**

<table>
<thead>
<tr>
<th>Size</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Page Spread</td>
<td>$3,250</td>
</tr>
<tr>
<td>15&quot; wide x 9.75&quot; deep</td>
<td></td>
</tr>
<tr>
<td>Full Page</td>
<td>$1,750</td>
</tr>
<tr>
<td>7.5&quot; wide x 9.75&quot; deep</td>
<td></td>
</tr>
<tr>
<td>2/3 Page Vertical</td>
<td>$1,280</td>
</tr>
<tr>
<td>4.875&quot; wide x 9.75&quot; deep</td>
<td></td>
</tr>
<tr>
<td>2/3 Page Horizontal</td>
<td>$1,280</td>
</tr>
<tr>
<td>7.5&quot; wide x 7.25&quot; deep</td>
<td></td>
</tr>
<tr>
<td>1/2 Page Vertical</td>
<td>$1,050</td>
</tr>
<tr>
<td>3.625&quot; wide x 9.75&quot; deep</td>
<td></td>
</tr>
<tr>
<td>1/2 Page Horizontal</td>
<td>$1,050</td>
</tr>
<tr>
<td>7.5&quot; wide x 4.75&quot; deep</td>
<td></td>
</tr>
<tr>
<td>1/3 Page Vertical</td>
<td>$755</td>
</tr>
<tr>
<td>2.375&quot; wide x 9.75&quot; deep</td>
<td></td>
</tr>
<tr>
<td>1/3 Page Horizontal</td>
<td>$755</td>
</tr>
<tr>
<td>4.875&quot; wide x 4.75&quot; deep</td>
<td></td>
</tr>
<tr>
<td>1/4 Page</td>
<td>$545</td>
</tr>
<tr>
<td>3.625&quot; wide x 4.75&quot; deep</td>
<td></td>
</tr>
<tr>
<td>1/6 Page Vertical</td>
<td>$465</td>
</tr>
<tr>
<td>2.375&quot; wide x 4.75&quot; deep</td>
<td></td>
</tr>
<tr>
<td>1/6 Page Horizontal</td>
<td>$465</td>
</tr>
<tr>
<td>4.875&quot; wide x 2.375&quot; deep</td>
<td></td>
</tr>
<tr>
<td>1/2 Page</td>
<td>$300</td>
</tr>
<tr>
<td>3.625&quot; wide x 2.375&quot; deep</td>
<td></td>
</tr>
</tbody>
</table>

**PUBLICATION DATES AND DEADLINES**

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. No cancellations or changes will be accepted after closing dates. Refer to schedule for deadlines.

**CLOSING DATES**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Closing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24</td>
<td>Sept. 7</td>
</tr>
<tr>
<td>October 8</td>
<td>Sept. 21</td>
</tr>
<tr>
<td>October 22</td>
<td>Oct. 5</td>
</tr>
<tr>
<td>November 5</td>
<td>Oct. 19</td>
</tr>
<tr>
<td>November 19</td>
<td>Nov. 2</td>
</tr>
<tr>
<td>December 3</td>
<td>Nov. 16</td>
</tr>
<tr>
<td>December 17</td>
<td>Nov. 20</td>
</tr>
<tr>
<td>January 7</td>
<td>Dec. 14</td>
</tr>
<tr>
<td>January 28</td>
<td>Jan. 11</td>
</tr>
<tr>
<td>February 11</td>
<td>Jan. 25</td>
</tr>
<tr>
<td>February 25</td>
<td>Feb. 8</td>
</tr>
<tr>
<td>March 30</td>
<td>Mar. 7</td>
</tr>
<tr>
<td>April 7</td>
<td>March 21</td>
</tr>
<tr>
<td>April 21</td>
<td>Apr. 4</td>
</tr>
<tr>
<td>May 5</td>
<td>Apr. 18</td>
</tr>
<tr>
<td>May 19</td>
<td>May 2</td>
</tr>
<tr>
<td>June 2</td>
<td>May 16</td>
</tr>
<tr>
<td>June 16</td>
<td>May 30</td>
</tr>
<tr>
<td>June 30</td>
<td>June 13</td>
</tr>
<tr>
<td>July 14</td>
<td>July 27</td>
</tr>
<tr>
<td>July 28</td>
<td>July 11</td>
</tr>
<tr>
<td>August 11</td>
<td>July 25</td>
</tr>
<tr>
<td>August 25</td>
<td>Aug. 8</td>
</tr>
<tr>
<td>September 8</td>
<td>Aug. 22</td>
</tr>
<tr>
<td>September 22</td>
<td>Sept. 5</td>
</tr>
</tbody>
</table>

**HOW TO PLACE ADVERTISEMENTS**

By Mail—All materials should be sent to: Hispanic Outlook in Higher Education; Display Advertising; 210 Route 4 East; Paramus, NJ 07652

By E-Mail—outlook@sprinemail.com

By Fax—Transmit to (201) 587-9105 seven days a week.

To Confirm—Call (201) 587-8800 (x102 or x106)

Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.

**MECHANICAL REQUIREMENTS**

- **TRIM SIZE:** 8.375" w x 10.875" d
- **LIVE AREA:** 7.5" w x 9.75" d
- **BIND METHOD:** Saddle Stitched
- **KIND OF PRINTING:** Two Color Web
- **PAPER STOCK:** 70 lb. opaque
# Advertising Index

## Positions

<table>
<thead>
<tr>
<th>Position</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arizona</strong></td>
<td>62, 64</td>
</tr>
<tr>
<td>Maricopa Community College District</td>
<td></td>
</tr>
<tr>
<td><strong>California</strong></td>
<td>30</td>
</tr>
<tr>
<td>California State Polytechnic University</td>
<td></td>
</tr>
<tr>
<td>California State University, Bakersfield</td>
<td>46</td>
</tr>
<tr>
<td>California State University, Fullerton</td>
<td>68</td>
</tr>
<tr>
<td>California State University, Sacramento</td>
<td>55</td>
</tr>
<tr>
<td>California State University, San Marcos</td>
<td>67</td>
</tr>
<tr>
<td>DeAnza College</td>
<td>62</td>
</tr>
<tr>
<td>Foothill College</td>
<td>65</td>
</tr>
<tr>
<td>Los Angeles Community College District</td>
<td>69</td>
</tr>
<tr>
<td>Stanford University</td>
<td>57</td>
</tr>
<tr>
<td>University of California, Davis</td>
<td>63</td>
</tr>
<tr>
<td>University of California, San Diego</td>
<td>50, 57</td>
</tr>
<tr>
<td><strong>Connecticut</strong></td>
<td>55</td>
</tr>
<tr>
<td>Connecticut College</td>
<td></td>
</tr>
<tr>
<td>Wesleyan University</td>
<td>60</td>
</tr>
<tr>
<td><strong>DC</strong></td>
<td>53</td>
</tr>
<tr>
<td>American University</td>
<td></td>
</tr>
<tr>
<td><strong>Florida</strong></td>
<td>56</td>
</tr>
<tr>
<td>Central Florida Community College</td>
<td></td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>50</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td></td>
</tr>
<tr>
<td>Polk Community College</td>
<td>57</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>49</td>
</tr>
<tr>
<td><strong>Georgia</strong></td>
<td>66</td>
</tr>
<tr>
<td>Agnes Scott College</td>
<td></td>
</tr>
<tr>
<td>Darton College</td>
<td>58</td>
</tr>
<tr>
<td>Georgia Perimeter College</td>
<td>63, 67</td>
</tr>
<tr>
<td>University of Georgia, Griffin Campus</td>
<td>60</td>
</tr>
<tr>
<td><strong>Illinois</strong></td>
<td>48, 51, 54</td>
</tr>
<tr>
<td>College of Lake County</td>
<td></td>
</tr>
<tr>
<td>Columbia College Chicago</td>
<td>72</td>
</tr>
<tr>
<td>DePaul University</td>
<td>47</td>
</tr>
<tr>
<td>Waukesha Community College</td>
<td>59</td>
</tr>
<tr>
<td><strong>Indiana</strong></td>
<td>66</td>
</tr>
<tr>
<td>Ball State University</td>
<td>70</td>
</tr>
<tr>
<td>DePauw University</td>
<td>56</td>
</tr>
<tr>
<td><strong>Maryland</strong></td>
<td>68</td>
</tr>
<tr>
<td>Community College of Baltimore County</td>
<td></td>
</tr>
<tr>
<td>Frederick Community College</td>
<td>66</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>50</td>
</tr>
<tr>
<td><strong>Massachusetts</strong></td>
<td>52</td>
</tr>
<tr>
<td>Bentley College</td>
<td></td>
</tr>
<tr>
<td>Boston College</td>
<td>60</td>
</tr>
<tr>
<td>Concord Academy</td>
<td>62</td>
</tr>
<tr>
<td>Emerson College</td>
<td>64</td>
</tr>
<tr>
<td>Harvard Divinity School</td>
<td>64</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>55, 61</td>
</tr>
<tr>
<td>Tufts University</td>
<td>57</td>
</tr>
<tr>
<td>University of Massachusetts-Dartmouth</td>
<td>51</td>
</tr>
<tr>
<td><strong>Michigan</strong></td>
<td>53</td>
</tr>
<tr>
<td>Central Michigan University</td>
<td></td>
</tr>
<tr>
<td>Northwood University</td>
<td>31</td>
</tr>
<tr>
<td>Wachterau Community College</td>
<td>47</td>
</tr>
<tr>
<td><strong>Minnesota</strong></td>
<td>35</td>
</tr>
<tr>
<td>Augsburg University</td>
<td></td>
</tr>
<tr>
<td><strong>North Carolina</strong></td>
<td>50</td>
</tr>
<tr>
<td>Duke University</td>
<td></td>
</tr>
<tr>
<td><strong>Nebraska</strong></td>
<td>52</td>
</tr>
<tr>
<td>Wayne State College</td>
<td></td>
</tr>
<tr>
<td><strong>New Jersey</strong></td>
<td>64</td>
</tr>
<tr>
<td>New Jersey City University</td>
<td></td>
</tr>
<tr>
<td>Passaic County Community College</td>
<td>48</td>
</tr>
<tr>
<td>Princeton University</td>
<td>51, 53</td>
</tr>
<tr>
<td>Richard Stockton College of New Jersey</td>
<td>49, 56</td>
</tr>
<tr>
<td><strong>New Mexico</strong></td>
<td>65</td>
</tr>
<tr>
<td>New Mexico Highlands University</td>
<td></td>
</tr>
<tr>
<td><strong>New York</strong></td>
<td>56, 59</td>
</tr>
<tr>
<td>Borough of Manhattan Community College/CUNY</td>
<td></td>
</tr>
<tr>
<td>Hobart and William Smith Colleges</td>
<td>70</td>
</tr>
<tr>
<td>Iona College</td>
<td>48</td>
</tr>
<tr>
<td><strong>Ohio</strong></td>
<td>63</td>
</tr>
<tr>
<td>New School University</td>
<td></td>
</tr>
<tr>
<td>Sarah Lawrence College</td>
<td>49</td>
</tr>
<tr>
<td>Suffolk County Community College</td>
<td>70</td>
</tr>
<tr>
<td>SUNY, College at Geneseo</td>
<td>53</td>
</tr>
<tr>
<td>SUNY, Oswego</td>
<td>58</td>
</tr>
<tr>
<td>SUNY, Plattsburgh</td>
<td>54</td>
</tr>
<tr>
<td>SUNY, Stony Brook</td>
<td>49</td>
</tr>
<tr>
<td>Union College</td>
<td>61</td>
</tr>
<tr>
<td>York College/CUNY</td>
<td>60</td>
</tr>
<tr>
<td><strong>Pennsylvania</strong></td>
<td>30</td>
</tr>
<tr>
<td>Bloomsburg University of Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>Temple University</td>
<td>62</td>
</tr>
<tr>
<td><strong>Rhode Island</strong></td>
<td>51</td>
</tr>
<tr>
<td>Roger Williams University</td>
<td></td>
</tr>
<tr>
<td><strong>Tennessee</strong></td>
<td>46</td>
</tr>
<tr>
<td>Vanderbilt University</td>
<td>47</td>
</tr>
<tr>
<td><strong>Texas</strong></td>
<td>61</td>
</tr>
<tr>
<td>University of Houston</td>
<td></td>
</tr>
<tr>
<td>University of Texas at Brownsville/Texas Southmost College</td>
<td>65</td>
</tr>
<tr>
<td><strong>Virginia</strong></td>
<td>69, 70</td>
</tr>
<tr>
<td>George Mason University</td>
<td></td>
</tr>
<tr>
<td>National Science Foundation</td>
<td>54</td>
</tr>
<tr>
<td><strong>Washington</strong></td>
<td>66</td>
</tr>
<tr>
<td>Community Colleges of Spokane</td>
<td></td>
</tr>
<tr>
<td><strong>Wisconsin</strong></td>
<td>52</td>
</tr>
<tr>
<td>University of Wisconsin-Stout</td>
<td></td>
</tr>
<tr>
<td><strong>Recruitment</strong></td>
<td></td>
</tr>
<tr>
<td>Center for International Studies</td>
<td>NJ, 71</td>
</tr>
<tr>
<td><strong>Conferences</strong></td>
<td></td>
</tr>
<tr>
<td>American University</td>
<td>45</td>
</tr>
<tr>
<td>National Council of La Raza (NCLR)</td>
<td>73</td>
</tr>
<tr>
<td>National Conference on Race &amp; Ethnicity</td>
<td></td>
</tr>
<tr>
<td>in America's Higher Education (NCORE 2000)</td>
<td>NM, 73</td>
</tr>
<tr>
<td>Recovering the U.S. Hispanic Literary Heritage</td>
<td>TX, 72</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>CollegeNET</td>
<td>71</td>
</tr>
<tr>
<td>Ethnic NewsWatch</td>
<td>71</td>
</tr>
</tbody>
</table>
LOST IN AMERICA: HISTORY AND
THE NEW LATINO MOVEMENT

Does being Latino's and American create a conflict of values? I am certain that it does.

Apart from the language barrier or the Anglo-Latin, Protestant-Catholic, material-spiritual dichotomies, core values seem to be at odds. Is our "moral universe" (to borrow a term from Dr. Louis A. Perez, Jr.) really different? How do we, as Latinos/as, make our moral journey?

I responded to this conflict of values in different ways at different stages of my life. Mostly, I submitted to those powerful authorities who required forgetting and changing for acceptance as an equal/human. But my grandparents lived nearby and often reminded me: "We are the children of Marx! He is the father of our country! And he spoke to us, here in Tampa, about social justice and racial harmony and anti-imperialism." What a conflict.

But Marx and Zapata and Bolívar were not present in our textbooks or on television. As our grandparents aged, it became easier to forget.

As we grew, our world expanded beyond the protective barrio. To be "American" required individual strength, independence, mobility, and a focus on success. We exchanged la familia's unconditional love for those lonely pursuits. We dove head first into Americanidad. We ironed our hair or fried it to a "reddish-blonde." We forgot our first language, even acquired a southern drawl as needed. We learned to hate our skin, our color, our hair or lips or hips that did not fit the prevalent image of beauty a la Americana.

Lost in America, a few of us went to the university to study history, to find ourselves, to recover from our individual and collective amnesia. We reclaimed the history of the ancestors in a complicated process, not unlike archaeologists seeking lost civilizations. Sometimes, we discovered that our passion for social justice or equality continued—perhaps la lucha was genetically imprinted on our minds and souls. Born-again Latinos, you might say.

We organized Latino forums to discuss our journeys, these conflicts in our daily lives. We found common ground across nationalities and generations and gender. For some, the experience of finding voice, asserting identity, becoming visible, taking action, speaking out for change could be uncomfortable. We debated, we argued—and still do.

Beyond the struggle for acceptance, for visibility, for voice, we wanted to be able to contribute our knowledge, our complex realities, our values, our creative spirit, our "moral universe" to our community, our university, our nation. We politely waited for the invitation, but it never came.

Should we be concerned that our students not suffer that same amnesia? Will they, too, learn to forget? Will the knowing unbalance their negotiated identities, their comfort zones? Will we lose the lucha-spirit to the pursuit of happiness, as defined in the '90s by accumulation of wealth? Have our students learned to hate history, and why? Certainly we could encourage a relevant curriculum that would include their/hour history, the voices from the ancient past and the dynamic present.

As the promoter-recruiter-advisor for the Latin American and Caribbean Studies Office at my university, I am happy to report that the students who do find their way to this program are positively transformed by a learning experience that includes them in the history. They are a marvel to witness.

But I also lament that most Latino children won't have this opportunity to find themselves worthy, as they continue to drop out of school, their knowledge limited to the high school curriculum and the media.

More importantly, they and we need to learn of the complexities of the Latino experience, not the stereotypes. We've been pressured to unite for political purposes, understandably. But we should not camouflage our differences. The history of Mexicans in the Southwest before and after 1848 is quite different from that of the Cuban political exile who arrived in the '60s, and from that of the Central Americans who crossed borders fleeing the death squads in their home countries, and from that of the Puerto Rican-Americans with their U.S. citizenship who migrated to the Northeast in the 1940s.

We need to learn about all of those histories to understand ourselves more completely. In Florida, we face Governor Bush's "One Florida" initiative to replace affirmative action. Reporters speak to politicians from Miami and conclude that all Hispanics in Florida support the governor's plan. We ask (and the reporters don't). Do Miami politicians and recent immigrants understand historical discrimination? Do they reflect the majority opinion of Latinos in our state? Even more complicated: Can immigrants who came after the civil rights movement legitimately claim the right to equal opportunity via affirmative action? Or has affirmative action been viewed as a prize legitimatized by African Americans?

These are complicated issues, complicated by differences of race and class. Taboo subjects. And if we raise these questions, we might be accused of promoting disunity among "Hispanics"?

We have varying histories, don't we?

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloulook@aol.com for guidelines.

Outlook
THE HISPANIC
IN HIGHER EDUCATION
P.O. Box 68
Paramus, NJ 07652-0068
ADDRESS SERVICE REQUESTED

Bulk Rate
U.S. POSTAGE
PAID
Permit #664
S. Hackensack, N.J.

M.S. CARLA KREPEIN
ASSOCIATE DIRECTOR
ERIC CLEARING HOUSE ON HIGHER EDUCATION
14 CIRCUIT BOARD, SUITE 630
WASHINGTON, DC 20036

1110
Post-B.A. Opportunities for Grads
Don’t be left in the dark...

...and miss these important issues!

For more information please contact us at

Phone: 201.587.8800
Fax: 201.587.9105
E-mail: Outlook@sprintmail.com
## CONTENTS

### FEATURES

**Nation’s Oldest MBA Program Looking for Hispanics**
Latino numbers are few but the welcome warm and ongoing at Dartmouth’s Tuck School of Business.

**The Ivy League Review: Part Two**
Schools acknowledge disparities and attempt to level the playing field.

**High Growth Potential for MBA Taught en Español**
Texas A&M-Kingsville program helps students increase their chances for success in international business arena.

**McNair Scholars Program at Texas A&M-Kingsville**
Offers students hands-on research experience.

**Creating Inclusive College Classrooms**
Part of a two-part series—a thoughtful, constructive, concrete, and practical guide.

**Will the U.S. Year 2000 Census Get It Right?**
MALDEF’s Marisa Demeno calls the Census the No. 1 civil rights issue for Hispanics.

**New Perspectives, New Opportunities through ACE Fellowships**
High praise for life-changing leadership training.

### Career Outlooks for Hispanics

Eighteen of the top projected occupations require advanced degrees.

### DEPARTMENTS

**Outlook On Washington: A Capitol View**
Teaching the Teachers

**Honor Roll: New York University**
Outstanding Energy, Vitality and Resources, and a host of talented scholars.

**People, Places, Publications, Conferences**

**Book Review: From out of the Shadows: Mexican Women in Twentieth-Century America**

**I DUNTO FRAN!**
Nature’s Defense, Magic in Cyberspace

---

*Image Photo Courtesy of Tuck Business School*
Upcoming Issues
Our 10th year covering Minority Issues

Health Professions Issue
June 2nd
Ad Deadline May 16th

Corporate Issue
June 30th
Ad Deadline June 13th

High visibility advertising for staff and faculty recruitment

Call for advertising info:
201.587.8800
ext. 102 or 106
Fax: 201.587.9105

Visit our Web site!
www.HispanicOutlook.com
Teaching the Teachers

By Gustavo A. Mellander

Hispanics have long chosen education as one of their major fields of study. More and more enter teaching every year. And given the avalanche of jobs, which will cascade throughout the country over the next decade, more will be entering the nation’s teaching ranks. Will they be prepared?

For their part, many Hispanics will pursue graduate studies to prepare for teaching careers. Sounds good. Graduation from college, some graduate school education, and the opportunity for a variety of jobs that many dared not dream of for over twenty years.

Colleges of Education

But not all is well in Paradise. Many have criticized teachers and teacher education as well. Historically, colleges of education have been disregarded and marginalized at many universities. In short, they were not considered as academic as the other university units.

Some universities would love to get rid of them. But they don’t know how to do so politically and thus just ignore their colleges of education, underfund them, etc. Some who do seem interested are so only because colleges of education generate a significant amount of income. They are cash cows.

The American Council on Education, based here in Washington, D.C., decided to take on the teacher education issue. Its Presidents’ Task Force Report on Teacher Education is pointed, well-written, and full of useful data. It urges college and university presidents “to move the education of teachers to the center of their professional and institutional agendas.” That would be a revolutionary step forward.

But the ACE report makes some questionable assumptions as well. For instance, it states that the single most important element in a child’s success in learning is the quality of the teacher. It has overlooked children’s first “teachers”—their parents. Can even the best teacher in the world overcome that which shaped them before they came to school, that which still influences them hour after hour?

The report states that “Only if the quality of teachers entering the profession improves will we effectively adapt to a new economy that depends far more than ever on knowledge, its acquisition, analysis, synthesis, communication, and application.” Much of that is true, but the emphasis on the word “only” concerns me. What of society’s role in how children learn? What of the working conditions of teachers once they graduate?

Nevertheless, the report is a good one, albeit too long and repetitious. It can be read in its entirety by accessing ACE’s Web site at www.acenet.edu.

A Few Facts

Over the past twenty years, education has been studied ad nauseum. What are some of the conclusions?

Teachers are important. They must be properly trained, properly paid, and properly supported as professionals.

As to their education, clearly they must have a firm command of the subject matter, receive sound professional preparation, and demonstrate high overall achievement.

Twenty years ago, critics charged that too little attention was paid to subject matter acquisition in teacher preparation programs. There was reason for that criticism. Some schools of education had set up phantom universities. They offered special, some say watered down, courses for education majors, such as “English for Teachers,” “Mathematics for Teachers,” etc. There was also a practice of offering too many theory and methodology courses, to the detriment of content courses.

But most of that has already been addressed. Teacher education has reformed itself nationwide. Many colleges now require students to complete a baccalaureate in their discipline, say mathematics, before they can learn the craft of teaching via a Master’s program.

There is a craft to be learned, one that can become an art, with the passage of time. Therefore, appropriate pedagogical methods, curriculum design, adolescent development, student cognition and learning, and classroom management, to name few, are all useful and indeed necessary skills that teachers need to possess.

These reforms were long overdue, but they have now been completed in most states.

Overview

The nation’s schools will need 2.5 million new teachers over the next 10 years. After decades of not enough jobs for graduating teachers, the tidal wave ahead will be monumental. New teachers will be needed to replace retiring teachers, to meet projected enrollment increases in certain areas, to reduce class sizes, and to replace the tens of thousands of teachers who leave their jobs each year in search of more attractive and more rewarding career opportunities.

A decade isn’t that long to plan and to absorb such an enormous change. The public mood is such that it will insist that these new teachers learn and perform at much higher levels than current ones.

A Proposal...

How can America really reform K-12 education? One university scholar has suggested a simple enough solution. Expensive and a bit radical, his idea is, but nonetheless, food for thought.

First, pay teachers as well as we pay college professors; provide them the same work load and respect them as well as we respect college teachers.

What he has hit upon is what most of us will agree to: K-12 teachers are horribly underpaid, overworked, and underrespected. Is it any wonder that thousands leave teaching every year? And that many who remain are burned out while still in their thirties?

He contends the problem is not so much in the education that teachers receive during their college years but with the gruesome reality they face when they go to work.

Expensive suggestion? Yes, but what’s the alternative? Another generation of frustrated teachers, disillusioned former teachers, and kids who never meet their fullest potential?

Dr. Mellander is a professor at George Mason University.
Nation's Oldest MBA Program
Looking for Hispanics

BY
INÉS ALICEA

The Tuck school also sponsors the Minority Business Executive Program (MBEP), now in its 20th year.

Photo © Jon Gilbert Fox
Michael Aragon said he was a little apprehensive initially about moving to the tiny hamlet of Hanover, New Hampshire, to pursue a master's degree in business administration at the Amos Tuck School of Business at Dartmouth. He knew that the Latino population was small. He knew that going to an Ivy League school meant the population would be fairly homogeneous compared to his native Albuquerque.

"It's a great school," said Aragon, 26 and a graduate of the University of New Mexico. "What sold me were the people here. I saw no barrier to Latino students at all. There aren't a lot of Latino students at Tuck, but Tuck is making an effort."

Aragon said that Tuck's efforts to make him feel welcome are numerous. He noticed that there was no Latino students organization, and he went to the administration for permission to start one. Not only did he get permission; he also got funding for his project. The University helped his wife find a job and provided both him and his wife with mentors on campus. Students are also assigned alumni as mentors.

"I want to be a role model for others," said Aragon, who expects to pursue a career in investment banking once he graduates from Tuck. "I want to show people that you can come from Albuquerque and still make it on Wall Street."

Aragon is one of 13 Latino students at the business school—which has the oldest MBA program in the country. There are 370 students enrolled in the program. While Latinos comprised only 3.7 percent of the 188 students who enrolled for their first year of the MBA program, minorities overall comprised 16 percent, with Asian Americans having the largest representation. The number of Latinos enrolled has grown from four in 1996 to seven in 2000.

But more work needs to be done in the faculty ranks. From 1995-98, the Hispanic faculty was three percent. Currently, there is no Latino faculty.

Marcus Motroni, a 26-year-old in his second year of the MBA program at Tuck, who earned his bachelor's degree in engineering at Dartmouth, said Tuck emphasizes the need to be culturally aware. When students first arrive at the MBA program, they undergo a seminar. "Most everyone is from somewhere else. We provide a deep immersion in a business environment. Everyone knows everyone. Everyone lives here. That's appealing to some people, but not to everyone. Tuck students live so close to each other, so they are good at human interaction. Businesses want people who are sensitive and work well with teams."

Tuck recently joined the Consortium for Graduate Study in Management, based in St. Louis. The Consortium is a group of universities that work together to boost minority enrollments in business schools. Motroni said he hopes that the consortia membership will lead to increasing numbers of minorities applying and enrolling at the business school. Tuck also sponsors a summer program for minority high school students to get them interested in pursuing business degrees.

Speaking of different culture, Danos said, "You can't be sensitive to people you lead unless you have been exposed. We try to give our students that exposure."

Danos said that he hopes to expand the number of minorities at the school, particularly since Tuck will graduate students. The school prefers to attract students with a variety of undergraduate degrees rather than business undergraduate degrees, said Schoen representative Colleen Stockard. The average student at Tuck has five years of work experience. Students average 27 years of age. Married students represent about one quarter of the student population. The student faculty ratio is 10:1.

The tuition is nearly $25,000 yearly at the school. The median total compensation to Tuck's graduates, however, which includes salary plus other hard dollar received in the form of relocation allowance, signing and performance bonuses, commissions et al has been $120,000.

The school emphasizes a global perspective. More than one-third of all course content is international. About 19 percent of the student population is international. Addition, in May 1997, Tuck formed a global alliance with Oxford University, Tuck's oldest sister school.
University's Templeton College (UK) and the HEC School of Management (France) to pursue innovative high technology collaboration. The alliance is an opportunity for students, faculty members, and alumni of each school to come together to share ideas, knowledge, and expertise. The school also offers exchanges with those partner schools and other schools and is extending its exchanges to ones in Africa as well, said Danos.

During the first year of study, all students take a set of fourteen required courses. Students in their first term also participate in a consulting project. In these projects, student teams work with local businesses on predefined problems, presenting solutions to the clients at term's end. Another project students participate in is the TYCOON business simulation game. Devised and implemented by a Tuck graduate, TYCOON is a computerized simulation in which teams of students compete with other teams to successfully launch a project. In their second year, students select courses according to their interests and career aspirations. They choose from more than 50 elective courses.

Tuck features three centers that focus on business from different perspectives. The Center for Asia and the Emerging Economies conducts research and education on the economic, social, and political factors that affect business in these increasingly important markets. The Center for Corporate Governance conducts research and offers teaching programs aimed at understanding how international differences in contract laws, capital markets, and ownership structures affect the design of an efficient governance system for the modern corporation. And the John H. Foster Center for Private Equity examines the private equity capital markets and the entrepreneurial ventures they fund and support.

To apply for admission to the school, prospective students must submit a personal application form, essay questions, official transcripts from every college or university attended, at least two letters of recommendation, scores from the GMAT taken within five years, and a nonrefundable application fee of $100. Admissions are conducted in a rolling decision process, so applicants are urged to complete applications as early as possible.

The MBA program is not the only program at Tuck that embraces minorities. The school offers a variety of executive programs that are in the vanguard in offerings to strengthen minority business leaders.

The Tuck school also sponsors the Minority Business Executive Program (MBEP). In its 20th year, the program provides minority companies with the same top quality business training available to Fortune 500 corporations. To date, more than 1,500 minority executives have graduated from the program and its counterpart, the Advanced Minority Business Executive Program. A new program for minority suppliers—Strategies for Minority Business Growth—will debut soon. Business owners start with the basic program and are encouraged to return to the two subsequent programs after a couple of years of incarnating what they learned previously.

Gloria Castillo, president of the Monarch Marketing Group Inc. in Chicago, has attended all of the minority business executive programs at Tuck, is vice president of the schools alumni association for the business executive programs, and is ready to take her business to the next stage. When she took over the business from her mother, it had three employees. Today, she has 21.

"It's an opportunity to step away from your business and think about business in general for a week," said Castillo. "When you make a mistake in your business, it hits your pocketbook. Could I have done my business without Tuck programs? I probably could have built a house without blueprint, but why would you?"
# Placement Results
## Tuck Class of 1998
### Total Compensation

<table>
<thead>
<tr>
<th>Salaries by Industry*</th>
<th>%</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manufacturing Sector</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto/Transportation</td>
<td>2%</td>
<td>100,000</td>
<td></td>
</tr>
<tr>
<td>Consumer Products</td>
<td>5%</td>
<td>84,000</td>
<td>73,000 - 107,000</td>
</tr>
<tr>
<td>Printing/Publishing</td>
<td>2%</td>
<td>103,000</td>
<td></td>
</tr>
<tr>
<td>Technology/Telecommunications</td>
<td>11%</td>
<td>96,625</td>
<td>70,000 - 134,150</td>
</tr>
<tr>
<td>Other Manufacturing</td>
<td>3%</td>
<td>93,500</td>
<td>83,500 - 167,000</td>
</tr>
<tr>
<td><strong>Service Sector</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consulting</td>
<td>40%</td>
<td>130,000</td>
<td>60,000 - 202,000</td>
</tr>
<tr>
<td>Entertainment/Leisure</td>
<td>3%</td>
<td>92,000</td>
<td>75,000 - 100,000</td>
</tr>
<tr>
<td><strong>Financial Services (Total)</strong></td>
<td>33%</td>
<td>124,250</td>
<td>65,000 - 360,000</td>
</tr>
<tr>
<td>Investment Banking/Brokerage</td>
<td>20%</td>
<td>125,000</td>
<td>99,100 - 175,000</td>
</tr>
<tr>
<td>Investment Management</td>
<td>10%</td>
<td>110,000</td>
<td>75,000 - 360,000</td>
</tr>
<tr>
<td>Private Equity</td>
<td>3%</td>
<td>110,350</td>
<td>65,000 - 174,368</td>
</tr>
<tr>
<td>Real State</td>
<td>3%</td>
<td>95,000</td>
<td>80,000 - 115,000</td>
</tr>
<tr>
<td>Other Miscellaneous Services</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>100%</td>
<td>120,000</td>
<td>60,000 - 360,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Salaries by Location*</th>
<th>%</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston</td>
<td>31%</td>
<td>122,500</td>
<td>75,000 - 197,500</td>
</tr>
<tr>
<td>Other New England</td>
<td>5%</td>
<td>95,000</td>
<td>84,000 - 150,000</td>
</tr>
<tr>
<td>New York City</td>
<td>20%</td>
<td>125,000</td>
<td>75,000 - 360,000</td>
</tr>
<tr>
<td>Middle Atlantic</td>
<td>4%</td>
<td>102,000</td>
<td>83,300 - 180,900</td>
</tr>
<tr>
<td>Washington, D.C.</td>
<td>2%</td>
<td>109,500</td>
<td>60,000 - 132,000</td>
</tr>
<tr>
<td>Midwest/Chicago</td>
<td>7%</td>
<td>97,750</td>
<td>75,000 - 125,000</td>
</tr>
<tr>
<td>Southeast</td>
<td>3%</td>
<td>120,000</td>
<td>100,000 - 159,900</td>
</tr>
<tr>
<td>Southwest</td>
<td>8%</td>
<td>116,000</td>
<td>65,000 - 157,000</td>
</tr>
<tr>
<td>Bay Area/San Francisco</td>
<td>4%</td>
<td>128,500</td>
<td>84,000 - 137,500</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>3%</td>
<td>101,000</td>
<td>75,000 - 125,000</td>
</tr>
<tr>
<td>Other West Coast</td>
<td>4%</td>
<td>97,000</td>
<td>70,000 - 134,150</td>
</tr>
<tr>
<td>Central/South America</td>
<td>3%</td>
<td>141,000</td>
<td>97,500 - 202,000</td>
</tr>
<tr>
<td>Europe</td>
<td>4%</td>
<td>111,800</td>
<td>73,000 - 174,368</td>
</tr>
<tr>
<td>Far East</td>
<td>2%</td>
<td>128,000</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>100%</td>
<td>120,000</td>
<td>60,000 - 360,000</td>
</tr>
</tbody>
</table>

* Results as of July 17, 1998, based on 184 returned surveys. Salary figures represent total guaranteed compensation (base + bonus).

---

she expects the percentage to grow because Latino business owners are the fastest growing segment of the business community.

Graves said that when the MBE program started two decades ago, she did not know if it would survive. There weren't many minority business owners. "Today people recognize that minority businesses are a viable segment of the business community," Graves said.

"I'm very proud to have been involved with this project because we have made a difference," said Graves. "We have helped the business owners to grow their businesses, and that has had a trickle-down effect on their communities."

For more information, contact: Ms. Sally O. Jaeger, director of Admissions, The Amos Tuck School, 160 Tuck Hall, Dartmouth College, Hanover, New Hampshire 03755. Telephone number is (603) 646-316.
Diversity is a goal and a challenge that colleges and universities nationwide have been endeavoring to champion since the days of Brown vs. Board of Education and the inception of affirmative action. At the Ivy League, the world-renowned group of 11 higher education institutions in the United States, achieving diversity—of gender or race, or both—has been and still is a work in progress. Yes, more people of color are represented on their campuses—in the classroom and in the faculty ranks. Ethnic studies, women's studies, Latin American studies, African American studies, and Chicano studies, for example, have been elevated to departments in many schools. More Latinos are applying, being accepted, and graduating. But how many more? It’s all good news. However, progress unfortunately is outweighed by undeniable, irrefutable inequalities and disparities that have moved many universities to acknowledge and take action in an attempt to level the playing field.

Where faculty is concerned, according to a survey by the Association of University Professors’ Committee on the Status of Women in the Academic Profession, in 1998, women accounted for only 13.8 percent of full professors at doctorate-granting institutions. And while salaries of female professors have increased since 1975 by 33 percent points, the salary gap between male and female professors is still wide. Female professors make an average of 12.5 percent less than do men.

In Part II of the Ivy League Review, HO looks at the Massachusetts Institute of Technology, Yale, and Brown Universities.

MIT, Massachusetts Institute of Technology, which covers 154 acres, has been on the Cambridge side of the Charles River since 1916. It was founded in 1861 to aid “the development and practical application of science in connection with arts, agriculture, manufactures, and commerce.” MIT has accomplished this and much more through its five schools: Architecture and Planning; Science; Engineering; Humanities and Social Science; and Sloan School of Management. According to school data, MIT routinely leads all U.S. universities in patents granted, with more than 100 a year, and signs about 70 license agreements with private companies each year. Achievements of the faculty and graduates have included the first chemical synthesis of penicillin and vitamin A, modern technologies for artificial limbs, and biotechnology, such as genetically modified products.

Student enrollment (undergraduate and graduate) totals close to 10,000, of which students of color number 2,600 undergraduate and 591 graduate. Women are 41 percent of the undergraduate population and 26 percent of graduate students.

Faculty data are as follows: professors of all ranks equal 923 (total teaching staff is 1,300)—141 women and 122 people of color. The ethnic breakdown is 78 Asian Americans, 25 African Americans, 18 Hispanic Americans, and one Native American.

In a landmark admission in early 1999, MIT released a report validating female professors’ beliefs that discrimination has caused women faculty at its School of Science to receive less in the way of salary, office space, awards, resources, etc.

As of 1999, there has never been a woman department head, associate head, or center director in the School of Science.

Taking a pro-active approach, a committee was developed to examine this issue. While it might take years before women are better represented, change is under way. The School of Science is slated to increase the number of tenured female faculty by 40 percent. Lotte Bailyn, MIT’s faculty chair, stated, “By making it explicit, by making people aware, people can’t still deny it exists.”

President Charles M. Vest noted in a special edition of The MIT Faculty Newsletter (March 1999), “Our remarkably diverse student body must be matched by an equally diverse faculty. Through our institutional commitment and policies, we must redouble our efforts to make this a reality.”

The report stated, “It also seems imperative, now that we better understand the unexpected forms that discrimination can take and better understand how to address them by a collaboratively thinking of faculty and administrators, that we should take steps to make greater progress in addressing the serious underrepresentation of minority faculty at MIT. Few issues are as important for the university as the inclusion of women and minorities at the faculty level. To remain at the top academically we must seek out and nurture the best talent available, and half of that is female, much of it is underrepresented minorities.”

Yale University

New Haven, Connecticut, is home to Yale University, a private, independent institution founded in 1701. Yale has 11 professional schools (Architecture, Art, Divinity, Drama, Forestry, and Environmental Studies, Law, Management, Medicine, Music, and Nursing), an undergraduate program and its Graduate School of Arts and Sciences. According to a statistics summary of Yale’s student body, 81 percent of its students are from outside the state; nine percent are international students. Fifty-three percent of its 1999 first-year-student class came from public high schools; 14 percent from inde
pendent, parochial, and other schools.

As of Fall 1999, total university enrollment was 11,017. Interestingly, male and female enrollment is nearly fifty-fifty. However, in enrollment by ethnicity, white students tip the scale—79 percent of all students were grouped as white & other. Asians came in second at 15 percent; Blacks followed with seven percent, and Latinos trailed behind at six percent: Native American students, one percent.

One effort to reverse these numbers is the Parlier Ivy League Leadership Project, which recruits top Chicano high school students in the central California/Fresno area and "encourages and exposes [them] to Ivy League schools and curriculum," stated Martin Mares, PILLP director.

Over the years, more than 90 percent of PILLP high school seniors have enrolled at Ivy League schools. PILLP started in 1991 and evolved from a field trip to an organization that offers a mentor program, internship opportunities, and Saturday leadership seminars.

Carlos Paz is a PILLP benefactor who eventually matriculated at Yale. In an article published in Yale Daily News, Paz is quoted as saying, "I really had no idea about what Ivy League schools are like, but the program instilled a sense of possibility."

Hispanic representation among its faculty also is minimal. In light of this dearth, Yale, like many other institutions, has conducted studies to quantify the problem. According to Yale's NEASC Self-Study, "Yale's faculties have changed very little over the last decade. The Faculty of Arts and Sciences (FAS) has grown slightly (about six percent, all in non-ladder and research faculty),...but the most striking growth (more than 50 percent) has taken place in the School of Medicine (the largest increase in the research faculty)."

Yale employs more than 2,800 full-time-equivalent (FTE) members, who are either ladder faculty (instructors, assistant, associate, and full professors), non-ladder, or research faculty.

Self-Study Reveals

Upon evaluation of the study, Yale concluded that while it "has devoted considerable energy over two decades to increase the diversity of its faculties," it has done so with "inconsistent success."

"University-wide, the percentage of women in the tenured faculty is 15.3 percent; the percentage of members of minority groups is 7.7 percent." Although these percentages cover a small portion of the total, these numbers "represent increases over the last decade from 8.5 percent and 6.2 percent, respectively."

Where term faculty is concerned, the increase is even a little more pronounced for minority groups—15.4 percent, compared to 8.5 percent 10 years ago. According to the survey, "the number of Asian faculty has increased most significantly."

In 1982/83 at the Faculty of Arts and Sciences, there were four tenured Hispanic men, no tenured women; four term Hispanic men, and one term Latina. Ten years later, single-digit totals still exist at some schools. Discouraging, yes, but the numbers are rising, and more women are entering the picture. In FAS, "tenured minorities rose from 71 percent to nine percent. Nontenured women dropped slightly from 32 percent to 30.5 percent, but minority faculty increased from 9.8 percent to 15 percent."

The explanation: "Given the relatively large pools of women available for term and tenured positions in most disciplines, these small increases are a matter of concern. Although the pools are generally much smaller for members of minority groups, students, faculty, and administrators share a commitment to diversity that will require an even more concerted effort to recruit and retain both women and members of minority groups."

Multiculturalism Honored

Yale recognizes the growing Latino communities on campus as well as the contributions of Latinos nationally. On April 6, five-time Grammy-winner Tito Puente was honored by the Chubb Fellowship of Yale University with a symposium and concert to celebrate his contribution to Latin music.

The Chubb Fellowship, established in 1936 by Hendon Chubb (Yale 1895), was developed to encourage and assist Yale students interested in the operations of government and public service. Tito Puente now joins the likes of Supreme Court Justice Harry Blackmun, New Jersey Governor Christine Todd Whitman, and author Toni Morrison.

Brown University

Brown University recently decided to revisit its original 1986 study on issues of pluralism and diversity. A committee led by Augustus A. White III, a Brown fellow emeritus, visited the university early this year.

White stated in an interview with George Street Journal prior to conducting the current study, "It was clear that Brown should go beyond the diverse population it had achieved and explore ways to maximize the education experience for everyone....President Gee felt that this visiting committee approach, which has the advantage of not occurring in the face of any crisis or threat or negotiation or incident, could be developed exactly as the University develops other parts of its mission...."

The committee spoke with faculty, administration, and students. The committee included academicians and others.

"We wanted to have a committee reflect the various concerns and interests in terms of race, ethnicity, and gender, and we didn't want everyone to be a social scientist or to come from one university."

Will this be just another report? Or will it effect change? According to White, "one of the goals and beliefs of that original committee was that diversity used to be something that institutions supported where it could. The recommendation said that Brown is institutionalizing this concept. Diversity is not an offshoot. So Brown University is poised to listen and learn and act on furthering diversity at its instution.

Total enrollment as of October 1998 was 7,782 (includes some non-degree seeking students). Hispanic undergraduate students numbered 331 and 53 graduates. Women accounted for more than half of the undergraduate student body, while men in graduate programs surpassed women by a small margin (575/564).

Brown ushered in the new year with the appointment of Janina Montero as its vice president for campus life and student services. She was formerly dean of student life at Princeton. In this position, she will be responsible for the Department of Athletics and Physical Education. Office of Student Life, Office of Residential Life, Food Services, Chaplains Office, Third World Center, and Sarah Doyle Women's Center.
High Growth Potential for MBA Taught en Español

Draws Students to Texas A&M International

BY MIKA SUSANA AKIKUNI

This is an era in which professionals who can juggle more than one language can enjoy increased success in the international business arena. And in helping students arrive at that level, Texas A&M International University, with its MBA program taught in Spanish, is in the lead.

The MBA in Spanish option was first offered there in the late 1970s to give Spanish-speaking students lacking English proficiency a chance to receive lectures in a familiar language, said Dr. Antonio Rodríguez, associate professor of finance, chair of the Department of Economics and Finance, and MBA in Spanish coordinator.

Students who attended the early classes were mostly professionals from the neighboring Mexican city of Nuevo Laredo, he said. Over the years, however, the classes have grown to include a diverse mix of students from other Latin American countries and from Europe, as well as native English speakers who want to experience a business class taught in Spanish, Rodríguez said.

Dr. John Kohl, dean of the College of Business Administration, said that the MBA in Spanish is one of the College's programs with the highest potential for growth.

"More than 30 percent of the 120 students currently pursuing a general MBA are in the MBA in Spanish. Our strategic location as well as the top-notch faculty members and comprehensive program attract the most ambitious and promising students to the College and A&M International," Dr. Kohl said, adding that a total of nine bilingual faculty members with doctoral degrees currently teach in the program.

Interest in these classes has also been expressed by students who live in relatively distant cities on both sides of the U.S.-Mexico border, Kohl said, adding that currently the program includes students who commute from Monterrey, Nuevo León, Mexico, and Eagle Pass, Texas.

Because of the geographic diversity of locations from which students can commute and because most students attend the program on a part-time basis, the College must take extra care when scheduling the once-a-week classes so that professionals will have ample time to get off work and drive to their classes, Kohl added.

The MBA in Spanish is a unique choice that offers opportunities to a greater audience, Rodríguez noted.

"This is a visionary program in that its purpose is to offer students who are still familiarizing themselves with the English language an opportunity to start receiving an MBA instruction in a language that is already familiar to them," said Rodríguez. "For many of these students, this is perhaps the only way they could enter an MBA program in the United States."
The MBA in Spanish follows the same curriculum as the standard MBA, with tests administered in English and readings assigned in English. Admission requirements are the same for all MBA students, except that students in the MBA in Spanish do not have to submit a Test of English as a Foreign Language (TOEFL) score, Rodriguez said.

Since textbooks and materials used in class are in English, the MBA in Spanish classes also provide students with a smooth transition into the standard MBA classes, he said, adding that students must pass the TOEFL test before continuing with the standard MBA.

He emphasized that the MBA in Spanish choice is one of seven graduate programs in the College of Business Administration aimed at international communities. Other programs include the standard MBA, MBA with a major in international banking, MBA in international trade, master of public accounting, master of science in information systems, and a master of science in international logistics.

MBA in Spanish students also have the opportunity to enrich their knowledge of the world in an environment where international students from a diversity of backgrounds pursue similar goals, Kohl said.

The college's graduate programs include students representing Mexico, Peru, Venezuela, Colombia, Argentina, Albania, Bangladesh, China, Cyprus, Ethiopia, France, Ghana, India, Indonesia, Japan, Korea, Morocco, Russia, Rwanda, Cambodia, Nepal, Taiwan, and United Arab Emirates, he said.

"Interestingly, many of these students have held high-level government or corporate positions in their home countries, and this provides for a rich educational experience for all students pursuing a future in the multitude of business fields," Kohl said.

Not surprisingly, MBA in Spanish faculty members at the University also mirror the diversity of the student population, and they include Dr. Oscar Flores, assistant professor of information systems from Mexico; Dr. Eduardo Rivera, visiting professor of information systems, Mexico; Dr. Yolanda Llamas, visiting assistant professor of finance, Puerto Rico; Dr. Rolando Sánchez, visiting assistant professor of sciences, Mexico; Dr. Antonio Rodríguez, associate professor of finance, Mexico; Dr. Michael Patrick, professor of economics, United States; Dr. Pedro Hurtado, associate professor of management, Peru; Roberto Balli, adjunct instructor of marketing, U.S.; and Dr. David Roberts, assistant professor of accounting, U.S.

Israel Merla, a student from Monterrey, Nuevo León, Mexico, said that the MBA in Spanish choice allowed him the opportunity to earn a graduate education in the United States while paying in-state tuition equal to the resident rate.

"I was very happy to know that A&M International offered this choice," Merla said. "I've researched other universities before coming to this one, but it would have been virtually impossible for me to enter those other programs because I was not prepared to take classes in the standard MBA right away."

Merla, who plans to return to Mexico upon graduation, said he is grateful to A&M International for opening the doors to his graduate education.

"An MBA degree from a United States institution will give me a competitive edge over others in my country and will position me well for an attractive position," Merla said.

The increasing trade between the United States and Latin American countries is another reason why more institutions should consider offering choices like the one at A&M International, Merla said.

"I have noticed that American companies often look for employees who are familiar with Latin American countries including Mexico. This is another reason for having a choice like the MBA in Spanish," Merla said.

Mónica Brussolo, a student from Ciudad Victoria, Tamaulipas, Mexico, said that the MBA in Spanish makes the change in language and instruction style less drastic for students who come from Spanish-speaking countries.

"Pursuing an MBA in the United States for me would have been impossible without this MBA in Spanish choice offered at A&M International," she explained.

Brussolo, who recently transferred to the MBA in English, said that she does not see a difference in subject content between the MBA in Spanish and English.

"The level of difficulty of the topics discussed in class is the same. However, what the MBA in Spanish does is give a newcomer like me a period of adaptation so that I can
familiarize myself with the types of classroom activities that are required in the United States, such as presentations, homework, and research papers," she said.

Brussolo said that the MBA in Spanish program has the potential to help students realize greater working relationships and opportunities between North American Free Trade Agreement (NAFTA) countries.

"With economic integration plans like NAFTA, programs like the MBA in Spanish have to be strengthened everywhere. NAFTA means exchange not only of money and resources between countries, but also of personnel. Choices like these can open new opportunities for Spanish-speaking people who are interested in working on international trade in the United States."

Brussolo said that A&M International has provided her with the opportunity to study not only in the United States but throughout the world through participation in its Study Abroad Program. This summer, she will visit universities in the Netherlands and Germany that have agreements with A&M International.

"This is my first trip to Europe, and it will give me the chance to get to know the technology that exists there, commerce opportunities, and culture," she said. "This is an important opportunity for students."

Like most students, graduates who have successfully completed the MBA in Spanish program say that they often must triumph over personal challenges to secure their much-cherished dreams of a graduate degree.

María Guadalupe Treviño earned her MBA degree in 1999 and now works in Nuevo Laredo as both a university instructor and manager of a factory producing electronic equipment for the oil industry. She pursued her MBA degree even when her responsibilities as a mother of four children kept her extremely busy.

"The most difficult challenge I faced was studying while taking care of my fourth child, who was born seven weeks before I started my MBA in Spanish program," Treviño said.

Treviño said that her decision to choose the MBA in Spanish program was fueled in part by the realization that she and her instructors would share Spanish as a common language.

"Many of these students have held high-level government or corporate positions in their home countries, and this provides for a rich educational experience for all students...."

DR. JOHN KOHL, DEAN, COLLEGE OF BUSINESS

Like Treviño, he had to keep a close balance between his studies and responsibilities as a father of two.

"The MBA in Spanish program allowed me to concentrate on learning the assigned material without having to worry about the language barrier," Valadés said.

"The program gave me a different perspective about administration. In the past, I have performed administrative tasks at work without really understanding why things were done a certain way. Now I know why, thanks to the knowledge I acquired through the program."

Students said that study under the MBA in Spanish program has opened both doors of opportunities and minds and that they plan to continue pursuing career interests that build on their solid educational foundation.

"I would like to grow within my current company and keep on expanding my knowledge," Valadés said.

Brussolo, on the other hand, said she is now considering working in the U.S. before returning to her native country.

"At first, I had planned to return to my country right away, but this is changing. While I would still like to go back home, I am now thinking of taking advantage of my practical training period after graduation to work in the United States," Brussolo said. "After a while of being in this program and living in this country, you start seeing new opportunities. I don’t know how to explain this, but you start seeing new horizons."

For further information, please contact the Office of Public Affairs and Information Services at 326-2180 or Rodríguez at 326-2517.
The Honor Roll

New York University

Outstanding Energy, Vitality, and Resources

BY ROGER DEITZ

When NYU President I. Jay Oliva speaks of his university and the students who attend, he does so with a passion and perspective gained over a long association with NYU and its namesake city. To Oliva, and to so many fortunate NYU students who have access to the finest libraries, museums, galleries, performance venues, and the like, New York City and the University are so complementary that they sometimes seem like one and the same. Dr. Oliva reflects, “I grew up in New York, and I have been at this university for nearly 40 years. It is simply wonderful to know how many talented young people want to come to this city and to this university to study. The three-way match offered by NYU, this city, and the potential of these fine young men and women holds incalculable promise.”

“For more than 150 years since its founding,” he says, “NYU has been home to talented scholars, artists, writers, and others who have been drawn from all over the world to study, teach, perform, and create. We have achieved an international distinction in a wide range of areas.” He mentions areas as diverse as health, law, and the performing arts. President Oliva notes the University is currently undergoing a period of growth—the most active physical development since the institutions’ founding in 1831, with “new international centers of study, classrooms, research institutes, laboratories, computer centers, sports centers, student housing, and dining facilities.”

The fact is, New York University is one of the largest private universities in the U.S., and it has the largest population of international students of any U.S. college or university. Situated in New York City’s historic Greenwich Village, NYU has some 13 colleges and schools that conduct cutting-edge research and provide education in the arts and sciences, law, medicine, dentistry, business, nursing, education, the cinematic and performing arts, social work, public service, and administration, and more.

Greenwich Village has always been a vibrant, trend-setting New York neighborhood, with its musicians, poets, and social activists. The location seems to influence the personalities of the institution, and vice versa. The Village is in the heart, some say the soul, of New York City. It has also been greatly enriched by the dynamic waves of immigration and the international flavor of the residents, coffee-
honor roll facts in brief

institution
new york university

location
office of undergraduate admissions
22 washington square north
new york, ny 10011-991
(212) 998-4500

established
1831

enrollment
17,000 undergraduates (approximately 10 percent hispanic); 19,000 graduate and professional

degree offerings
bachelor's
master's
doctorate

tuition and fees
$23,456 and $8,676 respectively

faculty
1,600 full-time

several degree programs
biochemistry
dramatic literature, theatre, history, and the cinema
metropolitan studies
peace and global policy studies
women's studies

notable hispanic-serving organizations
international students and scholars
king juan carlos i of spain center

internet address
www.nyu.edu

Dr. L. Jay Oliva, New York University president

Because of NYU students' interest in studying abroad, the University has invested in a strong network of foreign programs (of NYU's own model) designed to assure that students get credit for their work and that their semester abroad actually advances their academic endeavors. The University has its own buildings and strong connections to the local universities in Florence, Madrid, Paris, Prague, and this coming year, London and Dublin. In the next couple of years, the school will be looking to establish centers in Asia and South America. NYU at present also has more "international houses" (buildings dedicated to a particular region and culture) than does any other U.S. college or university. They include the King Juan Carlos I of Spain Center. The Center serves as an anchor for events and study of the Spanish-speaking world. The University's emphasis on global scholarship and international education is not a trendy move but an original NYU idea assimilated into its very fiber from its earliest days. From the beginning, NYU's leaders chose to model itself after the great urban institutions of Europe, such as Charles University and the University of Paris.

When NYU looked for a peer group of sister institutions with which to associate, it sought partnerships with urban universities around the globe. This led to the establishment of the League of World Universities, which NYU chairs Dr. Oliva is one of the principal architects of NYU's international strategy and is chair of the League of World Universities.

"to a remarkable degree," he observes, "the same issues confront

universities throughout the world, whether they be in the U.S., Latin America, Africa, or elsewhere. That has been one of the most compelling lessons of our previous summit meetings." Last year, the president joined rectors and presidents from 39 countries for a League Conference. They gathered to hear from foundation heads, corporate leaders, and higher education administrators on the issues of fundraising, tuition, and continuing education programs. Olivi
nyu has its own buildings and strong connections to the local universities in florence, madrid, paris, prague, and, this coming year, london and dublin.
The McNair Legacy

"Before you can make a dream come true, you must first have one.

BY MARILYN GILROY

Each year, thousands of undergraduate college students are inspired by these words from Dr. Ronald E. McNair, whose legacy has been preserved through the McNair Postbaccalaureate Achievement Program, also known as the McNair Scholars Program. McNair, the second African American to fly in space, was one of seven astronauts killed on January 28, 1986, when the Challenger space shuttle exploded in mid-air and crashed into the ocean. (See sidebar)

The program was started in 1989 by the U.S. Department of Education and named after McNair as a means of acknowledging his scholarship and achievements. It is part of the federal TRIO Program, which includes Upward Bound, Talent Search, Student Support Services, and Educational Opportunity Centers. The McNair Scholars Program offers students exposure to the techniques used in major research programs by allowing them to conduct research under the guidance of graduate mentors from the disciplines in which they hope to pursue graduate study. The student scholars present their findings at a local colloquium or national conference.

The underlying assumption of the program is that there are exceptional individuals from low-income backgrounds who might make excellent university professors but have never pursued this option because they lack the funds, confidence, or academic preparation. The McNair Scholars Program supports institutions in their efforts to identify these students and offer a pathway to graduate school.

In order to qualify for the program, students must be engaged in full-time study and fit the following criteria:

* a first-generation college student (neither parent has received a bachelor's degree) with a low-income level, as established by the U.S. Department of Education
* U.S. citizen or permanent resident
* a member of a group that is underrepresented in graduate education, which includes African Americans, Hispanics, Native Americans, and Alaska Natives
* a 2.8 GPA
* Indication of a serious desire to pursue graduate study leading to a Ph.D.

Once accepted, adhere to standards for administering the grant monies.

Mary Gonzalez, who directs the McNair Program at Texas A&M-Kingsville (TAMUK), believes the groundwork in 1995 to get her institution involved in the program. In addition to completing the application, Gonzalez lobbied to secure administrative support and to find faculty mentors. But her work paid off, and she now directs the Texas A&M-Kingsville Program, which has been considered a model for others. During last year's funding cycle, TAMUK was the only institution to be granted funding over five years (1999-2004) based on its high standards of program management.

Even though she has primary responsibility for administering the program, Gonzalez enjoys working closely with the McNair scholars. Her relations with them starts in the recruiting phase.

"I work with them usually at the junior level," says Gonzalez. "I recruit across campus to find individuals with a sincere interest in performing undergraduate research and interview each one of them personally.

Once students are enrolled, Gonzalez views their progress and when they are ready to present their research at conferences, she is on the role of "coach."

"They're nervous about presenting their work," said Gonzalez. "But I make them practice over and over again as if it's their graduation." She said. "By the time they get to the conference, they are polished and confident."

Gonzalez says that the conference presentations are a critical part of the McNair Program because students often have to measure up to the protocols and scholarly standards required to present at national research meetings or other academic gatherings.
The following Colleges and Universities participate in the McNair Scholars Program:

<table>
<thead>
<tr>
<th>ALABAMA</th>
<th>LOUISIANA</th>
<th>NORTH DAKOTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talladega College</td>
<td>Louisiana State University</td>
<td>North Dakota State University</td>
</tr>
<tr>
<td>University of Alabama at Birmingham/Huntsville</td>
<td>University of Southern Louisiana</td>
<td>University of North Dakota</td>
</tr>
<tr>
<td>ARIZONA</td>
<td>MARYLAND</td>
<td>OHIO</td>
</tr>
<tr>
<td>Embry-Riddle Aeronautical University</td>
<td>Bowie State University</td>
<td>Kent State University</td>
</tr>
<tr>
<td>University of Arizona at Tucson</td>
<td>Coppin State College</td>
<td>Oberlin College</td>
</tr>
<tr>
<td>ARKANSAS</td>
<td>University of Maryland at Baltimore County</td>
<td>University of Akron</td>
</tr>
<tr>
<td>University of Arkansas at Little Rock</td>
<td>University of Maryland at College Park</td>
<td></td>
</tr>
<tr>
<td>University of Arkansas at Pine Bluff</td>
<td>University of Massachusetts at Boston</td>
<td></td>
</tr>
<tr>
<td>CALIFORNIA</td>
<td>MICHIGAN</td>
<td>OKLAHOMA</td>
</tr>
<tr>
<td>California State Polytechnic University</td>
<td>Central Michigan University</td>
<td>Cameron University</td>
</tr>
<tr>
<td>CSU-Fresno</td>
<td>Grand Valley State University</td>
<td>East Central University</td>
</tr>
<tr>
<td>CSU-Los Angeles</td>
<td>Michigan State University</td>
<td>University of Central Oklahoma</td>
</tr>
<tr>
<td>CSU-San Bernardino</td>
<td>Siena Heights College</td>
<td>University of Oklahoma</td>
</tr>
<tr>
<td>Claremont Graduate School</td>
<td>Western Michigan University</td>
<td></td>
</tr>
<tr>
<td>San Diego State University</td>
<td>Michigan State University</td>
<td></td>
</tr>
<tr>
<td>San Jose State University</td>
<td>Siena Heights College</td>
<td></td>
</tr>
<tr>
<td>UC-Berkeley</td>
<td>Truman State University</td>
<td>Temple University</td>
</tr>
<tr>
<td>UC-Davis</td>
<td>University of Missouri at Columbia</td>
<td>University of Pennsylvania</td>
</tr>
<tr>
<td>UC-Irvine</td>
<td>University of Missouri at Columbia</td>
<td></td>
</tr>
<tr>
<td>UC-Santa Barbara</td>
<td>University of Missouri at Columbia</td>
<td></td>
</tr>
<tr>
<td>University of Southern California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COLORADO</td>
<td>MISSISSIPPI</td>
<td>PENNSYLVANIA</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>Jackson State University</td>
<td>Penn State University</td>
</tr>
<tr>
<td>University of Colorado at Boulder</td>
<td>University of Mississippi</td>
<td>Temple University</td>
</tr>
<tr>
<td>University of Colorado at Denver</td>
<td>University of Southern Mississippi</td>
<td>University of Pennsylvania</td>
</tr>
<tr>
<td>University of Northern Colorado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONNECTICUT</td>
<td>MISSOURI</td>
<td>PUERTO RICO</td>
</tr>
<tr>
<td>Wesleyan University</td>
<td>Central Missouri State University</td>
<td>Inter-American University of Puerto Rico at San German</td>
</tr>
<tr>
<td>University of Delaware</td>
<td>Saint Louis University</td>
<td>Pontifical Catholic University of Puerto Rico</td>
</tr>
<tr>
<td>DISTRICT OF COLUMBIA</td>
<td>Truman State University</td>
<td>University of Puerto Rico at Ponce</td>
</tr>
<tr>
<td>Howard University</td>
<td>University of Missouri at Columbia</td>
<td>University of Puerto Rico at Rio Piedras</td>
</tr>
<tr>
<td>FLORIDA</td>
<td>MONTANA</td>
<td>SOUTH CAROLINA</td>
</tr>
<tr>
<td>Florida A&amp;M University</td>
<td>University of Montana at Missoula</td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>University of Florida</td>
<td>University of Nebraska at Lincoln</td>
<td></td>
</tr>
<tr>
<td>University of South Florida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEORGIA</td>
<td>NEBRASKA</td>
<td>TENNESSEE</td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>University of Nevada at Las Vegas</td>
<td>East Tennessee State University</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>New Hampshire State University</td>
<td>Tennessee State University</td>
</tr>
<tr>
<td>Morehouse University</td>
<td></td>
<td>University of Tennessee at Knoxville</td>
</tr>
<tr>
<td>HAWAII</td>
<td>NEW HAMPSHIRE</td>
<td>UNIVERSITY OF TEXAS</td>
</tr>
<tr>
<td>Chaminade University of Honolulu</td>
<td>University of New Hampshire</td>
<td>Abilene Christian University</td>
</tr>
<tr>
<td>ILLINOIS</td>
<td>NEW JERSEY</td>
<td>Lamar University</td>
</tr>
<tr>
<td>Chicago State University</td>
<td>Rutgers University</td>
<td>Our Lady of the Lake University</td>
</tr>
<tr>
<td>DePaul University</td>
<td></td>
<td>Texas A&amp;M University at Kingsville</td>
</tr>
<tr>
<td>Knox College</td>
<td>University of Texas at Arlington</td>
<td>Texas Christian University</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>University of Texas at Brownsville</td>
<td>Texas Southern University</td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>Texas Tech University</td>
<td>Texas Women's University</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td></td>
<td>University of North Texas</td>
</tr>
<tr>
<td>INDIANA</td>
<td>TEXAS</td>
<td>UTDallas</td>
</tr>
<tr>
<td>Indiana State University</td>
<td>Abilene Christian University</td>
<td>University of Texas at El Paso</td>
</tr>
<tr>
<td>Indiana University at Bloomington</td>
<td>Lamar University</td>
<td>University of the Incarnate Word</td>
</tr>
<tr>
<td>Purdue University at Calumet</td>
<td>Our Lady of the Lake University</td>
<td>West Texas A&amp;M University</td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IOWA</td>
<td>VIRGINIA</td>
<td>WASHINGTON</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>Hampden-Sydney College</td>
<td>Central Washington University</td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>Virginia Polytechnic Institute and State University</td>
<td>Eastern Washington University</td>
</tr>
<tr>
<td>KANSAS</td>
<td>NEW MEXICO</td>
<td>WEST VIRGINIA</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>New Mexico State University</td>
<td>Concord College</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>University of New Mexico at Albuquerque</td>
<td>West Virginia University</td>
</tr>
<tr>
<td>Wichita State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NORTH CAROLINA</td>
<td>NEW YORK</td>
<td>WISCONSIN</td>
</tr>
<tr>
<td>Elizabeth City State University</td>
<td>Clarkson University</td>
<td>Beloit College</td>
</tr>
<tr>
<td>North Carolina A&amp;T State University</td>
<td>CUNY Graduate School</td>
<td>Marquette University</td>
</tr>
<tr>
<td>University of North Carolina at Charlotte</td>
<td>CUNY - Hunter College</td>
<td>University of Wisconsin at Eau Claire</td>
</tr>
<tr>
<td></td>
<td>CUNY - John Jay College</td>
<td>University of Wisconsin at Madison</td>
</tr>
<tr>
<td></td>
<td>CUNY - Lehman College</td>
<td>University of Wisconsin at Milwaukee</td>
</tr>
<tr>
<td></td>
<td>CUNY - York College</td>
<td>University of Wisconsin at River Falls</td>
</tr>
<tr>
<td></td>
<td>Mercy College</td>
<td>University of Wisconsin at Superior</td>
</tr>
<tr>
<td></td>
<td>SUNY at Albany</td>
<td>University of Wisconsin at Madison</td>
</tr>
<tr>
<td></td>
<td>SUNY at Binghamton</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SUNY at Brockport</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SUNY at Buffal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SUNY at Fredonia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SUNY at Stony Brook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Syracuse University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of Rochester</td>
<td></td>
</tr>
</tbody>
</table>
ferences that are discipline specific. Some of them might even have their work published in abstract or full-text format.

Watching the McNair scholars advance through the program and reach their goals is the ultimate satisfaction for Gonzalez. She fondly recalls one of the participants, Michael Hernandez, who started his education at Del Mar Community College and has just entered the Ph.D. program at the University of Texas at Galveston.

“Michael is one of the jewels of the program,” said Gonzalez. “He had a difficult time because his mother died of cancer when he was very young. He floated around a lot, but he finally landed in the McNair Program under the guidance of faculty member Dr. John Perez.”

Perez, a biology professor, has taken the lead in introducing Hispanic students to the techniques of science and has received a mentoring award from the Society for Advancement of Chicanos and Native Americans in Science. Recently, Perez was nominated and chosen as “Mentor of the Year” by the national McNair Scholars Program.

This year he has been working with Arturo Castilleja, a chemical engineering major who worked on a climate control system for the University’s serpentine that simulated the natural environment of snakes. Using real-time climate conditions downloaded continuously from the Internet enabled Castilleja to simulate each individual snake’s habitat so that they could reproduce in captivity. Castilleja presented his research last fall at the national annual Mid-America Association of Educational Opportunity Program Personnel conference in Wisconsin.

Other McNair scholars include Daniel Gonzalez, a junior biology major whose research was titled “Molecular Characterization of an Open Rectifier Potassium-Channel Gene in Drosophila melanogaster,” and Yvonne Puente, a senior chemical engineering major who is developing a computer-operated data station and using it to study gaseous pyrolysis reactions.

“I’m very gratified that there are female McNair scholars,” said Mary Gonzalez. “They are not defined as ‘underrepresented’ by the U.S. government, but I don’t necessarily agree with that.” However, Gonzalez remains a staunch proponent and avid spokesperson for the program. She has been recruited by officials in Washington, D.C., to train those who direct McNair Programs at campuses across the country. It is obvious that she is proud to be a part of continuing the legacy of Ronald McNair.

“I make sure that our students get an early orientation to Dr. McNair and understand fully who he was and what he achieved,” said Gonzalez.

“I once invited Cheryl McNair [his widow] to meet 75 program scholars who were presenting at a local conference in Texas. It was a very moving experience—for them and for her.”

Dr. Ronald E. McNair: A Profile

Ronald Ervin McNair, the second American to fly in space, was born in 19 Lake City, South Carolina. The son of a mechanic, he overcame poverty and prejudice and graduated as the valedictorian of his school class in 1957. McNair persevered in education and completed his bachelor’s degree cum laude, from North Carolina University. Five years later, he earned a Ph.D. in physics from the Massachusetts Institute of Technology.

McNair was nationally recognized for his work in the field of laser physics, receiving many honorary degrees and a score of fellowships and commendations. His achievements were not limited to academia. He was a degree black belt in karate and was an accomplished saxophonist. McNair and his wife, Cheryl Moore, had two children.

In 1978, McNair was one of 35 individuals selected for the NASA space program from a pool of 10,000 applicants. His life ended tragically on January 28, 1986, when the Challenger space shuttle exploded and crashed into the Atlantic Ocean, taking the life of six crew members.

Courtesy: mcnair@ucdavis.edu
Inclusive Classrooms:
Part One of a Two Part Series

Choosing Course Content/Increasing Awareness of Problematic Content

For faculty who wish to make their classrooms more inclusive, there are many superb resources available—in journals (both print and online and books and conference Web sites. When we came across “Creating Inclusive College Classrooms” on the Web, we knew that we had to arrange to reprint it so as to make it available to readers of The Hispanic Outlook. It is among the most thoughtful, constructive, concrete, and practical material of its kind that we have seen.

Below is the first half (Choosing Course Content, Increasing Awareness of Problematic Assumptions). Our next issue, May 5, 2000, will include the second half (Planning Considerations: Getting to Know the Students; Decisions, Comments, and Behaviors During the Teaching Process).

Wishing to acknowledge fully the scholarship that has gone into “Creating Inclusive College Classrooms,” HO spoke with co-author Shari Saunders, currently coordinator of the Transforming Communities Project at the University of Michigan.

The Center for Research on Learning and Teaching was established “by the faculty of the University of Michigan in 1962 to support and advance learning and teaching at the University.” Its purpose is to provide “a broad range of instruction-related services, including consultations, roundtables, workshops, and retreats; classroom assessment strategies and support; orientations for new faculty and graduate student instructors (GSIs); publications; and grants competitions.” The CRIT has a staff of 16 and serves all 19 schools and colleges at the university.

Saunders joined CRIT as its first coordinator of multicultural teaching and learning services in 1995. A primary activity during that first year was a series of focus groups with students from various racial/ethnic backgrounds. “This project, designed to document multicultural teaching and learning issues from an undergraduate student perspective,” Saunders told HO, “provided the foundation for this piece….” I wrote the original version as a chapter for CRIT’s new Handbook on Departmental/Center Development based on a decision by the staff that this Handbook needed to provide direct attention to diversity in the classroom. “The intent of the work was ‘to represent current student experiences in the classroom, to address multiple kinds of diversity (including race/ethnicity, gender, and sexual orientation), and to provide concrete guidance to the multiple dimensions of effective multicultural teaching, including classroom climate, pedagogical strategies, and curricular reform.”

Diana Kardia, currently director of CRIT, joined the Center’s staff in 1996 and worked with Shari to update the “chapter” for a 1997 revision of the Handbook. This revision involved a reorganization of the content and the addition of new information and examples. (The revised document is available online.)

Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her or his views and concerns. In these classrooms, the content is explicitly viewed from the multiple perspectives and varied experiences of a range of groups. Content is presented in a manner that reduces all students’ experiences of marginalization and, wherever possible, helps students understand that individuals’ experiences, values, and perspectives influence how they construct knowledge in any field or discipline. Instructors in inclusive classrooms use a variety of teaching methods in order to facilitate the academic achievement of all students. Inclusive classrooms are places in which thoughtfulness, mutual respect, and academic excellence are valued and promoted. When graduate student instructors (GSIs) are successful in creating inclusive classrooms, this makes great strides towards realizing the University of Michigan’s commitment to teaching and to diversity and excellence in practice.

In an inclusive classroom, instructors attempt to be responsive to students on both an individual and a cultural level. Broadly speaking, the inclusiveness of a classroom will depend upon the kinds of interactions that occur between and among you and the students in the classroom.

These interactions are influenced by:

- the course content;
- your prior assumptions and awareness of potential multicultural issues in classroom situations;
- your planning of class sessions, including the ways students are grouped for learning;
- your knowledge about the diverse backgrounds of your students; an
- your decisions, comments, and behaviors during the process of teaching.

Each of these five aspects of teaching is addressed in this section. The information will assist you to teach in more inclusive ways. Much of the information in this section was drawn from focus group interviews conducted by CRIT in 1995-96 with female and male students from a variety of racial, ethnic, and religious backgrounds and departments or units. These interviews, students identified multicultural issues related to classroom climate, course content and materials, and teaching methods. The also made recommendations about how classrooms could be made more inclusive. The examples used to illustrate particular issues in the section that follow were taken from comments made by students during the focus group interviews and from the experiences of CRIT staff.
CHOOSING COURSE CONTENT

Some GSIs have a great deal of control over the content of a course, especially the content of their section, while others do not. It is helpful for students to know the extent to which you, as a GSI, have control. If students criticize or make suggestions about course content, texts, material, etc., over which you do not have control, you should convey their comments to the faculty member in charge of the course and encourage them to do the same.

When you have some control over the content (including books, course packs, and other materials), the following two questions and their related suggestions should be considered:

Whose voices, perspectives, and scholarship are being represented?

- Include multiple perspectives on each topic of the course rather than focusing solely on a single perspective. For example, if the topic is "The Great Depression in the USA," the content should not focus solely on the experiences of European Americans. Americans of African and Asian descent, American Indians, Mexicans, etc. had experiences and views that should be acknowledged. It would also be important to include the experiences and views of people with different socioeconomic statuses in this example.

- Include, as much as possible, materials written or created by people of different backgrounds and/or perspectives. If all the authors or creators of materials in a course are male (or female), white (or another group), liberal (or conservative), etc., instructors will be sending a message about the voices that are valued and will be devaluing the scholarship of others who have written or created materials on the topic. (This guideline should be altered appropriately in courses where the focus of the course is to better understand a particular perspective or worldview. Even these courses, however, should be attentive to the range of possible voices on a given topic.) On a related note, it is important to include works authored by members of the group that the class is discussing. For example, if the course deals with topics related to Muslims or Islam and the syllabus does not include materials written by Muslim authors, the message sent to students may be that you devalue the contributions of and scholarship produced by Muslims.

How are the perspectives and experiences of various groups being represented?

- Include materials (readings, videotapes, etc.) that address underrepresented groups' experiences in ways that do not trivialize or marginalize these groups' experiences. Books that include a section on some aspect of diversity at the end of the text or books that highlight women, people of color, people with disabilities, gay men, lesbians, etc., in boxes and not in the body of the text can be seen as examples of the marginalization of these topics, groups, and group members' contributions. When it is important to use such books for other reasons, instructors have a responsibility to make students aware of the texts' limitations at the beginning of the course and to facilitate students' ability to read critically with these issues in mind.

- Be aware of and responsive to the portrayal of certain groups in content. For example, if an Asian country's policies are being used to criticize American policies, the policy of the Asian country should not always be presented as a negative example (e.g., social policies in China) or always used as a positive example (e.g., business in Japan). You need to address the role of foreign policies and not present policies as either wholly good or bad. Treatment ignores the complexity of other cultures' policies or practices.

- Avoid dichotomizing issues of race into black and white. It is essential to recognize and acknowledge that there are other groups for whom the issue is relevant (Arab Americans, Asians Americans, Latin American Americans, etc.). Whenever possible, perspectives on race and gender should be included in course materials. If you have difficulty finding such materials, you should bring other perspectives to course lectures and discussions.

INCREASING AWARENESS OF PROBLEMATIC ASSUMPTIONS

An important early step in developing competencies to address cultural issues in the classroom is to raise your awareness of issues and how they manifest themselves in your teaching. In this process, it is useful to give consideration to the assumptions you may hold about the behaviors and capacities of students. You may also hold assumptions that are tied to students' identity characteristics (race, ethnicity, disability, etc.). These assumptions may manifest themselves in your interactions with students. You may need assistance to become aware of these assumptions. You should consider how getting to know your students to be an ongoing process related to creating a positive classroom climate that promotes excellence.

Below are examples of assumptions, how they might be dealt with, and how you might learn more about your students through the process of addressing these types of assumptions.

Assumptions About Students' Learning Behaviors and Capacities

Assumptions: Students will seek help when they are struggling with

For a number of reasons, students do not always feel comfortable asking for help. In order to address this issue, you can request students as problems arise or make office hours meetings a course requirement (e.g., each student will meet with you after the first assignment). The latter is an ideal approach because it allows you the opportunity to meet one-on-one with each student. It also removes the stigma attached to asking for office hours.

Assumption: Students from certain groups are not intellectually responsible, are satisfied with below-average grades, lack ability in particular subject areas, etc.
It is essential that instructors have high expectations for all students. For example, if a student earns a grade of C or lower, you should inform the student of the need for a meeting to discuss his or her performance. If students are absent, you should show concern about their absence when they return by asking if things are all right with them. If there are repeated absences, you should request a meeting with the student to discuss the situation. It is important for you to make initial contact with students; however, at some point, students need to take the initiative.

**Assumption:** Students from certain backgrounds (e.g., students from urban or rural areas, students who speak with an accent, students from specific racial or ethnic groups) are poor writers.

While the degree of writing preparation varies across the public school system in the U.S., students' regional background or group memberships do not serve as accurate predictors of the degree of preparation they received. Furthermore, you need to be sensitive to cultural differences in writing styles, recognizing that many standards apply to the evaluation of good writing. If a specific type of writing is expected for a given class, it may be useful to assign a short, ungraded assignment early in the term to identify students who may need additional assistance in meeting that particular writing standard.

**Assumption:** Poor writing suggests limited intellectual ability.

It is misleading to equate students' writing skills with their intellectual ability. Students have varying degrees of experience with "academic" writing. You have a responsibility to be explicit about what is expected and share with students examples of good writing done by other students. You should also alert students early on of their need to improve their writing and should suggest resources to them (e.g., English Composition Board's Writing Workshops).

**Assumption:** Older students or students with physical disabilities are slower learners and require more attention from the instructor.

While there are many cultural assumptions about links between age or physical ability and one's intellectual capacity, these characteristics are not typically linked. Most classes do include some students who require extra attention from the instructor, but such students cannot be readily identifiable by physical characteristics.

**Assumptions About Students' Social Identity Characteristics**

**Assumption:** Students whose cultural affiliation is tied to non-English-speaking groups are not native English speakers or are bilingual.

If you feel that it is important to know whether students speak or understand other languages, you should ask this question of all students, not just those to whom you think the question applies. If there are concerns about students' academic writing skills, it would be best to meet with the students during office hours to discuss their work. One of the questions you could ask as part of your data-gathering protocol is "What were the languages spoken in the environment in which you were raised?" Following this question with appropriate probes would give you an opportunity to find out whether students are native speakers of English and, if not, how recently they became fluent. It is important to identify the source of students' difficulty with writing (or speaking), because identification of the factors that contribute to the problem will influence the actions taken to address the problem.

**Assumption:** Students who are affiliated with a particular group (gender, race, ethnic, etc.) are experts on issues related to that group and feel comfortable being seen as information sources to the rest of the class and the instructor who are not members of that group. AND/OR European...
American students do not have opinions about issues of race or ethnicity and members of other groups do have opinions about these issues.

One way to effectively deal with this set of assumptions is to pose questions about particular groups to the entire class rather than presuming that members of a certain group are the only ones who can reply. For example, questions could be phrased so that students would be able to share experiences of their friends or comments that they've heard as well as their own experiences. It would be best to let the class know that if any individual has experiences or information that she or he thinks would be beneficial to the class, she or he should inform you about such experiences or information. If you would like to hear from a particular student on a specific issue that relates to group membership, you should speak with the student privately instead of calling on the student when the issue arises in class. In this way, you can find out the student's ability to comment on the issue and willingness to do so publicly. This would avoid putting the student in an awkward position, particularly if the student lacks knowledge about questions related to his or her group.

Assumption: All students from a particular group share the same view on an issue, and their perspective will necessarily be different from the majority of the class who are not from that group.

You can regularly encourage all students to express different perspectives on issues, and you should not express surprise when people from the same "group" share opposing views or have a view consistent with the majority of the class. It is important to understand, however, that some students who are part of a "group" will feel hesitant to share views publicly that differ from the "anticipated group position" for fear of being admonished by members of their "group" or isolated from the "group" (e.g., an African American student expressing an anti-affirmative action view).

Assumption: In their reading, students will relate only to characters that resemble them. This would most frequently occur in courses in which students read literature. Instructors should be careful not to treat with suspicion comments that suggest affiliation with a character that does not resemble the student in terms of race, ethnicity, gender, etc. For example, if a Caucasian student claims to feel her or his experiences resonate with an African American character, you should not dismiss her or his response, but probe for further explanation about why she or he feels the connection.

Assumption: Students from certain groups are more likely to be argumentative or confrontational during class discussions or not participate in class discussions or bring a more radical agenda to class discussions.

Participation levels vary across all students, with some students more comfortable in listening roles and others more comfortable taking the lead in class discussions. While these discussion styles may be influenced by students' past experiences, families of origin, and cultural reference points, a priori assumptions about student participation may hinder class discussion. It is important that you encourage participation among all students while also respecting the differences among students that will emerge. More equitable discussions can often be created by pre-facing the discussion with a writing exercise that provides all students with the opportunity to clarify their thoughts on the discussion topic. It is also useful to remember that students' participation levels evolve over the course of a term as they become more comfortable with the course, their classmates, and the instructor.
YEARS 2000 U.S. CENSUS
Will It Be Right?

Accurate Count the No.1 Civil Rights Issue, Says MALDEF

BY GARY M. STERN

The 1990 U.S. Census failed to count about one million Hispanics, according to most experts. Though 20 million Hispanics were counted, Hispanics were eight times more likely to be undercounted than were whites, noted Marisa J. Demeo, regional counsel for the Mexican American Legal Defense and Education Fund. Since about $180 billion in federal programs from Head Start, Title I, and day care to building highways are influenced by census data, the ramifications are severe. In fact, Hispanic undercounting was felt most heavily in large urban states such as California, Texas, New York, Illinois, and New Jersey that have the largest Hispanic populations. One question that looms over the year 2000 U.S. Census, which begins this month, is: Can the U.S. Census ensure that the undercounting of one million Hispanics doesn’t recur?

Experts declare that the undercount in 1990 was larger than it was in 1980. In fact, “there’s more resistance to the census” than ever before, noted Jonathan Entin, a professor of law and political science at the Case Western Reserve University School of Law and member of the Population Association of America. “Because it is harder to get people to cooperate, the cost of conducting the census rises,” he said. “At both ends of the sociological scale, you have people who don’t want to be counted.” added Dr. David Murray, director of research at the Statistical Assessment Service, a nonprofit organization, and member of the U.S. Census Monitoring Board appointed by Congress. Certain upper-class people are fearful that completing forms will trigger an I.R.S. audit while poorer people might be “evading the law, engaging in illegal activities, or violating zoning rules,” said Dr. Murray. The U.S. Census will cost $6.2 billion to tabulate the approximately 275 million Americans in 2000, almost double the $3.2 billion cost of the 1990 census. Conducting the census requires hiring 860,000 temporary workers, part-time jobs without insurance benefits that can be hard to fill in an economy with the lowest unemployment rate in history.

The Census Bureau determined that there was an undercount by referring to its “registration system of the record of birth, deaths, immigration, and emigration,” said Dr. Margo Anderson, professor of history at the University of Wisconsin-Milwaukee and author of two books on the census, including Who Counts? the Politics of Census in Contemporary America. co-authored with Stephen Feinberg. “You have to compare the census data to something else,” she noted, in order to determine that an undercount occurred. In the 1990 Census, she noted, non-Black undercounting was at 1.7 percent. Asian at 3.1 percent, African American at 4.8 percent, American Indian at 5.0 percent, and Hispanic at 5.2 percent. The undercounting of Hispanics is considered 35 per-
cent, which subtracts the white undercounting from the Hispanic percentage. Hispanics are undercounted in greater numbers, said Dr. Anderson, because of "language difficulties, large immigrant population, and because Hispanics are often part of big families in urban areas with high-rise buildings, and live in subdivided buildings." She also noted that nearly half of the undercounting revolves around children, who are either ignored, not living in permanent household, or left off data by parents.

"Language barriers and complex living conditions made more difficult a fear of participating because of the way the data might be used," serve as the primary reasons for the difficulty in counting Hispanics, explained Demeo. In addition, the only interaction many Latino immigrants have with the federal government is with the Immigration and Naturalization Service (INS), which is often hostile or conflictual. But the U.S. Census Bureau is entrusted with counting anyone living in the United States, whether documented or undocumented. Demeo noted that there isn't even a place on the census form that asks if someone is here legally or illegally, though one form does ask if the person is a citizen.

What most Hispanics and other minorities fail to realize is that by law, the information gathered by the U.S. Census must remain confidential. Any U.S. Census employee who was found to divulge census information could be found guilty of committing a federal crime. Entin noted that "census information can not be given to anyone in federal, state, or local government."

The U.S. Census Bureau works closely with the U.S. Postal Service and with local municipalities to include the addresses of every living American. It then sends questionnaires to people to be filled out and returned. The Census Bureau predicts that 61 percent of all households will return the initial questionnaire sent to them. If the questionnaire is not returned within six months, a second questionnaire is sent. If the second questionnaire is not returned, the Census Bureau then sends out an "enumerator" to the housing unit to interview people face-to-face. "In cities like San Antonio, Los Angeles, or Miami, they will be sending Spanish-speaking staff who live in the local neighborhoods," Entin said.

In addition to hiring more Spanish-speaking staff, the Census Bureau hired a global ad agency Young & Rubicam to conduct a $102 million advertising campaign urging people to participate in the census. The marketing campaign will be in the vernacular of the people who speak the language, in Spanish, in the vernacular of the vernacular of the people who speak the language, in Spanish, in the vernacular of the vernacular of the people who speak the language, in Spanish, in the vernacular of the vernacular of the people who speak the language. Young & Rubicam's ads will be to be shown on Spanish-language broadcast and on Spanish radio stations, telling people how important it is to complete questionnaires and how the information is kept confidential. In addition, a series of public service announcements is addressed to newer immigrants that include ads on Spanish TV, radio, and in Spanish periodicals.

The Census Bureau will do everything it did in 1990, set forms to every single house, en masse to every single place that has an address for from the U.S. Post Office and state and local governments. Once all that is said is done, they will still have no more people," noted Demeo. The Mexican American Legal Defense and Educational Fund and other Hispanic organizations lobbied for sampling as the only way to accurately count Hispanics.

Sampling enables the Census Bureau to take a statistical extrapolation in certain designated communities of 300,000 households. According to Demeo, the Bureau determined the 1990 count fell short by roughly 47 million people (less than two percent of the total population).
returns enumerators to households to interview people again, and if they discover that six people were living in a household rather than the four that were reported, they extrapolate the correct number and multiply that by a statistical percentage of the 300,000 households. The National Academy of Scientists in 1990 recommended using sampling to ensure accuracy. The U.S. Census Monitoring Board pointed out by a Republican majority Congress in its executive summary stated unequivocally that “statistical adjustment, heralded as a kind of statistical remedy, will fail in its main charge: to prevent traditionally undervalued communities from receiving less than their fair share of representation and funding.”

Dr. Murray, a member of Congress’ U.S. Census Monitoring Board, contends that sampling “provides one kind of accuracy but at a certain expense. It fails to tell us exactly where people live and how they live. All it does is provide an estimate of how many people were missed. Can we adjust the population? Absolutely. Can you adjust the local count to satisfy the second criteria of where people live? You can’t.” He asserted that sampling enables the Bureau, by analogy, to count the number of jellybeans but not to tell you where the jellybeans are located. What would Dr. Murray suggest that the U.S. Census do to count minorities accurately if sampling has its drawbacks? “I’d prefer to see it gear up and do the rough work of having enumerators do a better job of doing the census all along. The jeopardy is greater when you use sampling rather than missing by enumeration. You don’t have the same accountability when you yield to a centralized computer to correct an imbalance.” He’d prefer local officials play a greater role in helping instill trust in minority populations to fill out forms and be counted.

The Congressional Monitoring Board based its views on sampling on the 1990 U.S. Census, noted Dr. Anderson. “The sampling for the 2000 census will be twice as large a sampling and therefore will be more accurate. Moreover, sampling has become an accepted strategy to forms. Currently, forms are written in English with one or two lines that direct Spanish-speaking people to check a box to have forms mailed to them in Spanish. “Most people whose primary language is Spanish won’t read this letter,” said Demeo and won’t get to the one or the U.S. is also raising questions about peoples ability to fill out census forms. Some people will be confused when asked their ethnic group because they are of such mixed heritage. Even golfing star Tiger Woods, who hailed from mixed heritage, might be befuddled about which box to complete, said Dr. Murray.

Most experts agree that the 2000 U.S. Census will document that Hispanics have risen from 22 million in 1990 to about 32 million in 2000. Hispanics will likely surpass African Americans as the second largest group in the United States, after whites.

Will undercounting in the 2000 Census be reduced? That depends on who is voted president, predicts Dr. Anderson. If a Democrat is elected, the odds are strong that Clinton’s policies will continue and sampling will be permitted. If a Republican is elected, sampling will be disallowed. Further, if more than 6% percent of people return their questionnaires, as is expected, the cost of conducting the census will be reduced.

The census is one of the most important issues for Hispanics in the coming decade. “We consider the census the No.1 civil rights issue because so many issues in terms of civil rights are determined by having accurate information of who we are and where we are,” Demeo said.

Voting rights and discrimination cases are influenced by data. “I you have inaccurate data, you have a harder time,” she said.
New Perspectives, New Opportunities through ACE Fellowships

Dr. Estela R. Lopez had given some thought to being an administrator in higher education, but she really enjoyed teaching at the Inter American University of Puerto Rico, and she figured that she would teach for a long time. Her university, however, had other plans for her, and before she knew it, she was thrust into a program that changed her life.

Lopez, who has been provost and vice president for academic affairs at Northeastern Illinois University in Chicago since 1997, was encouraged to apply for and was accepted to the American Council on Education (ACE) Fellowship Program, a prestigious program that for the past 35 years has strengthened colleges and universities by providing comprehensive leadership development for senior faculty and administrators.

ACE Fellows participate in a year-long experience designed to provide them with skills in the leadership and management of change. More than 1,000 institutions have sponsored and hosted these leaders. For Lopez, and perhaps for others, the program can require some sacrifice. Lopez left her husband behind in Puerto Rico for part of the fellowship year and headed to New York with her young daughter.

"We were borrowing clothes from everyone because we didn't have any winter clothing," she laughed. "We were so cold."

Established in 1965, the program has since granted more than 1,280 fellowships—senior faculty members and administrators—the knowledge, skills, and perspectives they need to assume significant leadership roles in higher education.

Overall participation of people of color is 21 percent. Since 1993, each year more than 30 percent have been people of color. Participation has been split evenly between women and men. Thus far, seventy-seven fellows have been Hispanic. Due to special recruit
ment efforts in the past six years. Latinos in each class have ranged from six to 15 percent.

Lopez, an ACE Fellow in 1985-86, spent her first semester in the administration offices of the Inter American University of Puerto Rico, where she had taught Spanish literature, and her second semester in the provost’s office at Hofstra University in Long Island, New York.

"It was wonderful," she said. "I really enjoyed the program and benefited from it. I had been interested in administration, and the program showed me that it was something that I could do. I am a strong supporter of the program."

Lopez returned to Inter American after her fellowship year and quickly moved up, eventually to associate vice president for academic affairs and ultimately to vice president for academic affairs and planning.

Her relationship with ACE did not end with the fellowship year. She has advised others on how to prepare their applications for the program, served on the selection committee for the program, and been a mentor to current Fellows. She won a Senior Fellowship from the organization prior to taking on her current post at Northeastern Illinois University. And Lopez developed a similar fellowship program for her campus in Puerto Rico to give others at her university similar opportunities to move into administration.

"The program exposes you to the issues and gives you a perspective on the complexities of the issues you would face as an administrator," Lopez said.

Participants undertake projects during their fellowship year. These projects are designed to benefit the host institution but also serve to broaden the participants’ perspective.

The program brochure from ACE says that the schools and the fellows both get the following:

- Leadership development experience designed around an issue of strategic importance to the nominating institution;
- A mentor relationship. Fellows are mentored by a team of experienced administrators—usually the president and vice president—and participate in projects and decision-making meetings;
- Renewed commitment to the advancement of teaching and learning;
- Observing how other colleges and universities address challenges and solve problems; and
- Participation in national networks of leaders and institutions.

Dr. Viola E. Florez, dean of the College of Education at the University of New Mexico in Albuquerque, N.M., said that the contacts she made as a fellow in 1993-1994 were invaluable. Participants have access to a national higher education leadership network called the Council of Fellows, the program’s alumni organization. Council members serve as alumni mentors to the newly designated Fellows, helping them throughout the course of their fellowship.

Of the 1,200+ alumni, more than 200 have become college and university presidents; more than 400 have become provosts, vice presidents, and vice chancellors; and more than 600 have become deans.

"To this day, I can still pick up a phone, e-mail or write a letter and be in touch with one of my colleagues," Florez said.

Florez was a department chair at Texas A & M when she was accepted into the ACE program. She spent one semester of her fellowship year in the chancellor’s office at her university and a second semester at Arizona State University in Tempe, Ariz.

"This program helped me focus my direction," Florez said. "It’s an excellent program for both professional and personal goals. It’s a good time to reflect, study, and look at leadership. It helps you do some self-assessment."

Florez said that another important part of the program was the perspective it offers to participants. She said that as a department chair, her focus was narrow.

"This program lets you look at higher education as a whole by looking at higher education issues across the country," Florez said.

Dr. Juan E. Mestas, chancellor and professor of foreign languages at the University of Michigan-Flint and an ACE Fellow in 1989-90 at the University of Pennsylvania, agreed.

"If I had to pick just one among the many important things I learned as an ACE Fellow, I’d say it was to understand the whole panorama of higher education in its many manifestations and from multiple perspectives," Mestas said.

"That expansion of my view would not have been possible without the ACE Fellows Program."

Mestas, who was deputy chair for the National Endowment for the Humanities in Washington, D.C., prior to becoming chancellor, said that the experience with the ACE
Fellowship Program "turned my career around." One year after returning to the institution he had come from to participate in the ACE Fellowship Program, California State University-Long Beach, he was hired as vice provost, dean of students, and associate professor of foreign languages at Portland State University. And later, he moved to NEH to join his mentor while in the ACE program. Sheldon Hackney, former president of the University of Pennsylvania, who had been appointed chair of the endowment.

"The ACE Fellowship had opened a world of possibilities for me," said Mestas, who, as part of his ACE fellowship year, served as part of the research and editorial staff of Policy Perspectives, an influential periodical produced by the University of Pennsylvania's Institute for Research on Higher Education. As part of his project for the ACE fellowship, he was asked by the president to study the relationship between the university and the surrounding community, focusing on volunteerism.

"One of my recommendations to President Hackney was to establish a Center for Community Partnerships," Mestas said. "To my surprise, he loved the idea and suggested that the university buy a building for that purpose. I believe the center is still in place, doing good work."

The Fellows learn about higher education issues affecting the country through dialogues with national leaders, case studies, simulations, problem-solving work-
Career Outlooks for Hispanics

Based on Statistical Projections

BY
Casey Young

Hispanics are poised to make a significant difference in the makeup of the U.S. workforce in the next few decades. According to Census Bureau projections, the Hispanic population should reach close to 17 percent of the total U.S. population by the year 2020. Because they are younger as a group than their white counterparts, their impact will be felt first in the entry-level positions of the new service economy, provided that they understand the importance of education in this economic shift.

Employment data over the last five years are available from the Bureau of Labor Statistics by several breakdowns, including a breakdown of Hispanic occupations in the labor force. Bear in mind that these broad categories include many occupations and many levels. Service occupations, for example, include ushers, lobby attendants, and ticket-takers (minimum-wage occupations projected to grow faster than average), and also computer systems analysts (highly paid computer specialists who have the fastest-growing job projections). The bureau's degree along with a good command of the English language (both written and verbal) will enjoy a higher standard of living over the next few decades.

The Past

The following information is based on Bureau of Labor Statistics data available via the Internet (figures are based on statistical reports obtained from the Bureau. The article looks at broad categories of occupations held by Hispanics over the last five years and breaks down the most frequently held categories by sex. These data are contrasted with the occupations and pay structures held by the white and African American communities.

In 1994, three broad categories of industries for Hispanics 2 years and older in the United States were services (2 percent), manufacturing (20 percent), and wholesale and retail trade (22 percent). Within wholesale and retail trade, 8 percent of the occupations were in retail, with occupations in eating and drinking establishments making up over one-third of that total.
third of that category. (See Sidebar One for a further breakdown of professional and related services.)

The Bureau of Labor Statistics shows that men predominate in manufacturing (67 percent) and trade (63 percent) and women predominate in services (57 percent). (See Figure 1.) Within services, men were predominant in business, auto, and repair services (about 36 percent of all men in services), personal services outside of private households (about 35 percent), and educational occupations (about 34 percent), while women overwhelmingly were in professional services, with about 21 percent of all women in services in education, about 17.5 percent in health services outside of hospitals, and 10 percent in social services. Women also work in business, auto, and repair services (about 11 percent), and personal services outside of private households (about 12 percent of all women in services).

The Present

For Hispanics, these breakdowns remained fairly constant from 1994 to 1999. In 1999, the percentage of Hispanics working in service occupations was at 31 percent, in manufacturing at 16 percent, and in trade at 21 percent. (See Figure 2.) Construction had taken a swing up, and manufacturing had gone down as a percentage of the work force. Breakdowns between male and female representation remained about the same.

Looking at the data from another point of view, the nation as a whole in 1998 was continuing towards an economy more heavily invested in services. (See Figure 3.) This chart displays a combined total of 37 percent for the professional and services categories. Agriculture is barely represented, while sales are a respectable 12 percent of the total. Production, which includes manufacturing, is represented at 26 percent.

A note about Hispanics in agriculture—many of the agricultural jobs are given to people from other countries, notably Mexico. There is a high turnover rate in these jobs. People who have demonstrated management skills in another arena, not those picking strawberries working their way up the ladder, usually hold the management jobs in agriculture. As the need for agricultural jobs goes down, it is possible that fewer people will come in from other countries to do these jobs.

1999 data as a whole show that Hispanics average the least amount of weekly wages when compared to whites and African Americans. (See Figure 4.) Some of that can be traced to the occupations of Hispanics as a whole. For example, a report in the July 12, 1999, Newsweek edition noted that "15 percent of Hispanics work as managers; 31 percent of non-Hispanics do." Especially in the academic job market, a study done for Sociological Perspectives suggests that "while women and African Americans are slightly underrepresented among hires, Latinos and Asians are more seriously underrepresented."

The Future

It is clear from the projections that there are certain categories of occupations that will enjoy good employment rates in the next 10 to 20 years. It is important to remember that not all occupations within these categories will enjoy the best employment and wages. Most of these employment opportunities are in the services sector of the top 25 projected occupations with fast growth, high pay, and low unemployment that have the largest numerical growth. 18 require advanced degrees. (See Sidebar Two.)


• More Employment Opportunities

The labor force will grow more slowly (about 1 percent) than it did 1976-86, but employment will increase by 14 percent. 94 percent of this increase will be wage and salary workers, but self-employed workers will increase to 11.6 million in 2006. Employment growth of Hispanics, Asians, and other races will be faster than for African Americans and white non-Hispanics. Since the growth of Hispanics in the labor force will be gradual, based mainly on immigration, white non-Hispanics will still outnumber the other races in the workforce in 2006. This will probably change as time goes on and the new generation of U.S.-born Hispanics enters the workforce.

The number of women in the workforce will increase from 46 to 47 percent, which is the same gradual growth we've been seeing over the past decade. Traditional "men's jobs," such as manufacturing, construction, and agriculture, will decline because of the shift to service-producing economy.

• Older Work Force

The work force will become older. According to Newsweek, the median age of Hispanics is between 25 and 30, with African American median age a little over 30, and whites median age in the mid-30s. Based on the Bureau of Labor Statistics' projections and the population projections, it is apparent why the white non-Hispanic will still dominate the workforce, least until some point after 2010.
Many management jobs, as well as jobs that count experience as an important factor, will still be dominated by white non-Hispanics.

- **Services Will Dominate**
  
  Employment in service-producing industries will increase faster than average, with growth near 30 percent. Occupation categories that stand out are service and retail trade businesses, health services, educational services, and computer and data processing services. As the population ages, the health care industry will see significant growth. Computer services will continually be required as new technology emerges. Given the predominance of Hispanic youth in the U.S. population as a whole, and the dominance of youth in the computer industry, Hispanics should be poised to enter this industry in great numbers. However, white youths have an advantage. According to *Newsweek*, “22 percent of Hispanics have Internet access at work or at home; 43 percent of whites have Internet access.”

  Projected employment growth in the construction and agriculture industries will be offset by a decline in manufacturing and mining jobs. Manufacturing will account for 13 percent of total wage and salary worker employment in 2006, compared to 15 percent in 1996. Based on the statistical analysis of the five years noted above, the Hispanic community is already feeling the decline in the manufacturing sector.

- **Higher Education a Must for Good Pay**
  
  Education is essential in getting a high-paying job. Many occupations—for example, registered nurses, blue-collar worker supervisors, electrical and electronic technicians/technologists, automotive mechanics, and carpenters—do not require a bachelor’s degree yet offer higher than average earnings. Some of these jobs require an associate’s degree, but many require long-term on-the-job training.

  Most of the education and training categories projected to have the fastest growth require at least a bachelor’s degree (secondary school teachers, special education teachers, college and university faculty). All occupations within the education and training category that do not require a college degree are projected to grow slower than average.

  Labor force groups with lower than average educational attainment in 1996, including Hispanics and African Americans, will continue to have difficulty obtaining a share of the high-paying jobs unless they raise their educational attainment. Although high-paying jobs will be available without college training, most jobs that pay above-average wages will require a college degree.

### 1999 Hispanic Occupation Breakdown

- **Manufacturing**: 16%
- **Services**: 31%
- **Construction**: 12%
- **Trade and utility**: 21%
- **Agriculture and mining**: 5%
- **Health**: 18%
- **Finance, insurance, and real estate**: 8%

### Figure 3: 1998 Occupation Breakdown of All Ethnic Groups

- **Managerial**: 7%
- **Professional**: 21%
- **Sales**: 12%
- **Clerical**: 17%
- **Production**: 26%
- **Agricultural**: 1%
- **Services**: 18%
- **Transportation/Communication**: 7%
Figure 4: 1999 Median Weekly Earnings

According to the Occupational Outlook manual for 1999-2000, the following occupations have growth, high pay, and low unemployment, and will show the largest numerical growth, projected to 2006. They will account for 27 percent of all job growth. They are listed in descending order of opportunity:

- Systems analysts
- General managers and top executives
- Registered nurses
- Teachers, secondary school
- Clerical supervisors and managers
- Database administrators and computer support specialists
- Maintenance repairers, general utility
- Teachers, special education
- Computer engineers
- Social workers
- Food service and lodging managers
- College and university faculty
- Engineering, mathematical, and ar
graphic design
- Licensed practical nurses
- Financial managers
- Marketing, financial, and public relations managers
- Computer programmers
- Instructors and coaches
- Lawyers
- Physicians
- Electrical and electronics engineers
- Corrections officers
- Securities and financial services sales workers
- Physical therapists
- Artists and commercial artists

population ages 25 and over with some college training increased from 51 percent in 1987 to 55 percent in 1997. Those with a bachelor's degree increased about two points (from 8 percent to 10 percent). There will need to be a dramatic increase in the number of Hispanics in college in order to take advantage of the 60 percent of the occupations that will require advanced degrees.

Figure 5: 1997 Unemployment and earnings for year-round, full-time workers age 25 and over, by educational attainment for 1997

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Median Income</th>
<th>Unemployment Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Degree</td>
<td>$72,700</td>
<td>1.3</td>
</tr>
<tr>
<td>Doctorate</td>
<td>$62,400</td>
<td>1.4</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>$50,000</td>
<td>1.6</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>$40,100</td>
<td>1.9</td>
</tr>
<tr>
<td>Associate's Degree</td>
<td>$31,700</td>
<td>2.5</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>$30,400</td>
<td>3.2</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>$26,000</td>
<td>4.0</td>
</tr>
<tr>
<td>Less than a High School Diploma</td>
<td>$19,700</td>
<td>7.1</td>
</tr>
</tbody>
</table>

Who's Producing the Most Minority Ph.D.'s?

UC-Berkeley in the Lead

BY AMALIA DUARTE

During the 1990s, just a handful of graduate degree programs in mathematics, the physical sciences, and engineering accounted for nearly half the doctorates awarded to minorities in these disciplines, according to a recently released report from the Quality Education for Minorities (QEM) Network.

From 1990-97, there were 27 institutions in the United States and Puerto Rico that stood head and shoulders above the others in terms of producing minority Ph.D.'s in these areas of study. Each of these schools awarded more than 20 doctorates to minorities in mathematics, the physical sciences, and engineering during this time period.

And these schools aren't succeeding just at the graduate level. QEM researchers found quite a bit of overlap when they compared these 27 institutions to schools in a 1997 study that were ranked as leaders in granting undergraduate degrees in the same areas of study. Cornell University, Texas A&M University, the University of Maryland-College Park, the University of Michigan at Ann Arbor, and the University of Puerto Rico-Rio Piedras campus all are among institutions that achieved success at both the undergraduate and graduate levels.

It's a particularly interesting finding because the two studies looked at different sets of schools. The doctorate study surveyed all 320 Ph.D. programs in these fields, while the 1997 study focused on institutions in 17 states, where minorities constitute at least 25 percent of high school graduates, plus Puerto Rico. "We found there was significant overlap on the two lists," said QEM President Dr. Shirley McBay. "And we aren't sure about the reason for this. It may be field, followed by the physical sciences and mathematics.

Again, QEM officials are not quite sure what conclusion(s) to draw. Just who is included in the Hispanic group? Does it include a high number of Latin Americans who came to the United States to earn a Ph.D.?

QEM is sure about one thing: these schools serve as role models to other institutions. QEM honored these 27 universities in February during the Ninth Annual National Conference of QEM's Mathematics, Science and Engineering (MSE) Network. The theme of the gathering was "Preparing Ph.D.'s for Success in the 21st Century." The conference emphasized programs and strategies for preparing and supporting minority students through the successful completion of doctoral study in mathematics, the physical sciences, and engineering.

At the conference, representatives from 25 of the 27 institutions named in the study as top Ph.D. producers came to be honored. "We like to highlight the positive and give recognition and support to those institutions that are making a difference," said Dr. McBay.

QEM is a nonprofit organization dedicated to improving education for minorities. Established in 1991, the MSE Network is comprised of minority and non-minority institutions and organizations that advise...
and help guide QEM's efforts in this critical area. QEM specifically focuses on addressing the needs of African Americans, Alaska Natives, American Indians, Mexican Americans, and Puerto Ricans throughout all levels of the educational pipeline.

The recent report highlighted some of the factors that made these 27 institutions consistently able to graduate minority Ph.D.s in areas where they are sorely underrepresented. The schools are a diverse group, drawing from areas where there are large minority populations to parts of the country where few minorities live. But overall, four key factors seemed to provide the foundation for success at these schools: recruitment, financial aid, retention, and faculty advising. "When you look at these four areas together," said Dr. J. Arthur Jones, senior associate at QEM, "it produces a climate that tells the student, 'You are welcome here.'"

Many of the schools on the list employed faculty with reputations for advising minority students. "These faculty are major contributors to the institutions' output of minority MPSE doctoral degree recipients," states the report.

A number of these institutions also make a concerted effort to recruit at schools with large minority populations, including Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), and tribal colleges. "They made a special effort to visit these schools and talk with students," said Dr. Jones. "And they did special things through financial aid and fellowships, such as graduate teaching assistantships and graduate research assistantships, including positions that were reserved for minorities."

These leading Ph.D. producers go the extra mile for minorities, creating special offices that target minorities for recruitment and make sure they stay on track after enrollment. For example, the University of Florida, which ranked #8 in the QEM study, established the Office of Graduate Minority Programs (OGMP) in 1984. The office was created to increase the number of minority graduate students and to provide those students with academic programs and services to assist and support the successful pursuit of graduate education. The office handles everything from recruiting and campus visitations for prospective students to tutoring and open houses. Additionally, the office pushes for accountability by monitoring the numbers of minority students enrolled in graduate programs. A number of the University's colleges also support special recruitment programs. And the University collaborates informally with four HBCUs and two HSIs through the Florida/Georgia Louis Stokes Alliance for Minority Participation in Mathematics, Science and Engineering. Acting as role models and mentors are numerous minority faculty, including 38 in the MPSE departments.

On the West Coast, despite passage of a referendum eliminating affirmative action in California's public universities, a total of four UC schools—UC-Berkeley, UC-Davis, UCLA and UC-San Diego—made the list. In fact, topping the list was the University of California-Berkeley, at which 89 minority students earned their Ph.D.s. The school was the site of the most Ph.D.s earned in mathematics—34—and highest number for engineering with 50 (tying with the Georgia Institute of Technology). And perhaps most impressive, in the physical sciences, 25 doctorates were awarded at UC-Berkeley to non-Asian minorities. Only three other schools, Howard University, Texas A&M, and the University of Puerto Rico-Rio Piedras, did better at producing minority doctorates in the physical sciences.

Stanford was another standout. Stanford has an "aggressive diversity program for graduate student recruitment," states the QEM report. A special diversity orientation sponsored by the School of Engineering, seminars that focus on diversity issues, four ethnic centers on campus, minority study organizations, and summer programs for minorities are just a few of the noteworthy elements at Stanford that are cited in the QEM report. There are undergraduate bridge programs with HBCUs and HSIs, and the university has 1 minority faculty members in it.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Total MPSE</th>
<th>African Americans</th>
<th>American Indians</th>
<th>Hispanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of California-Berkeley</td>
<td>89</td>
<td>29</td>
<td>6</td>
<td>54</td>
</tr>
<tr>
<td>2</td>
<td>Texas A&amp;M University</td>
<td>81</td>
<td>22</td>
<td>5</td>
<td>54</td>
</tr>
<tr>
<td>3</td>
<td>Georgia Institute of Technology</td>
<td>72</td>
<td>43</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>Massachusetts Institute of Technology</td>
<td>60</td>
<td>22</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>5</td>
<td>Stanford University</td>
<td>59</td>
<td>18</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>6</td>
<td>University of Texas at Austin</td>
<td>59</td>
<td>9</td>
<td>4</td>
<td>46</td>
</tr>
<tr>
<td>7</td>
<td>University of Michigan-Ann Arbor</td>
<td>35</td>
<td>21</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>8</td>
<td>University of Florida</td>
<td>49</td>
<td>18</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>9</td>
<td>Howard University</td>
<td>47</td>
<td>46</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>University of Illinois at Urbana-Champaign</td>
<td>43</td>
<td>13</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>11</td>
<td>Purdue University</td>
<td>39</td>
<td>17</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>University of California-Los Angeles</td>
<td>39</td>
<td>6</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>13</td>
<td>Cornell University</td>
<td>37</td>
<td>13</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>14</td>
<td>University of Puerto Rico-Piedras Campus</td>
<td>35</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>15</td>
<td>City University of New York Graduate Center</td>
<td>34</td>
<td>16</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>16</td>
<td>North Carolina State University</td>
<td>33</td>
<td>15</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>17</td>
<td>University of Colorado at Boulder</td>
<td>33</td>
<td>8</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>18</td>
<td>University of Arizona</td>
<td>31</td>
<td>5</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>19</td>
<td>University of California-Davis</td>
<td>30</td>
<td>7</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>20</td>
<td>University of Wisconsin-Madison</td>
<td>29</td>
<td>10</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>21</td>
<td>University of Pennsylvania</td>
<td>27</td>
<td>14</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>22</td>
<td>University of California-San Diego</td>
<td>27</td>
<td>9</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>23</td>
<td>Northwestern University</td>
<td>26</td>
<td>11</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>24</td>
<td>University of Maryland-College Park</td>
<td>26</td>
<td>19</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>25</td>
<td>The Pennsylvania State University Park</td>
<td>24</td>
<td>8</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>26</td>
<td>University of Miami</td>
<td>24</td>
<td>1</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>27</td>
<td>Virginia Polytechnic Institute and State University</td>
<td>21</td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,129</td>
<td>410</td>
<td>59</td>
<td>660</td>
</tr>
</tbody>
</table>


MPSE departments. At the same time, informal dinners and lunches with faculty, staff, alumni and even industry representatives enhance the experience for minorities. "Stanford is a great example of how universities can create an infrastructure of support for minority students from the special financial aid opportunities to the student centers," said Dr. Jones.

Taken as a whole, these institutions of higher education offer a lesson to other colleges and universities on how to succeed in areas where minorities are scarcest in the academy, but even the success of these schools barely makes a dent compared to the overwhelming numbers of Ph.D.s conferred on whites. "It's definitely a case of 'Is the glass half empty or half full?'" agreed Dr. McBey. "But we chose to focus on the positive and give these institutions recognition and encouragement to do even better."

Analia Duarte is a public relations manager at Lucent Technologies.
Franco Discusses Nature of Memory and Communication at Texas-Austin

Jean Franco, author of more than five books and dozens of articles on Spanish and Latin American culture and literature, discussed "Memory and Memoirs in the Post-Dictatorship Literature of the Southern Cone" at the University of Texas (UT)-Austin. Franco was a keynote speaker at the 10th Hispanic and Luso-Brazilian Literatures and Romance Linguistics Conference, sponsored by the UT-Austin department of Spanish and Portuguese. Noted sociolinguist Roger W. Anderson delivered a keynote address on "Thematic Streams in Conversation" as applied to the Creole language of Papiamentu, which is spoken on islands off the coast of Venezuela and incorporates elements of Portuguese, Spanish, and Dutch.

Franco, professor emeritus at Columbia University, was the first professor of Latin American literature in England and taught at the University of Essex and the University of London.

HACU Names Executive Director of Member Services

Mariana Peralta Sharp, a former executive at the national Avance Inc. Family Support and Education Program, was named executive director of member services for the Hispanic Association of Colleges and Universities (HACU).

Sharp now oversees services to member institutions, including collaborative programs and national and international conferences for HACU, the nation’s leading Hispanic higher education association, which represents more than 290 colleges and universities with high Hispanic student enrollment rates in the U.S., Puerto Rico, and abroad.

Sharp, who has a bachelor’s degree from the University of Miami and a certificate of graduate studies from UC-Davis, is pursuing both a law degree and master’s at St. Mary’s University in San Antonio.

Alligator Press Links up with Spanish Literary Agency

Alligator Press (Texas) has announced a relationship with A.C.E.R. Literary Agency, Madrid, Spain. A.C.E.R. is the second largest agency for Spanish language rights and has been in business for 40 years.

Alligator Press is committed to publishing quality titles in world literature, expanding its vision beyond the boundaries of language, geography, and culture. An independent publisher of quality trade books, the company is dedicated to the production, distribution, and promotion of mainstream literature. Its primary goal is to encourage exchange between the English and Spanish literary worlds.

New Mexico Researchers Work on Endeavor's Antenna Mast

Two researchers from the University of New Mexico (UNM) are helping the Space Shuttle Endeavor to generate the most accurate and extensive topographical map of the earth.

UNM civil engineering professor Arup Maji and graduate student Lorena Sanchez helped create composite rods, which were manufactured at the Air Force Research Laboratory (AFRL) by a team of UNM and AFRL personnel. The five-eighths-inch diameter rods, made with carbon fiber and epoxy matrix, constitute a 10-foot antenna mast, the longest rigid structure ever to be deployed in space.

"I am pleased that I was able to contribute to the Endeavor’s mission of generating intensive maps of the earth," said Sanchez.

"The rods created for the mast are an alternate to other materials used in the past."

Yale Hosts Rebellious Lawyer Conference

Yale Law School (Conn.) held an event exploring "Innovative Advocacy for a New Millennium," the 6th annual Rebellious Lawyer Conference. Practitioners, law students, community activists, and advocates from around the country discussed innovative and progressive approaches to law and social change. Panels explored asylum, environmental justice, the death penalty, welfare reform, and nontraditional methods of legal and quasi-legal representation, including grassroots organizing and alternative approaches to impact litigation, direct services, and criminal defense.

Gerald P. Lopez, professor of law at the UC School of Law, and author of Rebellio...
Huerta and Martinez Visit Western Oregon

University’s multicultural student union recently sponsored the annual Women of Color Conference, in celebration of Women’s History Month. The theme was “Women’s Voices in the 21st Century.”

Renowned civil rights activist Dolores Huerta, co-founder of the United Farm Workers of America, was a keynote speaker. Together with César Chávez, Huerta founded the Robert F. Kennedy Medical Plan, the Juan De La Cruz Farm Worker Pension Fund, and the Farm Workers Credit Union, the first organizations of their kind for farm workers. Huerta is vice president of the Coalition for Labor Union Women and of the California AFL-CIO, and on the board of the Fund for the Feminist Majority, which advocates political rights and equal rights for women.

Demetria Martinez, a novelist, poet, columnist, activist, and teacher known as a champion of free speech and religion, was another keynote speaker.

Texas-San Antonio Honors “Women Who Inspire”

The University of Texas-San Antonio looked back at women who have struggled, prevailed, and inspired others during Women’s History Week in March. Organizers chose the theme “Women Who Inspire Us: Imagina El Futuro.”

Adriana Ayala and Gabriela Gonzalez discussed their research on the history of women in South Texas; Ricardo Romo discussed “Mentoring Women”; during “La Lucha: The Struggle,” Minnie Bruce Pratt intertwined poetry and feminist theory to expose racism, sexism, and homophobia; Alicia Guzman translated text by Sor Juana Ines de la Cruz; Shirley Mock discussed “Black Seminole Women in Texas and Mexico”; Juanita Diaz-Cotto discussed “Women’s Prison Writings in the U.S.; and the film The Status of Latina Women looked at the differences between the U.S. Latina and her Latin American and American counterparts.

Washington State Hosts Semana de la Raza

Award-winning author Carlos Muñoz Jr. delivered the keynote address during Washington State University’s (WSU’s) annual Semana de la Raza. An ethnic studies faculty member at the UC-Berkeley, Muñoz spoke about this year’s Semana theme, “Celebrating Our Past, Embracing the Future.”

After more than 30 years of teaching in higher education, Muñoz has gained international prominence as a political scientist, historian, essayist, and public intellectual. Since the 1960s, he has been a central figure in the struggle for human rights in the U.S. and abroad.

Other activities included the presentation of Zapatista, a film portraying the struggles of indigenous people across the world over the last millennium, with a discussion by WSU faculty member José Alamillio; “Pachanga Dos Mil,” a taco bar and potluck, the production of a mural, assisted by artist Alfredo Arreguin; a performance by CHUMSA, a theatrical group from California; and “Down Under,” the 21st annual Gabriel Cárdenas banquet.

William Paterson Symposium on Black and Latino Athletes

The impact of African American and Latino athletes on 20th-century American sport was the theme of a national symposium, “The Coloring of American Sport: Black and Latino Athletes Change the Nature and Meaning of Competition During the Twentieth Century,” held at William Paterson University (WJ).

The event, which drew together distinguished scholars of American sport with pioneering former athletes who pierced the color barrier, was broadcast to a national audience of colleges, universities, and high schools via uplink satellite.

Among the athletes and scholars were Joe Chegwi Torres, world light heavyweight champion from 1965 to 1967; Clemson Smith-Muniz, Spanish language broadcaster; Adrian Burgos, Jr., an authority on Latino baseball players in the Negro leagues; and Samuel Regalado, author of Viva Baseball: Latin Major Leaguers and Their Special Hunger.

Nellie Mae Grants to Benefit Latino Education Programs

The Nellie Mae Foundation, Braintree, Mass., granted $1,444,500 to 12 New England-based nonprofit grassroots programs that promote educational access and quality for Latinos and other minorities.

“These programs are essential for under-served students since they offer an opportunity for students to enrich their educational opportunities and prepare for college,” said Nellie Mae Foundation President and CEO Dr. Blenda Wilson.

Many of the New England students supported by the foundation face economic and social adversity, which interferes with their ability to pursue higher education and benefit from the resulting economic gains.

In the News at Long Island-Brooklyn

Dominican American author Loida Maritza Pérez anf Puerto Rican poet Willie Perdomo read from their works at Long Island University (LIU)- Brooklyn in New York. Pérez’s novel Geographies of Home is the story of a family that moves to Brooklyn from the Dominican Republic. Perdomo author of Where a Nickel Costs a Dime, has been featured on PBS poetry specials.

In connection with LIU’s annual Honors Conference, three artists of Dominican heritage showcased their art at the Brooklyn Campus’ Salena Gallery. The exhibit “Boundaries and Frontiers” featured the work of Scherezade Garcia-Vazquez, Iliana Emilia and Delsa Canacho, all graduates of the Parsons School of Design.

Vargas Joins San Diego State’s Advancement Team

Nora E. Vargas was named legislative relations specialist for San Diego State University’s (SDSU) division of university advancement, in California.

Vargas now directs legislative activities for the vice president of university advancement in coordination with California State University and SDSU key administrators. Sh
helps identify the University's local, state, and federal education agenda, and is its liaison with local, state, and federal officials. She also is the point of contact for the SDSU Ambassadors of Higher Education.

Vargas has a bachelor's degree from the University of San Francisco and is pursuing her master's at SDSU.

**Coro Cantico Nuevo Performs at Calvin**

The 116-voice New York City choir Coro Cantico Nuevo joined forces with the Calvin College Campus Choir on Calvin's West Michigan campus grounds. The concert brought the music of Nicaragua, Jamaica, Puerto Rico, Mexico, Dominican Republic, Paraguay, Argentina, Venezuela, France, Spain, Austria, and Switzerland to the Calvin College Chapel. The Calvin Institute for Christian Worship, under the leadership of its director, John Witvliet, arranged the visit.

**Bethune-Cookman Chorale Performs in Washington**

The Bethune-Cookman College (Fia.) Concert Chorale sang as guests at a National Prayer Breakfast in Washington, D.C. The 75-student concert chorale, directed by music professor Dr. Rebecca W. Steele, was invited to perform at the 48th annual National Prayer Breakfast by U.S. Sen. Connie Mack.

President Bill Clinton, Vice President Al Gore, many members of Congress, several U.S. Supreme Court justices, and hundreds of international representatives were among the 4,000 attending the breakfast at the Washington Hilton.

Bethune-Cookman, with a diverse student population of more than 2,500, was on the *HO* "Hot Picks" list of best colleges for Hispanic students.

**Paredes Papers to UT-Austin's Benson Collection**

The papers of internationally known scholar and humanist América Paredes (1915-1999) are now part of the Nettie Lee Benson Latin American Collection, the General Libraries at the University of Texas (UT)-Austin.

"Don Américo," as he was affectionately known, received his doctorate in English in 1956 from UT-Austin, where he spent his scholarly life. He taught and inspired students, and he developed special programs and centers on folklore of the U.S. Southwest and Mexico and for the study of Mexican American culture.

Paredes' most enduring works stem from his folklore studies. His collections of tales and corridos—the folk songs and ballads of the Texas-Mexican border—allowed him to challenge anthropological literature that had examined Mexican culture in Texas from an outsider's view only.

**PhD Project Gains Sponsors**

The PhD Project, joining several of America's leading companies and foundations, Bristol Myers-Squibb, Chase Manhattan Bank, and Pfizer, Inc. each became sponsors of The PhD Project—a unique initiative to diversify corporate and academic America.

The PhD Project was created to address the severe underrepresentation of people of color in America's business schools, and ultimately in the larger corporate community. It is going about this task by increasing African Americans', Hispanic Americans', and Native Americans' presence on business school faculties by diversifying the faculty. The PhD Project encourages more people of color to pursue business degrees, and better prepares all business students for today's multicultural work environment.

**Landeros Joins Allan Hancock**

Martin Landeros, a new full-time mathematics instructor at Allan Hancock College in California, hopes to see an increase in its Hispanic students and their continuance at four-year universities.

Landeros grew up in Mexico City and moved to California when he was 25. He learned English at Modesto Junior College before earning his bachelor's degree in mathematics at California State University Stanislaus and his master's at the University of California Santa Cruz.

Before joining the Allan Hancock College faculty, Landeros taught at Santa Rosa Junior College and at Ohlone. Merced, Hartnell, and Cabrillo colleges.

**NYC Deputy Mayor Segarra Joins CUNY Foundation**

Former New York City deputy mayor and education and human services Ninfa Segarr became vice president for inter-campus collaboration of the City University of New York (CUNY) Research Foundation.

Chair of the Board Herman Badillo said, "Deputy Mayor Segarra brings to CUNY more than twenty years of government, community, and education experience in senior level positions. Her talents and abilities will be very helpful to moving the CUNY reform agenda forward.

Segarra, an attorney, was a NYC deputy mayor for more than six years, providing policy development, oversight, and program implementation for mayoral agencies at related titles. She has a bachelor's degree from New York University and a juris doctor from New York Law School.

**In the News at Texas A&M-Kingsville**

Texas A&M University-Kingsville's bilingual education department sponsored the 26 Annual Spring Bilingual Conference in March. Dr. Joel Gomez, associate professor of educational leadership and director of the Institute for Education Policy Studies at George Washington University, gave a keynote speech, "Two Languages, Two Cultures, One Society: I Past and the Future." He is on the board of the National Association for Bilingual Education.

Texas A&M University-Kingsville Ronald McNair Scholars presented on their undergraduate research projects at the Second Annual Texas McNair Research Conference at the University of Texas-Arlington. McNair academic coordinator Joe II Valenzuela and students Laurie Tomas, Debra Carpenier, Debra Perez, Daniel Gonzalez, Juan Vasquez, and Yvonne Pueno attended the event. (See related story on Page 18.)
New Mexico State Students Win National Recognition

The New Mexico State University (NMSU) student chapter of the Hispanic Business Student Association (HBSA) was named Chapter of the Year at the 10th Annual Hispanic Business Leadership Conference in Austin, Texas. The NMSU chapter, with approximately 90 members, ranked above chapters from 80 other schools at the conference, which was sponsored by the National Hispanic Business Association (NHBA).

The purpose of the HBSA is to enhance the personal and professional skills of its members. The organization helps students develop an appreciation for a multicultural heritage and prepares them for the future through networking, job opportunities, social events, and community service.

NMSU finance and marketing major Imelda Villalobos was named NHBA Representative of the Year.

In the News at Miami-Dade

Eduardo J. Padrón, president of Miami-Dade Community College (M-DCC) in Florida, was named one of the “20th-Century Presidents Who Have Influenced the Higher Education Landscape” by Black Issues in Higher Education magazine. In the “One Hundred Years of Change” issue, Padrón was recognized because “he has paved a pathway for the realities of achieving diversity in all of its complexities.” Padrón said he felt honored and humbled by the recognition. “M-DCC was founded on the principle of access to education for all. I have merely been an instrument of the strong forces for equality in our schools and opportunity in our country.”

M-DCC won four awards for institutional advancement at the Florida Association of Community Colleges’ annual convention. The school’s public affairs division was recognized for “outstanding publications, media presentations, and public relations programs.” Staff members Pasta Andino, Lee Lillie, Irene Munoz, and Barri Semet worked on the winning entries.

St. Thomas Signs Agreement with Colombian University

St. Thomas University (Fla.) President Rev. Monsignor Franklyn M. Casale (pictured r.) signed an agreement with Dr. Jesus Ferro Bayona (l.), president of Universidad del Norte, located in Barranquilla, Colombia, calling for collaboration on research projects and participation in teaching exchange programs.

Under the agreement, students from Universidad del Norte will attend classes in intensive English at St. Thomas, and will serve an internship with a local Hispanic-owned business.

The multicultural makeup of the student body at St. Thomas University—more than 2,100 students—offers learners/scholars a community rich in diversity.

Chicano Activist Speaks at University of New Mexico

José Angel Gutiérrez, Chicano activist and founder of La Raza Unida Party, the Mexican American Youth Organization, and other Mexican American community organizations, recently spoke at the University of New Mexico. His talk, “From Assimilation to Trredentism: Chicano Politics in the 21st Century,” was sponsored by the Center for Regional Studies, Chicana/o Studies, and the Southwest Hispanic Institute.


An associate professor in political science at the University of Texas (UT)-Arlington, Gutiérrez is a practicing attorney with the Legal Center of José Angel Gutiérrez. He has a doctorate from UT-Austin and a juris doctor from the University of Houston.

Cal Poly Engineers Win National Title

Four members of the California Polytechnic State University chapter of the Society of Hispanic Professional Engineers won a national Academic Olympiad at the society’s National Technical Career Conference in Washington, D.C.

Team members Manuel Alvarez, Patrick Cabral, José Castro, and Jesus Rodriguez went head-to-head with five other regional championship teams, fielding questions ranging from society trivia to computer science, math, physics, chemistry, electrical engineering, and other engineering disciplines. The win marks the first time Cal Poly’s group has hosted the nation in the Jeopardy-style contest.

Jimez to Attend Democratic National Convention

Western Illinois University (WLU) senior law enforcement and justice administration major and budding politician Margarita Jimenez was named to the Illinois Delegation slated to attend the Democratic National Convention in Los Angeles, Calif., this summer.

A lifelong Democrat and an Al Gore supporter, Jimenez is vice president of the WLU Student Government Association—the first woman and the first person of Latin American descent to hold the position. “I became interested in politics at the age of eight as I watched the debates between Presidents George Bush and Massachusetts Governor Michael Dukakis,” said Jimenez.

Now 21 years old, Jimenez plans to graduate from Western Illinois, go to law school work for a district attorney’s office, and then run for political office.

North Carolina-Chapel Hill Holds “Cuba and African Americans” Conference

The University of North Carolina at Chapel Hills (UNC-Ch) Institute of African-American Research sponsored a conference, “Cuba and African Americans: A Comparative Perspective.”

Three visiting scholars, including Dr. Olga E. Fernandez, a Cuban scholar in African American studies at the University of Havana, analyzed Black
American issues and history, and compared both with the challenges that Cubans have faced. The title of her talk was “Black Americans: An Ethnic Dilemma in U.S. Mainstream Journalism.”

Ruth Reitan, doctoral candidate at the University of Miami’s School of International Studies, and Lisa Brock, associate professor of African history and diaspora studies at the School of the Art Institute of Chicago, also spoke.

**New Mexico State Poet Makes Cuban Connection**

Kathleen West, a New Mexico State University (NMSU) English professor, has been collecting poems by contemporary Cuban writers and plans to publish a selection of them in NMSU’s national literary magazine, *Puerto del Sol.* West is the magazine’s poetry editor.

In July and December 1999, West traveled to Cuba under the auspices of the Cuban Scholars Program to meet Cuban poets—some of them well known, some “up-and-coming”—and collect their poetry.

“Virtually everyone in Cuba is a poet,” says West. “But, not all poets are equally approved by the government.”

West is the author of several books of poetry. A new book, *The Summer of Subcomandante,* is about to be released in the United States. Another, *Las Turistas de la Revolucion,* is to be released in Cuba.

**Scranton to Participate in National Diversity Project**

The University of Scranton (Penn.) is one of 40 colleges and universities selected to participate in a national project to address diversity issues in higher education.

The initiative, “Boundaries and Borderlands III: The Search for Recognition and Community in America,” is sponsored by the Association of American Colleges and Universities. It is designed to help colleges and universities develop new programs to increase students’ capacities for democratic citizenship and tolerance.

The project includes a 10-day summer institute that will enable participants to study the impact of diversity on student learning.

examine curricular models being developed at other institutions nationwide, and develop skills in fostering intergroup dialogue.

The University of Scranton’s Strategic Plan for 2000-2005, “A Community of Scholars. A Culture of Excellence,” emphasizes diversity and globalization as one of its 10 themes.

**Art Institute of Boston Hosts Ortiz Monasterio**

The Art Institute of Boston’s Mexican photographer Pablo Ortiz Monasterio recently participated in the Art Institute of Boston at Lesley College’s (Mass.) duPont Visiting Artist Lecture Series.

Ortiz Monasterio has spent much time documenting the lives of indigenous peoples, producing an acclaimed series on the Huaves, the Huichols, and the Tarahumaras. For 15 years, he worked on an extensive photographic study of life in Mexico City, “The Last City.” This highly prized work illustrates the coexistence of the symbolic and the real in everyday Mexican life.

Ortiz Monasterio often interacts with those he photographs. In his project with the Huichols, not only did he enter their world through pictures, but he also initiated the construction of an intricate swinging bridge, a vital link in this mountainous area, that enabled Huichol children to attend school.

**De La Rosa Wins Scholarship at Oakland Fund Raiser**

Bonifacio De La Rosa (pictured at r.) received a $5,000 scholarship at Oakland University’s (Mich.) eighth annual Keeper of the Dream fundraising banquet. Eight students were awarded scholarships for their efforts in making a positive impact to improve interracial understanding within the university community. OU’s president, Dr. Gary Russi, is pictured with De La Rosa.

A junior political science major De La Rosa believes communication is the key to eliminating bigotry. He has served as a student liaison to the board of trustees, a diversi-

**Texas Woman’s Team Signs Agreements with Laredo Community College**

Several representatives from Texas Woman’s University (TWU) met with Laredo Community College (LCC) officials and students to sign articulation agreements in education, nursing, Dr. Ramón, Dovalina, LCC president, and Dr. Juan Maladona, vice president for instructional services, met with TWU representatives Dr. Willes Berry, interim president for academic affairs; Dr. Carole Gunning, dean of the College of Nursing, David Peat, associate dean of the College Education and Human Ecology, Dr. June Aza, department of reading and bilingual education faculty member, and Dr. Rudy Rodriguez, special assistant to the president for community relations and diversity.

Azua also talked with LCC students about scholarship opportunities in bilingual and ESL education.

**In the News at University of South Florida**

The University of South Florida (USF) is a co-recipient of a $W. Kellogg Foundation EngagingLatinos for Education Grant, to help Latinos enter and complete college.

USF and the Ministry of Education at Culture of Spain collaborated to create Spanish language center at USF.

A USF spring semester course in geology and marine science. The Geology of Cuba, featured a seven-day field excursion to west Cuba.

USF continues to connect with Mexico. The Universidad Veracruzana and USF plan offer a joint master’s degree in instructional technology. The Universidad de Mayab Mérida visited three USF professors. USF’s Downtown Center will house the offices of the Secretariat of the Gulf States Accord.

Professors Paul Rosai and Susan Greenbaum helped facilitate the eventual c-
ermination of two historic Cuban clubs of Tampa, La Unión Martí-Maceo and El Circulo Cubano.

The Tampa Bay Latin American Medical Society and the Krewe of Saint Yago Education Foundation each pledged $100,000 endowments to the USF Latino Scholarship program.

Latinas Pursue Nontraditional Careers, Finds Saint Mary’s Study

Manuela Hernandez, a senior psychology major at Saint Mary's College (Ind.), conducted a study of college majors pursued by Latinas.

Initially, Hernandez assumed most Latina college students would be preparing to enter the workforce as teachers and nurses—traditional women's fields. "That hypothesis was based on the Hispanic 'machismo' culture," said Hernandez, "which puts men at the top of the hierarchical chain, and reports that Latinas are more likely than Caucasian females to endorse traditional roles." However, she said, "My study exposed a completely different reality."

After sampling 72 Latinas from both Saint Mary's College and the University of Notre Dame, Hernandez found that 57 percent of those Latinas were pursuing nontraditional majors such as business, finance, and science; thirty-five percent "neutral" majors such as psychology and communications; and only eight percent careers such as nursing or education.

Bersia and Gutiérrez Win Journalism Awards

John C. Bersia and Sonia Gutiérrez recently were honored by the Scripps Howard Foundation with National Journalism Awards, presented at the National Press Club in Washington, D.C.

Bersia, of The Orlando Sentinel in Florida, received $2,500 and the Walker Stone Award trophy for "Fleeced in Florida," a series of editorials advocating regulatory reform of cash-advance businesses. Linda Valdez of The Arizona Republic was a finalist for the award.

Gutiérrez, of the Carlos Rosario International Career Center in Washington, D.C., received $2,500, the Charles E. Scripps Award, and a $5,000 donation from the Scripps Howard Foundation to the literacy group of her choice. Gutiérrez won for her work with adult immigrant students. The Naples Daily News of Florida won the same award.

University of Houston Professor Receives Fellowship in Literature

University of Houston (Texas) professor of Spanish Julián Oliva was a recipient of a senior fellowship from the National Endowment for the Humanities. He was the only scholar in Hispanic literature to receive that honor in 1990.

Oliva was awarded a $30,000 fellowship for his research into secular and sacred poetry written by women of the Spanish Renaissance and Baroque periods (the 16th and 17th centuries). His research will be developed into a book, which will be the third of a series on women's literary production.

"The study of women's literature has had tremendous influence on the manner in which one reads all literature," said Oliva.

Publications

Puerto Rico: The Four-Storeyed Country

by José Luis González

Afro-Antilleans and Mestizos constitute the first "storey," or tier, of the "Puerto Rican house" of the title story, landowners the second, urban professionals the third, and the managerial class the fourth. The author argues that a national culture must be seen and defined as something rising "from below" rather than imposed by a white minority "from above," and that Puerto Ricans must acknowledge that their culture is primarily Caribbean rather than North American or Hispanic. Translated by Gerald Guinness.
toward interdependence, and others—critical to the needs of every college student.


**The American Community College**

by Arthur M. Cohen and Florence B. Brawer

This book provides a comprehensive analysis of the most recent findings and up-to-date information on the American community college. The authors describe in detail how community colleges fit into the American educational system; the services they provide, and the effects they have on their students and the community.


**Exploring Leadership: For College Students Who Want to Make a Difference**

by Susan R. Komi, Yance Lucas, and Timothy R. McMahon

This book provides a unique view of leadership as a participatory process and helps students and young adults to develop their own potential for leadership in organizations, groups, and communities of an increasingly diverse and complex world.


**The Mexican American Orquesta: Music, Culture, and the Dialectic of Conflict**

by Manuel Peña

Relying on both the Mexican orquesta and the American dance band for repertorial and stylistic cues, the Mexican American orquesta forges a synthesis of the two.

Manuel Peña traces the evolution of the orquesta in the Southwest from its beginnings in the 19th century through its pinnacle in the 1970s and its decline since the 1980s.


**Features and Fillers: Texas Journalists on Texas Folklore**

Jim Harris, ed.

Full-time and part-time journalists have worked many years for large and small newspapers, ranging from far West Texas to deep East Texas, from the Panhandle to the Valley. Their subjects are the traditions, customs, and practices of the people in communities as diverse as the state is wide. Jim Harris has discovered that many people want to read about their folklore, passed down through the years by word of mouth and other means.


**Brandy, Our Man in Acapulco: The Life and Times of Colonel Frank M. Brandtender**

by Rodney P. Carlisle and Dominic J. Moretti

A man of action and a parrot, Frank Brandtender foiled a mass breakout plot by German POWs in England during World War II, led a small party on a dangerous mission behind German lines to deliver a surrender demand, parachuted into battle on D-Day, and confronted an angry Cuban mob intent on destroying the Havana Hilton. In the business world, he turned a few undeveloped casitas in Acapulco into Las Brisas, the top resort in the world in 1972.


**Cuba's Island of Dreams: Van from the Isle of Pines and Y**

by Jane McMahan

As a resident of Cuba, Jane McMahan enjoyed extraordinary access to Cuban archives and to both published and unpublished historical materials. She had access to government officials as well as family narratives and diaries. Drawing upon resources and to most scholars outside Cuba, McMahan written an evocative history that captures the dreams of this island's history and the dreams of its people.


**The Making of Social Movements in Latin America: Identity, Strategy, and Democracy**

Anurto Escobar and Sonia E. Alvar

Latin American social movements have brought about a profound transformation in the nature and practice of protest and collective action. This book surveys the full spectrum of movements in Latin America today—from peasant and women's movements to the growing Environmental and civic movements—examining how this diverse mosaic of social movements has promted social and political change.


by Reed Brody

Reed Brody, former assistant attorney general of the state of New York, presents
TheObsidianRanfla
by Anthony R. Vigil

This collection of poems by Mexican American author Anthony R. Vigil comes complete with a “hitting the code-switches” glossary. “Hitting the switch- es” in ranfla means activating its hydraulic system, and bouncing with the ride. “Hitting the code-switches” permits you, if inexperienced with the language and culture, to “dimensionalize” your ride down the boulevard of Chicano time.


Many publications featured in this section are available through amazon.com.

CONFERENCES

American Educational Research Association Annual Meeting
April 24-28

The AERA annual meeting’s theme is “Creating Knowledge in the 21st Century: Insights from Multiple Perspectives” in New Orleans.


7th Annual IDRA Early Childhood Educators Institute
April 25-27

This year’s Intercultural Development Research Association La Semana del Niño institute is on the theme, “Educating the Next Generation.” Speakers include Regina Benjamín: Gloria Rodríguez, founder of AVANCE; Bertha Perez, UTSA-Downtown; and Diane Gonzales Bertrand, internationally known author of children’s literature. On two mornings, participants will visit schools that showcase innovative programs for diverse learners.

Contact: Carol Chavez at IDRA. (210) 624-1110; Web site, www.idra.org.

IllinoisTESOL-BE 2000 Annual Convention
April 28-29

Illinois Teachers of English to Speakers of Other Languages/Bilingual Education presents its 26th annual convention, "Options and Opportunities." It’s Navy Pier in Chicago, Ill.

Contact: e-mail, eminiicz@harpercc.il.us or Porter@irc-desplaines.org.

The College Board's Online Learning Conference
May 1-2

"Delivering Online Courses to Adult Students." At the Wyndham Ambassador West Hotel, Chicago.

Contact: (212) 713-8002; e-mail, oals@collegeboard.org; Web site, www.collegeboard.org.

Nexus 2000 International Conference
May 5-7

Nexus 2000's theme for this year: "Building Healthy Relationships in School Communities, and Organizations: Improving Society through Understanding of Emotion Intelligence." The gozi is for delegates experience practical ways to foster heal productive relationships that they can implement with their own constituencies.

San Francisco, Calif., at the South San Francisco Conference Center.


National MultiCultural Institute
15th Annual National Conference
June 1-4

The 15th annual national conferer theme is “Making Choices as a Dive: Society, Taking Responsibility for a Promis Future.” At the Hyatt Regency Washington Capitol Hill in Washington, D.C.

Contact: (202) 483-0700, ext. 227; e-mail, mmci@nmci.org; Web site, www.nmci.org.

NCORE 2000
June 1-5

13th Annual National Conference on Racism & Ethnicity in American Higher Educaion Sponsored by The Southwest Center Human Relations Studies, Public & Community Services Division, College Continuing Education, The University of Oklahoma. Among the keynoter is Edw James Olmos. In Santa Fe, N.M.

Contact: Web site, www.occe.uou.edu/NCORE

Association of Educational Publishers Conference 2000
June 7-9

"Trends & Transitions: A Meeting of Minds" promises to "help you understand
issues our industry faces, discover new ideas to let you work more efficiently and productively, and network with major industry professionals.” At the Capital Hilton in Washington, D.C.

Contact: (856) 256-4610; e-mail, mailbox@epress.org; Web site, www.epress.org.

AAHE Assessment Conference
June 14-18

The American Association for Higher Education’s 15th annual conference on assessment asks, “Rising Expectations: Can Assessment Deliver?” In Charlotte, N.C.


Prentice Hall Faculty Development Symposium
June 15-16

“Student Achievement: Helping All Students Maximize Learning Options.” At the Oxford Hotel in Denver.

Contact: Barbara Rosenberg, (201) 286-7932; e-mail, barbara_rosenberg@prehall.com.

Latin American Educational Foundation Golf Tournament
June 21

The Latin American Educational Foundation hosts its annual Golf Tournament. In Sedalia, Colo.

Contact: (303) 446-0541.

University of Hawaii Curriculum Workshop
June 21-30

The Center for International Business Education and Research at the University of Hawaii-Manoa presents "The Development of Intercultural coursework at Colleges and Universities: At U of H-M in Honolulu.

Contact: Jayna Reyman, (808) 956-2356; e-mail, jayna@cbu.hawaii.edu.

American Association of University Administrators Annual Assembly
June 22-25


Contact: (972) 243-3957: e-mail, info@allianceedu.org.

NAWE—Women Leaders Institute
June 24-28

“Institute for Emerging Women Leaders in Higher Education.” At University of Maryland Inn and Conference Center in College Park, Md.


Books in Spanish for Young Readers: Summer Workshops 2000
June 26-28, July 10-12, and July 31-August 2

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos, announces this year’s three-day summer workshops: “Books and Reading Strategies for English Language Learners in Grades K-8,” “Current Issues: Books in Spanish for Young Readers,” and “Literature in Spanish for Children and Adolescents/La Literatura en Español Dirigida a los Lectores Infantiles y Juveniles” (the latter conducted in Spanish).

Contact: e-mail, ischon@mailhost1.csusm.edu.

Kiva’s Mexico 2000 Education Tour
September 19-20, Guadalajara

September 22-23, Mexico City

September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year’s tour, “Building Partnerships in Mexico,” will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3063; e-mail, kivaeexpo@mindspring.com.

HACU 14th Annual Conference
November 4-7

This year’s theme: “Championing Hispanic Success in Higher Education.” At the Albuquerque Convention Center. Albuquerque, N.M.

Book Review

By Mark Sada Saka, Ph.D.


Vicki L. Ruiz has produced the first full study of the Mexican woman's experience in twentieth-century America, one that synthesizes and integrates that experience within the broader context of Mexican history, immigration, conflict, assimilation, and resistance. Ruiz successfully demonstrates the complex and innovative role that Mexicanas have played in the shaping of their lives and their communities. Enhanced by personal stories and interviews, and woven into a highly readable narrative, From out of the Shadows lives up to its title, bringing Mexican woman's experience to light. During this past summer I used this book for my Mexican American history seminar and found that students enjoyed its accessibility and comprehensive approach to the Mexican American experience. Needless to say, the women in the class found the centering of gender analysis to the overall Mexican American experience a breath of fresh air.

Three major themes run throughout Ruiz's book: first, that through mutual assistance and collective action, Mexican women in the United States exerted tremendous control over their lives, homes, work, and neighborhoods; second, that there is no one experience, as Mexican women have experienced generational differences, class and regional variations, conflict and accommodation between immigrants and native born, etc.; and third, that Mexican women in the United States have assimilated to American norms and yet have retained distinctive cultural values and patterns through a "picking and choosing" process that has enabled Mexicanas to truly live as both Mexican and Americans.

The one chapter of the book that raised the most discussion and debate in my class is entitled "The Flapper and the Chaperone" and involves the conflicts that many young Mexican women had with their parents over the role of la dueña, the traditional chaperone who accompanied single Mexican women whenever they left their homes. Chaperones represented a traditional instrument of social control by a conservative family oligarchs. During the 1920s, the emergence of American mass consumer culture, the opportunities for greater freedom and autonomy over their own lives had to grapple with such openly defiant actions as to "bob or not to bob" their hair, or to wear "revealing" swimsuits, short skirts, makeup, or bloomers. Sprinkled throughout this section are numerous personal interviews and narratives by women who recall such actions as wearing "modern" clothes underneath their parentally approved attire and then switching clothing once they had escaped the watchful eye of Mom and Dad. Ruiz offers three alternatives that young women faced: open rebellion (even to the point of living with the boyfriend), sneaking out of the house whenever their parents were asleep, or early marriage. Interwoven in all of this is the ever present figure of the chaperone, that instrument of family social control that openly countered young Mexicanas attempts to expand their own space. Although chaperonage largely died out in the aftermath of the Second World War many of the young women in my class still found that it hit close to home.

Ruiz also focuses on the class differences that shaped Mexican women's experiences. The sections in the book that deal with the Mexico working-class experience testify to the collective struggle and mutual assistance that working peoples throughout history have employed to propel and empower their lives. The book demonstrates how mutual aid societies labor militancy, strike line activism, community agitation, and political radicalism allowed working-class Mexicanas to exert tremendous control over their lives and destinies. Firey orators and organizers such as Estela Ramirez, Emma Tenayuca, and Josefina Ferro Bright, as well as other examples, create historical mod for young Mexican American women to incorporate into otherwise male-dominated pantheon of Mexican heroes.

Ruiz provides an excellent summary of the role that Chicanas played in the social upheavals of the 1960s, often referred to by its patriarchal nomenclature as the Chicano movement. Chicanas articulated and challenged not only their position in American society as an oppressed ethnic group but also the male-dominated nature of that movement. Rejecting both Hispanic machismo and the middle class, white-dominated women's movement, Chicanas rely on the soderia imagery of Mexico's revolutionary past to play prominent roles in the Raza Unida's political mobilization, protest the Vietnam War, led student demonstrations, successfully opposed forced sterilization of poor women who more often than not represent women of color, and created a tremendous amount of public space for daily, academic, political, and cultural expression. Ruiz's incorporation gender into the history of the Chicano movement adds a more comprehensive perspective of that movement and creates the possibility of describing the civil rights struggle as the Chicana movement.

From out of the Shadows is a much-needed addition to Mexican American and Hispanic historical studies. It is both a highly readable narrative easily accessible to undergraduate students. It provides the first major synthesis of the Mexican American woman's experience in the United States and attests to the strength and resiliency that Mexicanas have displayed over the course of the twentieth century, a century of challenge and change and a century whose struggles and achievements will continue to shape women's lives.

Dr. Saka is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, he has taught at Sal Rose State University, Alpine, Texas, since 1975.

If interested in submitting a book review, please e-mail us at outlookaol.com for Book Reviewers' Guidelines.
Things are looking up...

for Janet Moldstad, a doctoral student at Walden University. Through flexible, distance delivery, Janet is earning a Ph.D. with minimal disruption to her life. If you desire an advanced degree but don’t want to put career and family on hold while you earn it, consider Walden. The University is regionally accredited and has been providing quality graduate education at a distance for 30 years. Let a graduate degree pave the way to personal fulfillment and career advancement. Check into the national leader in distance-delivered graduate education—things could be looking up to you, too!

Graduate programs are offered in:
Management (Ph.D.)
Education (M.S./Ph.D.)
Psychology (M.S./Ph.D.)
Health Services (Ph.D.)
Human Services (Ph.D.)

For details:
Call 1-800-444-6795, ext. 500
Visit www.waldenu.edu
E-mail request@waldenu.edu

Walden University
155 Fifth Avenue South
Minneapolis, MN 55401

NOVA SOUTHEASTERN UNIVERSITY

You could be making the educational investment of a lifetime.

Since 1972, more than 3,000 professionals have chosen Programs for Higher Education (PHE) at their partner. By choosing NSU's PHE, you invest in a high-caliber, field-based doctoral education program you can complete in three years—while continuing your career. You have the support of a full-time faculty and staff at our North Miami Beach campus, and you study with highly respected professors who are leaders in their fields.

An earned Ed.D. degree from the PROGRAMS FOR HIGHER EDUCATION could be that investment.

For more information call 800-986-3223, ext. 8527, or visit our Web site: www.fcae.nova.edu/phe

FISCHER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES
Programs for Higher Education
1790 NE 167th Street, North Miami Beach, FL 33162-3017

Nova Southeastern University admits students of any race, color, and national or ethnic origin.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) Southern Association of Colleges and Schools (SACS).
COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK

PhD PROGRAM in SOCIAL WORK

PREPARE FOR TEACHING, RESEARCH, AND LEADERSHIP ROLES IN:

• ADVANCED PRACTICE
• SOCIAL POLICY, PLANNING AND POLICY ANALYSIS
• SOCIAL POLICY, PLANNING AND ADMINISTRATION

CHOOSE AMONG AN EXTENSIVE RANGE OF SOCIAL/BEHAVIORAL SCIENCE AND FIELD OF PRACTICE OPTIONS.

A wide range of financial support is provided for qualified candidates.

Applications for Fall 2001 are due by February 1st, 2001.

For further information contact:

Professor Steven Schinke,
Chair, Doctoral Program
Berenice J. Eanes,
Associate Director, Doctoral Program

COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK
Doctoral Program Admissions
622 West 113th Street, New York, NY 10025
212-854-5156 Fax: 212-854-1570

---

Colorado
University of Colorado at Boulder

Excellencia por medio de la diversidad—Excellence through diversity

• Offering more than 2,500 courses in 150 fields of study
• Outstanding minority programs and services
• Precollegiate, undergraduate, and graduate research opportunities
• Five-year bachelor’s/master’s degree programs
• One of the country’s “best buys” in public higher education (1999 Fiske Guide)

303-492-6301 www.colorado.edu/admissions

---

Miami University's Office of Residence Life and Student Programs invites applicants and nominators for entry-level and mid-management openings.

FIRST YEAR ADVISER

The First Year Adviser is a live-in professional who is responsible for 350 first-year students who reside in a theme-living community. Full-time professional services are provided by the hall director and the RA advisor in the residence hall. The Adviser is charged with shaping the environment and experiences of the residents through meeting with and guiding the students to achieve success. The Adviser supports the residence hall community by working with the hall council to plan events, programs, and activities that contribute to the vitality of the residence hall community. Advisers are also expected to participate in Office of Residence Life programs.

For further information, contact:

Kearna Wigton
Coordinator of Advisor Recruitment, Training and Development
325 Wadsworth Hall
Miami University
Oxford, OH 45056
Phone: 513-529-6308
Fax: 513-529-1954
E-mail: wigtonk@muohio.edu

The Office of Residence Life and Student Programs is an equal opportunity/affirmative action employer. Women, persons with disabilities, and individuals from various backgrounds are encouraged to apply. Miami University is a Smoke-Free Environment.

For more information regarding Miami University and its community, please visit www.miamiohio.edu
EDISON COMMUNITY COLLEGE
A STUDENT-CENTERED LEARNING COLLEGE

Located in Columbus, Ohio, Edison Community College seeks applicants for the following full-time faculty positions, with a starting date of August 17, 2006.

QUALIFICATIONS. In addition to that stated by each position, the following qualifications also apply: Required: A degree from a regionally-accredited institution of higher education. A demonstrated proficiency in oral/written communication in English. (PREFERRED) Demonstrated college-level teaching experience. Salary range from $35,467 (associate's degree) to $59,830 (doctorate) without 7-T teaching load.

- ACCOUNTING (RECRUITMENT #F80-40). Master's degree in Accounting or master's w/18 grad hrs in Accounting required. To teach on the Main Campus. Position will also include general education advising. Res. in FL, NY or CA preferred.

- BUILDING CONSTRUCTION TECHNOLOGY (RECRUITMENT #E80-73). Master's degree in Civil Engineering or related engineering field preferred. Demonstrated expertise in construction materials and methods. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- COMPUTER INFORMATION TECHNOLOGY (RECRUITMENT #E80-93). Master's degree in Computer Science or related technology field required. To teach on the Main Campus. Position will also include general education advising. Res. in FL, NY or CA preferred.

- CRIMINAL JUSTICE TECHNOLOGY (RECRUITMENT #E80-93). Master's degree in Criminal Justice or master's w/18 grad hrs in Criminal Justice. Demonstrated expertise in crime analysis and problem-solving. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- ECONOMICS (RECRUITMENT #E80-93). Master's degree in Economics or master's w/18 grad hrs in Economics required. Demonstrated expertise in microeconomics. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- ENGLISH COMPOSITION/READING (RECRUITMENT #E80-93). Master's degree in English or master's w/18 grad hrs in English. Demonstrated expertise in literature and composition. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- ETHICS/PHILOSOPHY (RECRUITMENT #E80-93). Master's degree in Philosophy or related field required. Demonstrated expertise in philosophy and ethics. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- INTERNET SERVICES TECHNOLOGY (RECRUITMENT #E80-93). Master's degree in Computer Science or related technology field required. Demonstrated expertise in network administration and security. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- MATHEMATICS (RECRUITMENT #E80-93). Master's degree in Mathematics or related field required. Demonstrated expertise in calculus and differential equations. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- MATHEMATICS (RECRUITMENT #E80-93). Master's degree in Mathematics or related field required. Demonstrated expertise in calculus and differential equations. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- PHILOSOPHY (RECRUITMENT #E80-93). Master's degree in Philosophy or related field required. Demonstrated expertise in philosophy and ethics. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- POLITICAL SCIENCE (RECRUITMENT #E80-93). Master's degree in Political Science or related field required. Demonstrated expertise in political theory and international relations. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- SOCIAL SCIENCE (RECRUITMENT #E80-93). Master's degree in Social Science or related field required. Demonstrated expertise in social policy and community development. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- SPANISH (RECRUITMENT #E80-93). Master's degree in Spanish or related field required. Demonstrated expertise in linguistics and cultural studies. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- TEACHING English (RECRUITMENT #E80-93). Master's degree in English or related field required. Demonstrated expertise in composition and literature. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- TEACHING Mathematics (RECRUITMENT #E80-93). Master's degree in Mathematics or related field required. Demonstrated expertise in calculus and differential equations. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.

- TEACHING Science (RECRUITMENT #E80-93). Master's degree in Science or related field required. Demonstrated expertise in biology and chemistry. Salary range from $47,600 (associate's degree) to $61,630 (master's degree) with 7-T teaching load.
George Mason University (www.gmu.edu) seeks an education visionary and a change facilitator who is challenged by the critical issues in education. A public institution of more than 24,000 students, George Mason has been one of the nation’s fastest growing universities over the past 15 years. The university is located in Northern Virginia in the suburbs of Washington, D.C., with campuses in Arlington and Prince William Counties.

The university offers over 100 bachelor's, master's, professional, and doctoral programs in the Graduate School of Education, College of Arts and Sciences, College of Nursing and Health Sciences, School of Management, School of Information Technology and Engineering, School of Computational Sciences, School of Public Policy, Institute for Conflict Analysis and Resolution, and the Institute of the Arts.

The Graduate School of Education is a dynamic professional school dedicated to leadership in the preparation of education professionals, educational research, and instructional applications of technology. The school offers an entrepreneurial mix of on-campus and outreach programs serving 2,000 Master's students, 300 doctoral students, and several hundred undergraduates in its affiliate programs in Health, Fitness and Recreation Resources. Our focus is on ensuring our students' success through strong relationships with the university and with external community partners.

The dean oversees curriculum, budget, and personnel matters, and allocates and invests resources to further the school's growth and prominence in the education profession, the educational research community, and the region. The dean also has responsibility for fund raising and for building and sustaining strong relationships within the university and with external partners in schools, the business community, and national associations.

Leading candidates will have a strong record of scholarly achievement and be committed to support scholarly research, creative teaching, and diversity among faculty, staff, and students. These candidates also will have strong planning and decision-making experiences as well as excellent communication and interpersonal skills. A doctorate in Education or an allied field is required. Salary and benefits are highly competitive.

Credentials will be accepted until the position is filled. The position can be available July 1, 2000, although a later start date is possible. Nominations and applications, including a curriculum vitae and letter explaining relevant experience, and names and contact information for five professional references, should be directed to the attention of:

Chair, GSE Dean Search Committee
Office of the Provost (SA2)
George Mason University
Fairfax, VA 22030-4444

We are committed to building strength through unique perspectives and experiences of employees. The following is a sample of available positions in which your unique perspective and experiences would be a welcome addition to our world-class university.

- Academic Advisors
- Systems Analysts
- Human Resource Specialists
- Applications Analyst
- Web Developer/Designers
- Management Trainees
- Laboratory Technicians

Pleasant work atmosphere and excellent benefits:

- Up to 22 days paid vacation
- 10 paid University holidays
- Comprehensive insurance programs
- Reduced tuition for you, your children, and your spouse
- Employer-funded retirement plans
- Staff prices on athletic tickets
- Paid sick leave

Want to know more?

- Employment Information Line: 765.496.3085 or 800.213.
- Employment Internet site: www.purdue.edu/jobs

The Greater Lafayette area has a growing economy, a highly rated quality of life, excellent public schools, low cost of living, and the diversity of a large university community. Lafayette is also an All America City Award winner.

Purdue University is an equal access/equal opportunity/affirmative action employer, fully committed to achieving a diverse wo
HOSPITALITY MANAGEMENT

DIRECTOR OF HOSPITALITY MANAGEMENT
(Faculty Position)

The Richard Stockton College of New Jersey is located 12 miles west of Atlantic City, and is surrounded by 1600 acres of southeastern New Jersey Pinelands. It is also within 20 miles of Atlantic City and near 120 miles of resort coastline. It is a four-year undergraduate institution and has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combine a spirit of innovation with a sense of tradition for academic excellence.


Duties: Provide leadership in the development and administration of a new track in Hospitality Management within the Business Studies Program. The Business Program has a strong curriculum in all the major concentrations with 22 full-time faculty members. Guide curricular development; network and develop industrial partnerships with the community; coordinate recruitment and hiring of faculty; be an excellent teacher and teach at least one hospitality related course per semester; conduct scholarship/ research in hospitality management; work effectively with a professional advisory board.

Requirements: A noted leader in the hospitality management field and an excellent teacher with significant administrative experience. Other qualifications include an earned doctorate in hospitality management or related field, evidence of scholarly productivity, potential to establish partnerships with industry in providing support for the program with resources necessary for program excellence. Candidates for Professor and Associate Professor must hold a terminal degree and be outstanding in the field with considerable experience. Salary commensurate with qualifications and experience.

Screening Begins: May 12, 2000, and will continue until position is filled.

To apply, send letter of application, resume and three letters of reference to:

Dr. Dee Henderson
Dean of Professional Studies
The Richard Stockton College of NJ
AA51, P.O. Box 195
Pomona, NJ 08240

Visit our website - www.stockton.edu.

Stockton is an AA/EOE.
Women and Minorities are encouraged to apply.

International Student Advisor

The Office of International Student Services and Programs at Plattsburgh State University of New York is seeking applicants for the position of International Student Advisor. This is a full-time, twelve-month position.

Responsibilities include: Provide academic, immigration, and cultural advising to matriculating international students, facilitate admissions process for international students from inquiry to enrollment, assess academic credentials, assist in organizing orientation programs and workshops, coordinate host family and friendship family programs, monitor compliance of INS student visas and all government regulations.

Qualifications: Bachelor's degree required, Master's degree preferred. Minimum of three years working directly in international education. Experience with student services related field and strong written and verbal and computer skills are required. Ability to communicate fluently in a foreign language(s) preferred. Experience working with people of diverse cultural, racial, ethnic, socioeconomic backgrounds and an abilitiwork in a fast-paced, multitasking environment is expected. Successful candidate will be an individual with excellent interpersonal and team building skills who can work with a variety of constituents and who promotes the value of international education.

Salary: $32,000-$38,000 dependent upon qualifications and experience.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action/equal opportunity employer.

Review of applications begins immediately and continues until position is filled. Please submit cover letter, resume and three letters of reference to: Chair, Search Committee (PJ#-2413-888), Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-6560

Plattsburgh State University of New York

Sr. Vice President
Institutional Advancement

Syracuse University invites applications and nominations for the position of Senior Vice President for Institutional Advancement. The Senior Vice President, who reports to the Chancellor, has broad responsibility for all aspects of institutional advancement and external relations, including development, communications, alumni relations, special events, and program development, and institutional advancement operations in New York City and Washington, DC.

Letters of nomination and applications should be submitted in confidence to: Eleanor Ware, Vice President for Human Resources and Government Relations, 300 Tolley Administration Building, Syracuse, NY 13244. Syracuse University is an Equal Opportunity/Affirmative Action Employer committed to excellence through diversity.
FULL-TIME, TENURE-TRACK

FACULTY OPENINGS

Serving more than 34,000 students, College of DuPage is America's largest single-campus community college. Based in west suburban Glen Ellyn and featuring 90 neighborhood learning sites, COD's "life-long learning" curriculum comprises 88 diverse areas of study. If you are both dedicated and qualified, you are invited to become part of our success story.

The following full-time, tenure-track vacancies are for the 2000-2001 academic year:

BIOLOGY INSTRUCTOR

Teach general biology classroom and laboratory courses, and organizational and management oversight, course development and expansion of an extensive field science program in the biological sciences.

BUSINESS/ MANAGEMENT/ MARKETING INSTRUCTOR

Teach introduction to business, marketing and management courses as well as program advisory responsibilities in either the Transportation or Facilities Management program.

PHYSICS INSTRUCTOR

Teach general, engineering and introductory classroom and laboratory physics. QUALIFICATIONS: A Master's Degree in the field or a related field is generally required with previous teaching experience.

Teaching assignments may include days, evening, and weekends. Start date: September, 2000. Starting salaries normally range from $31,600 to $46,300 but are dependent on education and experience. These are academic year assignments with additional opportunities to earn significant additional income through overload and summer remuneration. College of DuPage also offers a generous benefits plan.

To maximize your opportunity to be chosen for a position, please return your application packet as quickly as possible. Call, write or e-mail for an application packet.

Office of Human Resources
COLLEGE OF DUPage
Attn: Faculty Recruiting
425 22nd Street
Glen Ellyn, IL 60137
630-942-2800, Ext. 6320
cdhumes@cdnet.cod.edu

Equal opportunity employer. Minutes are encouraged to apply.

The Director of the Office of Career Services is responsible for the overall leadership and management of the Office of Career Services (OCS). Develop and implement career-planning and placement services to meet the needs of all Bentley students (undergraduate day and evening, graduate, executive education) and alumni. Provide direction, management and evaluation for the following existing programs: Campus Recruiting, Internships, Job Journal, Alumni Career Services, Education Program and Workshops, Campus Counseling, Placement Research, Career Resources Center, and Alumni Network.

Corporate Relations: Establish and expand contact with employers. Select appropriate employers with which to partner. Establish high level of visibility for Bentley College students and alumni. Increase Bentley's visibility throughout Massachusetts and across New England and New York. Maintain close contact with other Bentley managers with corporate relations' responsibility, such as CEPE and Advancement Services.

Through subordinate managers and staff, assures that excellent service is provided to students through the OCS office, as well as being responsive to multiple constituencies including Bentley faculty, staff and corporate contacts.

The Director will have knowledge of available technology for the OCS department, using the latest technology to meet goals. Keep abreast of the latest trends in employment, career counseling, technology and corporate relations as it applies to OCS.

Develop and manage OCS department budget. Ensure that budget is appropriately monitored. Direct various personnel actions within OCS including hiring, merit increase recommendation, promotions and transfers. Identify in-service training and staff development needs.

Requirements: A Master's degree is required and may be in the fields of Business, Human Resources Management, Education with a concentration in career development or other related field, plus a minimum of 8-10 years' directly related experience, with demonstrated effective management skills. Must possess the interpersonal skills required to build successful working relationships throughout the College. Must have solid presentation skills, and excellent verbal and written communication skills as well as listening skills.

For best consideration, applications should be received by April 21, 2000.

Please file an application online at www.bentley.edu or send an updated resume to: Dr. Barbara Addison Reid, Bentley College, Waltham, MA 02452-4705. Applications will be considered until the position is filled. We welcome applications from underrepresented groups.
Vice President for Administration and Finance

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to approximately 10,500 students. The University has an extensive cooperative education program, as well as an expanding continuing education program.

The University invites applications for the position of Vice President for Administration and Finance. Reporting directly to the President as Chief Financial Officer, the Vice President is accountable for the administrative and financial operations of the institution. Areas of responsibility include financial services, business and auxiliary services, human resources, physical plant and administrative computing. Other responsibilities include risk management and construction planning and oversight.

The successful candidate will have significant experience in financial systems and operations in a higher education setting, and should have a minimum of five years successful leadership. Effective interpersonal and communication skills are essential. The successful candidate must demonstrate the ability to analyze and present complex issues to a diverse group of professionals.

A Master’s Degree is required, and an appropriate terminal degree is preferred. The University intends to fill the position on July 1, 2000. Compensation will be competitive and commensurate with experience and qualifications. Interested individuals should send a letter of interest, a current resume, and the names and telephone numbers of references to:

Office of the President
New Jersey City University
2809 Kennedy Boulevard
Jersey City, NJ 07305

All materials must be received by the close of business on May 9, 2000.

Affirmative Action, Equal Opportunity Employer

---

EMORY UNIVERSITY

VICE PRESIDENT FOR CAMPUS LIFE

Atlanta, Georgia

Emory University seeks a dynamic and energetic leader to serve as Vice President for Campus Life. The Vice President will lead the University’s Campus Life Division, which encompasses a wide spectrum of departments and student affairs in a university with a full residential program for undergraduate and graduate students. With 200 full-time, 100 part-time, and 600 student employees, the division has an operating budget of approximately $40 million. Reporting directly to the President, the Vice President is a strategic leader whose primary responsibility is to provide institutional leadership in the development of programs and services that support the academic mission of the University.

Founded in 1836, Emory is a major research university with a leading undergraduate college, a distinguished graduate school, and several professional schools. Its 6,200 undergraduate and 3,500 graduate and professional students are served by a committed faculty of 2,500 in ten major academic divisions: Emory College, Oxford College, Graduate School of Arts and Sciences, School of Medicine, School of Law, School of Law, School of Medicine, School of Dentistry, School of Public Health, School of Nursing, College of Architecture, School of Theology, School of Business, and Graduate School of Business.

The ideal candidate will be a visionary and accomplished leader with a demonstrated ability to lead a large, complex academic unit that includes student life and academic life. The Vice President will possess a vision that balances the interests of the University with the needs of the student body, as well as a broad understanding of the role of student affairs in the overall mission of the University. The ideal candidate will have demonstrated success in developing and implementing strategic plans that are consistent with the University’s mission.

Emory University values diversity in its faculty, staff, and student population. Applications from women, minorities, and individuals with disabilities are encouraged.

Applications should include a letter of interest, a current curriculum vitae, and the names, telephone numbers, and email addresses of five references who will be contacted only with candidates’ approval. Screening will begin immediately and will continue until an appointment is made. All communications will be treated confidentially.

---

Greek Language and Literature

Tenure track, September 2000. Professor ($37,471+$43,100). Salary higher depending upon qualifications, e.g., and increases in the appropriately e compensation plan. Teach courses in Biblical and classical Greek language literature. Teach courses in History of F (ancient, byzantine, modern). All far expected to teach general studies. Teaching load is six four-hour courses Ph.D. required with college-level experience preferred. Specialization in Greek language and literature with background in classical Greek and Greek Scripture. Screenings begin May 1, 2000 and will continue until position is filled. Send letter of ap with CV, statement of teaching philos three letters of recommendation to:

Dr. Kenneth Dollerek
Dean of Arts and Humanities
The Richard Stockton College of New
AAE1, PO Box 105
Pontaon, NJ 08242

Stockton is an AAEEOE.
Women and minorities are encouraged to apply.

FULL TIME POSITI

This position will remain open until filled. The interview process will commence respective closing date.

ASSISTANT TO DIRECTOR OF PUBLICATION

(Assistant to HEO)

The Assistant Designer will provide support in all areas of College Informa Publications work. Collaborate with co-workers and faculty to produce high-quality printed materials, providing advice on publication design and production. Assist with the development of departmental policies and procedures, and ensure compliance with all applicable regulations. Assist with the development and implementation of policies and procedures for the production of printed materials.

The ideal candidate will have a minimum of 2 years of experience in graphic design and production. Strong knowledge of design software and layout tools is required. Excellent communication and interpersonal skills, attention to detail, and the ability to work independently and as part of a team are essential.

Applications should include a letter of interest, a current resume, and the names, telephone numbers, and email addresses of three references who will be contacted only with candidates’ approval. Screening will begin immediately and will continue until an appointment is made. All communications will be treated confidentially.

---

EMORY UNIVERSITY

Vice President for Campus Life

Atlanta, Georgia

[Contact Information]

Applications should include a letter of interest, a current curriculum vitae, and the names, telephone numbers, and phone numbers of five references who will be contacted only with candidates’ approval. Screening will begin immediately and will continue until an appointment is made. All communications will be treated confidentially.

---

EMORY UNIVERSITY

Vice President for Campus Life

Atlanta, Georgia

[Contact Information]
Fashion Institute of Technology

FULL TIME TENURE TRACK FACULTY POSITIONS FALL '2000

Rank and salary will be commensurate with experience.

LIBERAL ARTS

English and Speech Department. A generalist in English to teach writing and literature classes, Ph.D. preferred. Teaching experience required.

Foreign Languages Department seeks a specialist in Spanish. Sixty appropriate graduate credits in Spanish including Master’s of ABD required; Ph.D. preferred and 5 years experience teaching Spanish at a college level.

Science and Mathematics Department seeks an educator with experience in teaching non-traditional mathematics courses, such as Geometry in Art and Design as well as traditional business-related courses, such as Statistics. Master’s plus 30 appropriate graduate credits and college level teaching experience required.

Adjunct opportunities in the following areas: English and Speech, Speech and Business Writing, Foreign Languages; French, Italian, German, Spanish, Japanese; Health and Physical Ed.; Tai Chi, Fencing, Slimnastics/Weight Training, Stress Management; History of Art; ancient to Renaissance Survey; Political Science: Western Europe, Latin America, Comparative Pol’cs; Science and Math; Statistics, Finite Math, Biology, General Science; Social Sciences; Sociology, Psychology, Economics, Philosophy, Anthropology. Applicants must have 60 appropriate graduate credits including Master’s degree or ABD required; doctorate and college level teaching experience preferred.

Send letter of application indicating full-time or part-time and department of interest, current resume and names and phone numbers of 3 professional recommendations to: Dr. J. Sullivan, Acting Dean for Liberal Arts.

FIT is a comprehensive college accredited by the Middle States Association of Colleges and Schools (MSA), the National Association of Schools of Art and Design (NASAD), and the Foundation for Interior Design Education Research (FIDER). Enrollment is 6,750 full-time and 6,000 part-time students. There are 1,500 full-time and part-time faculty and staff.

ART & DESIGN

Interior Design Department. Professional and/or academic background to teach Design Studio and beiterate in Computer Graphics, with expertise in at least three of the following areas: Print and Presentation Technology; 2D/3D Drafting; Post-WWII History of Building Technology (Codes, Costs, Systems); Historic Preservation. Bachelor’s degree in Interior Design or Architecture and NCIDQ certification desirable. Letters of application, current resume and 3 professional recommendations to: R. Mennott, R.A., IDEC, Chairperson, Interior Design Department.

Illustration Department. Knowledge of computer software programs such as Photoshop, Illustrator, Freehand Painter and a minimum of 10 years industry experience required. Letters of application, current resume, 3 professional recommendations and resumes of current and/or past students to: S. Catalini, Illustration Department Search Committee.

Computer Graphics Department. Expertise in the application of current technologies in Computer Animation and Interactive Media with an emphasis on all aspects of Internet publishing. Bachelor’s degree preferred, previous college level teaching experience and substantial professional experience in Interactive Media; proficiency with major content-creation software packages; ability to teach interactive Protos ’93 classes, Programming Concepts and Interface Design. Letter of application, current resume, 3 professional recommendations and samples of professional work and student work, if available, to: T. Blum, Coordinator, Computer Graphics.

Womenwear Design Department. Bachelor’s degree and a minimum of 5 years experience as a professional designer in the domestic and global industry in the following areas: Tailoring, Evening Wear, Sportswear, Children’s Wear, Advertwear, Contemp and Knewear. Technical skills in draping, patternmaking and sewing required. Knowledge of CAD. Basic knowledge of graphics and curriculum development. Letter of application, current resume and 3 professional recommendations to: M.D. Blackman, Assoc. Chairperson.


Send letter of application indicating full-time or part-time, current resume and 3 professional recommendations to: C. Addis, Chairperson, Fashion Design Department.

Advertising Design Department. Minimum requirements: Bachelor’s degree and 10 years of industry experience; 5 years in a Senior Level position. Computer graphics experience preferred. Master’s degree and 5 years college-level teaching experience preferred. Submit a letter of application, current resume, three letters of recommendation, statement of teaching philosophy and returnable printed examples of professional work to: S. Cotter-Block, Chairperson, Advertising Design.

Packaging Design Department. Minimum requirements: Bachelor’s degree and a minimum of six years demonstrated expertise as a packaging design professional working with major consumer brands. Packaging design teaching experience preferred. Submit a letter of application, current resume, three letters of recommendation, statement of teaching philosophy, 15 sides of own work, 15 slides of student work and a self-addressed envelope for return of materials to: M.R. Klimchuk, Packaging Design Program Search Committee, Advertising Design.

BUSINESS AND TECHNOLOGY

Fashion Merchandising Management Department. A Bachelor’s degree is required/Master’s degree preferred and 10 years executive experience. Candidates for the positions should have qualifications in at least one of the areas listed below:

E-Commerce: A professional background with a minimum of 3 years in e-commerce with emphasis on merchandising and/or buying for the Internet via catalog, retail store, or web site.

Product Data Management: A professional background with a minimum of 3 years as a product developer, product manager or merchant for soft goods with at least 2 years hands-on experience with Product Data Management (PDM) and Microsag Design.

Store Operations Management: A professional background with a minimum of 7-10 years as a store manager or operations manager for a department or chain store. Submit resume and cover letter to: R. Saccio, Chairperson, Fashion Merchandising Management Department.

Advertising and Marketing Communications Department has 2 openings for full-time tenure track positions. Master’s degree required. The Department seeks student oriented individuals with college level teaching experience to forward their interest in interdisciplinary projects. A minimum of 5 years of executive experience in the marketing communications industries (advertising, public relations, media management, sales promotion, direct marketing.) Letter of application and current resume to: R. Elin, Chairperson, Advertising Marketing Communications Department.

International Trade and Marketing Department. Bachelor’s degree required, Master’s preferred and 10 years of executive experience. Candidates must have excellent computer skills including PowerPoint presentations; Web Master experience and Web site creation preferred. Exposure to competitive research and procurement helpful. College and/or graduate-level teaching experience strongly preferred. Candidates should have expertise in the following areas: Import/export procedures, including international product sourcing; Global marketing, research, and distribution chain management; Global sourcing and supply chain management; Cross-cultural negotiations throughout the less developed and developing nations. Letter of application and current resume to: B. M. Malinets, Chairperson, International Trade and Marketing.

Send applications to the attention of the appropriate department at FIT, Seventh Avenue at 27th Street, New York City 10001-5992. Screening of applications will begin immediately and will continue until the positions are filled. For more information about FIT.T. visit our web site at fitny.edu

If you have a desire to work at an institution that is world renowned for its innovative degree programs AND if you believe you are a force who can guide a diverse student body in new learning technologies for the 21st Century, then we want you to hear from YOU!
Seattle University

SCHOOL OF EDUCATION

Description of University: Seattle University, a Jesuit institution founded in 1891, is the largest independent university in the Northwest. The School of Education has programs in educational leadership (doctoral program), educational administration, student development administration, teacher education, adult education, student development administration, teacher education, adult education, counseling, school psychology, curriculum, and instruction, and teaching English as a second language (TESOL).

ASSISTANT/ASSOCIATE PROFESSOR IN SPECIAL EDUCATION

Tenure track, starting date: September 2000.

Responsibilities: Teaching and advising in the Division of Teaching and Learning, which includes graduate special education courses in curriculum and instruction, as well as special education courses in the Master's in Teaching special student certification programs; field experience supervision, scholarly activity, program development, and coordination.

Qualifications: Doctorate in special education; demonstrated ability in teaching and commitment to teaching and service; experience in program development at the graduate level; familiarity with current issues in special education; and models of delivery of graduate special education programs; demonstrated successful experience teaching at the graduate level; ability to work effectively with colleagues, both in higher education and at the K-12 level; and a commitment to the Jesuit mission.

Salary: Commensurate with rank and experience. Additional stipend for summer term.

Application Deadline/Process: Applications for the position will be accepted until May 8, 2000, and will receive full consideration. Questions and applications will continue to be accepted until the position is filled.

Send letter of application, vita, and names, addresses, and telephone numbers of three current references to Katherine Schlück, Chair of Special Education Search Committee, School of Education, Seattle University, 900 Broadway, Seattle, Washington 98112-4340. Phone (206) 296-5760; Fax (206) 296-2059; E-mail: kmschuck@seattleu.edu.

Seattle University is an equal opportunity, affirmative action employer. The School of Education actively seeks applications from women and candidates from under-represented groups in order to promote the diversity of its approaches to education and research.

FACULTY POSITIONS

Tallahassee Community College announces openings for the following instructional positions for the 2000-2001 academic year. Salary range for a two-semester contract is $33,000 to $64,434 for 99-100 credits.

COLLEGE PREP MATHEMATICS INSTRUCTOR

Courses: FCPCPH03 & FCPCPH06

Requires a minimum of a Bachelor's Degree in mathematics or equivalent area. Successful teaching experience is required.

ENGLISH INSTRUCTOR

Courses: FCENH012, FCENH013

Requires a minimum of a Bachelor's Degree in English, English Education, English Education, English Language Arts, or related area. Successful teaching experience is required.

COMPUTER PROGRAMMING INSTRUCTOR

Courses: FCACP065

Requires a Master's Degree in Computer Science, Management Information Systems, Information Technology or equivalent area. Successful teaching experience is required.

BUSINESS INSTRUCTOR

Courses: FCACU070

Requires a Master's Degree in Business Administration or related area. Successful teaching experience is required.

HEALTH EDUCATION INSTRUCTOR

Courses: FCHEA075

Requires a Master's Degree in Health Education or Public Health. Successful teaching experience is required.

STUDIO ART INSTRUCTOR

Courses: FCHCART704

Requires a Master's Degree in Art, Painting, Drawing, or related area. Successful teaching experience is required.

STATISTICS INSTRUCTOR

Courses: FCMAT724

Requires a Master's Degree in Statistics or related area. Successful teaching experience is required.

ADMINISTRATOR POSITION

DIRECTOR OF SCIENCE & MATHEMATICS DIVISION

(Vacancy EXM9001)

Responsible for the administration of the instructional programs in science & mathematics, to include biology, earth science, mathematics, and related areas. Requires a minimum of a Master's Degree in 3-5 years of experience. Successful experience is required.

Salary: Commensurate with rank and experience. Additional stipend for summer term.

ROCKHURST UNIVERSITY

EDUCATION

ASSISTANT PROFESSOR OF EDUCATION

Tenure track faculty position to teach undergraduate and graduate courses in elementary and secondary methods, supervise field experiences, participate in the development of new masters degree programs in education. Earned doctorate in education or related field is required by August 2000. Candidates must have teaching experience in K-12 schools. Review of applications begins May 3, 2000. Please send letter of interest, curriculum vitae, and the names, addresses, and phone numbers of three references to Director.


METROPOLITAN STATE UNIVERSITY

FOUNDED IN 1961, METROPOLITAN STATE UNIVERSITY IS A PUBLIC URBAN TEACHER EDUCATION UNIVERSITY.

Two or more tenure-track positions effective fall 2000. Successful candidates will be part-time faculty, with a minimum of 12 credits per semester. Candidates must have a master's degree in education, and the ability to teach in urban settings. Successful candidates will be required to teach in the University's Master's in Education program. Experience in teaching in urban settings is preferred. Application deadline is May 15, 2000. Applications may be submitted to Dr. K. Baldwin, Director of Admissions and Outreach, Metropolitan State University, 2100 14th Street, Minneapolis, MN 55401. E-mail: k.baldwin@metrostate.edu. Website: www.metrostate.edu. Phone: 612-737-7704. Fax: 612-294-5383.
Counseling Positions
Harper College Student Development seeks two full-time faculty tenure track counseling positions:

Academic Advisor/ Counselor
Main duties are academic advising and counseling.

Career Counselor
Main duties are career counseling and advising undecided students.

For both positions, expertise and experience preferred in college counseling, teaching, diversity education and programming, and leadership development. Experience with high risk, multi-generational and commuter populations also important. Masters Degree required in Counseling, Career Counseling or related field. This is a nine month faculty position with overload work available during summer and winter breaks.

Harper College is a community college in the northwest suburbs of Chicago with an enrollment of over 20,000. Interviews will begin in early May. For consideration of either of these positions, send resume and references to:

Harper College
Attn: Employment Specialist-scc
1200 W. Algonquin Rd.
Palatine, IL 60067
http://www.harper.cc.il.us
http://www.harper.cc.il.us

Equal Opportunity Fund Counselors
New Jersey City University invites applications for two (2) positions of EOF Counselors for the Opportunity Scholarship Program (OSP).

Responsibilities: Under the daily supervision of the Associate Director for the OSP, the EOF Counselors advise non-declared majors; provide academic, personal or career counseling; assist students in making adequate progress toward degree requirements; assist students to complete the financial aid process; prepare reports and maintain accurate student records. Additional responsibilities may include: teach orientation to college courses, creating retention programs and monitoring peer counselors.

Qualifications: Applicants must possess a Master's Degree or be in a Master's Degree program by the beginning of their employment. Applicants should also have excellent organizational, interpersonal and writing skills, and a minimum of one year experience counseling students. Previous experience working with EOF/EOP students desirable, but not necessary.

Anticipated Starting Date is Monday, June 19, 2000.

To apply, please submit a letter of application, resume and references by Friday, April 28, 2000 to:

Dr. Ansley W. LaMar, Dea
College of Arts and Sciences
New Jersey City University
2039 Kennedy Boulevard
Hepburn Hall—Room 30
Jersey City, New Jersey 07305-159

New Jersey City University is an Equal Opportunity Employer

Affirmative Action
Manager-AA/EEO

The University of Medicine and Dentistry of New Jersey seeks a Manager to operate the Camden/Stratford campuses' AA/EEO Office. Plans, directs, and coordinates affirmative action program activities. Develops and monitors statistical aspects and effectiveness of program.

Visit our website at:
http://www.umdnj.edu/hrweb/

Manager Custodial Services and Logistical Support
Manages custodial, logistical and special event support personnel and operations, planning, scheduling and directing work of custodial and cleaning operations and services provided. Functions include custodial and cleaning operations and services. Manages, develops, coordinates implementation of service and performance standards, work routines, schedules and procedures. Performs and organizes inspections. Develops and administers department budget and controls, administers department personnel activities, records, materials and services acquisitions, quality assurance and coordinates services with other University departments.

The William Paterson University of New Jersey is a comprehensive public institution of higher learning that is committed to ensuring student success, academic excellence, and community outreach with opportunities for lifelong learning. Being a highly distinguished and diverse faculty, nationally respected academic programs, its state-of-the-art information and communications technology, the University maintains a low student-faculty ratio (12:1) and small class size (22) for its 29 undergraduate and 17 graduate degree programs. The University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Manager-Custodial Services and Logistical Support
Manages custodial, logistical and special event support personnel and operations, planning, scheduling and directing work of custodial and cleaning operations and services provided. Functions include custodial and cleaning operations and services. Manages, develops, coordinates implementation of service and performance standards, work routines, schedules and procedures. Performs and organizes inspections. Develops and administers department budget and controls, administers department personnel activities, records, materials and services acquisitions, quality assurance and coordinates services with other University departments.

A minimum of three years progressively responsible successful experience in the management of custodial operations in a large complex environment, preferably in a higher education setting. Must have knowledge and skills necessary to develop short and long term cleaning programs. Demonstrated strengths in technical knowledge, methods, application and operation of equipment and materials in custodial cleaning operations. Strong leadership, supervisory, team building, planning, assessment, human relation, budgeting and organizing skills. Understanding of and appreciation for the current trends in management of the nature of the academic community, a multi-cultural environment and shared governance. Knowledge of and familiarity with sanitation and staffing standards and practices, applicable codes, and informatics management applications. Strong commitment to customer service, employee development and quality improvements essential. Must possess strong interpersonal communication skills, with proven ability to work collaboratively with diverse groups and individuals.

Bachelor's degree in a related field required. Applicants who do not possess the required degree may be considered if extensive documentation is presented concerning related training and experience, in addition to an employment record demonstrative of the skills, talents and knowledge necessary to fulfill the responsibilities of the position.

Salary is commensurate with experience. Please forward letter of application, resume and salary history to: Mr. Lou Paolini, Director of Physical Plant Operation, Draper HQ, William Paterson University 300 Pompton Road, Wayne, NJ 07474. Additional information about the University can be found at http://www.wpu.edu. The review of applications will begin immediately upon receipt and continue until a position is filled.

William Paterson University
Wayne, New Jersey
An Equal Opportunity Institution Committed to Diversity
**PRESIDENT**

SAVANNAH TECHNICAL INSTITUTE*

The Presidential Search Committee is seeking a dynamic Chief Executive with a substantial record of achievement as a leader in education and economic development. Savannah Technical Institute is a progressive institution located in Savannah, and one of the fastest growing MSAs in Georgia. The President of Directors is committed to and vigorously pursuing the goal of building a world-class institution, as well as being an active partner in strategic workforce and economic development.

**QUALIFICATIONS**

The ideal candidate will possess a strong drive to move the institution ahead in an innovative manner. Applicants must have a minimum of a master's degree from an accredited institution in business, management, educational leadership or a closely related field. An earned doctorate is desirable. The candidate must have five years of senior administrative experience, and must have demonstrated experience in re-building an organization. Must possess excellent written and verbal communication skills. Non-traditional candiates will be considered.

**RESPONSIBILITIES**

The President of Savannah Technical Institute is the Chief Executive Officer of the Institute and is responsible to the Commissioner of the Georgia Department of Technical and Adult Education and the local Board of Directors. He/she must demonstrate strong leadership abilities, and possess excellent oral and written communication skills. The President will be expected to build and maintain a strong relationship with all stakeholders and to be an active and visible leader in the community.

**SALARY**

Salary and benefits are highly competitive, commensurate with experience.

**APPLICATION REQUIREMENTS**

For more information regarding the position and a complete application packet, contact Dorothy Trombecky, President, Savannah Technical Institute, 1 Oglethorpe Square, Savannah, GA 31401-0128; 912-447-2450/Fax 912-447-2451; e-mail dtrombecky@stae.org, or visit web site at www.stae.org.

Deadline for applications is May 31, 2000.

*Name may change to Savannah Technical College from Institute in July 2000.

---

**PRESIDENTIAL SEARCH**

MIDDLESEX COMMUNITY COLLEGE

MIDDLETOWN, CONNECTICUT

The Board of Trustees of the Connecticut Community College System nominations and applications for the Chief Executive Officer position Middlesex Community College, one of twelve colleges within the state of two-year, comprehensive community colleges system.

Founded in 1966, Middlesex serves approximately 2500 full-time and part-time students in credit programs at its campus in Middletown, Conn. Middlesex also plays a strong role in the region's economic and community development through partnerships with area businesses, industries, diverse institutions, and community organizations. To advance Middlesex's role as a valued resource for the communities it serves, the Board of Trustees is interested in candidates who will lead the college, working within a strategic planning and progressive programming including technology, economic development, and community development, enhancing resources through development and marketing.

Closing date is June 1, 2000.

Position announcements may be obtained from, and letters of interest addressed to:

Mary Anne Coie, Assistant to The Chancellor

Board of Trustees, Connecticut Community Colleges,

61 Woodland Street, Hartford, CT 06105.

The Connecticut Community Colleges are equal opportunity, affirmative employers, m/f.

---

**DIRECTOR**

Enterprise Application Services

Located on an attractive campus in the heart of Boston, Northeastern is a national research university that is student-centered, practice-oriented and urban. Northeastern is committed to creating the nation's most comprehensive and dynamic model of practice-oriented education. We are seeking an individual with outstanding planning, organizational, leadership, and communication skills to fill a key leadership position in Information Services.

Northeastern University is an Equal Opportunity, Affirmative Action, Title IX Employer. Minorities and Women are Strongly Encouraged to Apply.
Director of Financial Aid

Ocean County College. Responsible for all aid programs and compliance w/ federal and state laws. Bachelor’s degree required, Master’s preferred. 5 years’ exp in student financial aid administration or related field required. Superior knowledge and understanding of state and federal laws, rules, regulations, and activities of agencies governing student loans, grants, and other forms of student financial aid required. Current working knowledge of electronic financial aid systems including hardware and software required. Experience with customer relations and effective office systems and management required. Demonstrated knowledge of the importance of financial aid plays in recruitment and retention. Hiring range $41,624 to $54,624, appointee must have 7 yrs relevant experience plus 4 yrs qualified military service for maximum salary placement. Excellent benefits. Send appl/resumes:

Ocean County College
Human Resources
PO Box 2001
Toms River, NJ, 08754
by 4/28/00
Fax (732) 255-0444
www.oceanc.ccnj.us

THE COLLEGE OF
WOOSTER
1189 Beall Avenue
Wooster, Ohio 44691-2363

Faculty Positions
Art visiting appointment for Spring Semester, 2001

Political Science
3-yr visiting leave replacement starting August, 2000

Administrative Staff Position
Counselor/Assistant Director of Admissions

The positions are posted jointly with the
Five Colleges of Ohio Consortium.

For complete descriptions, go to
www.wooster.edu

roll down and select the Jump to Employment Opportunities or call or e-mail Linda Farmer 330-263-2133 -lfarmer@acs.wooster.edu

Broward Community College

ENGLISH INSTRUCTOR, NORTH CAMPUS

TWO POSITIONS: $150, $165

Master’s degree with eighteen graduate semester hours in field. Experience teaching college prep English, college composition and Introductory Literature courses or Professional and Technical Writing. Experience in multimedia applications and/or computer assisted instruction.

Salary: Based on credentials. Closing date: 5/15/00

Official app’s w/position title & copies of diploma & licenses must be rec’d by 3:00 P.M. on or before closing dates, at BCC, HR Dept., 225 E. Las Olas Blvd., Ft. Lauderdale, FL, 33301 or call (954)761-7450 for an official application.

Daytona Beach Community College

Daytona Beach Community College is a public, multi-campus, comprehensive community college which serves approximately 10,000 full-time equivalent and 33,000 headcount students. It is home to the Southeast Museum of Photography . . .

CHAIR - Department of Nursing
Master’s degree or higher in nursing with at least 7-10 years teaching exp. or pref. at associate degree level. Demonstrated exp. in curriculum development/program planning. 5-7 years demonstrated successful administrative exp. at program mgr. and/or dept. chair level. Possess license to practice as a registered nurse in the State of Florida. Full-time, twelve-month, tenure track faculty position responsible for dept. administration/supervision which includes following programs: Associate Degree Nursing, Practical Nursing, Practical Nursing Bridge Program, Patient Care Assistant, Nursing Assistant and Paramedic to R.N. Bridge Program. Must be able to instruct at least one class or clinical session/academic year. Position is open until filled; application review will begin May 1, 2000.

NURSING SKILLS LAB COORDINATOR
Master’s degree in Nursing, 2+ yrs. exp. in med-surg nursing at staff level, Florida R.N. reg’d. Knowledge of NA/LPN/EN psychomotor skills reg’d. Skill in general nursing procedures reg’d in typical in/out-patient settings; good P.R. / communications skills; must be able to provide remedial/clinical instruction for A.D.N., Practical and Nursing Assst. students. Conduct student skill performance evaluations, coordinate campus lab use. Order supplies and schedule all written/manual skills. Full-time, tenure-track, 12-month faculty position with release time. Must be able to instruct at least one class or clinical session/academic year. Position is open until filled; application review will begin May 1, 2000.

ACCOUNTING FACULTY - DAY, EVENING
Master’s degree with 18 graduate hours in accounting, teaching experience in accounting courses required. CPA preferred. Teach fifteen (15) credit hours each Fall and Spring term. Teaching responsibilities include courses in Financial and Managerial Accounting, Computerized Accounting and Bookkeeping, Tax and Finance in the Associate of Arts and Associate of Science degree programs. The successful candidate is expected to maintain an active professional portfolio that reflects effective and innovative teaching, professional development activities and services to the Department and College. The candidate must be open to cooperative/active learning strategies, student portfolio assessment and the use of technology to enhance learning. Position is open until filled; application review will begin May 1, 2000.

DBC also anticipates the following faculty positions for Fall 2000, pending budget approval:

Political Science/Geography History

Art History

English

Computer Science

Computer Programming

Internet/Web Services

Computer Networking

Fire Science

Interior Design

Marketing Management

All positions require a Master’s degree with a minimum of 18 hours in specified field. Competitive salary commensurate with education and experience. Comprehensive benefits package with optional retirement program.

Interested candidates should forward a letter of intent with resume, completed DBC application, transcripts and names, addresses and telephone numbers of at least three (3) professional references to:

HUMAN RESOURCES DEPARTMENT
1200 W. INTERNATIONAL SPEEDWAY BOULEVARD
DAYTONA BEACH, FL 32114
FAX: 904-254-6482
E-MAIL: jobs@dbc.cc.fl.us
WEB: http://www.dbcc.cc.fl.us

EQUAL OPPORTUNITY / ADA EMPLOYER

WOMEN AND MINORITIES STRONGLY ENCOURAGED TO APPLY

University of Vermont Extension

EXTENSION ASSOCIATE DIRECTOR

Primary responsibility is statewide leadership of outreach educational programs of University of Vermont Extension. Qualifications: Ph.D. or equivalent; experience with Extension programming; excellent communication skills; experience w/ program development and evaluation, personnel issues, grants and contracts. To request a detailed position description, E-mail: vmp@uvm.net

Review of applications will continue until a suitable candidate is found. Please submit a cover letter, C.V. and three letter references to Dr. Vern Grubinger, Chair, Associate Director Search, UVM, 601 Main St., Burlington, VT 05401-3439.

UVM is an equal opportunity employer.
LIBRARY SYSTEMS OFFICER
Northeastern University Libraries

Northeastern University Libraries invites applications and nominations of individuals with vision, leadership ability and a collaborative spirit for the position of Library Systems Officer. The successful candidate will have the opportunity to lead the Libraries in the implementation of a next-generation library management system, and to plan and advance innovative technology-based services.

Responsibilities: Provide leadership for the administration, planning, and assessment of the Libraries' information technology services and programs, including the integrated library system (NULIS), desktop applications, hardware, software and telecommunications. In collaboration and coordination with campus-wide network services, manage network services for the Libraries. Administer the Systems Department responsible for the installation, operation and maintenance of the integrated library system. Analyze, research, and implement policy and budget formulation and operational decisions regarding the Libraries' use of information systems and technologies. Lead the technical development of the Libraries' web site. Negotiate contractual and license agreements and ensure compliance. Analyze and evaluate systems performance and productivity. Participate in collaborative systems and IT efforts within the University and library consortia and other organizations.


Qualifications: Bachelor's degree required; ALA-accredited Master's degree in library science preferred; advanced certificate or degree in computer/information science desirable. At least 5 years demonstrated successful experience in the management of integrated library systems and electronic information resources in academic libraries. Demonstrated knowledge of networked learning environments, and web-based and Internet resources and tools. Knowledge of trends and issues in academic libraries, higher education, scholarly communication and emerging technologies. Experience with networked desktop computing hardware and software applications, servers, and UNIX and NT operating systems. Ability to clearly and effectively communicate technical information orally and through written documentation to individuals with varying expertise and understanding. Ability to work internally and externally with a wide variety of individuals at all levels. Strong service orientation and a commitment to staff development. Demonstrated commitment and sensitivity to diversity in the workplace. Excellent planning, analytical, communication, supervisory, project management and organizational skills.

Salary: Competitive, commensurate with qualifications and experience. Excellent benefits.

Review of applications begins May 22 and continues until the position is filled. Please send letter of application, resume, and the names of three references to: Carol Chamberlain, Associate Dean, Northeastern University Libraries, 320 Snell Library, 360 Huntington Avenue, Boston, MA 02115

Northeastern University is an affirmative action, equal opportunity employer, and especially welcomes applications from minorities, women, and persons with disabilities.

VICE CHANCELLOR FOR RESEARCH
The University of Massachusetts Amherst seeks a dynamic, visionary leader with a record of professional experience and accomplishment to lead the University's research faculty and programs into the 21st century. Amherst, the flagship campus of the five-campus University of Massachusetts system and home to 1,200 faculty and 26,000 graduate and undergraduate students, is poised to enhance its status as a public research university. UMass Amherst is a Carnegie Research I, land-grant institution with external support in excess of $75 million annually for research and scholarship.

As the chief research officer of the campus, the Vice Chancellor for Research advances the research mission of the University. It represents the University's research interests to federal and state governments, to industries, and to other national and international constituencies. The Vice Chancellor oversees all policies and procedures relating to research, technology transfer, and economic development, and works closely with the faculty to encourage and support research and scholarly activities. The Vice Chancellor for Research reports to the Senior Vice Chancellor for Academic Affairs and Provost, and works with the Provost and others to develop strategic directions and financial strategies that promote the full academic mission of the University.

The Vice Chancellor for Research has administrative responsibility for the offices of Research Affairs; Grant and Contract Administration; Technology Transfer; Science Policy Office; Academic Career Development; and Animal Care; and for the University Press. Please see http://www.umass.edu/research for further information.

Qualifications for the position include:
- A distinguished record of research and scholarship appropriate for appointment as a tenured full professor in an academic department of the University,
- A strong and well-articulated research vision and a thorough understanding of the mission of the University, including its land-grant research and teaching mission,
- A strong and enthusiastic commitment to the campus's strategic priorities, which include teaching and learning, advancing research and graduate education, promoting economic development, and embracing diversity and pluralism,
- The demonstrated ability to work effectively with faculty members, students, staff, administrators, and public and private funding agencies,
- Full understanding of the contributions and requirements of scholars from all fields,
- Familiarity with university patents and licensing.

The appointment will be effective on or about January 1, 2001. To ensure full consideration, nominations and applications, including vitae, research vision statement, and the names and addresses of three references, should be received by Jun 1, 2000. Acceptance of nominations and applications begins immediately and continue until the position is filled. Please send nominations and applications to: Vice Chancellor for Research Search Committee, Office of the Senior Vice Chancellor and Provost, 562 Whittier Administration Building, University of Massachusetts, Amherst, MA 01003.

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.
Principal Publications Coordinator

Ideal candidate will supervise/coordinate production of university publications; promote graphic identity program/system for print and web projects; direct, evaluate and create policy for the Publications Office’s electronic publishing/website program; analyze/evaluate programs goals/objectives; write/edit selected university publications; and oversee administrative staff.

Req a BA/BS in a related field; exp in a publication environment; knowledge of publication production and current developments in the graphic art and electronic publishing fields; and exp in website development. Excellent communication, writing/editing, organizational, and supervisory skills essential. Strong computer skills also necessary. Marketing exp preferred.

Salary: $42,700-$53,400/yr. To apply: reference Job #: 020975-HE to UCSD Human Resources, 0967, La Jolla, CA 92093-0967; or E-mail to: resume@ucsd.edu or visit: http://joblink.ucsd.edu/bulletin EOE/AA.

University of California
San Diego
A comprehensive public university, William Paterson University comprises an intellectually engaged and diverse faculty, state-of-the-art information and communications technology, and cultural resources of national renown. Committed to student success, academic excellence, diversity, and community outreach, the University offers 29 undergraduate and 17 graduate degree programs in five colleges. William Paterson University maintains a low student faculty ratio (12:1) and small class size (21). The University is situated on a suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Department of Residence Life
Resident Director (3 positions)

The Resident Director is a full-time, twelve-month, live-in professional position in the Department of Residence Life. Based on a commitment to student development theory, the Resident Director supervises a staff of 6-12 undergraduate Resident Assistants along with student office assistants, and administers the physical and personal aspects of a residence hall area housing approximately 200-500 students. The Resident Director serves as an advisor to various student life committees, and coordinates a comprehensive educational programming effort in his/her hall area. Reports directly to the Area Coordinator, and works with that person in the execution of his/her job responsibilities. The Resident Director is expected to be available three to four evenings per week.

Bachelor’s degree and one (1) year’s experience above the undergraduate level in residence hall administration in a college or university setting required. Master’s degree in Student Personnel/Counseling or related area strongly preferred and experience in residence hall administration in a college or university setting one year above the undergraduate level.

The successful candidate should possess supervisory skills, knowledge of facilities management; experience as a hearing officer, strong interpersonal, organizational, and oral/written communication skills.

Starting Salary: $27,415.00

Area Coordinator (1 position)

The Area Coordinator is a full-time, twelve-month, live-in professional position in the Department of Residence Life. Based on a commitment to student development theory, the Area Coordinator supervises a staff of 2-3 Resident Directors, and 21-24 undergraduate Resident Assistants, along with at least one full-time secretary and student assistant, and administers the physical and personal aspects of a residence hall area housing approximately 825-1100 students. The Area Coordinator serves as an advisor to various student life committees, acts as appeals hearing officer, and coordinates a comprehensive educational programming effort in his/her hall area. Master’s degree in Student Personnel/Counseling or related area required or equivalent life experience and two (2) years professional experience in residence hall administration in a college or university setting.

The successful candidate should possess supervisory skills, knowledge of facilities management, experience as a hearing officer, strong interpersonal, organizational, and oral/written communication skills.

Starting Salary: $28,587.65

Positions include a comprehensive benefits package. Please forward letter of application, resume, and list of three references to: Massimina Rizzarelli-Burrows, Associate Director, Department of Residence Life, Dwyer 100, William Paterson University, 300 Pompton Road, Wayne, NJ 07470. Additional information about the University can be found at http://www.wpaterson.edu. The review of applications will begin immediately upon receipt and continue until each position is filled.

William Paterson University
Wayne, New Jersey
An Equal Opportunity Institution Committed to Diversity

Massachusetts Maritime Academy
Anticipated Faculty Openings, 20

The Academy is a small undergraduate institution located in Buzzards Bay, Massachusetts, and is a member of the Massachusetts State System. The Academy educates, trains, and develops young men and women for maritime careers and transportation-related fields. The Academy offers undergraduate and graduate degree programs in various fields, including maritime engineering, marine sciences, transportation management, and more. The Academy seeks to attract and retain qualified faculty members who can contribute to the Academy’s mission and support its objectives.

DEPARTMENT OF BASIC SCIENCES

One tenure-track position, to teach Mathematics and Computer Science.

DEPARTMENT OF HUMANITIES

One tenure-track position, to teach English and Spanish.

DEPARTMENT OF MARINE TRANSPORTATION

Three (3) Assistant Professors (two tenure-track, one non-tenure-track), appointments renewable for no more than one year.

Must have at least four years of teaching experience in a maritime academy, university, technical college, or similar institution. A background in any of the following areas is preferred: maritime economics, transportation management, maritime law, and international maritime law.

DEPARTMENT OF SOCIAL SCIENCE

One tenure-track position, to teach primarily in a new program in International Relations.

The Academy has established a new program in International Relations, which provides students with a multidisciplinary approach to understanding the global economy and politics. The program offers courses in international relations, global economics, and international law. The Academy seeks to attract qualified faculty members who can contribute to the program’s mission and support its objectives.

Distinguished Professor of Interna

Maritime Business

(Positions redefined and search re-opened)

The Academy is seeking an International Business scholar to join the faculty and to provide academic leadership for the new program. The position may be filled at the assistant, associate, or full professor level, and may be open to candidates with a Ph.D. in international business, economics, finance, and other related fields. The successful candidate will be expected to contribute to the program’s mission by developing courses in international business, economics, finance, and other related fields.

REPLY TO: Director of Human Resources, Massachusetts Maritime Academy, 101 Academy Drive, Buzzards Bay, MA 02531. Include detailed resume and the names, telephone numbers, and addresses of three references. Dates of interest required for appointment. No phone calls, please.

For the Distinguished Professor of International Business, if you wish to respond, send your letter to: Wampler, MA Maritime, 101 Academy Drive, Buzzards Bay, MA 02531.

Outlook@pinterest.com

and visit our website at http://www.HispanicOutlook.com
BUNKER HILL COMMUNITY COLLEGE

Dean of Developmental Learning and Academic Support

General Statement of Duties:

BHCC seeks an experienced educator who can take a new approach to development education and academic support services with a focus on strengthening the relationship between the two. It is expected that the selected candidate will develop models of educational delivery that will help students of diverse cultures and educational backgrounds be successful. An individual must be willing to work long hours but with the thrill of creating a new way of helping students learn.

RESPONSIBILITIES:
The Dean’s responsibilities include providing innovative leadership to the division and the college in the area of Developmental education and Academic Support, supervising the Library, Center for Self-Directed Learning, Multi-Assistance Center, and Success Program, and 23 staff implementing academic policies and strategic plans: developing and managing division budget; encouraging professional and curricular development.

QUALIFICATIONS:

• Master’s degree in Developmental Education or closely related field required. Doctorate preferred.
• Teaching and administrative experience in a secondary or higher education setting, preferably a community college, demonstrating outstanding accomplishments.
• Experience with Information Technology particularly as it relates to development education.
• Competent leadership, administrative, computer and policy implementation skills.

PROVEN ABILITY TO:

• Develop innovative solutions to chronic barriers affecting student ability to do college-level work.
• Work with and lead faculty and staff in new ways of providing developmental education and academic support.
• Integrate technology; issues of diversity, global awareness and experiential learning into curricular models.
• Encourage and foster a student-centered and learning-focused approach to teaching.
• Encourage team approaches in the management of programs, and provost leadership in a strategic planning environment.
• Work in an environment in which change is a highly valued cultural characteristic.
• Work in a diverse environment utilizing differences of students, faculty and staff to enhance individual learning and that of the community college.
• Work as a partner with the Vice-President in providing leadership, developmental education and academic support.

SALARY RANGE: $65,000.00 - $70,000.00

Job Code: B151/FY00

Review of applications will begin May 4, 2000 and continue until position is filled.

To apply in confidence, interested candidates should send a resume, cover letter addressing each of the qualifications and proven abilities to Bunker Hill Community College, Molly D. Ambrose, Director of Human Resources and Labor Relations, Job Code: B151/FY00, 250 New Rutherford Avenue, Boston, MA 02129. Bunker Hill Community College is an Affirmative Action/Equal Opportunity Employer. Women, people of color, individuals with disabilities and others are strongly encouraged to apply.
COLUMBIA UNIVERSITY
SCHOOL OF GENERAL STUDIES
Dean of Students

Reporting to the Dean of the School, the incumbent oversees student affairs for approximately 1,300 undergraduate students. He or she manages two support staff and four student affairs professionals who advise students on academic and personal issues; supervises registration, review of student records, and graduation; collaborates closely with faculty in the Arts Sciences on programmatic and disciplinary matters; and interprets and enforces rules and requirements of the School - they pertain to undergraduate degree candidates. He or she is responsible for long-term planning for student life including but not limited to housing, health services, enrollment management, and other service enhancements; works with the School's senior team to formulate and implement School-wide planning; and serves as an ex-officio member of the Dean's Committee on Instruction.

Qualifications: Ph.D. required. A minimum of eight years' college teaching and/or academic administration required. Strong counseling experience essential. Knowledge of liberal arts required. Excellent organizational, administrative, management, and interpersonal skills necessary. Sense of humor essential. Ability to design, organize, and administer programs and services for nontraditional students required. Must be familiar with Microsoft Office and large student information systems.

The School of General Studies (GS) of Columbia University is the premier college for nontraditional students who have interrupted their education for at least one year and now wish to complete the B.A. or B.S. degree. What distinguishes us from other similar colleges is that GS students are fully integrated into the University's undergraduate curriculum, take the same courses, and major in the same academic departments as other Columbia undergraduates.

Send a cover letter indicating interest and qualifications, current vitae, and names, addresses, and phone numbers of five persons who can be contacted for reference to:

Andrew Hrycak, Associate Dean of Administration
Columbia University School of General Studies
2370 Broadway, MC 4103, Box D03
New York, NY 10027

Review of all applications will begin immediately and continue until position is filled. For additional information call 212-854-5550 or visit http://www.gs.columbia.edu.

We take affirmative action toward equal employment opportunity. Minorities are especially encouraged to apply.

Associate Dean of Admission-
Coordinator of Multicultural Admission

Responsibilities: Develops, implements, and monitors a comprehensive recruitment plan designed to attract and retain an academically talented and diverse student body. Advises the Dean, serves as liaison to the Office of Multicultural Affairs and student multicultural groups, and works closely with admission colleagues as well as student, faculty, and alumni volunteers.

Specific responsibilities include: Traveling to high schools and college fairs, corresponding with and interviewing prospective students, reviewing applications for admission, and other projects as assigned. Travel also includes outreach to community-based organizations and agencies.

Qualifications: Requires a bachelor's degree and three or more years of experience in extending educational opportunities to U.S. students of color. Experience in admission, graduate work in higher education, and proficiency in Spanish are preferred. Should possess well-developed communication and organizational skills, and the ability to articulate the value of a liberal arts education. The office seeks candidates with enthusiasm, energy, creativity, and the commitment to working cooperatively. A valid driver's license is required.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from nearly every state, including 1 District of Columbia, and 40 foreign countries. The College's primary mission is to provide students with a broad, deep and life-enhancing education that fosters professional success, personal growth, and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has, at heart, one-on-one interaction between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the top national, selective liberal arts colleges in the United States. Grinnell's endowment resources and alumni gifts; student rank among the top ten and top twenty, respectively, of all colleges and universities in the nation. Additional information can be found at the college's website: www.grinnell.edu.

Application Process: To be assured of consideration, submit a letter, a resume, and a list of three employment references to: Ms. Jan A. Veatch, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112, or e-mail to HR@grinnell.edu or fax to 515-269-4885 by May 8, 2000. The position will remain open until filled.

Grinnell College
Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No application shall be discriminated against on the basis of race, national origin, age, gender, sexual orientation, marital status, religion, creed or disability.
PRESIDENT
CONNORS STATE COLLEGE
Warner, Oklahoma

The Board of Regents for the Oklahoma A&M Colleges is accepting applications or nominations for the Presidency of Connors State College.

Connors State College is a state-supported, residential, two-year college established in 1908 with its main campus located in the rural setting of Warner, Oklahoma, and a branch campus located in Muskogee, Oklahoma. Enrollment is 2,300 for Fall, 1999. The College is comprehensive in nature, supporting general education, technical, agricultural and pre-professional programs leading to the associate degree in Arts, Science, or Applied Science. The annual budget of the institution is approximately $9.8 million. The institution has just received a ten-year accreditation by the North Central Association of Colleges and Secondary Schools.

Information pertaining to the institution and position may be obtained by writing to the address shown below. Resumes or applications received may be considered up to the time the position is filled; however, to be assured of consideration materials should be received by May 15, 2000. All communications should be made in writing to:

Mr. Doug Burns, Chair
Presidential Search Committee
OSU/A&M Board of Regents
2800 N. Lincoln Boulevard
Oklahoma City, OK 73105

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

A CALL FOR PAPERS FOR THE SIXTH CONFERENCE OF RECOVERING THE U.S. HISPANIC LITERARY HERITAGE

DECember 1-2, 20
University of Houston (Main C University Center Undergrads
Houston, Texas

Recovering the Past, Charting the Future: Archives, Can and Questions of Identity

Making the tenth anniversary of the Recovering the U.S. Hispanic Literary Heritage Project, this year's conference will focus specifically on the future of the Recovery Project, its impact and influence on the present and beyond. While the conference will continue to foreground the results of recent Recovery-related research, it will also provide ample space for assessing the effects of Recovering the Past, Charting the Future: Archives, Can and Questions of Identity. The conference will offer a framework to reflect on the past, present, and future of the Recovering the U.S. Hispanic Literary Heritage Project.

PAPERS OR PANELS ARE INVITED on any of the following themes:

- Analytical Studies of Recovered Literature: Authors and/or Texts
- Critical and Theoretical Approaches to Recovered Texts
- Preparation of Critical Editions and supplements
- Curriculum Development

Participants will be asked to provide a publication-ready paper in hard copy and word processing format prior to the conference. Selected papers will be published in the fifth volume of conference proceedings.

Submit a 150-word abstract and curriculum vitae by AUGUST 15, 2000 to

Recovering the U.S. Hispanic Literary Heritage
University of Houston, 4000 Cullen
E. College, Performance Hall, Room 234
Houston, TX 77204-3172

Phone: (713)416-2318
Fax: (713)416-3142
E-mail: artemis@uh.edu
Web page: www.uh.edu

SUMMER 2000
Colegio Mayor Nebrija
MADRID / SPAIN

Scholarship Program
for Teachers, Counselors & School Administrators

Three weeks of intensive Spanish language study from July 27 to August 17, 2000.

Includes: round trip airfare, three meals a day, room accommodations and instruction at Colegio Mayor Colegio Mayor Nebrija de Universidad Complutense. From: $1,995.

For information, Write or Fax your request to:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 845-9744 FAX: (201) 368-0433

ASISTANT PROFESSOR
Iona College
FOREIGN LANGUAGE DEPARTMENT

Dr. John Colaneri
Chair - Foreign Language Department

Iona College is seeking candidates for a full-time position at the rank of assistant professor in the Foreign Language Department. The position begins September 1, 2000. Responsibilities include teaching Spanish at the undergraduate and graduate level, as well as evening and evening formats on two campuses. An earned doctorate in Spanish is required. College-level teaching experience is desirable.

Interested applicants should send a letter of application including a statement of one's philosophy of language teaching, and a letter of reference by May 1, 2000.

715 North Avenue
New Rochelle, New York 10801

Iona College, dedicated to personal teaching and learning, is an equal opportunity employer.
Did you know that... Outlook... is now fully indexed and available for research and reference in electronic format on fast in Ethnic NewsWatch, a full text general reference database of the publications of the ethnic, minority and native press, dating back to 1900.

Outlook is one of more than 140 newspapers, magazines and journals reflecting the ethnic minority and native press (African American, Caribbean, Arab and Middle Eastern, Asian American, European/Eastern European, Hispanic, Jewish, Native American and Multi-Racial) that are now part of the Ethnic NewsWatch database.

For the first time... Ethnic NewsWatch gives you fast and easy electronic access to more than 275,000 complete articles, editorials, columns, book, movie, and theater reviews (and more) reflecting the ethnic diversity of America. And with Ethnic NewsWatch you have news, culture and history with the other side of the story.

New Ethnic NewsWatch is available in academic, public, school and go-government libraries nationwide.

Ask for and Ethnic NewsWatch on cdrom at your public library as well as local high school and public libraries.

For more information, contact Softline Information, Inc. 26 Summer Street, Stamford, CT 06901 • (800) 524-7072 • Fax (203) 405-1147

ADVERTISING INDEX

POSITIONS

CALIFORNIA
California State University, Dominguez Hills 46
California State University, Monterey Bay 24
City College of San Francisco 64
University of California, San Diego 61

CONNECTICT
Connecticut Community Colleges 58

FLORIDA
Broward Community College 59, 64
Daytona Beach Community College 59
Edison Community College 50
Fallahasee Community College 56
University of South Florida 51

GEORGIA
Emory University 54
Savannah Technical Institute 36

ILLINOIS
College of DuPage 53
Harris Institute 57
University of Illinois at Springfield 48

INDIANA
DePauw University 51
Purdue University 51

IOWA
Grinnell College 65

MASSACHUSETTS
Bentley College 53
Bunker Hill Community College 63
Massachusetts Maritime Academy 62
Northeastern University 58, 60
University of Massachusetts, Amherst 60

MARYLAND
 Loyola College 64

MINNESOTA
Metropolitan State University 56

MISSOURI
Rockhurst University 56

NEW JERSEY
New Jersey City University 54, 57
Ocean County College 59
Richard Stockton College of New Jersey 52, 54
Rowan University 60
UMD New Jersey 57
William Paterson University 57, 58, 81, 82

NEW MEXICO
The University of New Mexico 65

NEW YORK
Borough of Manhattan Community College/CUNY 54
Columbia University 85
Iona College 66
SUNY Buffalo State College 60
SUNY Empire State College 61
SUNY Fashion Institute of Technology 56
SUNY, Plattsburgh 52
Syracuse University 52

OHIO
Miami University 49
The College of Wooster 59

OKLAHOMA
Conners State College 66

PENNSYLVANIA
Pennsylvania College of Technology 61
Temple University 50

UTAH
The University of Utah 50

VIRGINIA
George Mason University 24, 51

VERMONT
University of Vermont Extension 59

WASHINGTON
Seattle University 56

RECRUITMENT

Center for International Studies 65
Columbia University 49
Kean University 48
University of Colorado at Boulder 49
Walden University 48

CONFERENCES

National Conference on Race & Ethnicity 67

IN AMERICAN HIGHER EDUCATION

Recovering the US Hispanic Literary Heritage 68

OTHER

Ethnic NewsWatch 67
Once, there were Avalon, Aztlán, Atlantis, and Shangri-La, realms born in the depths of the sea, whose watery substance distinguished them from the physical nature of land. The light in these domains was moist and misty, amorphous as a gray fog that suddenly pervades the land, depriving it of physical possession, making their geography impossible to ascertain.

The seductive rays that poured down upon Avalon, Aztlán, Atlantis, and Shangri-La cascaded iridescent, translucent with an unsurpassed clarity. When evening came to these regions, the light mutated, became heavy and ponderous, making it most difficult to see. One could feel this change upon the skin, eerie and sensuous. One could not hold it—it was liquid light, mist and fog.

Only at such times could one pass by ferry across a large body of water to these regions harboring their own secrets of nature, where magic ruled. Not the cackles of the magician, making things disappear, but the skilled art of the alchemist, the sorcerer and sorceress, witch and warlock, who change substances, take on animal forms, craft objects of the soul, with a proclivity toward the spirit's wild side.

In Avalon, Aztlán, Atlantis, and Shangri-La, nature was defined by the absence of a defined order. Idyllic, but not Eden, where the ignorance of sin determined its freedom. And not ersatz paradise—something that religion, politics, and science would claim at a much later date. Just different. In these magical spaces, freedom was not so much a state as a pursuit of liberation from the controls of matter and the material world.

Driven by this impulse, the strangers welcomed the experience of this realm that ignored inductive and deductive reasoning, mocked the metaphysical constructs of the philosopher, the moral codes of the world's principal religions, the laws and order of the state, and the statistical results of scientific experimentation. Here one could be anything. Various rites, some nocturnal, were held... and to religion, to the state, and to science, such a realm posed a horrifying threat.

Religion denounced these rites as pagan, as something not necessarily evil, but definitely sinister. In the West, the Christian Church could not tolerate such a potentially disordered world. It had to be saved. Thus rituals with characteristics of the supernatural were devised to supersede these superstitions.

Conversion under the banner of the cross and the sword became the way to conquer lands spiritually inclined toward nature and the natural state.

Moslems did the same in the East, under the crescent moon and the sword, eclipse the influence of Avalon, Aztlán, Atlantis, and Shangri-La, the state had separate itself, as in England and Ireland, from its ties to the occult. It had help the Church reduce these memories as mythical and legendary, never rea.

Science, too, had a hand in this conspiracy. Concerned with the physic properties of nature, its hypotheses open to new discoveries, science could not allow elusive magic to explain change. Magic was seen as a menace to their craft and to their potential power over the minds of men and women. So, church, state, and science acted to reduce the realm of magic to as also Sorcerers and sorceresses, dabbles in divinations, spells, and love potions were expelled, incarcerated, burned at the stake.

The Old World conflict did not end painlessly but carried over into the New World. The Massachusetts Puritan colony and Bishop Zumarraga Mexico shared one and the same religious and political interest—to rid the New World of magic and superstition.

In the New World, too, the Indigenous Peoples—seen as pagans given hybrid deities, superstitions, erotic and sensual relationships to satisfy pleasurable, and reminding their conquers: another time, when magic consort with human nature—were massacred in the name of order and God. Religious state, and science did not grasp that magic is a hydra with many heads, cannot be totally destroyed, returns when least expected, mutates over time. Magic looks to reenter the earth by stealth.

Seemingly scientific, cyberspace is magic's latest mutation. It plays with minds infinite possibilities of communication and relationship. That the Zapatista in January 1994, humbled the Mexican state to the negotiating table, because cyberspace magic, is no surprise. Through cyberspace, millions are breadth through language, belief, and cultural barriers—discovering a common nature, immune from the authority of the contemporary pillars of society. The magic Avalon, Aztlán, Atlantis, and Shangri-La has returned. Ironically, the magic of cyberspace has infiltrated our known structures and our systems of physical evidence. The chat room has replaced the confessional, the caucus room, the laboratory. Intimacy has taken a new twist. Men and women are free again follow their hearts across unlimited horizons and to express those feelings with shame. Cyberspace has become the realm where grace reigns.

If interested in submitting a ¡Punto Final! “think piece,” please e-mail us at sloutlook@aol.com for guidelines.
TOP 100 COLLEGES FOR HISPANICS

Bonus Circulation to High School Guidance Counselors!
The changing face of America's Business

It's bright. It's intelligent. It's full of hope. And, it's definitely different from what it used to be. Because, as the face of America changes, so does the face of America's business. Corporate America thoroughly understands that behind those faces are valuable minds that reflect unique knowledge and viewpoints. And, it nurtures these minds through something equally as valuable—the Consortium for Graduate Study in Management. Through us, America's most respected corporations provide funding and support for the brightest and best African, Hispanic and Native Americans, enabling them to achieve their MBAs.

Equally as integral a part of the Consortium are the member universities that our students will be attending—top schools whose generous contributions are vital to the success of our program.

Yes, the face of American business is changing. And, as a result, so are its perspectives, opinions and valued cultural backgrounds. A broader, wiser, more diverse corporate America is our commitment... and America's future. Ready to face the future? Call the Consortium at (888) 658-6814. Or, visit our website at www.cgsm.org/bo.html.

**CONSORTIUM for GRADUATE STUDY in MANAGEMENT**

Member Universities: University of California at Berkeley • Dartmouth College • Indiana University—Bloomington • University of Michigan—Ann Arbor • New York University • University of North Carolina at Chapel Hill • University of Rochester • University of Southern California • University of Texas at Austin • University of Virginia • Washington University in St. Louis • University of Wisconsin—Madison
FEATURES

The Top 100 Colleges for Hispanics
Rankings reflect largest numbers of Hispanic graduates overall and by field, based on DOE figures.

The Ivy League Review: Part Three
Diversity at Princeton, Columbia, and the University of Pennsylvania

Up and Coming Scholars Program Offers Chance for College
Angelo State University reaches out to 8th graders and their parents with a comprehensive program.

Facing the Digital Divide
Two nonprofits, Mouse and Heaven, are encouraging Hispanic Internet use.

Minority Pool Drying Up in UC System
Minority applications might be up, but acceptances are clearly down.

The Superbly Encompassing “Arte Público”
This non-profit press creates and serves markets for scholarly and popular Hispanic literature.

The “Viejo” Turns 30
California’s first Chicana Chicano Studies Department, at San Diego State College, comes of age.

Creating Inclusive College Classroom
Part two of a two-part series—a thoughtful, constructive, concrete, and practical guide.

School Voucher Debate Heating Up
Well-deserved option, especially for poor areas, or the death of public education?

DEPARTMENT

OUTLOOK ON WASHINGTON: A CAPITOL VIEW
The Yearning to Learn English

Honor Roll: Southwest Texas University
LBJ's alma mater boasts nationally recognized programs, especially in geography.

People, Places, Publications, Conferences

Book Review: Xicoténcatl: An Anonymous Historical Novel About The Events Leading up to the Conquest of the Aztec Empire

PUNTO FINAL
The Unspoken Divide among Hispanics
The Yearning to Learn English

by Gustavo A. Mellander

The myth never ends. There are hundreds of thousands of millions of people in the country who still believe that Hispanic immigrants don’t want to learn English. That is patent false.

How to Learn English

Clearly, anyone who made the heart-wrenching decision to leave their native country have made a sincere commitment to be part of the fabric of their new country. They know full well that one of their important goals is to become proficient in English. They want to for themselves and most assuredly for their children.

Even among intelligent people of good will, the battle rages on. How can students with a native language other than English learn English and master course content?

It has spawned a relentless, divisive battle. A battle that is not bringing us any closer to a solution.

Many experienced educators believe that students who use English as a second language should be educated in their native language. There is much irrefutable research data to support their position. After all, the answer to “dos mas dos” can be taught in Spanish as well as in English. The trick is to get the content across in the language that the student is most familiar with. Then, at the same time, to build a bridge to English so that the student also learns “two plus two.” Seems simple and logical enough.

But the critics oppose bilingual education. In part—and one must be honest—because many of the programs have failed. After years of bilingual education, some students haven’t learned English at all.

Reasons for Failures

Why the lack of success? There are many reasons, and they are all complex. Let me address just two of them.

First is it really realistic to expect students to learn a foreign language? How well would most of us do if we were suddenly deposited in a rural area of China?

Last century, two immigrants came over. Let’s say from Germany. They were young adults and immediately went to work. They met and married. Although very anxious to fit in, to become Americans, they never fully learned English. Thus they spent their lives within the borders of their linguistic ghetto. Their friends, their church, their social activities were, by and large, circumscribed by those who spoke German.

Before their children went to school, they spoke some German and understood it very well. But they were quickly indoctrinated against using German, even in the playground. They went to “sink or swim” schools: learn English or else. Many an intelligent and otherwise qualified person was cast aside. Forced not to reach their potential because they did not learn English.

They became ashamed of their language and embarrassed that their parents did not speak English well. With a few notable exceptions, their English was faulty as well. It would only be their children, the grandchildren of the immigrants, who mastered English.

Of course, by that time, they no longer spoke or understood German very well. They loved their grandparents and thought their broken English was quaint. With the passage of time, they would bemoan the fact that they did not understand the language of their ancestors, much less their culture.

That’s an example—repli cat a million times. Many lessons can be drawn from these experiences. One of them is that it is unrealistic to expect immigrants to be proficient in English in their lifetime. If they are very lucky and privileged, their children will be proficient, but the odds are that it will be their grandchildren who navigate English comfortably.

Strangely enough, many of those whose family took three generations to learn English well are the ones who rail against bilingual education. I have yet to meet an outspoken critic of bilingual education who did not lament the fact they cannot speak the language of their grandparents or great-grandparents.

So let’s not shoot the whole concept of bilingual education just because it doesn’t work in a few brief years.

Second Point

Secondly, it is not surprising that so many bilingual programs have failed. Many were poorly designed, and the vast majority of these programs were never properly funded. There was a dearth of qualified teachers and even less support for them. The surprise is not that so many programs failed; the surprise is that so many teachers and kids did so well.

Reaction

The concept of bilingual education is as popular in some quarters as a skunk at a lawn party in California, which is such a bummer for the entire nation, the first to act. It did so with vengeance. On June 5, 1998 California overwhelmingly approved Proposition 227, an initiative that largely eliminated bilingual education in the state’s public schools. It has encouraged other states. Pressure is building Arizona for a similar citizen initiative that might be placed before the public in 2000. So the attacks will not end soon.

The whole issue is further complicated by what some have called the xenophobic “English-only” movement. The idea that English should be the only language taught and spoken in the United States has become an election-year reality. Proponents argue that the government could make an import statement—and save valuable resources—by mandating an English language. All that energy, a money, would have been better focused on securing funding for effective bilingual programs.

The Bottom Line

Bilingual professionals are the first to acknowledge that there are plenty of ways bilingual programs could be improved—by hiring qualified teachers and by funding the programs proportionately. So students don’t languish in these programs forever. Among others, finally let’s not overpromise. It takes time to learn a foreign language.

Dr. Mellander is a professor at George Mason University.
May 5, 2000

Dear Colleagues:

What a pleasure it is to see so many students and so many states represented on the TOP 100 lists. And to report that degrees earned by Hispanics are up in every category over the previous year—bachelor’s up 3.1 percent, master’s up 5.4 percent, doctorate up 5.9 percent. In actual numbers—1,188, 517, and 50 additional graduates.

Every one of the 48,668 Hispanic TOP 100 graduates is living proof that we can and do succeed in academe. Moreover, each is a potential mentor to dozens or even hundreds of potential scholars over a lifetime.

But this is no time for resting on our laurels. Coming years will bring large numbers of new immigrants, many lacking a family history of higher education or even high school, and not yet proficient in English. We can help these new arrivals as well as others at risk of becoming a permanent underclass, to join in the success now being earned by many Hispanics throughout the U.S.

Education is the answer. Please continue to lend your minds, your hearts, and your hard work to making the U.S.A. the land of oportunidad. Here at the magazine, we will continue to bring you word of ideas and actions, public and private, that merit your attention and perhaps your collaboration.

To the Top 100 colleges and universities, to the graduates, and to all who helped them get there, our warm congratulations.

¡Enhorabuena!

[Signature]

José Lopez-Isa
Publisher
### BACHELOR'S DEGREES awarded to Hispanics

<table>
<thead>
<tr>
<th>RANK</th>
<th>INSTITUTION NAME</th>
<th>Bachelor's</th>
<th>TOTAL</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FLORIDA INTERNATIONAL UNIVERSITY, FL</td>
<td>3,937</td>
<td>2,004</td>
<td>803</td>
<td>1,201</td>
</tr>
<tr>
<td>2</td>
<td>THE UNIVERSITY OF TEXAS-PAN AMERICAN, TX</td>
<td>1,283</td>
<td>1,114</td>
<td>427</td>
<td>687</td>
</tr>
<tr>
<td>3</td>
<td>THE UNIVERSITY OF TEXAS AT EL PASO, TX</td>
<td>1,599</td>
<td>1,069</td>
<td>424</td>
<td>645</td>
</tr>
<tr>
<td>4</td>
<td>THE UNIVERSITY OF TEXAS AT AUSTIN, TX</td>
<td>7,648</td>
<td>1,060</td>
<td>507</td>
<td>553</td>
</tr>
<tr>
<td>5</td>
<td>THE UNIVERSITY OF TEXAS AT SAN ANTONIO, TX</td>
<td>2,221</td>
<td>889</td>
<td>402</td>
<td>487</td>
</tr>
<tr>
<td>6</td>
<td>SAN DIEGO STATE UNIVERSITY, CA</td>
<td>4,783</td>
<td>887</td>
<td>364</td>
<td>503</td>
</tr>
<tr>
<td>7</td>
<td>CALIFORNIA STATE UNIVERSITY-LOS ANGELES, CA</td>
<td>2,371</td>
<td>898</td>
<td>355</td>
<td>503</td>
</tr>
<tr>
<td>8</td>
<td>UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA</td>
<td>5,790</td>
<td>808</td>
<td>340</td>
<td>438</td>
</tr>
<tr>
<td>9</td>
<td>CALIFORNIA STATE UNIVERSITY-FULLERTON, CA</td>
<td>4,312</td>
<td>755</td>
<td>296</td>
<td>479</td>
</tr>
<tr>
<td>10</td>
<td>CALIFORNIA STATE UNIVERSITY-NORTHRIDGE, CA</td>
<td>3,783</td>
<td>714</td>
<td>276</td>
<td>438</td>
</tr>
<tr>
<td>11</td>
<td>UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM</td>
<td>2,733</td>
<td>711</td>
<td>272</td>
<td>439</td>
</tr>
<tr>
<td>12</td>
<td>UNIVERSITY OF ARIZONA, AZ</td>
<td>5,272</td>
<td>706</td>
<td>306</td>
<td>400</td>
</tr>
<tr>
<td>13</td>
<td>UNIVERSITY OF CALIFORNIA-BERKELEY, CA</td>
<td>5,309</td>
<td>674</td>
<td>302</td>
<td>372</td>
</tr>
<tr>
<td>14</td>
<td>TEXAS A&amp;M UNIVERSITY, TX</td>
<td>7,385</td>
<td>667</td>
<td>326</td>
<td>341</td>
</tr>
<tr>
<td>15</td>
<td>CALIFORNIA STATE UNIVERSITY-FRESNO, CA</td>
<td>2,914</td>
<td>654</td>
<td>285</td>
<td>369</td>
</tr>
<tr>
<td>16</td>
<td>UNIVERSITY OF FLORIDA, FL</td>
<td>6,663</td>
<td>627</td>
<td>336</td>
<td>291</td>
</tr>
<tr>
<td>17</td>
<td>NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM</td>
<td>1,865</td>
<td>646</td>
<td>275</td>
<td>339</td>
</tr>
<tr>
<td>18</td>
<td>CALIFORNIA STATE UNIVERSITY-LONG BEACH, CA</td>
<td>3,888</td>
<td>688</td>
<td>251</td>
<td>337</td>
</tr>
<tr>
<td>19</td>
<td>ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ</td>
<td>6,175</td>
<td>562</td>
<td>243</td>
<td>329</td>
</tr>
<tr>
<td>20</td>
<td>SOUTHWEST TEXAS STATE UNIVERSITY, TX</td>
<td>3,187</td>
<td>541</td>
<td>245</td>
<td>296</td>
</tr>
<tr>
<td>21</td>
<td>UNIVERSITY OF CALIFORNIA-SANTA BARBARA, CA</td>
<td>3,908</td>
<td>526</td>
<td>204</td>
<td>312</td>
</tr>
<tr>
<td>22</td>
<td>UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX</td>
<td>3,395</td>
<td>559</td>
<td>241</td>
<td>278</td>
</tr>
<tr>
<td>23</td>
<td>UNIVERSITY OF SOUTHERN CALIFORNIA, CA</td>
<td>3,675</td>
<td>507</td>
<td>252</td>
<td>255</td>
</tr>
<tr>
<td>24</td>
<td>UNIVERSITY OF CENTRAL FLORIDA, FL</td>
<td>5,334</td>
<td>499</td>
<td>220</td>
<td>279</td>
</tr>
<tr>
<td>25</td>
<td>CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA, CA</td>
<td>2,772</td>
<td>494</td>
<td>260</td>
<td>224</td>
</tr>
<tr>
<td>26</td>
<td>SAN JOSE STATE UNIVERSITY, CA</td>
<td>4,088</td>
<td>490</td>
<td>196</td>
<td>294</td>
</tr>
<tr>
<td>27</td>
<td>CUNY-LEHMAN COLLEGE, NY</td>
<td>1,156</td>
<td>478</td>
<td>138</td>
<td>370</td>
</tr>
<tr>
<td>28</td>
<td>UNIVERSITY OF MIAMI, FL</td>
<td>1,657</td>
<td>462</td>
<td>190</td>
<td>272</td>
</tr>
<tr>
<td>29</td>
<td>TEXAS A&amp;M UNIVERSITY-KINGSVILLE, TX</td>
<td>669</td>
<td>450</td>
<td>236</td>
<td>244</td>
</tr>
<tr>
<td>30</td>
<td>CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS, CA</td>
<td>1,737</td>
<td>538</td>
<td>141</td>
<td>297</td>
</tr>
<tr>
<td>31</td>
<td>UNIVERSITY OF ILLINOIS AT CHICAGO, IL</td>
<td>2,964</td>
<td>437</td>
<td>179</td>
<td>258</td>
</tr>
<tr>
<td>32</td>
<td>SAN FRANCISCO STATE UNIVERSITY, CA</td>
<td>3,804</td>
<td>430</td>
<td>172</td>
<td>258</td>
</tr>
<tr>
<td>33</td>
<td>RUTGERS UNIVERSITY-NEW BRUNSWICK, NJ</td>
<td>5,286</td>
<td>418</td>
<td>171</td>
<td>247</td>
</tr>
<tr>
<td>34</td>
<td>UNIVERSITY OF CALIFORNIA-DAVIS, CA</td>
<td>4,310</td>
<td>409</td>
<td>175</td>
<td>234</td>
</tr>
<tr>
<td>35</td>
<td>UNIVERSITY OF SOUTH FLORIDA, FL</td>
<td>5,254</td>
<td>400</td>
<td>152</td>
<td>248</td>
</tr>
<tr>
<td>36</td>
<td>CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO, CA</td>
<td>3,158</td>
<td>395</td>
<td>217</td>
<td>178</td>
</tr>
<tr>
<td>37</td>
<td>CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO, CA</td>
<td>1,963</td>
<td>386</td>
<td>136</td>
<td>250</td>
</tr>
<tr>
<td>38</td>
<td>CALIFORNIA STATE UNIVERSITY-SACRAMENTO, CA</td>
<td>3,735</td>
<td>385</td>
<td>206</td>
<td>179</td>
</tr>
<tr>
<td>39</td>
<td>UNIVERSITY OF CALIFORNIA-IRVINE, CA</td>
<td>3,005</td>
<td>381</td>
<td>141</td>
<td>240</td>
</tr>
<tr>
<td>40</td>
<td>BARRY UNIVERSITY, FL</td>
<td>1,263</td>
<td>371</td>
<td>105</td>
<td>266</td>
</tr>
<tr>
<td>41</td>
<td>FLORIDA STATE UNIVERSITY, FL</td>
<td>5,152</td>
<td>364</td>
<td>155</td>
<td>206</td>
</tr>
<tr>
<td>42</td>
<td>UNIVERSITY OF CALIFORNIA-SAN DIEGO, CA</td>
<td>3,221</td>
<td>353</td>
<td>168</td>
<td>185</td>
</tr>
<tr>
<td>43</td>
<td>CUNY-HUNTER COLLEGE, NY</td>
<td>1,695</td>
<td>543</td>
<td>73</td>
<td>270</td>
</tr>
<tr>
<td>44</td>
<td>CUNY-CITY COLLEGE, NY</td>
<td>1,254</td>
<td>338</td>
<td>119</td>
<td>219</td>
</tr>
<tr>
<td>45</td>
<td>CUNY-BERNARD M BARUCH COLLEGE, NY</td>
<td>1,883</td>
<td>324</td>
<td>124</td>
<td>200</td>
</tr>
<tr>
<td>46</td>
<td>TEXAS A&amp;M INTERNATIONAL UNIVERSITY, TX</td>
<td>338</td>
<td>319</td>
<td>93</td>
<td>226</td>
</tr>
<tr>
<td>47</td>
<td>NORTHERN MICHIGAN UNIVERSITY-POCATELLO, ID</td>
<td>2,912</td>
<td>518</td>
<td>124</td>
<td>194</td>
</tr>
<tr>
<td>48</td>
<td>TEXAS TECH UNIVERSITY, TX</td>
<td>3,392</td>
<td>311</td>
<td>162</td>
<td>149</td>
</tr>
<tr>
<td>49</td>
<td>CUNY-John Jay College Criminal Justice, NY</td>
<td>1,060</td>
<td>305</td>
<td>120</td>
<td>185</td>
</tr>
<tr>
<td>50</td>
<td>UNIVERSITY OF CALIFORNIA-RIVERSIDE, CA</td>
<td>1,693</td>
<td>302</td>
<td>116</td>
<td>184</td>
</tr>
</tbody>
</table>
## BACHELOR'S DEGREES awarded to Hispanics

<table>
<thead>
<tr>
<th>RANK</th>
<th>INSTITUTION NAME</th>
<th>Bachelor's</th>
<th>TOTAL</th>
<th>Males</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>UNIVERSITY OF ILLINOIS AT URBANA, IL</td>
<td>6,088</td>
<td>29°</td>
<td>14°</td>
<td>15°</td>
</tr>
<tr>
<td>52</td>
<td>UNIVERSITY OF CALIFORNIA-SANTA CRUZ, CA</td>
<td>2,232</td>
<td>29°</td>
<td>96°</td>
<td>104°</td>
</tr>
<tr>
<td>53</td>
<td>TEXAS A&amp;M UNIVERSITY-CORPUS CHRISTI, TX</td>
<td>749</td>
<td>29°</td>
<td>99°</td>
<td>19°</td>
</tr>
<tr>
<td>54</td>
<td>ST MARY'S UNIVERSITY, TX</td>
<td>468</td>
<td>24°</td>
<td>106°</td>
<td>164°</td>
</tr>
<tr>
<td>55</td>
<td>UNIVERSITY OF WASHINGTON, WA</td>
<td>6,388</td>
<td>255</td>
<td>115°</td>
<td>140°</td>
</tr>
<tr>
<td>56</td>
<td>NEW YORK UNIVERSITY, NY</td>
<td>3,681</td>
<td>250</td>
<td>97°</td>
<td>15°</td>
</tr>
<tr>
<td>57</td>
<td>SAINT JOHN'S UNIVERSITY-NEW YORK, NY</td>
<td>2,319</td>
<td>250</td>
<td>110°</td>
<td>14°</td>
</tr>
<tr>
<td>58</td>
<td>THE UNIVERSITY OF TEXAS AT ARLINGTON, TX</td>
<td>2,779</td>
<td>244</td>
<td>110°</td>
<td>15°</td>
</tr>
<tr>
<td>59</td>
<td>NORTHERN ARIZONA UNIVERSITY, AZ</td>
<td>2,752</td>
<td>240</td>
<td>99°</td>
<td>14°</td>
</tr>
<tr>
<td>60</td>
<td>UNIVERSITY OF NORTH TEXAS, TX</td>
<td>3,341</td>
<td>255</td>
<td>104°</td>
<td>13°</td>
</tr>
<tr>
<td>61</td>
<td>CALIFORNIA STATE UNIVERSITY-HAYWARD, CA</td>
<td>2,251</td>
<td>229</td>
<td>85°</td>
<td>14°</td>
</tr>
<tr>
<td>62</td>
<td>NOVA SOUTHEASTERN UNIVERSITY, FL</td>
<td>1,093</td>
<td>226</td>
<td>51°</td>
<td>17°</td>
</tr>
<tr>
<td>63</td>
<td>OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO, TX</td>
<td>412</td>
<td>226</td>
<td>45°</td>
<td>18°</td>
</tr>
<tr>
<td>64</td>
<td>CUNY-QUEEN'S COLLEGE, NY</td>
<td>2,061</td>
<td>221</td>
<td>57°</td>
<td>16°</td>
</tr>
<tr>
<td>65</td>
<td>UNIVERSITY OF MICHIGAN-ANN ARBOR, MI</td>
<td>5,264</td>
<td>220</td>
<td>119°</td>
<td>10°</td>
</tr>
<tr>
<td>66</td>
<td>UNIVERSITY OF HOUSTON-DOWNTOWN, TX</td>
<td>901</td>
<td>211</td>
<td>82°</td>
<td>12°</td>
</tr>
<tr>
<td>67</td>
<td>UNIVERSITY OF THE INCARNATE WORD, TX</td>
<td>457</td>
<td>211</td>
<td>60°</td>
<td>15°</td>
</tr>
<tr>
<td>68</td>
<td>METROPOLITAN STATE COLLEGE OF DENVER, CO</td>
<td>2,116</td>
<td>203</td>
<td>81°</td>
<td>12°</td>
</tr>
<tr>
<td>69</td>
<td>CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO, CA</td>
<td>1,050</td>
<td>201</td>
<td>99°</td>
<td>14°</td>
</tr>
<tr>
<td>70</td>
<td>LOYOLA MARYMONT UNIVERSITY, CA</td>
<td>897</td>
<td>201</td>
<td>77°</td>
<td>12°</td>
</tr>
<tr>
<td>71</td>
<td>CALIFORNIA STATE UNIVERSITY-RIVERSIDE, CA</td>
<td>930</td>
<td>999</td>
<td>60°</td>
<td>13°</td>
</tr>
<tr>
<td>72</td>
<td>NEW MEXICO HIGHLANDS UNIVERSITY, NM</td>
<td>270</td>
<td>197</td>
<td>70°</td>
<td>12°</td>
</tr>
<tr>
<td>73</td>
<td>UNIVERSITY OF MARYLAND-COLLEGE PARK, MD</td>
<td>4,977</td>
<td>195</td>
<td>91°</td>
<td>10°</td>
</tr>
<tr>
<td>74</td>
<td>KEAN UNIVERSITY, NJ</td>
<td>1,553</td>
<td>195</td>
<td>75°</td>
<td>12°</td>
</tr>
<tr>
<td>75</td>
<td>CALIFORNIA STATE UNIVERSITY-CHICO, CA</td>
<td>2,453</td>
<td>194</td>
<td>97°</td>
<td>5°</td>
</tr>
<tr>
<td>76</td>
<td>UNIVERSITY OF COLORADO AT BOULDER, CO</td>
<td>3,900</td>
<td>194</td>
<td>86°</td>
<td>10°</td>
</tr>
<tr>
<td>77</td>
<td>MONTCLAIR STATE UNIVERSITY, NJ</td>
<td>1,585</td>
<td>189</td>
<td>77°</td>
<td>11°</td>
</tr>
<tr>
<td>78</td>
<td>DEPAUL UNIVERSITY, IL</td>
<td>1,829</td>
<td>185</td>
<td>60°</td>
<td>12°</td>
</tr>
<tr>
<td>79</td>
<td>NEW JERSEY CITY UNIVERSITY, NJ</td>
<td>916</td>
<td>180</td>
<td>56°</td>
<td>12°</td>
</tr>
<tr>
<td>80</td>
<td>SUL Ross STATE UNIVERSITY, TX</td>
<td>343</td>
<td>180</td>
<td>64°</td>
<td>1°</td>
</tr>
<tr>
<td>81</td>
<td>COLORADO STATE UNIVERSITY, CO</td>
<td>3,620</td>
<td>178</td>
<td>7°</td>
<td>10°</td>
</tr>
<tr>
<td>82</td>
<td>MERCY COLLEGE-MAIN CAMPUS, NY</td>
<td>870</td>
<td>177</td>
<td>44°</td>
<td>1°</td>
</tr>
<tr>
<td>83</td>
<td>UNIVERSITY OF SAN DIEGO, CA</td>
<td>977</td>
<td>171</td>
<td>71°</td>
<td>10°</td>
</tr>
<tr>
<td>84</td>
<td>GEORGE MASON UNIVERSITY, VA</td>
<td>2,707</td>
<td>169</td>
<td>65°</td>
<td>10°</td>
</tr>
<tr>
<td>85</td>
<td>PARK COLLEGE, MO</td>
<td>1,905</td>
<td>165</td>
<td>79°</td>
<td>1°</td>
</tr>
<tr>
<td>86</td>
<td>NATIONAL UNIVERSITY, CA</td>
<td>1,155</td>
<td>164</td>
<td>74°</td>
<td>1°</td>
</tr>
<tr>
<td>87</td>
<td>RAYLOR UNIVERSITY, TX</td>
<td>2,211</td>
<td>160</td>
<td>71°</td>
<td>1°</td>
</tr>
<tr>
<td>88</td>
<td>FORDHAM UNIVERSITY, NY</td>
<td>1,131</td>
<td>159</td>
<td>50°</td>
<td>10°</td>
</tr>
<tr>
<td>89</td>
<td>STANFORD UNIVERSITY, CA</td>
<td>1,694</td>
<td>155</td>
<td>7°</td>
<td>10°</td>
</tr>
<tr>
<td>90</td>
<td>BOSTON UNIVERSITY, MA</td>
<td>3,659</td>
<td>158</td>
<td>67°</td>
<td>1°</td>
</tr>
<tr>
<td>91</td>
<td>SUNY AT STONY BROOK, NY</td>
<td>2,254</td>
<td>155</td>
<td>69°</td>
<td>1°</td>
</tr>
<tr>
<td>92</td>
<td>NORTHERN ILLINOIS UNIVERSITY, IL</td>
<td>3,208</td>
<td>153</td>
<td>69°</td>
<td>1°</td>
</tr>
<tr>
<td>93</td>
<td>NORTHEASTERN ILLINOIS UNIVERSITY, IL</td>
<td>973</td>
<td>152</td>
<td>50°</td>
<td>1°</td>
</tr>
<tr>
<td>94</td>
<td>RUTGERS UNIVERSITY-NEWARK, NJ</td>
<td>957</td>
<td>151</td>
<td>59°</td>
<td>1°</td>
</tr>
<tr>
<td>95</td>
<td>CUNY-BROOKLYN COLLEGE, NY</td>
<td>1,536</td>
<td>149</td>
<td>5°</td>
<td>1°</td>
</tr>
<tr>
<td>96</td>
<td>CUNY-WEST SIDE COLLEGE, NY</td>
<td>883</td>
<td>146</td>
<td>25°</td>
<td>1°</td>
</tr>
<tr>
<td>97</td>
<td>REGENTS COLLEGE-UNIVERSITY OF THE STATE OF NY, NY</td>
<td>2,648</td>
<td>143</td>
<td>105°</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>PENNSYLVANIA STATE UNIVERSITY-MAIN CAMPUS, PA</td>
<td>8,023</td>
<td>141</td>
<td>72°</td>
<td></td>
</tr>
<tr>
<td>99</td>
<td>SUNY AT ALBANY, NY</td>
<td>2,385</td>
<td>138</td>
<td>60°</td>
<td>1°</td>
</tr>
<tr>
<td>100</td>
<td>SAM HOUSTON STATE UNIVERSITY, TX</td>
<td>1,983</td>
<td>138</td>
<td>60°</td>
<td>1°</td>
</tr>
</tbody>
</table>

California claims 30 of the TOP 100, with CSU and UC schools dominating the state. Texas 22, Illinois and New Jersey claim 5 each: Arizona, New Mexico, and Colorado, 3 schools each.
# MASTER'S DEGREES awarded to Hispanics

<table>
<thead>
<tr>
<th>RANK</th>
<th>INSTITUTION NAME</th>
<th>Masters</th>
<th>TOTAL</th>
<th>Enroll</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FLORIDA INTERNATIONAL UNIVERSITY, FL</td>
<td>1,307</td>
<td>438</td>
<td>140</td>
<td>298</td>
</tr>
<tr>
<td>2</td>
<td>NOVA SOUTHEASTERN UNIVERSITY, FL</td>
<td>2,428</td>
<td>265</td>
<td>70</td>
<td>195</td>
</tr>
<tr>
<td>3</td>
<td>SAN DIEGO STATE UNIVERSITY, CA</td>
<td>2,182</td>
<td>244</td>
<td>85</td>
<td>199</td>
</tr>
<tr>
<td>4</td>
<td>NEW YORK UNIVERSITY, NY</td>
<td>4,966</td>
<td>221</td>
<td>72</td>
<td>149</td>
</tr>
<tr>
<td>5</td>
<td>THE UNIVERSITY OF TEXAS AT AUSTIN, TX</td>
<td>2,854</td>
<td>215</td>
<td>95</td>
<td>115</td>
</tr>
<tr>
<td>6</td>
<td>UNIVERSITY OF MIAMI, FL</td>
<td>1,221</td>
<td>207</td>
<td>14</td>
<td>93</td>
</tr>
<tr>
<td>7</td>
<td>CUNY-CITY COLLEGE, NY</td>
<td>808</td>
<td>201</td>
<td>59</td>
<td>142</td>
</tr>
<tr>
<td>8</td>
<td>WEBSTER UNIVERSITY, MO</td>
<td>3,667</td>
<td>186</td>
<td>107</td>
<td>79</td>
</tr>
<tr>
<td>9</td>
<td>NORTHERN ARIZONA UNIVERSITY, AZ</td>
<td>1,688</td>
<td>185</td>
<td>68</td>
<td>117</td>
</tr>
<tr>
<td>10</td>
<td>UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM</td>
<td>1,090</td>
<td>177</td>
<td>62</td>
<td>115</td>
</tr>
<tr>
<td>11</td>
<td>CALIFORNIA STATE UNIVERSITY-LOS ANGELES, CA</td>
<td>724</td>
<td>174</td>
<td>54</td>
<td>110</td>
</tr>
<tr>
<td>12</td>
<td>THE UNIVERSITY OF TEXAS AT EL PASO, TX</td>
<td>417</td>
<td>110</td>
<td>75</td>
<td>97</td>
</tr>
<tr>
<td>13</td>
<td>NATIONAL UNIVERSITY, CA</td>
<td>1,714</td>
<td>138</td>
<td>55</td>
<td>103</td>
</tr>
<tr>
<td>14</td>
<td>UNIVERSITY OF SOUTHERN CALIFORNIA, CA</td>
<td>2,776</td>
<td>157</td>
<td>62</td>
<td>95</td>
</tr>
<tr>
<td>15</td>
<td>THE UNIVERSITY OF TEXAS-PAN AMERICAN, TX</td>
<td>226</td>
<td>157</td>
<td>69</td>
<td>108</td>
</tr>
<tr>
<td>16</td>
<td>UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA</td>
<td>2,029</td>
<td>154</td>
<td>70</td>
<td>84</td>
</tr>
<tr>
<td>17</td>
<td>TEXAS A&amp;M UNIVERSITY-CORPUS CHRISTI, TX</td>
<td>409</td>
<td>133</td>
<td>34</td>
<td>99</td>
</tr>
<tr>
<td>18</td>
<td>CUNY-HUNTER COLLEGE, NY</td>
<td>1,036</td>
<td>132</td>
<td>19</td>
<td>115</td>
</tr>
<tr>
<td>19</td>
<td>BARRY UNIVERSITY, FL</td>
<td>676</td>
<td>131</td>
<td>33</td>
<td>98</td>
</tr>
<tr>
<td>20</td>
<td>ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ</td>
<td>2,182</td>
<td>121</td>
<td>46</td>
<td>75</td>
</tr>
<tr>
<td>21</td>
<td>HARVARD UNIVERSITY, MA</td>
<td>2,770</td>
<td>126</td>
<td>67</td>
<td>53</td>
</tr>
<tr>
<td>22</td>
<td>UNIVERSITY OF FLORIDA, FL</td>
<td>1,865</td>
<td>115</td>
<td>59</td>
<td>56</td>
</tr>
<tr>
<td>23</td>
<td>NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM</td>
<td>639</td>
<td>112</td>
<td>42</td>
<td>70</td>
</tr>
<tr>
<td>24</td>
<td>OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO, TX</td>
<td>376</td>
<td>112</td>
<td>39</td>
<td>73</td>
</tr>
<tr>
<td>25</td>
<td>TEXAS A&amp;M UNIVERSITY-KINGSVILLE, TX</td>
<td>307</td>
<td>112</td>
<td>48</td>
<td>64</td>
</tr>
<tr>
<td>26</td>
<td>UNIVERSITY OF CALIFORNIA-BERKELEY, CA</td>
<td>1,680</td>
<td>109</td>
<td>60</td>
<td>49</td>
</tr>
<tr>
<td>27</td>
<td>UNIVERSITY OF SOUTH FLORIDA, FL</td>
<td>1,801</td>
<td>108</td>
<td>31</td>
<td>77</td>
</tr>
<tr>
<td>28</td>
<td>AZUSA PACIFIC UNIVERSITY, CA</td>
<td>977</td>
<td>106</td>
<td>44</td>
<td>62</td>
</tr>
<tr>
<td>29</td>
<td>STANFORD UNIVERSITY, CA</td>
<td>1,945</td>
<td>104</td>
<td>67</td>
<td>37</td>
</tr>
<tr>
<td>30</td>
<td>THE UNIVERSITY OF TEXAS AT SAN ANTONIO, TX</td>
<td>508</td>
<td>103</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>31</td>
<td>PEPPERDINE UNIVERSITY, CA</td>
<td>1,291</td>
<td>102</td>
<td>41</td>
<td>61</td>
</tr>
<tr>
<td>32</td>
<td>SAN JOSÉ STATE UNIVERSITY, CA</td>
<td>1,274</td>
<td>100</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>33</td>
<td>UNIVERSITY OF MICHIGAN-ANN ARBOR, MI</td>
<td>2,350</td>
<td>100</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>34</td>
<td>FORDHAM UNIVERSITY, NY</td>
<td>1,770</td>
<td>100</td>
<td>19</td>
<td>81</td>
</tr>
<tr>
<td>35</td>
<td>TEXAS A&amp;M INTERNATIONAL UNIVERSITY, TX</td>
<td>1,600</td>
<td>99</td>
<td>66</td>
<td>63</td>
</tr>
<tr>
<td>36</td>
<td>COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK, NY</td>
<td>3,758</td>
<td>94</td>
<td>33</td>
<td>61</td>
</tr>
<tr>
<td>37</td>
<td>CALIFORNIA STATE UNIVERSITY-LONG BEACH, CA</td>
<td>940</td>
<td>91</td>
<td>37</td>
<td>54</td>
</tr>
<tr>
<td>38</td>
<td>UNIVERSITY OF ILLINOIS AT CHICAGO, IL</td>
<td>1,517</td>
<td>90</td>
<td>31</td>
<td>99</td>
</tr>
<tr>
<td>39</td>
<td>TEACHERS COLLEGE AT COLUMBIA UNIVERSITY, NY</td>
<td>1,399</td>
<td>89</td>
<td>22</td>
<td>67</td>
</tr>
<tr>
<td>40</td>
<td>UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX</td>
<td>1,322</td>
<td>83</td>
<td>32</td>
<td>51</td>
</tr>
<tr>
<td>41</td>
<td>UNIVERSITY OF ARIZONA, AZ</td>
<td>1,240</td>
<td>82</td>
<td>32</td>
<td>50</td>
</tr>
<tr>
<td>42</td>
<td>CUNY-LEHMAN COLLEGE, NY</td>
<td>573</td>
<td>81</td>
<td>15</td>
<td>66</td>
</tr>
<tr>
<td>43</td>
<td>SAN FRANCISCO STATE UNIVERSITY, CA</td>
<td>1,349</td>
<td>80</td>
<td>22</td>
<td>58</td>
</tr>
<tr>
<td>44</td>
<td>CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS, CA</td>
<td>812</td>
<td>79</td>
<td>24</td>
<td>55</td>
</tr>
<tr>
<td>45</td>
<td>SOUTHWESTERN UNIVERSITY, TX</td>
<td>2,437</td>
<td>78</td>
<td>31</td>
<td>47</td>
</tr>
<tr>
<td>46</td>
<td>CALIFORNIA STATE UNIVERSITY-FULLERTON, CA</td>
<td>801</td>
<td>77</td>
<td>22</td>
<td>55</td>
</tr>
<tr>
<td>47</td>
<td>SAINT THOMAS UNIVERSITY, FL</td>
<td>177</td>
<td>-</td>
<td>-</td>
<td>52</td>
</tr>
<tr>
<td>48</td>
<td>CALIFORNIA STATE UNIVERSITY-FRESNO, CA</td>
<td>549</td>
<td>73</td>
<td>21</td>
<td>52</td>
</tr>
<tr>
<td>49</td>
<td>ST MARY'S UNIVERSITY, TX</td>
<td>259</td>
<td>73</td>
<td>32</td>
<td>41</td>
</tr>
<tr>
<td>50</td>
<td>SOUTHWEST TEXAS STATE UNIVERSITY, TX</td>
<td>762</td>
<td>72</td>
<td>23</td>
<td>49</td>
</tr>
</tbody>
</table>
### Master's Degrees awarded to Hispanics

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Masters</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>University of Phoenix - Phoenix Campus, AZ</td>
<td>983</td>
<td>70</td>
<td>-21</td>
<td>-982</td>
</tr>
<tr>
<td>52</td>
<td>National Louis University, IL</td>
<td>1,842</td>
<td>69</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>53</td>
<td>Long Island University - Brooklyn Campus, NY</td>
<td>586</td>
<td>68</td>
<td>19</td>
<td>49</td>
</tr>
<tr>
<td>54</td>
<td>California State University - Northridge, CA</td>
<td>713</td>
<td>67</td>
<td>28</td>
<td>99</td>
</tr>
<tr>
<td>55</td>
<td>Saint John's University - New York, NY</td>
<td>869</td>
<td>64</td>
<td>26</td>
<td>38</td>
</tr>
<tr>
<td>56</td>
<td>Adelphi University, NY</td>
<td>1,186</td>
<td>63</td>
<td>10</td>
<td>78</td>
</tr>
<tr>
<td>57</td>
<td>George Mason University, VA</td>
<td>1,367</td>
<td>63</td>
<td>22</td>
<td>41</td>
</tr>
<tr>
<td>58</td>
<td>California State University - Sacramento, CA</td>
<td>786</td>
<td>62</td>
<td>14</td>
<td>48</td>
</tr>
<tr>
<td>59</td>
<td>George Washington University, DC</td>
<td>2,682</td>
<td>62</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>60</td>
<td>Northwestern University, IL</td>
<td>2,407</td>
<td>61</td>
<td>38</td>
<td>23</td>
</tr>
<tr>
<td>61</td>
<td>Johns Hopkins University, MD</td>
<td>2,755</td>
<td>59</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>62</td>
<td>Texas A&amp;M University, TX</td>
<td>1,369</td>
<td>59</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>63</td>
<td>University of Central Florida, FL</td>
<td>1,120</td>
<td>58</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>64</td>
<td>Florida State University, FL</td>
<td>1,550</td>
<td>58</td>
<td>20</td>
<td>38</td>
</tr>
<tr>
<td>65</td>
<td>CUNY-Brooklyn College, NY</td>
<td>803</td>
<td>58</td>
<td>10</td>
<td>48</td>
</tr>
<tr>
<td>66</td>
<td>University of Wisconsin - Madison, WI</td>
<td>1,884</td>
<td>58</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>67</td>
<td>California State University - San Bernardino, CA</td>
<td>598</td>
<td>57</td>
<td>16</td>
<td>-1</td>
</tr>
<tr>
<td>68</td>
<td>American University, DC</td>
<td>1,357</td>
<td>56</td>
<td>23</td>
<td>33</td>
</tr>
<tr>
<td>69</td>
<td>University of Washington, WA</td>
<td>1,998</td>
<td>56</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>70</td>
<td>CUNY-Queens College, NY</td>
<td>828</td>
<td>55</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>71</td>
<td>University of Connecticut, CT</td>
<td>1,315</td>
<td>54</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>72</td>
<td>Southern Methodist University, TX</td>
<td>786</td>
<td>52</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>73</td>
<td>Ohio State University - Main Campus, OH</td>
<td>2,945</td>
<td>50</td>
<td>29</td>
<td>21</td>
</tr>
<tr>
<td>74</td>
<td>California State University - Hayward, CA</td>
<td>944</td>
<td>49</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>75</td>
<td>Tulane University of Louisiana, LA</td>
<td>1,000</td>
<td>49</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>76</td>
<td>Rutgers University - New Brunswick, NJ</td>
<td>1,364</td>
<td>49</td>
<td>12</td>
<td>37</td>
</tr>
<tr>
<td>77</td>
<td>University of the Incarnate Word, TX</td>
<td>149</td>
<td>49</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>78</td>
<td>University of Illinois - Urbana, IL</td>
<td>2,411</td>
<td>48</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>79</td>
<td>University of Pennsylvania, PA</td>
<td>2,348</td>
<td>48</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>80</td>
<td>University of California - Santa Barbara, CA</td>
<td>450</td>
<td>47</td>
<td>12</td>
<td>35</td>
</tr>
<tr>
<td>81</td>
<td>Boston University, MA</td>
<td>3,076</td>
<td>47</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>82</td>
<td>Massachusetts Institute of Technology, MA</td>
<td>1,509</td>
<td>47</td>
<td>-1</td>
<td>-1</td>
</tr>
<tr>
<td>83</td>
<td>Central Michigan University, MI</td>
<td>2,369</td>
<td>47</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>84</td>
<td>New Mexico Highlands University, NM</td>
<td>126</td>
<td>47</td>
<td>17</td>
<td>38</td>
</tr>
<tr>
<td>85</td>
<td>University of Laverne, CA</td>
<td>677</td>
<td>46</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>86</td>
<td>Florida Atlantic University - Boca Raton, FL</td>
<td>784</td>
<td>46</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>87</td>
<td>University of Colorado at Denver, CO</td>
<td>1,248</td>
<td>45</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>88</td>
<td>University of Colorado at Boulder, CO</td>
<td>1,135</td>
<td>45</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>89</td>
<td>Loyola University of Chicago, IL</td>
<td>1,291</td>
<td>45</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>90</td>
<td>Loyola Marymount University, CA</td>
<td>329</td>
<td>44</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>91</td>
<td>University of Denver, CO</td>
<td>1,278</td>
<td>44</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>92</td>
<td>Georgetown University, DC</td>
<td>1,291</td>
<td>43</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>93</td>
<td>Lesley College, MA</td>
<td>2,145</td>
<td>43</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>94</td>
<td>Temple University, PA</td>
<td>1,538</td>
<td>43</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>95</td>
<td>Caribbean Center for Adv Studies - Miami Inst Psych, FL</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>96</td>
<td>CUNY-Baruch College, NY</td>
<td>763</td>
<td>42</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>97</td>
<td>Golden Gate University - San Francisco, CA</td>
<td>1,041</td>
<td>41</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>98</td>
<td>University of Massachusetts - Amherst, MA</td>
<td>1,023</td>
<td>41</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>99</td>
<td>New Jersey Institute of Technology, NJ</td>
<td>1,090</td>
<td>40</td>
<td>51</td>
<td>1</td>
</tr>
<tr>
<td>100</td>
<td>The University of Texas - Arlington, TX</td>
<td>1,107</td>
<td>40</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Rank</td>
<td>Institution Name</td>
<td>Doctors</td>
<td>Total</td>
<td>Males</td>
<td>Females</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------</td>
<td>---------</td>
<td>-------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td>The University of Texas at Austin, TX</td>
<td>836</td>
<td>48</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>University of California-Berkeley, CA</td>
<td>756</td>
<td>35</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>University of California-Los Angeles, CA</td>
<td>607</td>
<td>31</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Arizona State University-Main Campus, AZ</td>
<td>287</td>
<td>26</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>University of Miami, FL</td>
<td>136</td>
<td>24</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>University of Southern California, CA</td>
<td>55</td>
<td>25</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Harvard University, MA</td>
<td>803</td>
<td>23</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>Texas A&amp;M University, TX</td>
<td>525</td>
<td>22</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>University of New Mexico-Main Campus, NM</td>
<td>199</td>
<td>20</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>University of Michigan-Ann Arbor, MI</td>
<td>690</td>
<td>19</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>University of Arizona, AZ</td>
<td>411</td>
<td>18</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>12</td>
<td>University of California-Santa Barbara, CA</td>
<td>264</td>
<td>18</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>Nova Southeastern University, FL</td>
<td>540</td>
<td>28</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>14</td>
<td>Stanford University, CA</td>
<td>606</td>
<td>18</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>University of California-Davis, CA</td>
<td>337</td>
<td>17</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>16</td>
<td>University of Wisconsin-Madison, WI</td>
<td>797</td>
<td>17</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>17</td>
<td>New York University, NY</td>
<td>446</td>
<td>16</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>University of Houston-University Park, TX</td>
<td>205</td>
<td>16</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>19</td>
<td>Caribbean Center for Adv Studies-Miami Inst Psych, FL</td>
<td>34</td>
<td>14</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>20</td>
<td>University of Illinois at Urbana, IL</td>
<td>706</td>
<td>14</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>CUNY Graduate School and University Center, NY</td>
<td>333</td>
<td>14</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>22</td>
<td>Texas A&amp;M University-Kingsville, TX</td>
<td>21</td>
<td>14</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>23</td>
<td>Florida International University, FL</td>
<td>73</td>
<td>13</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>24</td>
<td>University of Florida, FL</td>
<td>456</td>
<td>15</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>25</td>
<td>Teachers College at Columbia University, NY</td>
<td>231</td>
<td>13</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>26</td>
<td>University of California-Irvine, CA</td>
<td>197</td>
<td>12</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>27</td>
<td>Pennsylvania State University-Main Campus, PA</td>
<td>571</td>
<td>12</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>28</td>
<td>University of Washington, WA</td>
<td>479</td>
<td>12</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>29</td>
<td>Florida State University, FL</td>
<td>995</td>
<td>11</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>30</td>
<td>University of South Florida, FL</td>
<td>155</td>
<td>11</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>31</td>
<td>Northwestern University, IL</td>
<td>577</td>
<td>11</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>32</td>
<td>Ohio State University-Main Campus, OH</td>
<td>636</td>
<td>11</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>33</td>
<td>University of California-San Diego, CA</td>
<td>310</td>
<td>10</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>34</td>
<td>University of Chicago, IL</td>
<td>368</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>35</td>
<td>California School of Professional Psych, LA, CA</td>
<td>90</td>
<td>9</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>36</td>
<td>University of California-Riverside, CA</td>
<td>123</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>37</td>
<td>San Diego State University, CA</td>
<td>68</td>
<td>9</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>38</td>
<td>Georgia Institute of Technology-Main Campus, GA</td>
<td>265</td>
<td>9</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>39</td>
<td>McCormick Theological Seminary, IL</td>
<td>59</td>
<td>9</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>40</td>
<td>University of Massachusetts-Amherst, MA</td>
<td>399</td>
<td>9</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>41</td>
<td>Rutgers University-New Brunswick, NJ</td>
<td>402</td>
<td>9</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>42</td>
<td>Columbia University in the City of New York, NY</td>
<td>469</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>43</td>
<td>Southeastern Baptist Theological Seminary, NC</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>44</td>
<td>The Union Institute, ON</td>
<td>262</td>
<td>9</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>45</td>
<td>University of Colorado at Boulder, CO</td>
<td>209</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>46</td>
<td>Boston University, MA</td>
<td>307</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>47</td>
<td>Western Seminary, OR</td>
<td>14</td>
<td>8</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>48</td>
<td>Temple University, PA</td>
<td>285</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>49</td>
<td>Washington State University, WA</td>
<td>170</td>
<td>8</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>50</td>
<td>Yale University, CT</td>
<td>365</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
The TOP 100 List of universities granting doctorates to Hispanics is the most diversified of the three, including 28 states and the District of Columbia. Of 28,077 doctoral degrees represented here, 986 went to Hispanics—3.5 percent, roughly one-half the percentage shown for master's. Hispanic men are ahead of women, earning 51 percent. California has a very clear lead with 20 of its schools among the TOP 100.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Doctor</th>
<th>TOTAL</th>
<th>Males</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>UNIVERSITY OF ILLINOIS AT CHICAGO, IL</td>
<td>222</td>
<td></td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>52</td>
<td>INDIANA UNIVERSITY-BLOOMINGTON, IN</td>
<td>361</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>53</td>
<td>MASSACHUSETTS INSTITUTE OF TECHNOLOGY, MA</td>
<td>520</td>
<td>6</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>54</td>
<td>MICHIGAN STATE UNIVERSITY, MI</td>
<td>451</td>
<td></td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>55</td>
<td>UNIVERSITY OF MINNESOTA-TWIN CITIES, MN</td>
<td>729</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>56</td>
<td>CORNELL UNIVERSITY-ENDOWED COLLEGES, NY</td>
<td>300</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>57</td>
<td>SUNY AT BUFFALO, NY</td>
<td>275</td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>58</td>
<td>SUNY AT STONY BROOK, NY</td>
<td>265</td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>59</td>
<td>INDIANA UNIVERSITY OF PENNSYLVANIA, PA</td>
<td>76</td>
<td></td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>60</td>
<td>UNIVERSITY OF LAVERNE, CA</td>
<td>56</td>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>61</td>
<td>UNIVERSITY OF GEORGIA, GA</td>
<td>369</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>62</td>
<td>UNIVERSITY OF MARYLAND-COLLEGE PARK, MD</td>
<td>474</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>63</td>
<td>PRINCETON UNIVERSITY, NJ</td>
<td>261</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>64</td>
<td>NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM</td>
<td>95</td>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>65</td>
<td>DUKE UNIVERSITY, NC</td>
<td>238</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>66</td>
<td>TEXAS TECH UNIVERSITY, TX</td>
<td>163</td>
<td>6</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>67</td>
<td>UNIVERSITY OF CALIFORNIA-SAN FRANCISCO, CA</td>
<td>91</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>68</td>
<td>UNIVERSITY OF CALIFORNIA-SANTA CRUZ, CA</td>
<td>90</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>69</td>
<td>UNIVERSITY OF DENVER, CO</td>
<td>97</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>70</td>
<td>UNIVERSITY OF CONNECTICUT, CT</td>
<td>253</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>71</td>
<td>NORTHERN ILLINOIS UNIVERSITY, IL</td>
<td>117</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>72</td>
<td>UNIVERSITY OF NOTRE DAME, IN</td>
<td>118</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>73</td>
<td>KANSAS STATE UNIVERSITY, KS</td>
<td>162</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>74</td>
<td>FORDHAM UNIVERSITY, NY</td>
<td>129</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>75</td>
<td>UNIVERSITY OF CINCINNATI-MAIN CAMPUS, OH</td>
<td>274</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>76</td>
<td>THE UNIVERSITY OF TEXAS AT EL PASO, TX</td>
<td>15</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>77</td>
<td>PURDUE UNIVERSITY-MAIN CAMPUS, IN</td>
<td>496</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>78</td>
<td>NORTHERN ARIZONA UNIVERSITY, AZ</td>
<td>57</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>79</td>
<td>UNIVERSITY OF PHOENIX-PHOENIX CAMPUS, AZ</td>
<td>250</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>80</td>
<td>CALIFORNIA SCHOOL OF PROFESSIONAL PSYCH-SAN DIEGO, CA</td>
<td>125</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>81</td>
<td>CALIFORNIA SCHOOL OF PROFESSIONAL PSYCH-ALAMEDA, CA</td>
<td>103</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>82</td>
<td>CLAREMONT GRADUATE UNIVERSITY, CA</td>
<td>103</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>83</td>
<td>PEPPERDINE UNIVERSITY, CA</td>
<td>54</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>84</td>
<td>UNIVERSITY OF KENTUCKY, KY</td>
<td>232</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>85</td>
<td>LOUISIANA STATE UNIV &amp; AG &amp; MECH &amp; HEBERT LAW CTR, LA</td>
<td>258</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>86</td>
<td>TULANE UNIVERSITY OF LOUISIANA, LA</td>
<td>128</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>87</td>
<td>WAYNE STATE UNIVERSITY, MI</td>
<td>208</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>88</td>
<td>UNIVERSITY OF MISSOURI-ST LOUIS, MI</td>
<td>54</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>89</td>
<td>CREIGHTON UNIVERSITY, NE</td>
<td>118</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>90</td>
<td>UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, NC</td>
<td>382</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>91</td>
<td>UNIVERSITY OF PENNSYLVANIA, PA</td>
<td>436</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>92</td>
<td>UNIVERSITY OF PITTSBURGH-MAIN CAMPUS, PA</td>
<td>380</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>93</td>
<td>BROWN UNIVERSITY, RI</td>
<td>174</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>94</td>
<td>UNIVERSITY OF ALABAMA AT BIRMINGHAM, AL</td>
<td>142</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>95</td>
<td>CALIFORNIA INSTITUTE OF TECHNOLOGY, CA</td>
<td>195</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>96</td>
<td>UNIVERSITY OF SAN FRANCISCO, CA</td>
<td>47</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>97</td>
<td>UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER, CO</td>
<td>61</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>98</td>
<td>COLORADO STATE UNIVERSITY, CO</td>
<td>214</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>99</td>
<td>CATHOLIC UNIVERSITY OF AMERICA, DC</td>
<td>103</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>100</td>
<td>GEORGE WASHINGTON UNIVERSITY, DC</td>
<td>193</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
A look at the Top 100: Students and Faculty

By Mari Carmen Sarracino

By and large, in 90 out of 100 schools, females outnumber males. Florida International University leads the Top 100 in awarding bachelor's degrees to Hispanics in the 1997-98 school year. Out of 3,937-2004 went to Hispanics, and women earned more than half of them.

A quick perusal reveals that the universities that made the list also reside in states where there are large concentrations of Hispanics—California, Texas, New York, and Illinois.

While the trend has been that female students are either keeping up with, catching up with, or surpassing males in some universities is remarkable. Women baccalaureates exceed men, in many cases, more than double, at New Jersey City University and George Mason University. Texas A&M International University, The University of Texas at San Antonio, and La Salle University also have impressive statistics.

Florida International University also topped the list of colleges awarding the most master's degrees to Hispanics. And again, women exceeded the men. A total of 1,307 master's degrees were awarded in 1997-98. Hispanic recipients represented 33.5 percent of 438, of which 60 percent were women. Nova Southeastern University in Florida, San Diego State University, and New York University reported notable figures. Percentage-wise, Hispanic master's degree recipients still are relatively minute in number compared to the total; however, the number of Hispanic women earning these degrees is worth remarking on. For example, at New York University, which ranked

### Bachelor's Degrees Awarded to Hispanics

**by Academic Program**

<table>
<thead>
<tr>
<th>Program</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agriculture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Texas A&amp;M University</td>
<td>57</td>
<td>32</td>
<td>25</td>
</tr>
<tr>
<td>2. University of Florida</td>
<td>52</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>3. CAL Poly ST Univ-San Luis Obispo</td>
<td>46</td>
<td>33</td>
<td>13</td>
</tr>
<tr>
<td>4. New Mexico ST University-Main Campus</td>
<td>29</td>
<td>22</td>
<td>7</td>
</tr>
<tr>
<td>5. University of California-Davis</td>
<td>27</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>6. University of Arizona</td>
<td>23</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>7. Texas A&amp;M University-Kingsville</td>
<td>20</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>8. California State Poly University-Pomona</td>
<td>19</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>9. Cornell University-NY State Statutory Colleges</td>
<td>18</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>10. Southwest Texas State University</td>
<td>15</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td><strong>Architecture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. California State Poly University-Pomona</td>
<td>31</td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td>2. California Poly State Univ-San Luis Obispo</td>
<td>25</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>3. Texas A&amp;M University</td>
<td>24</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>4. University of Southern California</td>
<td>23</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>5. University of Miami</td>
<td>22</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>6. Florida International University</td>
<td>19</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>7. University of Florida</td>
<td>18</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>8. University of New Mexico-Main Campus</td>
<td>16</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>9. Cornell University-Endowed Colleges</td>
<td>16</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>10. City College</td>
<td>16</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td><strong>Area Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. University of California-Santa Barbara</td>
<td>56</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>2. University of California-Berkeley</td>
<td>45</td>
<td>28</td>
<td>17</td>
</tr>
<tr>
<td>3. University of California-Los Angeles</td>
<td>31</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>4. California State University-Los Angeles</td>
<td>27</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>5. Jewish Theological Seminary of America</td>
<td>24</td>
<td>16</td>
<td>8</td>
</tr>
</tbody>
</table>

**Biological Sciences**

<table>
<thead>
<tr>
<th>Program</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The University of Texas at Austin</td>
<td>25</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>7. University of Washington</td>
<td>20</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>8. California State University-Northridge</td>
<td>18</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>9. University of California-Santa Cruz</td>
<td>16</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>10. Rutgers University-New Brunswick</td>
<td>16</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>
Hispanics represented only four percent of the almost 5,000 master's recipients. However, of the 2,211 Hispanics who earned their master's, 149 women or 67 percent received a graduate degree compared to 72 men.

Interestingly, five Ivy League schools also are among the Top 10 for master's degrees awarded to Hispanics—Harvard University, Stanford University, Columbia University, University of Pennsylvania, and Massachusetts Institute of Technology. Again the numbers are tiny in comparison to the overall picture, but Latinos are in there and accounted for. At No. 21, Harvard University granted 120 master's (four percent) to Hispanics out of a total 2,770. Stanford, at No. 29, awarded 104 (five percent) to Hispanics out of 1,964. Columbia University stood at No. 36, awarding 3,376 master's, 94 (two percent) to Hispanics. The University of Pennsylvania awarded an estimated two percent of its master's to Hispanics. MIT awarded three percent of its graduate degrees to Hispanic students.

The Ivy League did better in the doctoral category—in the following order: Harvard, Stanford, Columbia, University of Chicago, Yale, MIT, Cornell, Princeton, the University of Pennsylvania, and Brown. The University of Texas at Austin ranked No. 1, graduating 836 doctors, 48 of them Hispanic. UCLA was followed by two University of California campuses, which awarded 35 and 31 Hispanic doctorates respectively. Arizona State University, the University of Miami, the University of Southern California, and Harvard are close, graduating 26, 24, and 23.

By Discipline

The top disciplines in which Hispanics earned a baccalaureate degree are the following: business and marketing, social sciences, education, psychology, protective services, communications, health sciences, and engineering/engineering.

More than 500 Hispanics earned a B.A. in business and marketing at Florida International University, where more than half of the recipients were women. UCLA was the No. 1 school for 33 of its social science Hispanic graduates. Psychology was the runner-up as the leading academic discipline at six California universities as well as institutions in Florida, New York, and Texas. Protective services followed with 133 Hispanic grad-

---

**BACHELOR'S DEGREES AWARDED TO HISPANICS**

by Academic Program

**BUSINESS AND MARKETING**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Florida International University</td>
<td>254</td>
<td>235</td>
<td>276</td>
</tr>
<tr>
<td>2</td>
<td>The University of Texas at El Paso</td>
<td>282</td>
<td>112</td>
<td>130</td>
</tr>
<tr>
<td>3</td>
<td>CUNY-Bernard M Baruch College</td>
<td>230</td>
<td>87</td>
<td>143</td>
</tr>
<tr>
<td>4</td>
<td>The University of Texas at San Antonio</td>
<td>192</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>5</td>
<td>The University of Texas Pan American</td>
<td>191</td>
<td>88</td>
<td>103</td>
</tr>
<tr>
<td>6</td>
<td>San Diego State University</td>
<td>159</td>
<td>81</td>
<td>78</td>
</tr>
<tr>
<td>7</td>
<td>Cal State Poly University-Pomona</td>
<td>149</td>
<td>86</td>
<td>63</td>
</tr>
<tr>
<td>8</td>
<td>University of Houston-University Park</td>
<td>147</td>
<td>69</td>
<td>78</td>
</tr>
<tr>
<td>9</td>
<td>California State University-Fullerton</td>
<td>146</td>
<td>78</td>
<td>68</td>
</tr>
<tr>
<td>10</td>
<td>University of Southern California</td>
<td>125</td>
<td>80</td>
<td>45</td>
</tr>
</tbody>
</table>

**COMMUNICATIONS**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The University of Texas at Austin</td>
<td>108</td>
<td>42</td>
<td>66</td>
</tr>
<tr>
<td>2</td>
<td>California State University-Fullerton</td>
<td>86</td>
<td>28</td>
<td>58</td>
</tr>
<tr>
<td>3</td>
<td>Florida International University</td>
<td>75</td>
<td>23</td>
<td>52</td>
</tr>
<tr>
<td>4</td>
<td>Arizona State University-Main Campus</td>
<td>53</td>
<td>15</td>
<td>38</td>
</tr>
<tr>
<td>5</td>
<td>University of Florida</td>
<td>51</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>6</td>
<td>The University of Texas at El Paso</td>
<td>48</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>University of Southern California</td>
<td>40</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>8</td>
<td>California State University-Northridge</td>
<td>38</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>9</td>
<td>Rutgers University-New Brunswick</td>
<td>38</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>10</td>
<td>University of Miami</td>
<td>37</td>
<td>4</td>
<td>33</td>
</tr>
</tbody>
</table>

**COMPUTER SCIENCE**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Florida International University</td>
<td>86</td>
<td>46</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>CUNY-Lehman College</td>
<td>54</td>
<td>22</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>CUNY-Bernard M Baruch College</td>
<td>41</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>DeVry Institute of Technology-Polonia</td>
<td>20</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>DeVry Institute of Technology</td>
<td>20</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>New Mexico State University-Main Campus</td>
<td>17</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>The University of Texas at Austin</td>
<td>16</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>California State University-Los Angeles</td>
<td>16</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>Metropolitan State College of Denver</td>
<td>15</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Fordham University</td>
<td>15</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

**EDUCATION**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Florida International University</td>
<td>260</td>
<td>51</td>
<td>207</td>
</tr>
<tr>
<td>2</td>
<td>California State University-Los Angeles</td>
<td>184</td>
<td>51</td>
<td>133</td>
</tr>
<tr>
<td>3</td>
<td>University of Arizona</td>
<td>137</td>
<td>32</td>
<td>105</td>
</tr>
<tr>
<td>4</td>
<td>University of New Mexico-Main Campus</td>
<td>120</td>
<td>24</td>
<td>102</td>
</tr>
<tr>
<td>5</td>
<td>Nova Southeastern University</td>
<td>126</td>
<td>10</td>
<td>116</td>
</tr>
</tbody>
</table>
uates at CUNY John Jay Criminal Justice (more women than men, 72:61).

Other areas of study in which Hispanics are reported to be concentrating are computer science, visual and performing arts, biological science, foreign language, English literature, mathematics, and public administration.

Faculty

In reviewing the colleges that graduate the most Hispanics, we must remark to examine faculty diversity at these institutions. Needless say, gender and racial diversity is equally significant where faculty is concerned.

According to data from the National Center for Education Statistics, based on the number of Hispanic administrators and faculty in Top 100 four-year colleges enrolling the most Hispanics, the University of Miami reports the most Hispanic managers, 331, of whom 246 are women. The University of Texas at El Paso comes in second with 99 Hispanic managers, then Florida International University with 70. Similar the student data, location has a great impact on the extent of campus diversity.

The institutions with the greatest Hispanic faculty percentages are The University of Texas at Brownsville (41.4 percent), the University of Texas Pan American (31.6 percent) and UTEP (22 percent), Texas A&M International University (24.5 percent), and New Mexico Highlands University (23.6 percent). Those with the greatest numbers are U of Miami with 287, UCLA with 214, U of New Mexico, main campus with 197, and UT-Erl with 169.

Overall, Hispanic male faculty outpace their female counterparts, although at a little more than 10 percent of the 100 schools reviewed, the gender gap between Hispanic men and women is narrowing. Given that the Top 100 schools graduate such a significant number of Hispanics, one would be surprised if the faculty ranks of these institutions also would be representative of its students. At most of these institutions, the faculty totals are in the hundreds, and Hispanic faculty percentages, except in the colleges highlighted, do not exceed 20 percent. Needless to say, there is room for improvement.

**BACHELOR’S DEGREES AWARDED TO HISPANICS**

by Academic Program

<table>
<thead>
<tr>
<th>By Academic Program</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering/Engineering Tech</td>
<td>6 New Mexico St University-Main Campus</td>
<td>98</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>7 CUNY City College</td>
<td>93</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>8 California State University-Fullerton</td>
<td>91</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>9 Arizona State University-Main Campus</td>
<td>78</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>10 Northern Arizona University</td>
<td>75</td>
<td>15</td>
</tr>
</tbody>
</table>

**FOREIGN LANGUAGE**

<table>
<thead>
<tr>
<th>By Academic Program</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>1 University of California-Santa Barbara</td>
<td>54</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>University of Texas at Austin</td>
<td>52</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>University of Texas-Pan American</td>
<td>47</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>San Diego State University</td>
<td>36</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Arizona State University-Main Campus</td>
<td>34</td>
<td>14</td>
</tr>
</tbody>
</table>

**English/Literature**

<table>
<thead>
<tr>
<th>By Academic Program</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Literature</td>
<td>1 University of California-Los Angeles</td>
<td>64</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>University of Texas at Austin</td>
<td>62</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>University of California-Berkeley</td>
<td>61</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>California State University-Long Beach</td>
<td>52</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>University of Texas-Pan American</td>
<td>48</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Florida International University</td>
<td>41</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>University of Texas at El Paso</td>
<td>41</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>California State University-Northridge</td>
<td>37</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>San Diego State University</td>
<td>37</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>CUNY Hunter College</td>
<td>30</td>
<td>7</td>
</tr>
</tbody>
</table>
This situation is mirrored nationwide. The National Center for Education Statistics October 1998 report—New Entrants to the Full-Time Faculty of Higher Education Institutions—offers insight into the condition of faculty in higher education. The statistical reports looked at full-time faculty who in the fall of 1992 were in the first seven years of their academic careers and compared this new cohort with full-time faculty who in the fall of 1992 had eight or more years of full-time college experience, a senior cohort.

The report excludes part-time faculty members. "Senior faculty" depicts faculty employed full-time, having teaching, research, or administrative (at the level of program director, department chair, or dean) responsibilities. The findings show quantitative improvement in terms of diversifying the traditionally white, male academe, it also presents possible insight into why minorities are not attaining tenured positions despite having proper credentials. Why the path to the professorate is so lengthy, and why faculty appointments seem few when in fact there is a "dynamic academic marketplace" looking for hires?

The report concluded that while new hires in higher education have been viewed as static, there is "a very sizable infusion of new blood" that seems to be more diverse than in the past—for some groups more than others. The new entrants constituted 33.5 percent of the 514,976 full-time faculty reviewed.

New entrants accounted for 41.4 percent of the faculties at the private research universities; at comprehensive universities, they accounted for 23.2 percent; at liberal arts colleges, 9.7 percent; and at public two-year colleges, 19.3 percent. The larger contingent of new faculty is in the health sciences. Viewed by program area, new faculty are less likely to have "their academic homes in the traditional arts and sciences." Business, education, and engineering are other areas in which new faculty are focusing faculty appointment opportunities in the liberal arts are shrinking. According to the study, the number of new-entry women was so sizable relative to the existing senior female faculty that they now represented 4 percent of all women faculty in engineering; 45 percent in social sciences; 45 percent in the natural sciences; 42 percent of all women faculty in the fine arts; 40 percent in education; 38 percent in the humanities; and 36 percent of all women faculty in business.

### BACHELOR’S DEGREES AWARDED TO HISPANICS by Academic Program

#### HEALTH SCIENCES

<table>
<thead>
<tr>
<th>#</th>
<th>Institution</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Florida International University</td>
<td>129</td>
<td>42</td>
<td>87</td>
</tr>
<tr>
<td>2</td>
<td>The University of Texas at El Paso</td>
<td>91</td>
<td>23</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>The University of Texas-Pan American</td>
<td>87</td>
<td>22</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>CUNY-Lehman College</td>
<td>80</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>University of New Mexico-Main Campus</td>
<td>75</td>
<td>38</td>
<td>37</td>
</tr>
</tbody>
</table>

#### HOME ECONOMICS

<table>
<thead>
<tr>
<th>#</th>
<th>Institution</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Arizona</td>
<td>29</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>California State University-Long Beach</td>
<td>26</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>Texas Tech University</td>
<td>25</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Florida State University</td>
<td>23</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>New Mexico State University-Manheim</td>
<td>19</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>Cornell-NY State Statistical Colleges</td>
<td>19</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>Arizona State University-Manheim</td>
<td>17</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>The University of Texas at Austin</td>
<td>17</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>Montana State University</td>
<td>15</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>Colorado State University</td>
<td>14</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

#### LIBERAL ARTS AND SCIENCES

<table>
<thead>
<tr>
<th>#</th>
<th>Institution</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>California State University-Fresno</td>
<td>190</td>
<td>51</td>
<td>129</td>
</tr>
<tr>
<td>2</td>
<td>Barry University</td>
<td>162</td>
<td>66</td>
<td>96</td>
</tr>
<tr>
<td>3</td>
<td>Regents College-Univ of the State of NY</td>
<td>122</td>
<td>94</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>San Diego State University</td>
<td>118</td>
<td>27</td>
<td>91</td>
</tr>
<tr>
<td>5</td>
<td>California State Univ-Dominguez Hills</td>
<td>113</td>
<td>17</td>
<td>96</td>
</tr>
<tr>
<td>6</td>
<td>Columbia College Chicago</td>
<td>101</td>
<td>54</td>
<td>47</td>
</tr>
<tr>
<td>7</td>
<td>California State University-Northridge</td>
<td>99</td>
<td>16</td>
<td>83</td>
</tr>
<tr>
<td>8</td>
<td>California State Univ-San Bernardino</td>
<td>97</td>
<td>16</td>
<td>81</td>
</tr>
<tr>
<td>9</td>
<td>College of New Rochelle</td>
<td>74</td>
<td>11</td>
<td>63</td>
</tr>
<tr>
<td>10</td>
<td>California State University-Stanislaus</td>
<td>64</td>
<td>6</td>
<td>56</td>
</tr>
</tbody>
</table>

#### MATHEMATICS

<table>
<thead>
<tr>
<th>#</th>
<th>Institution</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Texas A&amp;M University</td>
<td>23</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>University of California-Los Angeles</td>
<td>21</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>The University of Texas at Austin</td>
<td>19</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>The University of Texas-Pan American</td>
<td>18</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>The University of Texas at San Antonio</td>
<td>18</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>
In terms of race, while non-Hispanics still comprised the largest share of new faculty hires, although their proportion was less than in among the senior cohort. Minorities now represented 169 percent of the new entrants compared to 117 percent of senior faculty. Asian and Island men achieved the largest gain. Hispanic new faculty represented 31 percent, an increase from 23 percent of the senior faculty.

Overall, female minority faculty, who accounted for 31.2 percent of all minority faculty in the senior cohort, have recently fared better than minority women comprised 38.4 percent of all new-entry-minority faculty.

Other Findings

Females constituted 41 percent of the new faculty, 28 percent of the senior cohort, and 33 percent of the full-time faculty overall.

Racial/ethnic minorities represented 17 percent of the new cohort, 12 percent of the senior cohort, and 13 percent of the full-time faculty overall.

New faculty, like senior faculty, earned their highest degree in their early thirties but did not assume their current position on average until years later, compared to two to three years later for senior faculty.

Unlike in the 1950s when many faculty members were often hired without doctoral degrees, in subsequent years that trend ended.

New faculty were more likely than senior faculty to have had prior work experience (including outside of the academy) prior to assuming position they held in the fall of 1992.

33 percent of the new cohort was in non-tenure-eligible positions compared to 16 percent of the senior faculty, and females among the cohort faculty were more likely than males to hold such non-tenure-earning appointments.

The proportion of faculty who are tenurable (either tenured or tenure-track) is shrinking due to the large number of faculty who are non-tenure-track. A second trend is the contraction in the proportion of tenure-track positions as increasing numbers of faculty appointments are made in other categories, some short-term, others longer term, but all less closely coupled with the host institution and its future.

**BACHELOR'S DEGREES AWARDED TO HISPANICS**

by Academic Program

<table>
<thead>
<tr>
<th>Multi/Interdisciplinary Studies</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Texas A&amp;M International University</td>
<td>13</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>7. San Diego State University</td>
<td>12</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>8. New Jersey City University</td>
<td>12</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>9. University of Houston-University Park</td>
<td>9</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>10. City College</td>
<td>8</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Psychology**

<table>
<thead>
<tr>
<th>Hispanic</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Florida International University</td>
<td>202</td>
</tr>
<tr>
<td>2. San Diego State University</td>
<td>106</td>
</tr>
<tr>
<td>3. CUNY-Hunter College</td>
<td>89</td>
</tr>
<tr>
<td>4. University of California-Los Angeles</td>
<td>86</td>
</tr>
<tr>
<td>5. The University of Texas at Austin</td>
<td>77</td>
</tr>
</tbody>
</table>

**Protective Services**

<table>
<thead>
<tr>
<th>Hispanic</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CUNY John Jay College of Criminal Justice</td>
<td>133</td>
</tr>
<tr>
<td>2. Florida International University</td>
<td>89</td>
</tr>
<tr>
<td>3. California State University-Los Angeles</td>
<td>86</td>
</tr>
<tr>
<td>4. The University of Texas at San Antonio</td>
<td>80</td>
</tr>
<tr>
<td>5. San Diego State University</td>
<td>74</td>
</tr>
<tr>
<td>6. The University of Texas-Pan American</td>
<td>70</td>
</tr>
<tr>
<td>7. California State University-Sacramento</td>
<td>60</td>
</tr>
<tr>
<td>8. The University of Texas at El Paso</td>
<td>55</td>
</tr>
<tr>
<td>9. Southwest Texas State University</td>
<td>54</td>
</tr>
<tr>
<td>10. California State University-Long Beach</td>
<td>47</td>
</tr>
</tbody>
</table>
Inchoate faculty members aspire to become tenured full-time professors. But as it has been the nature of academia, attaining the rank of full professor requires endurance as it is a long and lengthy process. According to the faculty survey, approximately 42.5 percent of the new entrants were at the assistant professor level, and 20.1 percent held the rank of instructor. Fifteen percent were already associate professor, or 11.9 percent were professor. However, the senior cohort held positions in the higher range of the traditional ladder ranks (assistant, associate, and full professor) — 69.5 percent of the new cohort held such appointments compared to 84.1 percent of the senior cohort.

The highest percentages in the ladder ranks went to the social sciences (79.1 percent) and natural science (76.2). Humanities faculty reflected more non-tenure track positions.

The new cohort was less likely to be tenured than the senior cohort. More significantly, stated the report, new entrants also were less likely to be in the tenure stream: 33.2 percent were not in tenure-eligible positions compared to 16.5 of the senior group. It does get better when gender is factored in. Female faculty from both cohorts were more likely to be employed in non-tenure-track appointments than males. And even more startling, is the fact that the new generation of male faculty was more likely than the new female faculty to have been awarded tenure already; (29.1 percent versus 16.5 percent respectively). Interestingly, new-generation faculty at two-year colleges coupled with those at research universities were much more likely to have obtained tenure than at other categories of institutions.

Unlike the senior cohort, new faculty tend to spend more time conducting research than teaching. Assistant professors, instructors, and lecturers spent a higher proportion of their time in the classroom than did full or associate professors.

### Bachelor's Degrees Awarded to Hispanics by Academic Program

<table>
<thead>
<tr>
<th>Public Administration</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Florida International University</td>
<td>65</td>
<td>16</td>
<td>49</td>
</tr>
<tr>
<td>2 BORICUA COLLEGE</td>
<td>60</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>3 California State University-LOS ANGELES</td>
<td>57</td>
<td>10</td>
<td>47</td>
</tr>
<tr>
<td>4 The University of Texas-Pan American</td>
<td>55</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>5 CUNY-John Jay College Criminal Justice</td>
<td>54</td>
<td>17</td>
<td>37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Sciences</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 University of California-Los Angeles</td>
<td>333</td>
<td>146</td>
<td>367</td>
</tr>
<tr>
<td>2 University of California-Berkeley</td>
<td>198</td>
<td>103</td>
<td>95</td>
</tr>
<tr>
<td>3 Florida International University</td>
<td>173</td>
<td>74</td>
<td>99</td>
</tr>
<tr>
<td>4 The University of Texas at Austin</td>
<td>162</td>
<td>95</td>
<td>67</td>
</tr>
<tr>
<td>5 University of California-Santa Barbara</td>
<td>144</td>
<td>49</td>
<td>95</td>
</tr>
<tr>
<td>6 San Diego State University</td>
<td>107</td>
<td>60</td>
<td>47</td>
</tr>
<tr>
<td>7 California State University-Northridge</td>
<td>103</td>
<td>38</td>
<td>65</td>
</tr>
<tr>
<td>8 California State University-Fresno</td>
<td>96</td>
<td>61</td>
<td>35</td>
</tr>
<tr>
<td>9 CUNY-HUNTER COLLEGE</td>
<td>91</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>10 University of California-Santa Cruz</td>
<td>89</td>
<td>33</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual and Performing Arts</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The University of Texas at Austin</td>
<td>53</td>
<td>11</td>
<td>38</td>
</tr>
<tr>
<td>2 University of California-Los Angeles</td>
<td>40</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>3 School of Visual Arts</td>
<td>58</td>
<td>24</td>
<td>34</td>
</tr>
<tr>
<td>4 University of Miami</td>
<td>56</td>
<td>12</td>
<td>44</td>
</tr>
<tr>
<td>5 Florida International University</td>
<td>35</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>6 New School for Social Research</td>
<td>54</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>7 University of North Texas</td>
<td>54</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>8 California State University-Long Beach</td>
<td>32</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>9 University of California-Santa Barbara</td>
<td>32</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>10 Southwest Texas State University</td>
<td>30</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>
In terms of job satisfaction, overall, new entrants were less satisfied. Women were more so than men. In both cohorts, women were more dissatisfied with their salaries than their male colleagues. According to the study's section on teaching workload of full-time postsecondary faculty, income earned for full-time instructional faculty and staff kept pace with inflation between the fall of 1988 and 1992, during which time men earned about $60,000 in 1992 dollars. When institutional type is considered, new-generation faculty reported lower satisfaction across the board—job security, advancement opportunities, keeping current in the field, and freedom for outside consulting.

# Puerto Rico Rankings

## Bachelor's Degrees

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Puerto Rico-Rio Piedras Campus</td>
<td>1.949</td>
</tr>
<tr>
<td>2</td>
<td>Inter American University of Puerto Rico-Metro</td>
<td>0.97</td>
</tr>
<tr>
<td>3</td>
<td>Universidad del Turabo</td>
<td>0.8</td>
</tr>
<tr>
<td>4</td>
<td>Inter American University of Puerto Rico-San German</td>
<td>0.74</td>
</tr>
<tr>
<td>5</td>
<td>University of Sacred Heart</td>
<td>0.47</td>
</tr>
<tr>
<td>6</td>
<td>University of Puerto Rico-Humacao University College</td>
<td>0.39</td>
</tr>
<tr>
<td>7</td>
<td>University of Puerto Rico-Arecibo Campus</td>
<td>0.4</td>
</tr>
<tr>
<td>8</td>
<td>Universidad Metropolitana</td>
<td>0.4</td>
</tr>
<tr>
<td>9</td>
<td>University of Puerto Rico-Cayey University College</td>
<td>0.39</td>
</tr>
<tr>
<td>10</td>
<td>University of Puerto Rico-Bayamon Tech Univ</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Inter American University of Puerto Rico-Arecibo</td>
<td>0.39</td>
</tr>
<tr>
<td>12</td>
<td>Universidad Politecnica de Puerto Rico</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>University of Puerto Rico-Medical Sciences Campus</td>
<td>0.34</td>
</tr>
<tr>
<td>14</td>
<td>Inter American University of Puerto Rico-Ponce</td>
<td>0.33</td>
</tr>
<tr>
<td>15</td>
<td>Bayamon Central University</td>
<td>0.33</td>
</tr>
<tr>
<td>16</td>
<td>Inter American University of Puerto Rico-Bayamon</td>
<td>0.29</td>
</tr>
<tr>
<td>17</td>
<td>Inter American University of Puerto Rico-Aguadilla</td>
<td>0.26</td>
</tr>
<tr>
<td>18</td>
<td>Colegio Universitario del Este</td>
<td>0.25</td>
</tr>
<tr>
<td>19</td>
<td>University of Puerto Rico-Ponce University College</td>
<td>0.22</td>
</tr>
</tbody>
</table>

## Doctoral Degrees

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Puerto Rico-Rio Piedras Campus</td>
<td>0.05</td>
</tr>
<tr>
<td>2</td>
<td>Caribbean Center for Advanced Studies</td>
<td>0.05</td>
</tr>
<tr>
<td>3</td>
<td>Inter American University of Puerto Rico-Metro</td>
<td>0.04</td>
</tr>
</tbody>
</table>

## Master's Degrees

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Phoenix</td>
<td>0.05</td>
</tr>
<tr>
<td>2</td>
<td>Inter American University of Puerto Rico-Metro</td>
<td>0.05</td>
</tr>
<tr>
<td>RANK</td>
<td>INSTITUTION NAME</td>
<td>Managers Hispanic</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>1</td>
<td>FLORIDA INTERNATIONAL UNIVERSITY</td>
<td>271</td>
</tr>
<tr>
<td>2</td>
<td>THE UNIVERSITY OF TEXAS-PAN AMERICAN</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>THE UNIVERSITY OF TEXAS AT EL PASO</td>
<td>249</td>
</tr>
<tr>
<td>4</td>
<td>CALIFORNIA STATE UNIVERSITY-LOS ANGELES</td>
<td>53</td>
</tr>
<tr>
<td>5</td>
<td>THE UNIVERSITY OF TEXAS AT SAN ANTONIO</td>
<td>199</td>
</tr>
<tr>
<td>6</td>
<td>CALIFORNIA STATE UNIVERSITY-NORTHRIDGE</td>
<td>56</td>
</tr>
<tr>
<td>7</td>
<td>SAN DIEGO STATE UNIVERSITY</td>
<td>118</td>
</tr>
<tr>
<td>8</td>
<td>THE UNIVERSITY OF TEXAS AT AUSTIN</td>
<td>560</td>
</tr>
<tr>
<td>9</td>
<td>UNIVERSITY OF NEW MEXICO-MAIN CAMPUS</td>
<td>105</td>
</tr>
<tr>
<td>10</td>
<td>CALIFORNIA STATE UNIVERSITY-LONG BEACH</td>
<td>92</td>
</tr>
<tr>
<td>11</td>
<td>CALIFORNIA STATE UNIVERSITY-FULLERTON</td>
<td>58</td>
</tr>
<tr>
<td>12</td>
<td>NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS</td>
<td>41</td>
</tr>
<tr>
<td>13</td>
<td>CALIFORNIA STATE UNIVERSITY-FRESNO</td>
<td>84</td>
</tr>
<tr>
<td>14</td>
<td>UNIVERSITY OF CALIFORNIA-LOS ANGELES</td>
<td>495</td>
</tr>
<tr>
<td>15</td>
<td>UNIVERSITY OF HOUSTON-UNIVERSITY PARK</td>
<td>40</td>
</tr>
<tr>
<td>16</td>
<td>UNIVERSITY OF ARIZONA</td>
<td>153</td>
</tr>
<tr>
<td>17</td>
<td>ARIZONA STATE UNIVERSITY-MAIN CAMPUS</td>
<td>227</td>
</tr>
<tr>
<td>18</td>
<td>SAN JOSE STATE UNIVERSITY</td>
<td>107</td>
</tr>
<tr>
<td>19</td>
<td>CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA</td>
<td>62</td>
</tr>
<tr>
<td>20</td>
<td>CUNY-HUNTER COLLEGE</td>
<td>91</td>
</tr>
<tr>
<td>21</td>
<td>TEXAS A&amp;M UNIVERSITY</td>
<td>389</td>
</tr>
<tr>
<td>22</td>
<td>CUNY-LEHMAN COLLEGE</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>CUNY-CITY COLLEGE</td>
<td>96</td>
</tr>
<tr>
<td>24</td>
<td>CUNY-JOHN JAY COLLEGE CRIMINAL JUSTICE</td>
<td>85</td>
</tr>
<tr>
<td>25</td>
<td>UNIVERSITY OF FLORIDA</td>
<td>473</td>
</tr>
<tr>
<td>26</td>
<td>TEXAS A&amp;M UNIVERSITY-KINGSVILLE</td>
<td>46</td>
</tr>
<tr>
<td>27</td>
<td>SOUTHWEST TEXAS STATE UNIVERSITY</td>
<td>154</td>
</tr>
<tr>
<td>28</td>
<td>SAN FRANCISCO STATE UNIVERSITY</td>
<td>50</td>
</tr>
<tr>
<td>29</td>
<td>UNIVERSITY OF CALIFORNIA-BERKELEY</td>
<td>358</td>
</tr>
<tr>
<td>30</td>
<td>UNIVERSITY OF ILLINOIS AT CHICAGO</td>
<td>695</td>
</tr>
<tr>
<td>31</td>
<td>CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO</td>
<td>1057</td>
</tr>
<tr>
<td>32</td>
<td>UNIVERSITY OF MIAMI</td>
<td>54</td>
</tr>
<tr>
<td>33</td>
<td>CALIFORNIA STATE UNIVERSITY-SACRAMENTO</td>
<td>54</td>
</tr>
<tr>
<td>34</td>
<td>CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS</td>
<td>57</td>
</tr>
<tr>
<td>35</td>
<td>UNIVERSITY OF SOUTHERN CALIFORNIA</td>
<td>133</td>
</tr>
<tr>
<td>36</td>
<td>UNIVERSITY OF SOUTH FLORIDA</td>
<td>228</td>
</tr>
<tr>
<td>37</td>
<td>MERCY COLLEGE-MAIN CAMPUS</td>
<td>52</td>
</tr>
<tr>
<td>38</td>
<td>CUNY-BERNARD M BARI CH COLLEGE</td>
<td>77</td>
</tr>
<tr>
<td>39</td>
<td>CUNY-NEW YORK CITY TECHNICAL COLLEGE</td>
<td>66</td>
</tr>
<tr>
<td>40</td>
<td>UNIVERSITY OF CENTRAL FLORIDA</td>
<td>268</td>
</tr>
<tr>
<td>41</td>
<td>NEW YORK UNIVERSITY</td>
<td>485</td>
</tr>
<tr>
<td>42</td>
<td>RUTGERS UNIVERSITY-NEW BRUNSWICK</td>
<td>177</td>
</tr>
<tr>
<td>43</td>
<td>UNIVERSITY OF HOUSTON-DOWNTOWN</td>
<td>39</td>
</tr>
<tr>
<td>44</td>
<td>CALIFORNIA POLYTECHNIC STATE UNI-SAN LUIS OJIBWE</td>
<td>61</td>
</tr>
<tr>
<td>45</td>
<td>UNIVERSITY OF CALIFORNIA-SANTA BARBARA</td>
<td>130</td>
</tr>
<tr>
<td>46</td>
<td>TEXAS A&amp;M INTERNATIONAL UNIVERSITY</td>
<td>27</td>
</tr>
<tr>
<td>47</td>
<td>UNIVERSITY OF CALIFORNIA-DAVIS</td>
<td>261</td>
</tr>
<tr>
<td>48</td>
<td>TEXAS TECH UNIVERSITY</td>
<td>213</td>
</tr>
<tr>
<td>49</td>
<td>SAINT JOHN'S UNIVERSITY-NEW YORK</td>
<td>355</td>
</tr>
<tr>
<td>50</td>
<td>METROPOLITAN STATE COLLEGE OF DETROIT</td>
<td>68</td>
</tr>
</tbody>
</table>
## 4-Year Colleges Enrolling the Most Hispanics

<table>
<thead>
<tr>
<th>Female</th>
<th>Hispanic total</th>
<th>Hispanic males</th>
<th>Hispanic females</th>
<th>Hispanic total faculty</th>
<th>Total by race</th>
<th>Student/Faculty ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>109</td>
<td>72</td>
<td>37</td>
<td>13.5%</td>
<td>858</td>
<td>806</td>
</tr>
<tr>
<td>4</td>
<td>161</td>
<td>82</td>
<td>19</td>
<td>31.6%</td>
<td>598</td>
<td>510</td>
</tr>
<tr>
<td>55</td>
<td>169</td>
<td>106</td>
<td>63</td>
<td>22.0%</td>
<td>795</td>
<td>767</td>
</tr>
<tr>
<td>1</td>
<td>100</td>
<td>63</td>
<td>37</td>
<td>10.1%</td>
<td>994</td>
<td>993</td>
</tr>
<tr>
<td>15</td>
<td>90</td>
<td>55</td>
<td>35</td>
<td>12.5%</td>
<td>730</td>
<td>719</td>
</tr>
<tr>
<td>2</td>
<td>107</td>
<td>58</td>
<td>49</td>
<td>7.9%</td>
<td>1,366</td>
<td>1,361</td>
</tr>
<tr>
<td>0</td>
<td>134</td>
<td>43</td>
<td>60</td>
<td>8.4%</td>
<td>1,586</td>
<td>1,586</td>
</tr>
<tr>
<td>15</td>
<td>119</td>
<td>66</td>
<td>53</td>
<td>4.3%</td>
<td>2,939</td>
<td>2,757</td>
</tr>
<tr>
<td>8</td>
<td>197</td>
<td>105</td>
<td>92</td>
<td>8.9%</td>
<td>2,307</td>
<td>2,223</td>
</tr>
<tr>
<td>5</td>
<td>81</td>
<td>46</td>
<td>35</td>
<td>5.7%</td>
<td>1,426</td>
<td>1,426</td>
</tr>
<tr>
<td>1</td>
<td>61</td>
<td>36</td>
<td>25</td>
<td>4.7%</td>
<td>1,290</td>
<td>1,285</td>
</tr>
<tr>
<td>2</td>
<td>61</td>
<td>38</td>
<td>23</td>
<td>8.9%</td>
<td>684</td>
<td>683</td>
</tr>
<tr>
<td>5</td>
<td>94</td>
<td>60</td>
<td>34</td>
<td>7.0%</td>
<td>1,041</td>
<td>1,011</td>
</tr>
<tr>
<td>12</td>
<td>210</td>
<td>135</td>
<td>75</td>
<td>5.0%</td>
<td>4,441</td>
<td>4,228</td>
</tr>
<tr>
<td>0</td>
<td>54</td>
<td>32</td>
<td>22</td>
<td>4.7%</td>
<td>1,212</td>
<td>1,160</td>
</tr>
<tr>
<td>4</td>
<td>104</td>
<td>65</td>
<td>39</td>
<td>5.4%</td>
<td>2,428</td>
<td>2,347</td>
</tr>
<tr>
<td>9</td>
<td>116</td>
<td>70</td>
<td>46</td>
<td>6.1%</td>
<td>1,999</td>
<td>1,910</td>
</tr>
<tr>
<td>6</td>
<td>81</td>
<td>43</td>
<td>38</td>
<td>5.4%</td>
<td>1,494</td>
<td>1,491</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>36</td>
<td>14</td>
<td>5.4%</td>
<td>935</td>
<td>934</td>
</tr>
<tr>
<td>3</td>
<td>83</td>
<td>40</td>
<td>43</td>
<td>6.8%</td>
<td>1,299</td>
<td>1,225</td>
</tr>
<tr>
<td>5</td>
<td>83</td>
<td>58</td>
<td>25</td>
<td>4.3%</td>
<td>2,013</td>
<td>1,931</td>
</tr>
<tr>
<td>2</td>
<td>63</td>
<td>36</td>
<td>27</td>
<td>9.8%</td>
<td>669</td>
<td>642</td>
</tr>
<tr>
<td>4</td>
<td>66</td>
<td>39</td>
<td>27</td>
<td>7.7%</td>
<td>1,010</td>
<td>929</td>
</tr>
<tr>
<td>3</td>
<td>106</td>
<td>55</td>
<td>51</td>
<td>8.8%</td>
<td>741</td>
<td>718</td>
</tr>
<tr>
<td>3</td>
<td>103</td>
<td>68</td>
<td>35</td>
<td>3.0%</td>
<td>3,500</td>
<td>3,447</td>
</tr>
<tr>
<td>4</td>
<td>37</td>
<td>18</td>
<td>19</td>
<td>12.4%</td>
<td>305</td>
<td>299</td>
</tr>
<tr>
<td>2</td>
<td>45</td>
<td>22</td>
<td>23</td>
<td>6.0%</td>
<td>791</td>
<td>756</td>
</tr>
<tr>
<td>0</td>
<td>81</td>
<td>48</td>
<td>33</td>
<td>5.5%</td>
<td>1,476</td>
<td>1,475</td>
</tr>
<tr>
<td>9</td>
<td>101</td>
<td>69</td>
<td>32</td>
<td>3.3%</td>
<td>5,270</td>
<td>5,039</td>
</tr>
<tr>
<td>25</td>
<td>146</td>
<td>-</td>
<td>69</td>
<td>4.1%</td>
<td>4,114</td>
<td>3,591</td>
</tr>
<tr>
<td>2</td>
<td>38</td>
<td>24</td>
<td>24</td>
<td>7.2%</td>
<td>666</td>
<td>665</td>
</tr>
<tr>
<td>246</td>
<td>287</td>
<td>189</td>
<td>98</td>
<td>13.4%</td>
<td>2,199</td>
<td>2,149</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
<td>42</td>
<td>28</td>
<td>6.1%</td>
<td>1,249</td>
<td>1,249</td>
</tr>
<tr>
<td>0</td>
<td>88</td>
<td>22</td>
<td>26</td>
<td>7.4%</td>
<td>647</td>
<td>647</td>
</tr>
<tr>
<td>1</td>
<td>158</td>
<td>82</td>
<td>76</td>
<td>5.7%</td>
<td>3,897</td>
<td>3,777</td>
</tr>
<tr>
<td>7</td>
<td>88</td>
<td>32</td>
<td>56</td>
<td>6.2%</td>
<td>2,144</td>
<td>2,083</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>-</td>
<td>2</td>
<td>5.9%</td>
<td>155</td>
<td>153</td>
</tr>
<tr>
<td>5</td>
<td>18</td>
<td>18</td>
<td>30</td>
<td>8.7%</td>
<td>894</td>
<td>792</td>
</tr>
<tr>
<td>2</td>
<td>46</td>
<td>33</td>
<td>13</td>
<td>5.2%</td>
<td>893</td>
<td>886</td>
</tr>
<tr>
<td>5</td>
<td>28</td>
<td>28</td>
<td>20</td>
<td>4.3%</td>
<td>1,352</td>
<td>1,309</td>
</tr>
<tr>
<td>8</td>
<td>143</td>
<td>72</td>
<td>71</td>
<td>2.7%</td>
<td>5,509</td>
<td>5,346</td>
</tr>
<tr>
<td>2</td>
<td>49</td>
<td>20</td>
<td>29</td>
<td>2.1%</td>
<td>2,487</td>
<td>2,328</td>
</tr>
<tr>
<td>1</td>
<td>20</td>
<td>9</td>
<td>21</td>
<td>5.1%</td>
<td>404</td>
<td>395</td>
</tr>
<tr>
<td>1</td>
<td>40</td>
<td>17</td>
<td>23</td>
<td>4.2%</td>
<td>949</td>
<td>949</td>
</tr>
<tr>
<td>3</td>
<td>68</td>
<td>44</td>
<td>24</td>
<td>5.1%</td>
<td>1,507</td>
<td>1,538</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>10</td>
<td>2</td>
<td>4.5%</td>
<td>199</td>
<td>110</td>
</tr>
<tr>
<td>5</td>
<td>188</td>
<td>92</td>
<td>96</td>
<td>-7%</td>
<td>3,690</td>
<td>3,117</td>
</tr>
<tr>
<td>6</td>
<td>28</td>
<td>19</td>
<td>9</td>
<td>2.8%</td>
<td>1,034</td>
<td>1,009</td>
</tr>
<tr>
<td>7</td>
<td>17</td>
<td>8</td>
<td>9</td>
<td>1.8%</td>
<td>1,088</td>
<td>969</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>45</td>
<td>21</td>
<td>6.8%</td>
<td>976</td>
<td>972</td>
</tr>
</tbody>
</table>

In a study regarding new faculty in higher education, new entrants accounted for 41.4 percent of the faculties at the private research universities; at comprehensive universities, they accounted for 23.2 percent; at liberal arts colleges, 7.4 percent; and at public two-year colleges, 19.3 percent. The large contingent of the new faculty is in the health sciences.
### HISPANIC ADMINISTRATORS AND FACULTY IN TOP 100

<table>
<thead>
<tr>
<th>RANK</th>
<th>INSTITUTION NAME</th>
<th>Hispanic managers</th>
<th>Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>CUNY-QUEENS COLLEGE</td>
<td>92</td>
<td>5</td>
</tr>
<tr>
<td>52</td>
<td>TEXAS A&amp;M UNIVERSITY-CORPUS CHRISTI</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>53</td>
<td>ST MARY'S UNIVERSITY</td>
<td>64</td>
<td>12</td>
</tr>
<tr>
<td>54</td>
<td>THE UNIVERSITY OF TEXAS AT BROWNSVILLE</td>
<td>83</td>
<td>52</td>
</tr>
<tr>
<td>55</td>
<td>FLORIDA STATE UNIVERSITY</td>
<td>432</td>
<td>11</td>
</tr>
<tr>
<td>56</td>
<td>NORTHEASTERN ILLINOIS UNIVERSITY</td>
<td>113</td>
<td>14</td>
</tr>
<tr>
<td>57</td>
<td>BARRY UNIVERSITY</td>
<td>86</td>
<td>12</td>
</tr>
<tr>
<td>58</td>
<td>NOVA SOUTHEASTERN UNIVERSITY</td>
<td>71</td>
<td>1</td>
</tr>
<tr>
<td>59</td>
<td>UNIVERSITY OF CALIFORNIA-SAN DIEGO</td>
<td>285</td>
<td>10</td>
</tr>
<tr>
<td>60</td>
<td>UNIVERSITY OF CALIFORNIA-IRVINE</td>
<td>186</td>
<td>11</td>
</tr>
<tr>
<td>61</td>
<td>FLORIDA ATLANTIC UNIVERSITY-BOCA RATON</td>
<td>142</td>
<td>6</td>
</tr>
<tr>
<td>62</td>
<td>KEAN UNIVERSITY</td>
<td>91</td>
<td>8</td>
</tr>
<tr>
<td>63</td>
<td>NATIONAL UNIVERSITY</td>
<td>64</td>
<td>5</td>
</tr>
<tr>
<td>64</td>
<td>OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>65</td>
<td>NEW JERSEY CITY UNIVERSITY</td>
<td>69</td>
<td>9</td>
</tr>
<tr>
<td>66</td>
<td>NORTHERN ARIZONA UNIVERSITY</td>
<td>72</td>
<td>-</td>
</tr>
<tr>
<td>67</td>
<td>UNIVERSITY OF CALIFORNIA-RIVERSIDE</td>
<td>128</td>
<td>14</td>
</tr>
<tr>
<td>68</td>
<td>UNIVERSITY OF ILLINOIS AT URBANA</td>
<td>656</td>
<td>10</td>
</tr>
<tr>
<td>69</td>
<td>FORDHAM UNIVERSITY</td>
<td>336</td>
<td>25</td>
</tr>
<tr>
<td>70</td>
<td>UNIVERSITY OF NORTH TEXAS</td>
<td>115</td>
<td>1</td>
</tr>
<tr>
<td>71</td>
<td>CALIFORNIA STATE UNIVERSITY-HAYWARD</td>
<td>54</td>
<td>9</td>
</tr>
<tr>
<td>72</td>
<td>THE UNIVERSITY OF TEXAS AT ARLINGTTON</td>
<td>207</td>
<td>6</td>
</tr>
<tr>
<td>73</td>
<td>MONTCLAIR STATE UNIVERSITY</td>
<td>104</td>
<td>6</td>
</tr>
<tr>
<td>74</td>
<td>UNIVERSITY OF THE INCARNATE WORD</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>75</td>
<td>UNIVERSITY OF CALIFORNIA-SANTA CRUZ</td>
<td>102</td>
<td>9</td>
</tr>
<tr>
<td>76</td>
<td>CUNY-BROOKLYN COLLEGE</td>
<td>66</td>
<td>1</td>
</tr>
<tr>
<td>77</td>
<td>DEPAUL UNIVERSITY</td>
<td>144</td>
<td>1</td>
</tr>
<tr>
<td>78</td>
<td>SUL ROSS STATE UNIVERSITY</td>
<td>41</td>
<td>9</td>
</tr>
<tr>
<td>79</td>
<td>UNIVERSITY OF COLORADO AT BOULDER</td>
<td>224</td>
<td>12</td>
</tr>
<tr>
<td>80</td>
<td>UNIVERSITY OF MICHIGAN-ANN ARBOR</td>
<td>821</td>
<td>11</td>
</tr>
<tr>
<td>81</td>
<td>FASHION INSTITUTE OF TECHNOLOGY</td>
<td>31</td>
<td>1</td>
</tr>
<tr>
<td>82</td>
<td>CALIFORNIA STATE UNIVERSITY-BAKERSFIELD</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>83</td>
<td>CALIFORNIA STATE UNIVERSITY-CHICO</td>
<td>47</td>
<td>1</td>
</tr>
<tr>
<td>84</td>
<td>NEW MEXICO HIGHLANDS UNIVERSITY</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>85</td>
<td>HARVARD UNIVERSITY</td>
<td>1532</td>
<td>11</td>
</tr>
<tr>
<td>86</td>
<td>CALIFORNIA STATE UNIVERSITY-STANISLAUS</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>87</td>
<td>UNIVERSITY OF NEVADA-LAS VEGAS</td>
<td>185</td>
<td>9</td>
</tr>
<tr>
<td>88</td>
<td>RUTGERS UNIVERSITY-NEWARK</td>
<td>41</td>
<td>3</td>
</tr>
<tr>
<td>89</td>
<td>UNIVERSITY OF WASHINGTON</td>
<td>640</td>
<td>10</td>
</tr>
<tr>
<td>90</td>
<td>UNIVERSITY OF MARYLAND-COLLEGE PARK</td>
<td>248</td>
<td>1</td>
</tr>
<tr>
<td>91</td>
<td>COLORADO STATE UNIVERSITY</td>
<td>312</td>
<td>11</td>
</tr>
<tr>
<td>92</td>
<td>LOYOLA MARYMOUNT UNIVERSITY</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>93</td>
<td>MONROE COLLEGE-MAIN CAMPUS</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>94</td>
<td>SUNY AT STONY BROOK</td>
<td>325</td>
<td>12</td>
</tr>
<tr>
<td>95</td>
<td>LONG ISLAND UNIVERSITY-BROOKLYN CAMPUS</td>
<td>39</td>
<td>2</td>
</tr>
<tr>
<td>96</td>
<td>BOSTON UNIVERSITY</td>
<td>478</td>
<td>3</td>
</tr>
<tr>
<td>97</td>
<td>UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>98</td>
<td>STANFORD UNIVERSITY</td>
<td>380</td>
<td>10</td>
</tr>
<tr>
<td>99</td>
<td>UNIVERSITY OF COLORADO AT DENVER</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>100</td>
<td>GEORGE MASON UNIVERSITY</td>
<td>280</td>
<td>5</td>
</tr>
</tbody>
</table>

According to the study, 74 percent of all women faculty in engineering were new-entry; 45 percent in social sciences; 45 percent in the natural sciences; 42 percent of all women faculty in the fine arts; 40 percent in education; 38 percent in the humanities; and 36 percent of all women faculty in business.
### 4-Year Colleges Enrolling the Most Hispanics

<table>
<thead>
<tr>
<th>Female</th>
<th>Hispanic total</th>
<th>Hispanic male</th>
<th>Hispanic female</th>
<th>% Hispanic</th>
<th>Total faculty</th>
<th>Total by race</th>
<th>Student/Faculty ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>54</td>
<td>31</td>
<td>23</td>
<td>4.5%</td>
<td>1,273</td>
<td>1,202</td>
<td>12.8680</td>
</tr>
<tr>
<td>4</td>
<td>55</td>
<td>33</td>
<td>22</td>
<td>12.8%</td>
<td>445</td>
<td>431</td>
<td>13.571</td>
</tr>
<tr>
<td>7</td>
<td>28</td>
<td>19</td>
<td>9</td>
<td>64.1%</td>
<td>198</td>
<td>198</td>
<td>21.275</td>
</tr>
<tr>
<td>26</td>
<td>170</td>
<td>100</td>
<td>70</td>
<td>41.4%</td>
<td>414</td>
<td>411</td>
<td>6.388</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>18</td>
<td>12</td>
<td>2.2%</td>
<td>1,420</td>
<td>1,393</td>
<td>21.4092</td>
</tr>
<tr>
<td>10</td>
<td>112</td>
<td>8</td>
<td>104</td>
<td>64.1%</td>
<td>461</td>
<td>443</td>
<td>22.1779</td>
</tr>
<tr>
<td>10</td>
<td>56</td>
<td>29</td>
<td>27</td>
<td>4.6%</td>
<td>1,233</td>
<td>1,220</td>
<td>8.5384</td>
</tr>
<tr>
<td>3</td>
<td>107</td>
<td>59</td>
<td>38</td>
<td>44%</td>
<td>2,719</td>
<td>2,441</td>
<td>12.7997</td>
</tr>
<tr>
<td>5</td>
<td>68</td>
<td>47</td>
<td>21</td>
<td>2.6%</td>
<td>2,977</td>
<td>2,643</td>
<td>6.867</td>
</tr>
<tr>
<td>13</td>
<td>53</td>
<td>27</td>
<td>26</td>
<td>4.8%</td>
<td>1,223</td>
<td>1,103</td>
<td>12.7880</td>
</tr>
<tr>
<td>0</td>
<td>26</td>
<td>16</td>
<td>10</td>
<td>2%</td>
<td>991</td>
<td>954</td>
<td>11.1758</td>
</tr>
<tr>
<td>4</td>
<td>42</td>
<td>27</td>
<td>15</td>
<td>61.1%</td>
<td>684</td>
<td>683</td>
<td>25.2402</td>
</tr>
<tr>
<td>5</td>
<td>23</td>
<td>14</td>
<td>9</td>
<td>2.6%</td>
<td>914</td>
<td>890</td>
<td>18.7939</td>
</tr>
<tr>
<td>2</td>
<td>28</td>
<td>15</td>
<td>13</td>
<td>63%</td>
<td>760</td>
<td>746</td>
<td>11.1007</td>
</tr>
<tr>
<td>0</td>
<td>31</td>
<td>18</td>
<td>13</td>
<td>127%</td>
<td>244</td>
<td>244</td>
<td>6.3528</td>
</tr>
<tr>
<td>5</td>
<td>58</td>
<td>25</td>
<td>33</td>
<td>6.3%</td>
<td>973</td>
<td>923</td>
<td>15.5738</td>
</tr>
<tr>
<td>0</td>
<td>40</td>
<td>15</td>
<td>25</td>
<td>4.4%</td>
<td>936</td>
<td>912</td>
<td>10.9332</td>
</tr>
<tr>
<td>0</td>
<td>55</td>
<td>17</td>
<td>18</td>
<td>3.4%</td>
<td>1,051</td>
<td>1,051</td>
<td>15.9872</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>9</td>
<td>4</td>
<td>70%</td>
<td>865</td>
<td>865</td>
<td>17.2687</td>
</tr>
<tr>
<td>3</td>
<td>115</td>
<td>65</td>
<td>50</td>
<td>4.1%</td>
<td>2,905</td>
<td>2,795</td>
<td>19.9758</td>
</tr>
<tr>
<td>7</td>
<td>87</td>
<td>47</td>
<td>40</td>
<td>2.5%</td>
<td>3,624</td>
<td>3,450</td>
<td>9.7105</td>
</tr>
<tr>
<td>1</td>
<td>25</td>
<td>13</td>
<td>12</td>
<td>3.5%</td>
<td>839</td>
<td>724</td>
<td>10.2083</td>
</tr>
<tr>
<td>0</td>
<td>35</td>
<td>20</td>
<td>15</td>
<td>11.2%</td>
<td>313</td>
<td>313</td>
<td>13.9404</td>
</tr>
<tr>
<td>0</td>
<td>28</td>
<td>14</td>
<td>14</td>
<td>3.3%</td>
<td>853</td>
<td>853</td>
<td>18.2652</td>
</tr>
<tr>
<td>4</td>
<td>42</td>
<td>30</td>
<td>22</td>
<td>8.7%</td>
<td>1,422</td>
<td>1,422</td>
<td>16.7022</td>
</tr>
<tr>
<td>8</td>
<td>38</td>
<td>27</td>
<td>11</td>
<td>2.9%</td>
<td>2,196</td>
<td>2,196</td>
<td>17.9195</td>
</tr>
<tr>
<td>1</td>
<td>17</td>
<td>9</td>
<td>8</td>
<td>2.7%</td>
<td>242</td>
<td>242</td>
<td>25.6736</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>42</td>
<td>18</td>
<td>7%</td>
<td>1,477</td>
<td>1,477</td>
<td>16.7820</td>
</tr>
<tr>
<td>1</td>
<td>13</td>
<td>6</td>
<td>6</td>
<td>24.1%</td>
<td>562</td>
<td>562</td>
<td>16.9943</td>
</tr>
<tr>
<td>7</td>
<td>113</td>
<td>62</td>
<td>51</td>
<td>2.6%</td>
<td>6,099</td>
<td>5,600</td>
<td>5.7988</td>
</tr>
<tr>
<td>0</td>
<td>39</td>
<td>14</td>
<td>15</td>
<td>17.3%</td>
<td>3,009</td>
<td>2,822</td>
<td>10.6585</td>
</tr>
<tr>
<td>8</td>
<td>21</td>
<td>12</td>
<td>9</td>
<td>1.7%</td>
<td>1,325</td>
<td>1,263</td>
<td>19.8981</td>
</tr>
<tr>
<td>9</td>
<td>51</td>
<td>18</td>
<td>16</td>
<td>6.5%</td>
<td>629</td>
<td>629</td>
<td>10.9523</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>9.4%</td>
<td>1,011</td>
<td>1,011</td>
<td>26.3762</td>
</tr>
<tr>
<td>7</td>
<td>28</td>
<td>18</td>
<td>10</td>
<td>1.7%</td>
<td>1,674</td>
<td>1,638</td>
<td>10.6617</td>
</tr>
<tr>
<td>1</td>
<td>45</td>
<td>19</td>
<td>16</td>
<td>4.5%</td>
<td>784</td>
<td>784</td>
<td>11.2423</td>
</tr>
<tr>
<td>2</td>
<td>56</td>
<td>34</td>
<td>22</td>
<td>19.9%</td>
<td>3,057</td>
<td>2,910</td>
<td>9.6150</td>
</tr>
<tr>
<td>1</td>
<td>31</td>
<td>25</td>
<td>6</td>
<td>5.2%</td>
<td>975</td>
<td>961</td>
<td>7.3887</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>28</td>
<td>12</td>
<td>2.8%</td>
<td>1,514</td>
<td>1,435</td>
<td>10.8996</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>16</td>
<td>11</td>
<td>3.7%</td>
<td>763</td>
<td>731</td>
<td>18.0498</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>13</td>
<td>19</td>
<td>2.9%</td>
<td>1,341</td>
<td>1,292</td>
<td>17.7673</td>
</tr>
</tbody>
</table>
The Ivy League Review: Part Three

Princeton University, Columbia University and University of Pennsylvania

by Mari Carmen Sarracent

A survey conducted by the Business Higher Education Forum (BHEF), a collaboration of the American Council on Education and the National Alliance of Business, cites diversity in higher education, which feeds the professional workforce, as vital to America's successful competition in the global economy. Most institutions of higher learning adopt this school of thought. Columbia, Princeton, and the University of Pennsylvania, which are featured in this article, are members of the Leadership Alliance, which is a consortium of leading teaching and research colleges and universities dedicated to encouraging more underrepresented students to pursue graduate studies in science, mathematics, engineering, and the technology professions.

Princeton University

Princeton University has one of the highest percentages of tenured faculty. Unfortunately, there are not as many women and people of color represented in the tenured rank. Seventy-six percent of the professorial faculty is tenured. Excluding visitors, 270 members of the faculty are women, and 140 are identified as members of minority groups. In the 1998-99 school year, there were 75 tenured women on the faculty.

Princeton's efforts to integrate diversity into its faculty, student body, curriculum, and mission are ongoing. In 1997, the university published "Race, Ethnicity, and Cross-Cultural Encounter: A Guide to Undergraduate Courses," which was developed as a result of the 1995-96 Task Force on Diversity, a group of faculty and students led by professor of religion Albert J. Raboteau. This taskforce led to a number of initiatives, one of which was the search for a senior scholar in Latino Studies, the result being Alejandro Portes, professor in the Department of Sociology, renowned specialist in immigration and ethnicity, social change in Latin America, and economic sociology.

The taskforce also spearheaded the development of a new course led by Miguel Centeno, professor of sociology, entitled The Sociology of Latinos in the U.S.

Last year, the Princeton Plasma Physics Laboratory (PPPL) received two Equal Employment Opportunity (EEO)/Diversity awards from the U.S. Department of Energy. (PPPL is funded by DOE and managed by Princeton, and it is a collaborative national center for science and innovation leading to a fusion energy source.)

Pamela Lucas, PPPL diversity officer, accepted the Turquoise Award for Commitment in EEO/Diversity and the EEO/Diversity Best Practices Award on behalf of the laboratory. These diversity awards were established in 1998 by the Department of Energy to recognize organizations that have advanced the cause of diversity in the workplace and have been exemplary for other facilities and programs within the department.

Undergraduate enrollment in 1998-99 totaled 4,624, American minorities, as they are identified by Princeton, numbered 1,247, or 27 percent. The minority classification includes Latino, African American, Asian American, and Native American students. Approximate enrollment for the 1999-2000 academic year was comparable. Out of 1,694 applicants admitted in 1999, minority students represented 557, or 32 percent.

According to the "Report of the Undergraduate Admission Study Group," which examined the 1997-98 academic year to review the school's undergraduate admissions process, "taken as a whole minority enrollment has improved slow over the last two decades." The report indicated that minority students comprised 16.9 percent of the Class of 1998, 25.6 of the Class of 2001, and 26.6 percent of the Class of 2002.

Latinos, however, amount to seven percent of the student body, so it's unusual to hear Latino students' criticisms about life on campus. In the Da Princetonian, Vincente Cabeza de Baca of the Class of 2002 explained that transition to Princeton was not a smooth one. "The biggest shock to me was the intellectual transition. The toughest thing is the social transition."

Jessica Marquez, '99, started Organizacion Latinos Americana, for students of all Latin American background. She noted that she tries not to be pessimistic.

A student at Princeton, published letter in the Progressive Review, which acknowledges the universities emphasis but at the same time underscores problems that still exist: "Students color on this campus have long demanded improvement in this aspect of life Princeton. This does not simply mean more colored bodies... We increased acceptance of our presence without people thinking we are incapable... Increasing diversification efforts at Princeton does not necessarily mean hiring lower quality faculty color. Qualified scholars DO exist, and the University has the capacity to hire them, or at least do a better job of retaining those who are currently here."

One of the benefits of attending Princeton University is the one-on-
attention its students receive. According to U.S. News Online, Princeton University has a low student/faculty ratio—five-to-one. It ranked third after California Institute of Technology and the University of Chicago, a sister Ivy League.

Princeton University is located in Princeton, New Jersey, in a town of approximately 30,000 residents.

**Columbia University**

Columbia University located in New York's upper west side boasts a seven to one student/faculty ratio. Founded in 1754 as King's College, it is the first in New York and the fifth oldest college in the nation. It is also listed as one of the most exclusive colleges as its acceptance rate is 14 percent, according to U.S. News Online.

In the 1996-97 academic year, Columbia University awarded 114 degrees to Hispanic females and 144 to Hispanic males. Breakdowns are as follows: 88 bachelor's, 106 master's, 38 first-professional, 5 advanced certificates, 9 M. Phil., and 9 doctorates. Where other groups experienced increases in the number of degrees awarded by race and gender, Hispanics showed a slight decline from the previous academic year.

Hispanic full-time faculty has made gains since 1985–39 in 1985 to 91 in 1997. When compared to the University total (women), the Hispanic percentage increased slightly from almost two percent to three percent. A small ascent but an increase all the same.

Regarding the numbers, Columbia is recognized as an educational melting pot, and it is known for its cultural sensitivity. In March, the University sponsored a conference to examine the health of urban children. The event was sponsored by The Columbia Center for Children's Environmental Health. Among the roundtable representatives was Manuela Ortjuela, M.D., assistant professor clinical public health (environmental health sciences) and clinical pediatrics (pediatric oncology) at Columbia.

Dr. Ortjuela received her medical degree at Yale. Subsequently, she completed her training in Pediatrics at Columbia's Babies and Children's Hospital and her training in Pediatric Oncology at the Memorial Sloan Kettering Cancer Center. She also hold a degree in epidemiology from the Harvard School of Public Health and was a member of the Department of Medicine at the Boston Children's Hospital.

While the faculty appointment process is painstakingly slow (as are faculty searches at most universities), many talented candidates are hired. Columbia recently appointed Alan Medina, M.D., clinical psychiatrist, was appointed clinical instructor in psychiatry at the Columbia University College of Physicians and Surgeons. Dr. Medina is bilingual and bicultural (English/Spanish). His areas of interest include individual psychoanalytic psychotherapy, group therapy, and psychopharmacology.

**University of Pennsylvania**

Universities located in the various hubs of diversity along the East Coast still face the issue of affirmative action. Recently, at the University of Pennsylvania, a forum took place entitled “Rethinking the Remedy: The Future of Affirmative Action in Higher Education and the Workplace.” Richard Kahlenberg, senior fellow at the Century Foundation and author of The Remedy: Class, Race, and Affirmative Action, in his keynote address argued that class, not race, should be the basis for preferences in college admissions, employment, and contracting.

In a recent article in the Pennsylvania Current, a University of Pennsylvania publication, about the forum, Kahlenberg is quoted as saying, “Class-based affirmative action produces more [racial] diversity than no affirmative action at all.” His statement is based on the belief that the Supreme Court is expected to overturn the Bakke decision, which permits the use of race in admissions.

Thomas Sugrue, Class of 1940, professor of history and sociology, noted that there are benefits to class-based affirmative action, such as exposure to people of color or not of various economic means. Most of my students do not know that the median family income in the United States is only slightly higher than Penn's tuition and fees for one year.”

Once at the University, students and faculty strive to feed at home on campus. Lilvia Soto, assistant dean for advising and La Casa Latina’s director, helped form the Latino Faculty and Staff Association five years ago. La Casa Latina, which opened its doors in 1998, is a central meeting place for both students and faculty of Hispanic origin. The Center received a diversity grant from the provost that helped launch a Latino website, La Telerana Latina, whose aim is to strengthen ties between the campus Latino community and the more than 3,000 Hispanic Penn alumni.

The University of Pennsylvania maintains close ties with its alumni. Through Penn's Association of Latino Alumni, Latino students have the opportunity to meet and interact with many distinguished Hispanic Penn grads from a variety of disciplines. For example, in February Bob Rivera, GFA ’72 was featured with 24 other artists at The Painted Bride 30th Anniversary Exhibit opening. And in May Penn students will meet Gilbert F. Casellas, Esq., Law ’77, a university trustee and member of AIA's Board of directors.

Enrollment data (Dec. 98) for undergraduate and graduate/professional totaled 21,729. According to university facts and figures about 36 percent of those students accepted for admission to the Class of 2003 are black, Hispanic, Asian or Native American. Women comprise 49.6 percent of all students currently enrolled. International students of Hispanic origin from Central/South America and the Caribbean represent 12.2 percent.

While the University of Pennsylvania is aware of the need for diversity among its student body and faculty and administration, it's going to take some time. In administration, women fill 25 percent of the top-ranking posts. This statistic is similar to that at other Ivy League schools.
Southwest Texas State University

LBJ’s Alma Mater Boasts Nationally Recognized Programs

By Roger Deitz

Southwest Texas students and alumni (SWTexans—pronounced Southwest Texans) are a proud group. Among the 100,000 who have received degrees in the years spanning the University’s centennial of operation can be found the names President Lyndon Johnson, country singers George Strait and Tracy Byrd, national syndicated columnist Heloise, Emmy Award-winning actor Powe Boothe, and Emmy Award-winning director Thomas Carter. The list includes noted educator Tomas Rivera and Tejano music entertainer Emilio Navaira as well as Olympic high-jump champion Charle Austin and 1996 Olympic gold medal winner Deion Sanders. The Southwest roster also contains Dallas TV news anchor Gloria Campos, Di Flores, publisher of the El Paso Times, and Marcellus Alexander, general manager of WFJA-TV in Baltimore. According to University President Jerome H. Supple, there are many, many more “making a difference in the world of business, education, communication, performing arts, law and law enforcement, health care, the military, science, religion—any field you can name.”

SWT holds the distinction of being the only Texas university that has graduated a U.S. president. LBJ, the 36th president, graduated from SWT in 1930 with a teacher’s degree. Johnson taught public school in Cotulla and Houston, Texas, before embarking on a distinguished career as a public servant and statesman. He is known “the education president,” and many believe his concern for education and equal opportunity is closely related to the formative influence of his college days at SWT. Today, the school continues to lobby goals in higher education and diversity.

President Supple continues, “One of our four university goals for the next five years is the promotion of ethnic, gender, and cultural diversity. Our university community is richer and more effective educating its students when the environment in which we teach reflects the world around us. We're not promoting diversity because someone says we have to. We're not promoting it because the politically correct thing to do. We're promoting it because it's good for Southwest Texas and Texas, and because it's the right thing to do. And now the right thing to do is add Southwest Texas State University to the Honor Roll.”
Honor Roll Facts in Brief

INSTITUTION
Southwest Texas State University

LOCATION
Office of Admission
San Marcos, Texas 78666-5709
(512) 245-2364

ESTABLISHED
1899

ENROLLMENT
21,798 (approximately 18 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$2,838 (in-state residents)

FACULTY
950

SEVERAL DEGREE PROGRAMS
Aquatic Biology
Creative Writing
Geography
Materials Physics
Physical Therapy

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Association of Mexican American Students
Society of Mexican American Engineers and Scientists
Society of Writers of the Spanish Language

INTERNET ADDRESS
www.swt.edu

Located in San Marcos, at the gateway to the Texas Hill Country, Southwest Texas State University enjoys a uniquely beautiful and advantageous setting among Texas universities. Within commuting distance of both Austin and San Antonio, the 42-acre main campus includes Spring Lake and the headwaters of the San Marcos River. The San Marcos Springs bubble up from the ground on campus to fill Spring Lake, then form the San Marcos River, which flows through the campus on its way to the Gulf of Mexico. The school is situated on the Balcones Fault, which separates the Texas Hill Country from the coastal plains. "Deep in the heart of Texas," the University is also easily accessed from Dallas/Ft. Worth, Houston, and other areas of the state.

One of the most academically selective public universities in Texas, SWT is a member of the Texas State University System. The University offers undergraduate degrees in 108 fields, master's degrees in 78 fields, and doctorates in two. A 52-hour General Studies core curriculum at SWT is considered essential in a balanced liberal arts education. It gives undergraduates a common experience and a solid foundation in the arts and sciences. The Honors Program provides challenging and "participation intensive" studies wherein students take an active role in designing their courses and choosing their faculty. The institution enrolls 21,798 students, who are taught by 950 faculty members. The student to faculty ratio is 21:1, and the average class size is 37. Some 26 percent of the student body are ethnic minorities, and 55 percent are female. 72 percent of the overall enrollment is full-time students, and 14 percent is graduate students.

Student demographics include 97 percent Texas residents, 2 percent out-of-state, 1 percent international, 18 percent Hispanic, and 5 percent African American. According to the TOP 100 institutions Hispanics based on degrees awarded, SWT is ranked number 20.

Of the 25 undergraduates nationwide to win $18,000 Rocke
Brothers Fund Fellowships to apply toward graduate studies in education, three were from SWT, the only school to have all three of applicants selected—and all three are Hispanic.

True to its Normal School roots, Southwest is the top teacher
The center for Multicultural & Gender Studies offers an interdisciplinary minor in U.S. Ethnic Studies and an 18-hour interdisciplinary minor in Women's St.

The center co-sponsors several organized events that address race, gender, and/or ethnicity, such as "Images of Women Conference" weekly brown-bag lecture series and "Herstory." In addition to the eight central areas of the Internat., Studies Program, the University study-abroad programs, including study abroad programs, including "Latin America, and Asia. Multicultural Student Affairs offers services to current and prospective students. The staff provides culturally sensitive consultation to students, faculty, and prospective students. The staff also assists with academic, personal, social, financial, and career issues. MSA, in collaboration with other student affairs services, provides programs throughout the year that heighten cultural awareness and develop leadership skills to promote diversity initiatives on campus.

MSA also assists in the recruitment and retention of first-generation students through coordination with the Office of Admission, academic departments, and state civic organizations. It is appropriate that the MSA is located in the LBJ Student Center. After all, it was LBJ who championed civil rights legislation in the 1960s. The University notes that there are at least 16 Hispanic organizations on campus. The list includes the Association of Mexican American Students, Bilingual Education Students Organization, Friends of Zaredo, Grupo Folklórico, the Hispanic Business Student Association, and the Latin American Studies Association. In addition, we have Lambda Delta Epsilon, I Omega Alpha, League of United Latin American Citizens, Mexican American Engineers and Scientists, Minority Youth Justice Association, Movimiento Estudiantil Chicano de Aztlán, Lambda Beta, Sigma Lambda Gamma, and the Society of Writers Spanish Language.
Upt and Coming Scholars Program Offers Chance for College

Angelo State University Reaches out

BY PRESTON LEWIS

Ever since he could remember, José Trejo wanted to go to college and become a doctor. When he was in the eighth grade in San Angelo, Texas, he got the chance.

All José had to do was keep up his grades and he was guaranteed an academic scholarship to Angelo State University.

Now a senior at San Angelo's Central High School, José is looking forward to next fall when the Up and Coming Scholars Program will help him fulfill his lifelong dream.

The program is a joint effort by Angelo State University and the San Angelo Independent School District (SAISD) to identify promising junior high students from low-income families and to offer them a chance to go to college. José was one of 60 Class of 2000 members selected in junior high for the Up and Coming Scholars Program.

To help them stay on track toward college, ASU and SAISD officials provide a range of services that can include mentoring, counseling, academic assistance, and, in some cases, the emotional support to help ensure that the program's participants acquire a high school diploma. In addition, program participants are issued Angelo State University ID cards, which allows them to use the University's Porter Henderson Library, the computer labs, and other academic facilities as well as to attend ASU sporting events for free.

“The idea,” says Joe Muñoz, assistant to the ASU president well as a member of the SAISD School Board, “is to acclimate them to the university campus before they leave high school so they feel more comfortable with college when they enroll as freshmen.”

In all, it is a well-conceived program that selects academically promising students from economically disadvantaged families in the San Angelo school system. After eliminating the financial impediment that most of those students and their families would face paying for college, the program provides special attention to the students' plans, prepare for a college degree. Further, the program reinforces the long-term value of a college education families that might not be able to see beyond the next paycheck.

The program was initiated in 1994 and funded through ASU, Robert G. and Nona K. Ca Scholarship Foundation, which covers tuition and all fees for the Up and Coming Scholars who enroll ASU. San Angelo philanthropists M-Eva Camacho Tucker provided $150,000 endowment to help cov
the costs of the special summer programs for the program participants. Additionally, the program receives support from Wells-Fargo Bank, Hirschi Steel, Shannon Hospital, and Golden Corral Restaurant, all of San Angelo.

Twenty-six of the 60 students who began the program that inaugural year, while still in the eighth grade, enrolled at ASU. Of those nine continued the program into their second year. Twenty-eight of the 60 in the second class enrolled as ASU freshmen in the fall of 1990.

A handful of the students in the first two classes received scholarships to other universities.

"It is a solution," says ASU President E. James Hindman of the program, "but it is not a perfect solution. By living at home and maintaining their scholarships, the Up and Coming Scholars can get a college education practically free, but sometimes even that isn't enough to keep them in the program."

A study of the program by E. Lisa Smetana, records coordinator for the Carr Foundation, showed that after the first five years of the program, 90 of the 300 students had dropped. Of the program dropouts, 1 percent were academic casualties.

Although they are listed as academic casualties, the reasons may well be more complicated and include economic as well as family factors.

Muñoz said, "We have kids whose parents don't encourage them to go to college because they need the money to support the family more than they need their sons and daughters to go to college."

Some students, Muñoz said, have had to give up the chance to take a college education to shear sheep around the San Angelo area, which is the center of the Texas wool and mohair industry.

In addition to the economic challenges, Jamie Highsmith, head counselor and coordinator of the program at Central High School, said the problems associated with one-parent families can be major hurdles for the students to overcome.

"Many of the students are from single-parent homes," said Highsmith. "That presents some challenges by itself, and then most of their parents have not had any college experience, so as far as how to direct or guide their children, this is new ground for the parents."

That is where Highsmith and her fellow SAISD counselors come in, monitoring the students' performance, making sure that they are keeping up with their courses, checking that they are maintaining their grades, and making sure that they can afford even some of the basic costs just to apply to college. "I don't normally ask a student, 'Can you find a way to pay for the SAT or the college application fee?"' Highsmith said, "but with these kids, you can't take anything for granted. The fees are $22 for the ACT and $25.50 for SAT-I, and some students may need help paying. You can't really take anything for granted in dealing with them."

Consequently, the counseling is broader for the Up and Coming Scholars than for the typical student. Highsmith said the counselors might work with students on interpersonal skills or on building the confidence necessary to go to college. The hardest year is probably their sophomore year when they move up to the high school and encounter geometry. If they can survive geometry as sophomores and then algebra II and chemistry as juniors, she said, they generally secure their scholarships for certain.

"They are a very conscientious group," she said, "but being Up and Coming Scholars has made worries of them. They are concerned, very concerned, about their academics and the requirements of the program. It is a great honor but also a great responsibility to be picked, and they have a lot of pressure from us at school and from their parents at home not to lose that scholarship."

Though the program does create some pressures to maintain grades, it removes the worry of parents having to pay for their children's tuition. Young Trejo's father and namesake, José Trejo, immigrated to the U.S. 25 years ago from Mexico and has worked in construction for the last 16 years in San Angelo.

"Happiness is all I can feel," the father said about the program. "He has had a dream to be a doctor, and happiness is how we feel at home, knowing he has a scholarship. You can imagine how parents would feel like this."

The program is coordinated through SAISD by Anita Aguilar, who was a counselor at Edison Junior High School when the program began.
“Parents are completely, totally elated when their children are selected for the program,” Aguilar said, “because they are so much more aware than their children of the importance of education. Many of the parents were lucky to have a high school diploma, much less any college, so they understand the value.”

Sixty participants are selected each year from San Angelo’s four junior high schools. Twelve are picked from each junior high as well as 12 at-large participants. Additionally, 12 alternates are selected to take the places of those who might drop out. The only criteria for consideration is that the students come from SAISD families in the bottom economic quartile as defined by federal guidelines. In other words, the students are eligible for free or reduced-cost meals.

The program accepts students of all races, but since it was started, an average of 45 percent of the participants have been Hispanics, with the percentages varying by year from 39 to 54 percent.

“Selection is based on an assessment model that all counselors fill out, so there is no discrimination,” Aguilar said. “After the forms are completed, they are forwarded to the program advisor, who ranks them and makes the selection.”

The students are rated in five areas worth 10 points each: 1) performance on the 7th-grade Texas Assessment of Academic Skills test; 2) total attendance in 7th grade and first semester of 8th grade; 3) class rank; 4) grade average; and 5) personal factors, including leadership qualities and school department. The students are ranked by their cumulative score, and the top scorers are named Up and Coming Scholars. Once they are selected, Aguilar monitors the students’ progress.

“I actually follow through with youngsters from the ninth grade on,” Aguilar said. “I call teachers, counselors, principals to do whatever follow-up is necessary to try to help them succeed and stay in the program. Their responses are great because everyone from superintendent Dr. Joe E. Gonzales on down wants the program to succeed. Dr. Gonzales has made it clear that this is a priority and that he is behind it 100 percent.”

Even with the full support of SAISD administration and faculty, it still comes down to the students and the work they produce.

“At times,” Aguilar said, “it is a little frustrating to see a student in the ninth grade not be in the program by the 12th grade, but as far as I am concerned, it is the best program I have ever been involved in.”

Once in the program, students must maintain a grade of 70 or better in each course of the college preparatory curriculum.

“I don’t want the program to label the youngsters as economically disadvantaged because these students have to work for their scholarships,” Aguilar said. “Going to a local university helps the parents not only financially but also emotionally.”

The proximity to home for Elisa Contreras and Roxanae Candela, both freshmen at ASU, made the transition to college easier. Both were in the second class of junior high students selected for the Up and Coming Scholars Program, and now both have completed their first semester of college. When they were admitted to the program in the eighth grade, they didn’t fully understand the implications, nor did their parents, who had emigrated from Mexico.

“It really surprised my parents, like ‘What is this?’” said Contreras, a Spanish major who wants to teach English as a Second Language. “We moved to the United States when I was nine years old, so it was a big deal for me to be accepted in the program because I didn’t even know English just a few years before. If it hadn’t been for the scholarship, I wouldn’t be going to ASU.”

Like Contreras, Candela had parents who had come to the United States from Mexico.

“My parents were very excited that I could go to college. They couldn’t believe that all I had to do to keep my scholarship was to keep my grades up,” said Candela, a freshman nursing major.

Proud though her parents were and despite the emotional support they provided, they couldn’t always offer the academic support Candela needed.

“My parents couldn’t help much, so I was basically on my own,” she said. “I would always go...”
to tutorials at seven in the morning."

In addition to the special tutoring help, Candela found that the special Up and Coming Scholars Program activities held on the ASU campus eased some of her fears as a college freshman.

"When I came in the fall, I knew where all the buildings were and where my classes were," she said. "I felt more comfortable starting college."

To help foster the transition to college, SAISD and ASU each May conduct a special commencement program for the Up and Coming Scholars prior to their high school graduation. During the ceremony, all graduating Up and Coming Scholars are recognized, and then SAISD Superintendent Gonzalez symbolically passes the torch for their education to ASU President Hindman.

Besides the commencement ceremony, ASC sponsors a banquet each spring recognizing the new class of Up and Coming Scholars. The University also hosts summer activities ranging from pool parties to hamburger cookouts to develop confidence and camaraderie among the students.

Whenever possible, parents are encouraged to participate.

"Over the course of the program," said Hindman, "we have learned that just providing the scholarships is not enough to prevent attrition. By fine-tuning the program each year and identifying more ways for the school district to assist both students and parents, we hope we can overcome some of the factors that are preventing many from going on to college."

As for young José Trejo, who desires to be a doctor, his participation in the Up and Coming Scholars Program has already made him a role model for at least one younger student, his sister Veronica. She, too, is an Up and Coming Scholar. A sophomore at Central High School, she plans to major in psychology when she graduates.

"These are fine students," Hindman said. "Sometimes all they need is a chance at a college education. We are glad to be able to provide that chance. Even when they don't enroll at ASU but accept scholarships to other universities, as some have, we still are proud of the part we played in nurturing their potential."
Has a week gone by that you haven't read an article about the increasing clout of the Internet, the rising value of dot.com companies, and the booming sales by Amazon and eBay?

The Internet is here to stay, but increasingly educators are concerned that Latino/o and African-American students are falling behind in the computer revolution. In fact, technocrats created the term “digital divide” to describe the growing gap between increased computer use by middle-class and affluent people compared to the lack of computer ownership by minorities. A 1998 study revealed that 73 percent of white families own computers compared to 32 percent of minority families. The message is clear: computers are increasing the gap between the haves and have-nots.

But two New York City nonprofit organizations started by idealistic professionals are trying to bridge this gap and increase computer use by Hispanic and African American public school students. Both organizations have idiosyncratic names that are not easily forgotten—Mouse and Heaven. Mouse is the acronym for Making Opportunities for Upgrading School and Education. Heaven stands for Helping Educate, Activate, Volunteer & Empower via the Net. Financed by New York’s new media businesses and other corporations, both rely heavily on volunteers to work closely with public schools and establish techno-community centers to attract students after school. These innovative organizations are developing a blueprint for encouraging Hispanic and African American computer and Internet use before that digital gap widens.

Launched in 1997 as a nonprofit dedicated to providing volunteer staffpower and technical support for New York City schools, Mouse aims to bridge that digital divide, noted Sarah Holloway, its acting director. She attributes this digital gap to computer companies ignoring the needs of minority youth and instead focusing on affluent whites as their target market. “There hasn’t been that much content that is appealing to minorities. They’ll get excited if it’s connected to their life,” she said.

Heaven was started in 1997 by leaders from America Online (AOL) and New Line Cinema, who recognized the “gap between the haves and have-nots as one of the defining issues of our era,” noted Wendy Dubit, director of Heaven, who had been founding editor of Wine Enthusiast and started nonprofit Farm Hands/City Hands. “We started an educational program with the most cutting-edge Web and search tools, including multimedia publishing, and using those tools to empower academics and workforce development,” she said. Heaven provides inner-city students with technology training and tools needed to succeed in schools, communities, and careers.

Holloway was a computer consultant who volunteered to solve computer snafus at East Side Community High School, a reorganized school that was part of the Manhattan su-

Edward said that the technology companies had not paid close attention to minority youth. “We wanted to rally the community to use the expertise of Web designers and architects to schools,” Holloway said. A functions like a corporate help desk beyond that to schools by maintaining co-

ers and training teachers.

More than 1,200 Mouse volunteers help schools, build networks, and design str-


cifics for schools. Mouse has been working New York’s Board of Education to obtain money to train teachers to become administrators and to use computers as a tool. One of Mouse’s major achievements was obtaining a $1.1 million grant from the Department of Education to inaugurate the Heights Community and Technology Center. Washington Heights, which opened in Jan-

2000. Alta Vista, the website, donated 30 computers, which Holloway described as “state of the art with Pentium chips and 8 gig hard drive.”

Washington Heights in upper Manhattan, an 8 percent Hispanic population and the poorest congressional district in New York, with such minimal technical facilities that it lacks a Kinko’s. The Tech Center will be loca...
the Armory Building, which will continue as a major track and field center. Since students already frequent the Armory for athletic purposes, it should become a natural hub.

"Technologically, Holloway asserted, "it will give local people access that they haven't had otherwise. They won't have to travel anywhere." The center will be open six days a week from 10 a.m. to 9 p.m. and is slated to serve 5,000 people, including many students who will come to do their homework or gain Internet access. Bilingual staff will be hired to address its Hispanic audience. The center works in conjunction with teachers in District 5, serving as an after-school center, but will also address the computer needs of the elderly.

The three-year grant pays for the computer staff to work with clients.

Mouse is also involved in a special school-based technology program working with 24 New York City high schools, including mostly minority George Washington High School, also located in Washington Heights; Martin Luther King High School, and Taft High School, in the Bronx. "We build infrastructure, help the schools buy computers, provide technical support, set up their server, and help them set up e-mail accounts," Holloway stated. That's also critical is establishing a technical squad that can trouble shoot and fix any machines that break down or have problems, and training teachers to work with computers in the classroom or as an after-class tool.

Heaven focuses its attention on some of the Board of Education's 70 alternative high schools, which appeal to students who have had problems in traditional high schools. "The heart and soul of our program is the Angels education program," said the effervescent Dubit. The Angels program trains students from alternative high schools in a 54-hour accredited after-school or summer program. Students are selected based on their interest and enthusiasm for technology, not their academic grades. Students use multimedia tools, develop their own websites, and learn Internet marketing and publishing. They also publish their own web pages, which often focus on the subjects they are most passionate about, such as police brutality, gang violence, and racism. As cyberjournalists, Heaven students have interviewed Steven Case, the CEO of AOL, and Commerce Secretary William Daley.

Since one of Heaven's main goals is preparing a student for a technical career, it arranges paid internships for students after school or summer. Last year, 15 students interned at companies like Star Media (the largest Internet site in Latin America), Jupiter Communication, New York Times Online, and Flatiron Partners. Students are paid $7 to $12 an hour and, according to Dubit, "learn marketable skills from leaders in the industry." At another alternative high school, Brooklyn International, Heaven has sponsored a co-teaching model. Students from 46 different international countries are trained to use the computer with their teachers. "Teachers are trained how to infuse technology more efficiently into their curriculum," Dubit said.

One of the biggest obstacles to reaching minority students in high schools is the teachers. Trained in traditional classroom teaching, many teachers are reluctant to relinquish control or do not know how to weave computers into teaching. Mouse established the "Aligning Classrooms and Technology" conference, which attracts 300 high school teachers, to teach them necessary skills. "Once teachers are introduced to ways to use technology, i.e. the Internet and software programs, they get it," noted Holloway.
Holloway asserted. Internet developers need to create sites that appeal to minority youth, who have been an afterthought. The students who gain computer access have been excited and enthused. “Internet use opens up their world,” beyond their parochial neighborhoods, said Holloway. Students at Martin Luther King High School are sending e-mails to students in Europe and learning about archaeological digs in Israel. They’ve developed a website for their own school. “It enables students to broaden their world,” said Mouse’s acting director.

Working with technology can transform an inner-city youth’s life. Kevin Brown was a shy, withdrawn New York City high school student when he became involved with Heaven. Assigned to interview Malik Yoba, one of the stars of New York Undercover, at a press conference, Brown asked Yoba how he was trying to keep minority students from being killed by the police and whether even he, a star, could make a difference. Yoba replied, “When you ask me a question, please look me in the eye” and then explained how Yoba has made a difference by meeting with the police commissioner. Startled and transformed, Brown has become more outgoing and expressive since that encounter. Influenced by his Heaven experience, he is aiming to become a multimedia entrepreneur.

Star Media interests “gain hands-on experience of the Internet world, in technology, sales, corporate communications, and client services,” said Sonia Ramos, a human resources specialist at Star Media in New York. Star Media has also presented Mouse with stock worth more than $1 million in equity while another company, Digital Media, donated 1,000 shares to Heaven.

Dubit sees Heaven’s Angel training and internship as a model that could work in any public school system, not just New York’s. Plans are to build the right tool kit that includes how to run a program, what the curriculum and how we weave local community and it try. We believe it’s important to reach students, not just in schools but also in community centers.” Holloway envisioned that Mouse would continue to expand its program, with New York’s high schools, and seek out corporate partners.

These educational efforts and this community awareness are paying off. A study by Forrester Research revealed that Hispanic computer use increased from 36 to 41 percent in 1999. African American use rose from 23 to 40 percent. AT&T announced in December that it was launching a $1 million grant to “help bridge the digital divide” in cities such as New York, Angeles, Boston, and Chicago, earmarked teacher training, community use, and 1 school students.

Why are these programs reaching minority youth? Dubit replied that learning how to use Internet “empowers a student’s life. They no longer feel helpless. They get to see results 1 day sooner, express their greatest concerns to community figure out how to be part of situations, and gain technological skills.”

Mouse can be reached at www.mouse.com and Heaven at www.heaven.org.
Affirmative Action

Minority Pool Drying up in UC System

Acceptance Rates Down, Down, Down

BY AMALIA DUARTE

Schools in the University of California system are usually among the most successful in the nation at graduating Hispanics. In fact, last year, all eight UC schools made The Hispanic Outlook's Top 100 list for granting bachelor's degrees to Hispanics. And two of the system's most competitive campuses, the University of California at Los Angeles (UCLA) and the University of California at Berkeley, ranked #6 and #12 respectively. This is undoubtedly an impressive achievement.

But today, some question whether the UC schools can sustain this record of success in the years to come. The problem is that Latino acceptance rates in the UC system have been plummeting following a UC Board of Regents vote in 1995 to eliminate racial and ethnic preferences in admissions. California voters followed the Regents' lead and passed Proposition 209, which eliminated racial, gender, and ethnic preferences throughout the state's public institutions. Advocates of Prop. 209 and the Regents' anti-affirmative action measure argued that neither would have a deleterious impact on minority enrollments. But the opposite has proven true. A recent study by the Tomás Rivera Policy Institute has found that Latino representation on UC campuses is slipping and that African American enrollments are declining even more rapidly.

The chilling effect is heightened at UCLA, Berkeley, and the University of California at San Diego, which are the most selective UC schools. The study found that thousands of African American and Latino students have been rejected from UC3 top schools during the past two academic school years who would have gained admission in the past. The class of 1998 was the first admitted under the new policies, and it saw minority enrollment nose-dive. According to Tomás Rivera researchers, "had the 1997 acceptance rates for Latinos and African Americans held constant in 1998 and 1999, 5,383 additional Latinos and African Americans would have been admitted to UC-Berkeley, UC-San Diego, and UCLA."

In its study, the Institute focused on representation versus raw enrollment figures. They did so, in part, to counter recent publicity from UC that trumped modest gains in Latino acceptances, looking beneath enrollment figures, a different story emerges.

The representation of both Latinos and African Americans in the UC system is fast declining. From 1997 to 1999, UC's total first-year-student enrollment grew about 30 percent, from 23,665 to 30,995. Yet, the number of Latino first-year students during that time grew by just 3 percent—from 3,131 to 3,231. And even more troubling, the number of African American first-year students dropped 17 percent, from 917 to 757.

The result is that the percentage of Latino and African Americans on UC's campuses decreased. Latinos made up 13.2 percent of first-year UC students in 1997. By 1999, Latinos were 12.5 percent of first-year students. And, again, African Americans have fare even worse. African Americans comprise only 2.9 percent of first-year UC students in 1999, compared to 3.9 percent in 1997. "The University of California has been putting out so much positive publicity about the high number of applicants. It's a shame," said Harry Pachon, President of the Tomás Rivera Policy Institute in Claremont, Calif. "In fact, it's been quite the opposite. It is misleading to look at raw numbers of African American and Latino students without looking at acceptance rates. I've heard that at one campus, they didn't have enough students to create a Black student union."

The most highly competitive UC campuses are becoming increasingly white and Asian, the study concluded. And this will accelerate, as students graduate who were admitted under affirmative action policies in 1997 and before.
University-wide Unduplicated Admissions 1997 & 1999

<table>
<thead>
<tr>
<th>Rate</th>
<th>Freshmen Applications</th>
<th>Number Admitted</th>
<th>Acceptances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>2,141</td>
<td>2,275</td>
<td>1,558</td>
</tr>
<tr>
<td>Asian</td>
<td>12,367</td>
<td>13,804</td>
<td>10,519</td>
</tr>
<tr>
<td>Latino</td>
<td>6,933</td>
<td>7,736</td>
<td>5,740</td>
</tr>
<tr>
<td>White</td>
<td>-20,870</td>
<td>22,159</td>
<td>17,077</td>
</tr>
<tr>
<td>Unspecified</td>
<td>1,738</td>
<td>3,917</td>
<td>1,472</td>
</tr>
</tbody>
</table>

Even now, the changing demographics are striking. In 1997, Latinos made up about 15 percent of first-year students enrolled at Berkeley. They comprised only 10 percent of the first-year class in the fall of 1999. For African American students, the situation is once again even bleaker. At Berkeley, they fell from eight percent of first-year students in the fall of 1997 to just four percent of first-year students in the fall of 1999. Combining UCLA, Berkeley, and UC-San Diego, Latino admissions dropped by 30 percent, from 4,166 students to 2,875. The number of African Americans admitted to these three schools plunged by 44 percent, from 1,406 to 784 students.

Meanwhile, more and more Latinos and African Americans are graduating from high school in California and vying for slots in the UC system. Officials at both Berkeley and UCLA were deluged by huge numbers of applications from underrepresented minorities. (In the UC system, Asians are not considered an underrepresented minority.) "We had the biggest number of applications ever from Latino students, with 3,382 applicants," said Richard Black, Berkeley’s acting assistant vice chancellor for admissions and enrollment. "And the number of African Americans was just five students short of our 1998 level. Taken together, this was the largest number of applications ever from underrepresented minority students."

But it’s not likely that these huge numbers translated into record numbers of acceptance letters for Latinos or African Americans. The odds of a Latino or an African American getting into the most selective UC schools are getting slimmer and slimmer. For example, in 1997, the acceptance rate for African Americans applying to Berkeley stood at 49.6 percent, and for Latinos, it was 45.4 percent. In 1999, at Berkeley, the acceptance rate had fallen to 28.3 percent for African Americans and to 27.9 percent for Latinos. At UCLA, the Latino acceptance rate was down to 25.2 percent in 1999, down from 40.8 percent in 1997. For African Americans, the acceptance rate at UCLA had declined from 38.4 percent in 1997 to 24 percent in 1999. University officials acknowledge the accuracy of the Tomás Rivera Study. "This study is accurate," said Black. "There’s no question that admission of underrepresented students at Berkeley has declined."

But efforts are under way to maintain diversity in the UC system. A new state law gives the four percent of California high school graduates a spot in the UC system. And UC officials have undertaken serious outreach efforts and a variety of other programs. Berkeley, for example, runs an SAT preparation program to give disadvantaged students a boost. And they’ve accelerated changes in their admissions processes to look more than just grade point averages and SAT scores. "We are looking at students within the context of the opportunities that were available to them," said Black. "If a student was a breadwinner in their family, for example, that would be taken into account. Or if a student took the only AP course available at their high school, that gets more weight than a student at another school who took only one AP class where lots were offered. It’s a more unbiased process."

But some contend that the efforts don’t go far enough. Admission figures for the fall of 2000 were not available at press time, but UCLA’s Director of Admissions Rae Lee Siporin acknowledged that there were no significant improvements for Latino...
## Latino Freshmen UC Applications and Admissions 1997 & 1999

<table>
<thead>
<tr>
<th></th>
<th>Freshmen Applications</th>
<th>Number Admitted</th>
<th>Acceptance Rate</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>2,742</td>
<td>2,621</td>
<td>1,246</td>
<td>732</td>
</tr>
<tr>
<td>Davis</td>
<td>1,800</td>
<td>2,080</td>
<td>1,576</td>
<td>1,295</td>
</tr>
<tr>
<td>Irvine</td>
<td>2,086</td>
<td>2,751</td>
<td>1,387</td>
<td>1,502</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>3,619</td>
<td>4,071</td>
<td>1,476</td>
<td>1,024</td>
</tr>
<tr>
<td>Riverside</td>
<td>1,685</td>
<td>2,757</td>
<td>1,389</td>
<td>2,252</td>
</tr>
<tr>
<td>San Diego</td>
<td>2,467</td>
<td>3,345</td>
<td>1,444</td>
<td>1,119</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>2,845</td>
<td>3,351</td>
<td>2,219</td>
<td>1,749</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>1,627</td>
<td>1,853</td>
<td>1,325</td>
<td>1,361</td>
</tr>
</tbody>
</table>

## Latino Freshmen UC Enrollment 1997 & 1999

<table>
<thead>
<tr>
<th></th>
<th>Total Enrolled</th>
<th>Hispanics Enrolled</th>
<th>Percent Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td>3,215</td>
<td>3,254</td>
<td>469</td>
</tr>
<tr>
<td>Davis</td>
<td>3,417</td>
<td>3,661</td>
<td>361</td>
</tr>
<tr>
<td>Irvine</td>
<td>2,693</td>
<td>3,529</td>
<td>273</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>3,571</td>
<td>3,808</td>
<td>565</td>
</tr>
<tr>
<td>Riverside</td>
<td>2,086</td>
<td>2,863</td>
<td>381</td>
</tr>
<tr>
<td>San Diego</td>
<td>3,162</td>
<td>3,141</td>
<td>337</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>3,556</td>
<td>3,526</td>
<td>504</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>1,963</td>
<td>2,313</td>
<td>241</td>
</tr>
<tr>
<td>Combined UC</td>
<td>23,683</td>
<td>26,095</td>
<td>3,131</td>
</tr>
</tbody>
</table>

compared to the year before. "There will be a small increase. But we are not as well balanced as I think it would be good for us to be," said Siporín. "It's really frustrating. We've had the rug pulled out from under us. I've spent the past 21 years trying to get minority students to apply here. Now, they are applying, and we can't admit them. And the shame of it is—there's really nothing we can do."

And there's been an ironic twist. Latino and African American students who are best prepared academically are now losing out to Latinos and African Americans who are less academically qualified, said Siporín. These students are gaining acceptance because they come from lower-income families or are first-generation college students. "With affirmative action, you could go after the best Latino and African American candidates. Period. Now, schools have to look at other factors in trying to create diversity on campus," said Siporín. "So minority students who are second-generation college, for example, get penalized. We are, in fact, losing the very best prepared Latino and African American candidates."

The net effect is that some Latinos are being forced to attend less selective schools, such as UC-Riverside, UC-Santa Cruz, and UC-Irvine, which have experienced increasing Latino enrollments. Others who might have made the cut to a four-year college previously are now being pushed down to attending a community college. The ripple effect down the road could be devastating. "In 20 years, there will be more Latinos in the labor force in California than whites. What does this mean for the state's future when you forego higher education for an entire segment of the population?" said Pachón. "We are seeing a tremendous loss of potential in the Latino community."

*Amalia Duarte is a public relations manage at Lucent Technologies.*
The Superbly Encompassing "Arte Público"

Publications AND Mission Earn Great Press

BY ADALYN HIXSON

The Afro-Cuban, the Black Raisin,
and the Wall Crawlers are just three of the scores of campus organizations to be found at the University of Houston. Hispanic students might wish to join some of the dozen or more Latino groups, among them La Raza, MEChA, NASO, La Comunidad, Latina Coalition, Circulo de Arquitectura, or the Society of Hispanic Physicists. They might like to work with Professor Ed De la Garza on the campus paper, the Daily Cougar. And, for a quiet evening, perhaps sit down with a good book. A book published on campus by the renowned Arte Público Press.

A couple of years ago, Jeaune Kever of the Houston Chronicle wrote a story about Arte Público. "Small press, grande influence." The Arte Público that had insisted for nearly 10 years that attention be paid to the writings of Hispanic Americans was about to get some well-deserved attention of its own. Some additional attention, having already been lauded hither and yon.

"Discovering and nurturing Hispanic writers—knowing how to market their works from advertising on Spanish-language radio to selling in Hispanic neighborhood supermarkets—is a cornerstone of the way Arte Público has grown since its founding," wrote Kever. And the chief discoverer, the chief nurturer, and the driving force of Arte Público is its founder and director, Dr. Nicolas Kanellos, a tenured full professor at the University of Houston who earned his Ph.D. at the University of Texas.

Born to a Greek father and Hispanic mother, Kanellos grew up "Puerto Rican in New York, dismissively lumped together with all other Hispanics as 'Spanish,' finding nothing in his school books that resembled his life at home," wrote Kever.

Kanellos became active in the Chicano movement in the '60s. Then a teacher of Chicano literature at Indiana University-Northwest, he was acquainted with the leading Chicano writers, and acquainted too with the obstacles they faced in trying to get published. In the early '70s, Kanellos founded the Revista Chicana-Riqueña, which became The Americas Review, a quarterly magazine of Latino literature, art, and thought that won praise and recognition from the New York Times, Small Press Review, and other respected publications.

Fueled by the magazine's success, in 1979, Kanellos launched Arte Público Press. The following year the University of Houston offered him a tenure-track position and invited him to bring Arte Público along. The timing was fortuitous. Responding to the tumultuous social activism period, colleges and universities had launched programs, majors, and even institutes offering Chicano studies. African American studies, however, was not yet enough in print for them to draw on. Arte Público was well-positioned to publish quality fiction and nonfiction that satisfy the emerging market for literature and criticism.

Arte Público launched its first magazine in 1994, now seeing a rising market for bilingual books for children and adults that accurately reflect Chicano themes, characters, and customs.

The Hispanic Outlook recently contacted Dr. Karel Kanellos and asked him about Arte Público Press, past, present, and future. He was engaging, candid, and justifiably proud of APP and its relationship to U.S. Hispanic culture.

The Recovery Project

Started in 1992, the Recovery Project represents the first national coordinated attempt to recover, index, and publish lost Latino writing. Dr. Kanellos, "the sentiment of what became the U.S. South and Southwest from the late 16th century to the early 19th century—which pre-dates Jamestown and Plymouth at least 80 years."

"With help from the Rockefeller Foundation, I brought together leading scholars in Chicano literary history, historians and librarians, and archivists to plan out the Project," he said. "We had a two-day confer
at the National Humanities Center in Triangle Park, North Carolina, and agreed upon goals and certain methodologies. Then I wrote a proposal that the Rockefeller Foundation committed to funding for ten years."

He explained that the ten years, of which there is one left, have been the first phase of the Project. "Now we go on to make the Project into a program and research center/archives that will exist in perpetuity."

What remains to be done is "preserving all the hundreds of thousands of works and documents, works we have found, and making them accessible to students, scholars, professors, textbook writers, and curriculum planners—as well as the general public—through a variety of media." These media could include electronic, print, video, and audio, and perhaps others as yet unknown.

"We asked what are some of the areas most in need of more work," Kanellos replied. "Year-long fellowships for scholars to do research in the area. Creation of an archival and research center in this field. Digitizing hundreds of thousands of pages for delivery over the Internet. Continued archival research to find the material we know is missing. For instance, we estimate that some 2,500 Hispanic newspapers were published from 1898 to 1960. We can bibliographically document some 1,700 of them. But we only have found and preserved some 900 of those 1,700. Where are the rest?"

And how will the next phase of Recovery be funded? "To help with that phase," advised Kanellos, "the Rockefeller once again has dedicated some $400,000 to help us stabilize, perhaps through building a $2 million endowment through fundraising from other sources. In part, we hope the daily operations will be funded by the endowment we hope to start. But we shall continue to ask foundations, corporations, and agencies to help out. To date, foundations that have helped are Rockefeller, Mellon, Meadows, Ford, AT&T, and Belo, as well as the National Endowment for the Humanities."

Dr. Kanellos is a fellow of the National Endowment, and of the Ford, Lilly, and Gulbenkian Foundations. In 1994, President Clinton appointed him to the U.S. Senate confirmed him to a six-year term on the National Council for the Humanities. In 1996, he was appointed to the Brown Foundation Inc. Chair in Spanish.

His 1994 four-volume Handbook of Hispanic Culture of the United States, co-edited with Claudia Estefanía, was cited by Librarian, Journal as "the most important general reference publication on Hispanic population of the United States to date." The Journal also called it "essential for academic and public libraries."

Recovery Scholars

Recovery's Year 2000 grant-winner was John Michael Rivera, UT Austin; Jose Torres-Padilla, University of Puerto Rico-Cayey; Ben Oguin, UT-San Antonio; Jose Nieto Phillips, New Mexico State University; Isabe Holgado, Barcelona, Spain; Ana Suarez, Centro de Investigación y Desarrollo de la Cultura Cubana; and Manuel Ulechea, N.Y.

Aimed at scholars "at different stages of their careers and advancing graduate students," the grants offer stipends of up to $3,000 for investigative work that identifies, locates, and recovers any of a wide variety of literary genres, from the conventional prose and poetry to letters, diaries, testimonials, periodicals, written expressions of oral tradition, folklore, and popular culture. Bibliographical compilations are also welcome, as is study of recovered primary sources for potential publication, and work with relevant archival materials in private or public collections. The proposal deadline for 2001 is October 1st of this year, with information available by phone at (733) 743-9128, by fax (733) 743-3541, by email artec@jeson.uh.edu, or at the website www.ar.te.uh.edu.

Three volumes, each about 500 pages, and published in 1993, 1996, and 1998, are presently in print under the project title, Recovering the U.S. Hispanic Literary Heritage.

Eight forthcoming Recovery books include one of poetry, short stories, a memoir, women's tales from the New Mexico WPA, and letters.
Published via Recovery last year was Ireneo Paz's biography of Joaquin Murrieta, first published in 1904. This edition, in Spanish, includes an introduction by renowned literary critic Luis Leal that offers "the first definitive history of the Murrieta legend in its various incarnations."

APP Authors and Competitors

Mainstream authors published by Arte Público Press include Rolando Hinojosa, "dean" of Mexican American literature; Luis Valdez, award-winning playwright and filmmaker; playwright Miguel Pinero; best-selling authors Victor Villasenor, Nicholas Mohr, Sandra Cisneros, and Ana Suarez, poet Pat Mora, and educator Tomás Rivera.

HO asked Kanellos if APP is a financial asset for the University. "All of the revenues and grants obtained by APP and Recovery," he said, "go back into their operation, not into the University coffers. However, the Ph.D. program in Spanish has been built around Recovery and APP, and some 10 to 12 research assistants per year are employed by Recovery, which in this way underwrits their graduate studies in Hispanic literature in the Spanish department—and English, history, and education departments at times, depending on the Ras."

Asked who are the APP competitors, Kanellos said, "We do not really have competitors. Not in the total breadth and scope of what we are doing. However, there is a somewhat smaller sister press, Bilingual Press, at Arizona State University. And we often cooperate to share resources, etc."

"Where much competition has grown," he continued, "and it is of our own making, is in commercial publishing, since APP launched all or most of the major writers who now are publishing with commercial houses in New York. What these commercial houses have done is, mainly, contract works and authors for the specific market that APP opened up—the college Latino literature and culture market—rather than their front list for elite or mass audiences."

Of the commercial competition, Kanellos said, "We're more than holding our own, and we have pioneered new areas that the commercial press—Hispanic, African American, Asian/Asian American, and Anglo-American students."

"At present," he continued, "while there is a welcoming policy for students at the University, the institution has not yet assimilated into its mission the geographic and demographic imperatives of becoming a national and international educational institution for bilingual/biculturalism. It has not integrated urban/minority mission with its potential. The leadership of the institution is almost completely white, and one wonders how when the perspectives of Latino other minorities will help the University realize its great potential."

Last year, noted HO, Arte P. Press celebrated its 20th year, and asked, "What do you see happening in the next 20 years?"

"Arte Público Press hopes to become the major provider of all information on all aspects of Hispanic life," said its founder, "to a currently re-envisioning itself world of electronic media, for the delivery of texts and information."

Given the Kanellos track record, who can doubt it will happen? when he's not writing, promoting, reading, he probably fills mean cougar.
The year 1970 marked a time of change in America. The idealism that had characterized the decade before had long since evaporated. The era of flower power was over; the summer of love had given way to a winter of discontent. An unpopular war raged in Vietnam, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy were fresh in the minds of many, and urban areas throughout the nation simmered with the racial tensions that had erupted in places like Detroit and a Los Angeles suburb called Watts.

The importance of cultural awareness, an outgrowth of the civil rights movement, was a rising tide on college campuses throughout the United States. In 1970, a group of dedicated activists at what was then San Diego State College struggled against long odds—and at times even against each other—to create the first academic department in California dedicated to the study of the culture of Mexicans in America.

From the very beginning, what to actually call the department was a controversial subject. Some preferred “Mexican-American Studies,” while others sought to incorporate the word “Chicano,” a term dating back to the end of the 19th century.

“There was a great influx of Mexican labor in the southwestern United States at that time,” said Jose “Pepe” Villarino, one of the department’s founding fathers. “They were illiterate, uneducated, and very poor. The affluent Mexicans who had established themselves in the big cities did not want to be associated with these people and referred to them (disparagingly) as ‘Chicanos.’ It used to be a very negative word among middle-class Mexicans, but many people now glorify it as part of a proud heritage distinct from the white majority. Even today, ‘Mexican-American’ is a very charged term.”

Developed and approved by university administration as Mexican-American Studies, this department in 1998 formally changed its name to Chicana/Chicano Studies. “It might be insignificant to some, but it is an important distinction,” Villarino said. “It is symbolic of the Mexican experience in America.”

Getting Started

Although the Mexican-American Youth Association—the organization that would become Movimiento Estudiantil Chicano de Aztlan (MEChA)—had been organized on the San Diego State campus in 1967, the
seeds for the department were sown in the spring of 1968, when Villarino brought eight busloads of students to a conference at Montezuma Hall. Brawley, an agricultural community some 180 miles east of San Diego, was home to many Mexican immigrants.

"The faculty at Brawley was working hard to get our students to consider life after high school—actually just getting them through high school," Villarino recalled. "One of our biggest challenges was convincing those kids that there was a higher education experience that could be meaningful to them. It's hard for young people now to understand how pervasive the racism was then. You just didn't see many Mexican students on college campuses and, of course, fewer Mexican faculty."

Soon after the conference, SDSU Spanish and Portuguese Professor Gustavo Segade called Villarino about the possibility of teaching at the university, and together the two men recruited faculty for the fledgling department. Buttressed by El Plan de Santa Barbara, written in 1969 by Chicano activists, that served as both blueprint and bible for organizers on campuses throughout California, the pair also received the steadfast support of many in the university's administration, including President Malcolm A. Love.

"President Love was a very sensitive man," Villarino remembers. "There was a lot of opposition from some administrators and some faculty to creating the department, but he never wavered. We were very encouraged that he thought having a Mexican studies department was so important to the campus and to the community.

The effort needed all the support it could get. The early days were fraught with contentious battles on campus and even within the fledgling department itself. In his book *San Diego State University: A History Word and Image*, SDSU histc Professor Ray Starr wrote that the department's origins were far from tumultuous that those of other ethnic studies programs that surfaced around the same time.

The Chicano students believed the student newspaper, *The Aztex*, was unfail in its reporting them and, in what Starr characterized as "the most destructive event in the era," laid siege to the Administration building.

*The Aztex*, on the day after the May 3, 1972, event, reported MEChA students became incensed at the treatment they received at an Associated Students Council meeting. Fights broke out, windows and the glass doors of the building were smashed, bookcase was set on fire, and there were droplets of blood in the foyer entrance. Copies of *The Aztex* were burned in trashcans at several locations throughout campus.

"The situation got so bad that the state Superior Court enjoined or MEChA students from being disruptive on campus," Starr wrote. "Perhaps Associated Students Vice President [B.J.] Nystrom explained the conflict: 'There weren't a lot of minorities; State and then all of the sudden there were. They wanted to be heard, and no one was listening.'"

In the days following the event, Alurista, the renowned poet an Mexican-American Studies faculty member, authored an editorial published in *The Aztex*. The riot, he wrote, was "a direct result of SDSU's negligence to consider the needs and aspirations of the Chicano people." Alurista's editorial included a list of demands on the university that included "a definite policy-making relationship between the student body and SDSU and its administration."

**The Bitter Divide**

That demand cut to the heart of a contentious battle being waged within the department itself. A faction of faculty and students with a Marxist
philosophy—those who wanted that “definite policy-making relationship” that they perceived as part of the self-determination precept put forth in El Plan—struggled against members of the Mexican-American community to control the direction of the young department. The Marxist faction dismissed the Chicanos as reactionary; the Chicanos felt the Marxist approach smacked of a betrayal of the culture that the department was created to perpetuate.

Richard Griswold del Castillo, who joined the department in 1974 and today serves as its chair, said the bitter divisions weakened both sides.

“MECHA students actually had a leadership role in the department administration,” he remembered. “They helped make policy, develop curriculum, even helped to hire and fire faculty. All that really accomplished was to invite more scrutiny and criticism from the administration. A lot of faculty quit or were fired.”

A new department chair, Robert Cerros, was recruited to help bring the two sides together. Cerros was not exactly welcomed with open arms.

“He was perceived as an interloper by the students at first,” Griswold del Castillo said. “He wanted high-level academics on the faculty, and he thought the political infighting was a colossal waste of time. He was very unpopular for awhile. He had his office door kicked in, his tires slashed. He had to live in a motel during his stay here.”

“He was a little unorthodox—he’d call me at midnight and want me to meet him at a pool hall to discuss department business,” Griswold del Castillo added. “But he was an effective leader. When he left SDSU, he left behind a department that was first-rate academically.”

Where 30 years ago, as Villarino pointed out, Chicano students were seldom seen on college campuses, their presence at San Diego State has become clearly evident. MECHA remains an active voice in campus politics, and, in fact, Chicano representation on the Associated Students government has risen to unprecedented heights. In 1998, Celinda Vasquez became the first Chicana elected student body president of the second-largest university on the west coast.

If the pride, dedication, and resilience that has characterized the department for more than 30 years could be distilled into a single episode, it might be one involving the murals painted by Chicano students years ago on the walls of the university’s student center. Recently, as the question of whether to paint over the murals worked its way through student government committees, MECHA students hatched a plan to save them.

“MECHA brought in Aztec dancers and a Catholic priest to bless the murals,” Griswold del Castillo said. “Then they went to the student government and said, ‘You can’t paint over these now. They are sacred.’ It was really a very ingenious way to preserve a piece of the department’s history.”

Like those murals, the Department of Chicana and Chicano Studies is a valuable part of the soul of San Diego State University.
Inclusive Classrooms:
Part Two of a Two-Part Series

Planning Considerations, Getting to Know the Students, and Decisions, Comments, & Behaviors During the Teaching Process

PLANNING CONSIDERATIONS

There are a number of multicultural issues that should be taken into account during the planning process for any class. You need to become comfortable with your lack of knowledge about certain groups and seek ways to inform yourself (e.g., through experiences, readings, and/or conversations with faculty, peers, and students who are knowledgeable about the particular groups). Below you will find examples of the sorts of issues that might be considered in order to increase your awareness of multicultural issues during the planning process.

Accommodations

Students may have religious holidays and practices that require accommodations at certain times during the academic calendar year. Students with disabilities may also require special accommodations. To be sensitive to the religious needs of students, it is important to read the “Religious Holidays and the Academic Calendar” handout provided each year by the Provost’s Office so that you are aware of the holidays that occur during the semester you are teaching. Contact Services for Students with Disabilities...for information on ways that you can accommodate the needs of those students. At the beginning of the semester, ask your students to let you know if their attendance, their participation in class, or their ability to complete an assignment on time will be affected by their observance of religious holidays or practices, or because of a disability. Give advance consideration to requests for reasonable and fair accommodations. Some instructors ask for this information on data sheets that students complete on the first day of class.

Attendance

Students who are different in a highly visible way (women who wear Islamic clothing, African Americans or Asian Americans in a predominantly white class, students who use wheelchairs, etc.) can be penalized because of their visibility. In particular, absences of such students may be noticed more easily. For this reason, it is important to record all students’ attendance at every class session (whether or not you use the information) rather than collecting a mental record of absences of highly visible students that may inadvertently and unfairly affect how you evaluate them.

Grading

When you use different criteria to evaluate the performance of students from certain groups, this can create tensions in the class because students tend to share their grades. Furthermore, if these criteria are applied based on assumptions you have made rather than on accurate information regarding the students, some students may be unfairly penalized. For example, having higher expectations for Asian American students in Asian language classes than for other students may unfairly penalize Asian American students who have never had any experience with the Asian language they are learning. With this in mind, you should ask all students about their prior experiences with the course content and should inform students of the criteria by which their performance will be assessed along with the rationale for differential evaluations if such a practice will be used.

Cultural Reference Points

Instructors who use examples drawn only from their own experience may fail to reach all students in the class. Given that examples are designed to clarify key points, you should collect examples from a variety of cultural reference points. For example, in 1995/1996, Friends was a sitcom that received high ratings. However, this show was less popular among many African American people than shows like Living Single and Martin. Similarly, when using sports examples, it is important for instructors to include sports in which women participate (e.g., track & field, figure skating, gymnastics, tennis, softball) as well as those in which male participants predominate (e.g., hockey, football, baseball). Asking about students’ familiarity with an example before discussing it or asking students to produce examples of their own can also offset this concern. You can also explain examples fully in order to reach a diverse classroom.

Instructi"nal Strategies

Students bring an array of learning styles to a class. If you rely on a small repertoire of instructional strategies, you may provide effective instruction for only a small subset of your class. You should become aware of your preferred instructional strategies. For example, are sessions with small groups of students doing problem sets always conducted by asking questions? Are whole-group discussions preferred and the only method used? Once you have a sense of your strategy preferences, you should consider alternative techniques that will help your students learn more effectively. If you typically give mini-lectures to students, you might consider using visual materials (e.g., charts, diagrams, video), demonstration hands-on activities, cooperative group work, etc.

Controversial Topics

Class sessions that address controversial topics may result in any of the following unintended outcomes: (a) alterations between individual students or groups of students, (b) silence from students who feel intimidated or fear conflict, (c) the assertion and perpetuation of false stereotypes...
problematic assumptions, or (d) the expression of offensive speech. There are no easy answers for dealing with these situations when they occur. It is best to work toward the prevention of these occurrences by investing time in the planning process. When working with a particular controversial topic, anticipate possible responses and how you might deal with differing yet passionate views on that topic. You should plan strategies that provide structure for these discussions and that foster students' ability to express their own ideas well while also increasing their ability to listen to and learn from others. In the interest of free speech, students should be encouraged to honestly share their views during discussions. Be prepared, however, to correct stereotypes and challenge students' assumptions when comments are shared. It can be a difficult task to reconcile the tension between challenging offensive speech and not suppressing free speech. You should also consider your own response to emotion in the classroom and use this awareness to inform the planning process.

Establishing agreed-upon ground rules early in the class can be an important aspect of productive class discussions. If ground rules are established early, students will need to be reminded periodically of the rules throughout the semester, especially if their behavior suggests that they are ignoring them. If such rules were not established at the beginning of the semester, it is necessary to establish them when a problem becomes apparent.

It is also helpful, at the beginning of the semester, to focus on group processes. Activities and assignments during the first weeks of the course should include opportunities for instructors to get to know each student and for students to get to know one another. Establishing rules for classroom dialogues, building a trusting and open environment, modeling appropriate behavior during dialogues, and giving students the opportunity to practice these behaviors with topics that are not explosive or fearful are important for positive dialogue experiences. If you and your students engage in these behaviors early on, when problems arise, you will be able to address the problem by discussing the rules and appropriate behaviors.

**Grouping Students for Learning**

There are a variety of reasons for using cooperative groups (to facilitate student learning, to improve interpersonal relationships among students, to foster responsibility for students' own learning and the learning of others, etc.). You might create in-class and/or out-of-class groups (lab groups, homework groups, problem-solving groups, study groups, etc.). Because group composition can have a significant impact on group functioning, you should use a variety of methods to create groups. Such methods include: assigning students to groups (e.g., make heterogeneous groups across certain characteristics such as gender, race, and/or level of achievement in a particular discipline, or by where students live), randomly assigning students (e.g., ask students to draw a piece of paper with a group number from a bag), or allowing students to form their own groups. This latter method should be used sparingly; if possible, it can consciously or unconsciously be used to create or reinforce social group differences within the class.

In addition to group formation issues, pay attention to the length of time students remain in the same group, particularly if the group is not working together well. It is essential that you address process issues when students work in groups. For example, some group members might not address issues in a group, and everyone should have an opportunity to participate in every role during the semester. You should also ensure that students determine a way to provide feedback to one another about group process and dynamics and a way to keep you aware of potential issues.

Feedback is particularly important for identifying social identity characteristics that might arise in problematic situations and for figuring out how to address problems satisfactorily. The following guidelines may be useful in addressing group process.

- When groups are used, make sure that the same individuals do not always put themselves in the position of leadership. Assigning students to roles (e.g., recorder/note taker, reporter, moderator) or asking students to rotate roles should reduce the occurrence of this problem.
- Be ready to challenge assumptions that groups will either be aided or hindered by having certain kinds of students in their group (e.g., men in math or science classes feeling they have to help the women along; white students working on a project on "rap music who are eager to have an African American student as part of their group. One way to reduce the likelihood of such assumptions manifesting themselves in group work would be to spend some time informing the class that each individual brings a different combination of strengths and weaknesses into the group work context and that students should not make assumptions about what these might be prior to any interaction with an individual. Group exercises that identify the specific resources that each group member brings can be useful in the early stages of group formation. It is also important to inform students of your availability to discuss group process problems that the groups themselves have been unable to successfully address.
- You may need to make an extra effort to reduce the chances that a student who is different from the majority of the class will feel isolated (an African American student in a predominantly white class; a male in a predominantly female class; an openly gay, lesbian, or bisexual student in a class composed predominantly of heterosexuals, etc.). For example, if students are shunning a classmate during small group activities because they perceive that the classmate is gay or they are homophobic, you (irrespective of your personal perspective on homosexuality) have a responsibility to intervene or behalf of the excluded student. Even when guidelines have been established for participation, and responsibilities within groups, problems may still arise. It is essential to act quickly when they do.
ing the guidelines for group work. An initial change (if students are forming their own groups) would be to assign individuals to groups and make sure each individual within the group has a role. Another option would be to put students in pairs. It is more difficult to exclude an individual when there are only two participants. If all else fails, it would be important to set up a meeting with the excluded student, and together you could generate a variety of actions that could be taken to improve the classroom climate. This would be a show of support to the student. While it is important to solicit student input, you cannot expect the student to have the time or experience to solve the problem. If efforts are made to improve the situation and little change occurs, you might speak with a consultant from CRIT.

GETTING TO KNOW THE STUDENTS

Part of good teaching involves spending some time focusing on building relationships with your students. It is important to some students that you demonstrate caring and genuine concern about them. You may have more positive experiences with students if you invest some time and energy into becoming informed and more aware of issues affecting students of various backgrounds.

One way to get to know your students better early in the semester is to have students write a brief autobiography. It can be as short as two pages. The autobiography can be framed in ways that are relevant to the course content. For example, if you are responsible for math or science courses, you can ask students to share their early experiences (formal and informal) with math and science. They could also be asked to reflect on what their previous experiences with math or science suggest about how they learn best. From this brief paper, you would receive some valuable information about students’ attitudes about the content and some of their instructional needs. This kind of assignment could help you to explore, early on, some of the assumptions you might hold about your students and their experiences. It may also help students feel that real interest is being taken in them.

Throughout the term, you can make use of office hours, written assignments, and class discussion to further develop your knowledge about and connections to students. Specific suggestions have already been made in previous sections of this chapter.

DECISIONS, COMMENTS, & BEHAVIORS DURING THE TEACHING PROCESS

If you are responsible for teaching sections of a course, it is essential to understand that even when you have limited input into course content, you have much control over how that content gets taught. Teaching is a complex activity: there are multiple levels of interaction among students; between GSIs and students. Students bring very different background knowledge, and learning styles to particular courses. There are multiple interpretations of content constructed by individual students during the learning process. Also, some students construct different images of their instructors, which are counter to how you might see yourself. Because of the complexity and unpredictability of teaching, you should carefully plan your course sessions and always be prepared for the unexpected to occur. The following points address many of the issues that arise during the teaching process.

Working with Course Content

Examine course content for inaccurate information and the absence of relevant perspectives. Prepare for each class session by reading upcoming assignments in order to identify omissions, misleading interpretations, or intentional or inadvertent expressions of personal opinion by the author. You may then alert students to problems with the text and encourage them to read critically themselves. For example, a section on employment discrimination in an economics text states that blatant racial or gender discrimination is vanishing today. Since this is a statement about which there is current disagreement, students might be prompted to consider the issue on their own degree of agreement with this statement.

Be careful about the comments made during class lectures, discussion sessions, etc. Be aware of the fact that comments that are not explained may inadvertently invoke stereotypes or promote inaccurate conclusions. Similarly, skewed examples of religious, historical, or other events have the potential to lead students to believe that inaccuracies are truths.

Student Critiques of Course Content

Create a classroom climate that encourages and expects questions about critiques of course content. Such a climate will help to create a norm of critical thinking that will facilitate the learning process for all students. Students share their critiques with the class; other students will benefit from different interpretations, perspectives, and concern regarding course material. This climate can also provide an opportunity to add to the course content by correcting inaccuracies or misrepresentations related to the history or experience of their own groups.

Make decisions about when to devote unanticipated time to class discussions to deal with issues raised by students that pertain to the content process. These issues, which may deal with the history or culture of a gro
with which you are unfamiliar, are an equally important part of the course content. It is best to be honest about your lack of knowledge, acknowledge the students’ point, and make efforts to secure information about the students’ point to share with the class in a future session. It is also important to emphasize that everyone can be a teacher and that instructors and students can learn from one another. You can also ask students to send you e-mail messages, chat with you during office hours, or drop notes in your mailbox as concerns about course content arise. You should make every effort to address these issues or explain to students why they will not be addressed.

Be open to students’ reactions to course material, even when you feel uncomfortable with the manner in which they are expressed. Be prepared for students to publicly challenge inaccurate information about particular groups that appears in class readings, films, etc. Students may react strongly upon hearing what they perceive to be inaccurate and negative information about their group. You may find yourself teaching courses that have the reputation (from the students’ perspective) of being full of inaccuracies or misleading content. Students can often feel unduly burdened when they are in a position as teacher rather than learner. Students may resent having to “pick up the slack” in classes where instructors and their peers lack knowledge about the group with which the particular students are affiliated. When students are of the opinion that the information being given in the course is biased against their group, they may feel that they are also missing valuable learning opportunities. Creating a positive learning experience for these students can be challenging. In this situation, it is most important to be open to the perspectives these students share. Giving serious consideration to students’ views that are in the “minority” will encourage students to respond honestly about issues while also encouraging students to think more broadly about issues. This does not, however, mean that you have to agree with the students’ views or feel that the students’ views are above critique.

Give serious consideration to students’ requests for alternative materials when materials currently used inaccurately represent aspects of students’ social identity groups or cultures. Changes should be made when justified. If you receive criticisms about materials, you should make clear to students that the criticism can be accompanied by specific recommendations of alternative materials.

Responding to Student Identities

Invite all students to contribute to class discussion, even if you assume that the discussion is more relevant to some students than others. Students (irrespective of background) do not like being forced to serve as the spokesperson for their group. Students also do not appreciate being expected to know everything about issues relating to their group or the assumption that all students from their group feel the same way about an issue.

Be sensitive to the experiences of visibly underrepresented students in your class. Students with identities that are underrepresented and visible or known may face certain challenges that unfairly compromise their learning environment. For example, students may not be allowed to do assignments on certain topics because of the instructor’s assumption about the students’ biases. In one course, women wearing Islamic head scarves were readily identified as Muslim and not allowed to write a paper on Islam; it was more difficult to readily identify students as Christian from their appearance, so they were not prevented from writing papers on Christianity. Students from underrepresented groups may also feel a self-imposed pressure always to portray themselves in a good light so that they do not reinforce stereotypes about their group. Where “majority students” can slack off on time to time when working within groups, occasionally show up late to class, or be absent without peers attributing their behavior to membership in a particular group, students from underrepresented groups often sense that their behavior is interpreted as a reflection on their group. Although there may be little you can do to relieve this self-imposed pressure on the part of some students, you can be thoughtful about your interactions with these students and make an effort not to publicly discuss students’ performance or behavior.

Inequities in the Classroom

Be aware of gender dynamics in classroom discussions. Even though women are in the majority, men may sometimes consciously or unconsciously dominate class discussions or interrupt women. Monitor the occurrence of this behavior, and encourage women to speak up at the same time they discourage men from dominating the discussion.

Be careful not to respond to comments in ways that students might interpret as dismissals. You should give sufficient attention to (a) students’ comments that differ from the majority of students’ views or your own views, (b) students’ views that are based on experiential knowledge, and (c) women in predominately male classes or traditionally male fields. Be aware of differences in feedback given to students who differ on some aspect of their social identity (gender, ethnicity, disability, sexual orientation, etc.) For example, you should attend to whether you speak down to women or “brush off” their questions, yet give men responses that are informative and detailed.

Conflict in the Classroom

Respond to classroom conflict in a manner that helps students become aware of the “learning moment” this conflict provides. Heated discussions need to be facilitated in a manner that does not result in hostility among class members and a sustained sense of bad feeling in the room. You can achieve these outcomes by encouraging students to tie their feelings and conflicts to the course material and by looking for underlying meanings and principles that might get buried in the process of class conflict. Students appreciate discussions between groups in the class being recognized and effectively addressed.

Recognize student fears and concerns about conflict. Students enter class with different levels of experience and comfort with conflict. It is important to normalize the experience of conflict in the classroom, particularly in classes that focus on controversial topics. This can be accomplished through explicit discussion of student experiences with conflict and the use of structured discussion exercises.

Maintain the role of facilitator. One of the challenges of teaching conflict resolution is maintaining the role of instructor under a variety of conditions. For example, you can get caught up in expressing your own perspective in heated discussions or can become overly silent in discussions that go beyond your own knowledge base or experience. While these responses are understandable, such role abdication can create chaos in the classroom and force students to fill in the abdicated facilitator role. In order to avoid this outcome you should examine your typical responses to conflict. It can also be useful to find ways that you may admit your limits with respect to certain areas while maintaining responsibility for the group process.

Shari Saunders is currently coordinator of the Transformative Communities Project, and Diana Kardia currently directs the Center for Research on Learning and Teaching at the University of Michigan Ann Arbor. Visit the CRDL/Multicultural Teaching and Learning Service website at www.umich.edu/~crtl/about.html.
School Voucher Debate Heating Up

Raw Emotions and Complex Issues

BY

JEFF SIMMONS

Four years ago, the Archdiocese of New York offered up a challenge to public school educators in New York City. He suggested that the 1,000 least successful students in the public school system be allowed to transfer to Catholic schools.

His words—offered as an olive branch to help remedy the system's overcrowding ills—provoked fiery debate.

Education advocates abruptly criticized the Archdiocese for triggering talk about school vouchers. Supporters, including New York City Mayor Rudolph Giuliani, seized the occasion to lobby for a program that would grant parents the option of removing children from public schools to send them to private ones with the support—and possible funding of the private sector.

Schools Chancellor Rudy Crew, who has since left office, in part because of his outspoken resistance to vouchers, defended the city's one-million-student public system and refused to cooperate. As he described it, such a program could send the message that the public schools had failed.

Whether he liked it or not, such a program came into existence, albeit in a different form to avoid any taxing litigation. The mayor backpedaled from his publicly funded plan, and private donors coughed up $12 million to fund the New School Choice Scholarships program.

The program granted $1,400 vouchers annually for four years to children in low-income households.

The school system refused to provide records—but watched as thousands of parents applied to remove their kids from classrooms in failing schools. Two thousand of them have since enrolled in private and Catholic schools in the greater New York City area, and nearly all have been minority.

"The first year, the group was 47 percent Latino and 44 percent African American," says Kristin Kearns Jordan, the former executive director who is now starting a charter school in The Bronx. "Currently, low-income Latino and African American students are not being well-served in the city's low-performing schools."

The program has continued to disperse vouchers in similar ehr proportions, granting them to students who were eligible for frerech and live in New York City. Its second year, the program targeted the city's 14 worst-performing community school districts and granted vouchers to students kindergartens through fifth grade.

Said Jordan, "I think people are really looking for options for the kids, and the schools that the pr
ents are using their scholarships towards are demonstrated to work.” The program, she said, is thriving “It is alive, and its well.”

So are efforts to push vouchers—chiefly targeted at minority communities—across the nation. Candidate Bob Dole lobbied for them in the last presidential race. The issue remains a top campaign issue this season. Governor George W. Bush suggested withdrawing money from struggling schools to use on vouchers.

In New York State, First Lady Hillary Rodham Clinton has sparred with her competitor for a New York Senate seat, Republican Mayor Giuliani, over their potential effects. Said Clinton, “Vouchers to me are a flag of surrender.”

The search for an interim city schools chancellor thrust the name of a pro-voucher academic to the fore. And although previous state efforts to enact a voucher program have failed, some legislators privately say that they might submit a bill again in the coming session and are monitoring court bodies to determine whether the time is ripe for New York.

“I think it’s a question of fairness and equity,” says New York City Board of Education Member Nina Segarra, a former deputy mayor, “and fairness and equity mean that you give children every opportunity to have a free and appropriate education.

“I think a voucher program is going to eventually win the day in New York City and throughout the country because I don’t see enough of an effort being made to provide other avenues, such as school choice within public schools and changes in the teachers’ contract to make them more accountable.”

But there is considerable movement on the horizon. Ohio’s contentious voucher fight has escalated to a Federal District Court. In December, Federal Judge Solomon Oliver Jr. concluded that Cleveland’s four-year-old taxpayer-financed voucher program violated the Constitution’s separation of church and state. In that three-year-old program, most of the students left public schools for parochial ones.

The governor hastily vowed to appeal, and the program, which distributes $2,500 in state money toward tuition, continues until the Sixth Circuit Court of Appeals issues a ruling. Experts suspect that this case could eventually—and soon—wind up before the United States Supreme Court.

Meanwhile, the Wisconsin Supreme Court upheld a similar program in Milwaukee and the U.S. Supreme Court declined to take on the case. In Maine and Vermont, courts have found the programs might exclude parochial schools. And in Florida, where a Pensacola program had been expanding statewide, in March a judge found the program unconstitutional, saying that taxpayer-financed vouchers for private school programs violated the law. It struck a blow to pro-voucher advocates.

As the legal battles progress, the debate is also being waged on the front lines: in the classrooms and in the impoverished neighborhoods where parents say vouchers have become increasingly palatable.

“People in the suburbs are not very receptive to the idea. They feel it’s taking money away from the public schools to put in private schools.

“But there is strong support for this among Black and Hispanic parents, and the reasons are straightforward: these are parents whose children get stuck in the failing schools, and they are not attending suburban schools. These kids are attending inner-city schools and very often low-performing schools. What these parents are looking for are options.”

The voucher movement has its critics... and its defenders. Supporters say that vouchers will force public schools to shape up to remain competitive. They hold that low-income students would have wider educational opportunity for greater achievement. Religious conservatives maintain that they could send kids to schools reflecting their values.

Critics, though, stress that there are questions about the use of public funds for religious education, that the private schools might not be appropriately regulated, and that there might not be adequate transportation. They also say that voucher programs can siphon off the best and brightest students to private schools, and that access is skewed toward involved parents.

Unions have furiously opposed vouchers. The National Education Association President Bob Chase, commenting on Bush’s plan, said, “The public doesn’t want vouchers.”

The NEA reports that evaluations of voucher students’ achievement show no or only small improvements when compared with public school students. It cites “official studies” that conclude that vouchers did not improve overall student achievement.

The 36th Annual Phi Delta Kappa/Gallup Poll of the Public’s Attitudes Toward the Public Schools
found that 88 percent of parents would prefer to spend their tax dollars on smaller classes. NEA's recommendations: investing in public schools to lower class size, improving teacher training, and instituting programs targeted at improving reading skills.

"Children and taxpayers would be much better served by proven education reforms that serve all children," said Chase, whose organization joined the Ohio Education Association to fight Cleveland's program in court.

Still, the first study of Cleveland's program—by Harvard's John F. Kennedy School of Government—found that two-thirds of the parents who use the vouchers were "very satisfied" and that testing showed that students had made significant strides.

"I think the evidence is very mixed at this point. If you are looking for performance data in terms of student achievement, [those] data are very controversial right now, depending on whose reports you look at," Viteritti said. "The more encouraging ones say the kids who participate in these programs are doing better academically. The more discouraging ones say that they're not doing any better but they're not doing any worse."

Carol Gresser, an adjunct professor at St. John's University and the director of Columbia University Teachers' College's Institute for School Board Leadership, said that publicly funded vouchers are illegal in New York State. Instead of vouchers, she says that a public school choice program will benefit students.

"I think what vouchers simply do is provide exit visas for some kids to leave the public school system, but they leave hundreds of thousands of kids behind. You are not really solving the problems of public education."

"I am sure you will find some in the minority community who think vouchers will be the magic bullet—but not all people in the minority community. What they realize is that what access that wealthier parents have to better schools while low-income parents don't have similar options.

"Some say that school choice, especially vouchers, will weaken public education," said Schmoke, whose watch has seen the creation of a Baltimore school choice program, the New Schools Initiative. "My response is that choice can only strengthen public education by introducing competition and accountability into the mix."

He went on: "A properly structured voucher program is no more a violation of the principle of separation of church and state than is the GI Bill. This program allowed military veterans to use government dollars to attend any university of their choice, public or private, religious or secular."

Education advocates say that parents in minority communities are more apt to favor vouchers. New York's Toussaint Institute Fund surveyed 747 parents and found that of the 633 who answered a question about vouchers, 533 said that they would like to see a voucher program adopted in the United States. 545 said they believe vouchers would empower the economically deprived.

The programs often accept students who reflect the demographics of the region, which is why New York City's School Choice Scholarships have been granted to higher percentages of Latinos and African American students. and Cleveland's have largely gone to African American students.

Segarra, who is Latina, said that she is often confronted by parents who want more opportunities for their children. "When you explain a parent that they can have a certain amount of dollars to walk down a school nearby, normally a set with a religious orientation, Catholic School, or one run by Protestant Church, they want it.

She added, "I think that part are the first ones on line to accept vouchers. The people who don't want vouchers are people who have a vested interest in the school system and the current bureaucracy."

Added Viteritti, "When you parents what they like about schools, the information that comes back is very consistent. They are about high academic standards, high expectations for their kids, safety of the school, a sense of community. They talk about, if it religious schools, that they like religious values in the school."

Experts say that the Supreme Court, if it takes on Cleveland case will chart course: leading either to a flow of new voucher programs or choice programs that are privately financed. Currently, Cleveland distrusted some 4,000 vouchers.

The minority community did sit back when last year's judicial back was delivered. In fact, it was a public outcry that spoke volume Viteritti. Parents took to the streets and held candlelight vigils—a massive show of support that even swayed a judge to keep the program afloat until the legal battle is over.

"It became a symbol and re dramatized how choice become a 'poor issue,' because saw all of these minority part marching, which was a throwback to the old civil rights days. It was the Christian Coalition. It wasn't conservative free-market proponents. It was poor people."

"This case, if it reaches the U.S. Supreme Court, will be a landmark case."
Smithsonian Celebrates African, Caribbean, and Latin Drums

“Ritmos de Identidad: Fernando Ortiz’s Legacy and the Howard Family Collection of Percussion Instruments,” an exhibition organized by the Smithsonian Center for Latino Initiatives in Washington, D.C., focuses on percussion instruments in Afro-Caribbean music. The display opened in February in the Smithsonian’s Arts and Industries Building and continues through Aug. 1.

Percussion—a key element in the tropical sounds of mambo, merengue, samba, Latin jazz, and salsa—has played an important role in defining Latin sound. Showcasing approximately 150 percussion instruments made in Africa, Cuba, New York, Puerto Rico, and other locations, the exhibit explores the historical development of percussion in Afro-Caribbean music. Several rare items from the 700-piece Howard Family Collection are included.

Poet Agosín Speaks at Rutgers

Award-winning Latina poet Marjorie Agosín spoke of growing up Jewish in predominantly Catholic Chile in a lecture presented by the Allen and Joan Bildner Center for the Study of Jewish Life at Rutgers University (N.J.).

Her lecture explored her childhood in an extended Jewish family in a mostly Catholic nation. It addressed such issues as anti-Semitism and being an outsider, which, along with politics and violations of human rights, have informed her work as a poet.

These experiences are among the themes of her most recent book, *The Alphabet in My Hands*, published last year by Rutgers University Press.

A professor of Spanish at Wellesley College, Agosín recently was honored with a United Nations Leadership Award for Human Rights.

Multicultural Conference and Seminar Calendar for Marketers

Multicultural Marketing Resources, Inc. (N.Y.), has compiled and published a comprehensive calendar of more than 85 seminars and conferences taking place in the year 2000 of interest to marketing professionals who target Hispanics, African Americans, Asian Americans, women, the gay and lesbian market, and other cultural groups. The calendar, which will be updated throughout the year as events are scheduled, includes banquets, galas, fundraisers, and expositions sponsored by multicultural organizations.

The calendar is free to professionals in the marketing and public relations industry. Call (212) 242-3351; e-mail, MMRNews@aol.com; or fax your business card to (212) 691-5969.

Saginaw Graduate Receives Fellowship

Scott Rodriguez, Saginaw Valley State University (Calif.) graduate student, was chosen out of 70 applicants to receive a fully paid fellowship with the Michigan Political Leadership Program (MPLP) at Michigan State University. Rodriguez and 20 other MPLP Fellows will meet for 10 weeks during a 10-month period to discuss state policy issues with prominent political business, media, university, and community leaders.

Rodriguez is a constituent liaison in the district office of U.S. Congressman James Barcia. At Saginaw Valley State, he is pursuing a master’s degree in organizational leadership and administration.

Texas-Austin Symposium on Fragile Democracies

Scholars, government officials, and human rights activists examined the forces affecting democracy in Latin America at a University of Texas-Austin symposium.

The conference, “Challenges to Fragile Democracies in the Americas: Legitimacy, Accountability,” looked closely at how instruments of government survived periods of authoritarianism and are handling current challenges to determine what it takes to regain true democratic legitimacy. Recurring issues, the judiciary, the legislature, and the executive branches, each a different part, in this process. How each branch responds plays a critical role in reestablishment of the public trust that is the heart of any democratic system.

Carolina-Chapel Hill Holds Seminar on Media and Latinos

The School of Journalism and Media Communication at the University of North Carolina-Chapel Hill held a seminar, “Covering the Latino Community.”

The program included sessions about Latino population growth, the Census: political influence and concerns; Latinos as consumers; and how to consider Latinos in writing stories rather than relegateing them to a beat.

Félix Gutiérrez, senior vice president and executive director of the Freedom Forum, spoke. The Freedom Forum, gave a keynote address at the conference.

Félix Gutiérrez has worked for more than 30 years in improving coverage and employment of Latinos in the news media.

Other speakers included Gilbert Bail, vice president and editor of *The Daily News*; Don Flores, executive vice president and editor of *El Paso Times*; and Maggie Rivera-Rodriguez, assistant professor of journalism at the University of Texas-Austin.
Queens College Exhibits Photos of Spanish Catholic Ceremonies

Photographic images of Spanish Catholic ceremonies by photojournalist Tino Martínez were on display at the Queens College Art Center (N.Y.). The exhibition, “Tino Martínez Éx-votos: Photographs from Galicia,” was curated by Jerald R. Green.

Martínez specializes in documenting the numerous romerías (processions) that occur annually under the regional government of his native Galicia in the northwestern corner of Spain. His images of these processions, some solemn, some celebratory, have been exhibited throughout Spain and in Europe.

“Martyrs of El Salvador” Lectures at Saint Mary’s

Recent lectures at Saint Mary’s College (Ind.) related stories of extraordinary people who have sacrificed their lives for their faith.

“The Martyrs of El Salvador,” a three-day series of pre-Lenten lectures delivered by Marie Dennis, director of the Maryknoll Office for Global Concerns in Washington, D.C., aimed to inspire greater awareness and appreciation of Catholic Social Teaching and the steadfast devotion of so many to its principles.

Dennis coordinates Maryknoll’s participation in United Nations activities and travels often to Latin America.

Latino Health Forum at Charles R. Drew University

Dr. Elena V. Rios, president of the National Hispanic Association and director of Hispanic-Serving Health Professions Schools (HSHPS), Inc., was a guest speaker at a Latino health forum held at the Charles R. Drew University of Medicine and Science (Calif.).

Rios discussed an agenda to strengthen the education and increase the numbers of high-quality Hispanic health care providers, thus to serve and improve the health status of Hispanics.

The University is a charter member of HSHPS, a nonprofit organization established in 1996 in response to the President’s Executive Order 12900, “Educational Excellence for Hispanic Americans.”

Latinas Unite at Southwest Texas State

Aiming to bridge both a gender and cultural gap by fostering communication among students, professionals, and the community, Southwest Texas State University (STI) Latina students designed and hosted the 5th Annual Images of Women Conference. Speakers discussed the political, economic, and cultural needs of Latinas across the United States.

Musician Tish Hinojosa and feminist author and educator Dr. María Herrera-Sobek (pictured) were keynote speakers. Other presenters included Dr. Kate Pierce, Dr. Ana Justre, Stella Silva, and Dr. Leicita Garza-Falcon.

(See related story, Page 26)

Continental and Houston School District Encourage Bicultural Reading

Continental Airlines awarded “pilot wings” to thousands of Houston Independent School District (HISD) second graders, encouraging them to reach their individual lofty goals. The children received the wings as an incentive to participate in the airline’s Vuela con Libros/Fly with Books bicultural reading program in 1999-2000.

“With Continental Airlines’ help, HISD’s bilingual reading initiative has been greatly enhanced at each of our participating schools,” said Jaime de la Isla, assistant superintendent, HISD. “Vuela con Libros/Fly with Books gives children a chance to learn another language through an appreciation of Hispanic culture, regardless of what their native tongue may be.”

During a visit to Holden Elementary School, Continental pilot Diego Camilo spoke to the children about the importance of reading.

Rivera Director of Northern Essex Business Center

Mayte Rivera was named director of Northern Essex Community College’s Lawrence Business Assistance Center in Massachusetts.

The center, which officially opened its doors in February, was funded by a $40,000 grant from the U.S. Department of Housing and Urban Development’s Hispanic-Serving Institutions Assisting Communities Program.

“I believe passionately that education and financial assistance programs are key to removing the challenges and barriers that Hispanic business owners face,” said Rivera.

A native of Puerto Rico who came to the U.S. in 1984, Rivera has a paralegal certificate from Middlesex Community College and a bachelor’s degree from New Hampshire College.

Former Argentinean President at Texas-Austin

Carlos Menem, the president of Argentina from 1989-1999, lectured at the University of Texas (UT)-Austin in March. His talk, “La Argentina en la década del 90 y los desafíos del nuevo milenio” (“Argentina in the Decade of the 1990s and the Challenges of the New Millennium”), given in Spanish, was sponsored by the Argenti Studies Center at the UT-Austin Institute Latin American Studies (ILAS).

“Even Menem’s detractors confess that is presidency transformed Argentina in a positive way,” said Dr. Nicolas Sluman, director of ILAS. “Previously a country of star-run industries and a protected economy, Argentina under Menem enthusiastically embraced liberal economic policies. A result, foreign investment grew, partly at result of privatizing state enterprises, but largely because Menem’s policies made the country a much more attractive to foreign capital.”

Large NIH Grant to New Mexico State

The National Institutes of Health (NIH) has awarded a four-year, $577 million grant to New Mexico State University (NMSU) to support research in the molecular life sciences. It is the largest NIH grant ever awarded to NMSU.

The grant, awarded through the NHSC program, supports for Continuous Research Excellence, will support eight research projec...
and two pilot projects by faculty members from several NMU departments.

SCORE grants are for "biomedical and behavioral research at institutions with significant underserved minority student enrollment." About 48 percent of NMU's undergraduate students are Hispanic, Native American, or African American.

Central Connecticut Students Go Abroad

Central Connecticut State University will be conducting a two-week educational program exploring European cultures and ancient sites. May 20 to June 4. The first week will be spent in and around Lisbon, Portugal, and in Madrid, Seville, and Granada. Tourists will visit Alhambra, an African Moorish palace above the narrow streets of medieval Christian Granada.

The second week will be spent in Pisa, Milan, Venice, Florence, and Rome. Michelangelo said that the doors of the Baptistry in Florence "were worthy to form the gates of paradise". Napoleon called St. Mark's square in Venice "the finest drawing room in Europe".

Caregiving Roundtable at Cal State L.A.

Assistant Secretary of Aging Jeannette C. Takamura (pictured r.), U.S. Department of Health and Human Services, led a roundtable at California State University-Los Angeles' Rojal Institute for Applied Gerontology. The meeting, "America's Families Care: Voices from the Communities," addressed family caregiving and long-term care issues, with a focus on ethnic communities and diversity.

Jorge Lammbrinos (r.), director of the Royal Institute, attended along with Cal State L.A. administrators, family care-givers, and representatives of agencies providing services for older adults, faith-based organizations, health care businesses (nursing homes and companies that provide home care equipment), and labor unions.

Texas A&M-Kingsville Engineering Students at National Conference

Ingrid Ascencio, a senior mechanical engineering student from Texas A&M University-Kingsville, came home from a meeting in Washington, D.C., with a $2,000 cash prize for her award-winning paper while classmate Cecilia Cortez, also a senior mechanical engineering major, accepted the Chapter Development Award.

Ascencio (picted r.) and Cortez (l.) attended the national meeting of the Society of Hispanic Professional Engineers. Cortez is president and Ascencio is vice president of the Texas A&M-Kingsville chapter.

Ascencio's paper, "The Changes in Mechanical Properties of the Rat Femur with Alcohol Effects," is based on her interest in biomedical engineering.

Cortez said that the group sponsors visits to campus by industrial leaders and conducts programs for high school and middle school students emphasizing the importance of science and engineering.

Matos Rodriguez in New Post at Hunter College

Dr. Felix V. Matos Rodriguez, an educator and historian with interests in public policy, has become the director of The Center for Puerto Rican Studies at Hunter College (N.Y.).

In planning to have "Centro" focus more on policy issues, including K-12 school reform, welfare legislation, and migration, Matos Rodriguez envisions its staff of researchers regularly providing data and analysis to New York City officials on issues affecting the Puerto Rican and greater Latino communities.

"I would also like to expand our policy work outside the city, help more Latinos for social-research car train leaders of community organize gather their own data to support thacy," he said.

Matos Rodriguez graduated from Yale and earned two master's and a doctorate at Columbia University.

Western Oregon Holding Prt in Mexico City

Western Oregon University (WOU) and the National Museum of Anthropology and History in Mexico City are conducting an intensive Spanish Program June 8-Aug. 3 in Mexico City. The program, designed to help students live in the largest city in the world, provides a unique experience for students to learn the language and culture.

WOU students must be willing to engage in intensive language courses during the program, which will be held at the university’s main campus.

Southern Methodist Hosts (Rodero Exhibition)


One of Spain's most prominent photographers, García Rodero (pictured r.), has been documenting its religious festivals and rituals: the Corpus Christi in Segovia and the Passion of Christ in the Meseta. The images in the exhibition were taken during his recent trip to Spain and are from his series "España Oculta." The exhibition also includes a series of photographs taken in the Soviet Union and a recent document from post-war Spain.

Dr. Félix V. Matos Rodriguez, an educator and historian with interests in public policy, has become the director of the Center for Puerto Rican Studies at Hunter College (N.Y.).

In planning to have "Centro" focus more on policy issues, including K-12 school reform, welfare legislation, and migration, Matos Rodriguez envisions its staff of researchers regularly providing data and analysis to New York City officials on issues affecting the Puerto Rican and greater Latino communities.

"I would also like to expand our policy work outside the city, help more Latinos for social-research car train leaders of community organize gather their own data to support thacy," he said.

Matos Rodriguez graduated from Yale and earned two master's and a doctorate at Columbia University.

Western Oregon Holding Prt in Mexico City

Western Oregon University (WOU) and the National Museum of Anthropology and History in Mexico City are conducting an intensive Spanish Program June 8-Aug. 3 in Mexico City. The program, designed to help students live in the largest city in the world, provides a unique experience for students to learn the language and culture.

WOU students must be willing to engage in intensive language courses during the program, which will be held at the university’s main campus.

Southern Methodist Hosts (Rodero Exhibition)


One of Spain's most prominent photographers, García Rodero (pictured r.), has been documenting its religious festivals and rituals: the Corpus Christi in Segovia and the Passion of Christ in the Meseta. The images in the exhibition were taken during his recent trip to Spain and are from his series "España Oculta." The exhibition also includes a series of photographs taken in the Soviet Union and a recent document from post-war Spain.
Latina Organization Holds Anniversary Banquet

LPC/LATX Latina Promoviendo Comunidad/Lambda Pi Chi Sorority, Inc., a community service-based organization dedicated to the socioeconomic, political, and educational development of women and all people of color, recently held its 12th Anniversary Banquet. The event was held in conjunction with the sorority’s annual conference.

Sorority founders created the organization in 1988 at Cornell University (N.Y.) to consolidate their strength as responsible women devoted to the community. Based on three ideals, La Comunidad, La Cultura Latina, and La Hermandad, the group eventually expanded to include top universities and colleges throughout the Eastern U.S. and now has more than 200 members.

Martinez Named VP at Texas-Brownsville/Texas Southmost

Rosemary R. Martinez is the new vice president for business affairs at the University of Texas-Brownsville/Texas Southmost College (UTB/TSC).

"Rosemary brings valuable private and public sector experience to this work, coupled with an energetic commitment to refining processes and improving efficiency," said Dr. Juliet V. Garcia, University president.

Martinez joined the University in 1997 as budget director and controller. Since 1999, she has been interim assistant vice president for business affairs. An active member of the community, she is a member of the Brownsville Citizens Advisory Committee.

Martinez earned a bachelor’s degree from Pan American University, graduating summa cum laude. She is a CPA and is currently pursuing a master’s at UTB/TSC.

In the News at Texas A&M- Corpus Christi

Texas A&M University-Corpus Christi introduced a special display of the papers, photographs, and works of three local Mexican American women professionals and community leaders. The Bell Library display honored the history of Dr. Clotilde P. Garcia, Jovita Gonzalez, and Dora Cervera Mirabal. Rosie Mirabal Garza, daughter of Dora Cervera Mirabal and friend of the other two honorees, spoke about the lives of the three honorees at the reception.

The Texas A&M University-Corpus Christi Weil Gallery recently held the exhibit “Alberto Mijangos: Paintings.” Prior to the opening, Alberto Mijangos worked on a large, multi-paneled wall mural for the exhibition. Several large mixed-media paintings on canvas and a series of smaller paintings on wood panels also were on display. Mijangos, who was born in Mexico City and has lived in San Antonio since the 1960s, has exhibited throughout Latin America and the United States.

Texas-San Antonio Associate Dean Chosen for Fellowship Program

Bertha Pérez, University of Texas-San Antonio associate dean for the Downtown campus, was selected for the National Hispana Leadership Institute Year 2000 Fellowship Program.

One of only 20 women chosen nationwide, she will participate in a four-week program that includes a week each at Harvard University, Washington, D.C., and San Francisco. The program prepares women who have demonstrated leadership at the local level for positions of national influence and public policy impact.

The National Hispana Leadership Institute was founded in 1988 with a mission to create positive global change through personal integrity and ethical leadership.

Sandoval Wins Hayward Award for Excellence in Education

Anacapoli Valley College Professor Patricia Sandoval was given California’s Hayward Award for Excellence in Education at a meeting of the board of governors of the California Community Colleges in Sacramento.

Nominees were judged on five criteria: commitment to serving students; commitment to the college, including helping students succeed; participation in professional and/or student activities; commitment to education, including currency in the faculty member’s discipline; and serving in state or national activities.

Sandoval is a member of the California Association of Bilingual Educators, Associates of Mexican American Educators, and California Association of Hispanic Psychologists.

Miami-Dade and HACER Create Scholarship Fund

Miami-Dade Community College (M-DCC) in Florida received $20,000 to create an endowed scholarship fund for Hispanic students. The McDonald’s restaurant franchisees—through their Ronald McDonald House Charities/Hispanic American Commitment to Education Resources (RMHC/HACER) Scholarships Program—donated $10,000 to the college which the M-DCC Foundation, Inc., matched.

Two scholarships per academic term, approximately $1,000 each, will be made from this fund.

The HACER Scholarship Program is an initiative of the McDonald’s Hispanic Operators Association, a national organization of McDonald’s franchise owners of Hispanic descent. Local members Roseli Rodriguez and Alex Rodriguez presented the award to the college in a recent ceremony.

California Schools Strive for Diversity in Graduate Education

The University of California, California State University, and many of California’s independent college and universities lashed together, the 10th consecutive year, to host the California Forum for Diversity in Graduate Education.

More than 1,000 students of color as well as other who bring diversity to higher education gathered at Stanford University to attend workshops given by faculty and administrators on key aspects of how to select, apply to, receive and maintain financial aid, and succeed in graduate school.

Undergraduates and master’s-level students from dozens of California colleges and universities were selected to attend because of their potential for success in doctoral programs. In addition to attending workshops, students had the opportunity to visit more than 100 graduate school recruiters from throughout the country.
California State-Fullerton Holds Sociology Day

Sociological Perspectives on Mexican Americans in Southern California was the theme of Sociology Day at California State University-Fullerton—from “Chicanos in the Media” to “Building Healthy Cities.”

Guest speakers included the following: Eli Reyna, senior human relations specialist with the Orange County Human Relations Commission; Dr. Vilma Ortiz, professor of sociology at the University of California-Los Angeles; Mectesauma Esparza, filmmaker, producer, and entertainment industry executive; Dr. America Bracho, executive director of Latino Health Access, Santa Ana, Calif.; and Augustín Gurza, Los Angeles Times columnist.

New Jersey City Council on Hispanic Affairs Holds Fundraiser

The Council on Hispanic Affairs (CHA) of New Jersey City University (NJCU) held its annual scholarship fund benefit dinner. Event organizer Hugo Merales is NJCU assistant director of publications and CHA chair.

Professor Ben Jones (pictured), a faculty member in the NJCU art department since 197, was honored for his contributions as an educator, mentor, and artist to the university community and to Latino communities around the globe.

Jones is an internationally acclaimed painter, sculptor, printmaker, and mixed-media artist. Fluent in Spanish, he has traveled extensively, conducting research in West Africa, Brazil, Cuba, the Caribbean, France, Spain, the Soviet Union, Canada, and the United States. He is a graduate of William Paterson University (then William Paterson College) and has master’s degrees from New York University and the Pratt Institute.

Texas A&M-Kingsville Biology Students Attend Symposium

Texas A&M University-Kingsville biology students presented their research at the first National Institutes of Health/Research Infrastructure in Minority Institutions Symposium in Atlanta, Ga. Student participants included Maria Estela Martinez, Maria Susana Ramirez, Elda E. Sanchez, Gloria R. Chapa, Celia Garcia-Prieto, Rolel Valadez, Jr., Rosemary Ramirez, Gennie Schuller-Chavez, Wendy McCoy, Ahmad Galal-EIDeen, Ronika Williams, and Morgan R. McKeller.

The mentors accompanying the students were Dr. Maribel Gonzalez-Garcia, assistant chemistry professor; Dr. Rafael Perez-Ballesteros, chemical technical coordinator; and Dr. John C. Perez, biology professor.

Minority Medical Students Attend National Meeting

B-MS
NMFF

Twenty-nine of the nation’s most gifted minority medical students presented findings of their biomedical research projects during the annual symposium of The Fellowship Program in Academic Medicine for Minority Students. The meeting is the largest gathering of minority medical students in the United States.

The fellowship program seeks to increase the number of African Americans, Mexican Americans, mainland Puerto Ricans, and American Indians in biomedical research and academic medicine. It is funded by the Bristol-Myers Squibb Foundation and administered by National Medical Fellowships, a not-for-profit organization.

Each fellow-third- and fourth-year minority medical students from across the U.S.—worked on a project from eight to 12 weeks, in collaboration with a leading biomedical researcher who served as a mentor.

New Mexico Library Hosts Transborder Conference

The University of New Mexico general library hosted the X. Transborder Library Forum, or “X FORO,” the 10th annual conference at which librarians from the United States, Mexico, and Canada convene to exchange information about the provision of library services in those regions.

“Beyond Our Borders: Interconnections” explored how librarians can transcend personal, cultural, economic, and geopolitical borders with a shared sense of purpose.

John Wirth, Gildred professor of Latin American studies at Stanford University and president of the North American Institute in Santa Fe, was a keynote. Noted Acoma Pueblo poet and essayist Simon Ortiz was a speaker.

April Celebrated as Diversity Month at Western Oregon

Western Oregon University celebrated its first organized Diversity Month in April. In all 200 pictures (and, a member of the Associated Students of Western Oregon University, was the diversity program coordinator.

“Voices,” an assembly of students, faculty, staff, and community, provided an opportunity for open dialogue on diversity. A Day of Silence and Two Days of Action, sponsored by the Gay and Proud Club, were special days geared toward raising awareness of the homosexual community. The Multicultural Student Union sponsored salsa dancing and lessons, and Bernardette Balagastas presented a one-woman show, “Faces of America.” International Night featured demonstrations and representation from most of the university’s international student cultures.

Miami-Dade Holds Fundraiser for García Fusté Fund

The Miami-Dade Community College (M-DCC) Foundation, Inc., presented this year’s annual fundraising luncheon for the Tomás García Fusté Hispanic Scholarship Fund in Florida.

Tomás García Fusté, a popular Spanish-language television and radio commentator and Cuban exile leader, has worked for more than 11 years with the M-DCC Foundation, Inc., helping raise thousands of dollars for scholarships that, to date, have helped about 73 Hispanic students.

“My parents did not have the means to send me to college,” said García Fusté. “That’s what makes these fund-raising efforts so meaningful. It is important for me to give other Hispanics the opportunities I never had.”

U.S. International Holds Annual Friendship Festival

United States International University (USIU) in California recently held its 11th annual International Friendship Festival
The celebration, "Color Your World," was organized and presented largely by USIU’s multicultural, multinational student body. Students from more than 90 countries attend USIU. Many international student clubs sponsored booths highlighting food and crafts from their home countries. Live entertainment included music and dance performances and a multicultural student style show.

Bloomfield College Holds Benefit for New Library

A recent benefit for the new library at Bloomfield College in New Jersey, Books and Bytes, featured live and silent auctions, dinner and dessert buffets and live entertainment.

Bloomfield College, founded in 1868, is an independent college historically related to the Presbyterian Church of the U.S.A. The student body is from suburban and inner-city neighborhoods, and from more than 70 countries. Many students are the first in their families to attend college, and many are single parents. One-third of those receiving financial aid come from families whose annual income is less than $12,000.

Computer Class Taught in Spanish at Pierce

Pierce College’s (Wash.) continuing education department is offering a four-session course on basic computer usage taught in Spanish. The course covers computer terminology, mouse use, basic word processing, and spreadsheet programs in the Windows 95/98 family. Gus Gomez, a computer instructor for Pierce College at Puyallup, heads the class.

Knight without Armor: Carlos Eduardo Cataiñeda, 1896-1958

by Félix D. Almaráz, Jr.

Rising from humble origins in South Texas, Carlos Eduardo Cataiñeda overcame financial barriers and ethnic discrimination in his quest to become a professor and achieved successes unmatched by any American historian of Hispanic descent. This is a definitive biography of this substantial yet virtually unknown historian of the 20th century.


The San Sabá Mission: Spanish Pivot in Texas

by Robert S. Weddle

In 18th-century Texas, under Spanish occupation, Franciscan missionaries sought to convert natives to Christianity and make them productive Spanish citizens. A change occurred with the San Sabá Mission disaster and the ensuing military campaign to punish the Indians responsible. This book examines the tragedy as well as its effects on the area’s development as a whole.


Texas Almanac 2000-2001

Mary G. Ramos and Robert Plocheck, eds.

The special millennium edition of the Texas Almanac is the definitive resource for Texas information—its history, its culture, and its future. It includes stories on the Texas Rangers, and on the influence of oil on Texas culture, people, and economy. This one-stop, comprehensive reference book for all things Texan was published by The Dallas Morning News.


Mutual Impressions: Writers from the Americas Reading One Another

Ilan Stavans, ed.

It is commonly assumed that the United States and Latin America, culturally so different, move artistically to very different rhythms. Also common is the assumption that the literary figures on each side of the globe North/South divide have had very little interest in the work of their counterparts. Professor of Spanish Ilan Stavans—whose emergence as a leading spokesperson for Latinos has sparked debate among Latino scholars—shows how solid bridges between writers and across borders have been, and how crucial they are likely to become.


An Account of the Antiquities of the Indians: A New Edition, with Introductory Study, Notes, and Appendixes by José Juan Arrom

by Fray Ramón Pané

With Columbus on his second voyage to the New World in 1494 was a young friar named Ramón Pané, whose assignment was to live among the “Indians” whom Columbus had “discovered” on the island of Hispaniola and to learn their language and write a record of their lives.
Women in Mexico: A Past Unveiled
by Julia Tuñón Pablos

This work examines the role of Mexican women, addressing the interplay between myth and history and the gap between theory and practice. The author discusses the identity transformation by which indigenous women see themselves as Mexicanas, and analyzes such issues as women's economic dislocation in the labor force, education, and self-image. Translated by Alan Hynds.


Star Gods of the Maya: Astronomy in Art, Folklore, and Calendars
by Susan Milbraith

Observations of the sun, moon, planets, and stars played a central role in ancient Maya life ways, as they do today among Maya who maintain the traditional ways. This book reconstructs ancient Maya astronomy and cosmology through the astronomical information encoded in Pre-Columbian Maya art and confirmed by the current practices of living Maya peoples.


A Dream Compels Us: Voices of Salvadoran Women

New Americas Press, eds.

Salvadoran women, in their own words, explain the process of profound social transformation that occurred in El Salvador from 1980 to 1988. The pieces depict the development of a broad revolutionary movement and women's participation in it throughout the decade.
The 15th annual national conference theme is “Making Choices as a Diverse Society: Taking Responsibility for a Promising Future.” At the Hyatt Regency Washington on Capitol Hill in Washington, D.C.

Contact: (202) 483-0700, ext. 227; e-mail: nmc1@nmc1.org; website: www.nmc1.org.

NCORE 2000
June 1-5

13th Annual National Conference on Race & Ethnicity in American Higher Education. Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Among the keynote is Edward James Olmos in Santa Fe, N.M.

Contact: website: www.occe.ou.edu/NCORE.

Association of Educational Publishers Conference 2000
June 7-9

“Trends & Transitions: A Meeting of the Minds” promises to “help you understand the issues and how you can face them, discover new ideas to let you work more efficiently and productively, and network with major industry professionals.” At the Capital Hilton in Washington, D.C.

Contact: (856) 256-4610; e-mail: mailbox@edpress.org; website: www.edpress.org.

Latin American Educational Foundation Golf Tournament
June 21

The Latin American Education Foundation hosts its annual Golf Tournament in Sedalia, Colo.

Contact: (303) 446-0541.

University of Hawaii Curriculum Workshop
June 21-30

The Center for International Business Education and Research at the University of Hawaii-Ma’ noa presents “The Development and Use of Professional Workshops at Colleges and Universities.” At U of H-M in Honolulu.

Contact: Jayna Reyro, (808) 956-3225 mail, jayna@cba.hawaii.edu.

American Association of University Administrators Annual Assembly
June 22-25

“A Discussion of Major Issues in Higher Education.” At George Washington University, Washington, D.C.

Contact: (972) 248-3957; e-mail: info@allianceedu.org.

NAWE—Women Leaders Institute
June 24-28

“Institute for Emerging Women Leaders: Higher Education.” At University of Maryland Inn and Conference Center in College Park, Md.

Contact: (202) 659-9330; website: www.nawe.org.

National Council of La Raza 2000
Annual Conference
July 1-5

NCLR’s annual conference provide forum for information exchange and exchange of current issues impacting the Hispanic community, and training professional development in programs related to nonprofit management and advocacy provides, multiple, diverse networking opportunities; and more. In San Diego, Calif.

Contact: (800) 311-NCLR; website: www.nclr.org.
"Teaching about Latin America: Focus on the Caribbean."
July 10-14

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.
Contact: (203) 432-3410; e-mail, pier.resource@quickmail.yale.edu: website, www.yale.edu/pieris.

"Understanding Global Issues: Women, Health, and Development"
July 10-20

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.
Contact: (203) 432-3410; e-mail, pier.resource@quickmail.yale.edu: website, www.yale.edu/pieris.

2000 Summer Institute for Intercultural Communication
July 12-14, 17-21, 24-28

Now in its 24th year, The Intercultural Communication Institute is again offering a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting.
Contact: (503) 297-4622; e-mail icci@intercultural.org: website, www.intercultural.org.

20th International Conference on Critical Thinking and Educational Reform
July 22-25

For its 20th International Conference, Sonoma State University presents "Teaching Students to Think Deeply Within and Across the Disciplines." At SSU in Rohnert Park, Calif.
Contact: (800) 833-3645 or (707) 878-6100; e-mail ccc@criticalthinking.org: website, www.criticalthinking.org.

Kiva’s Mexico 2000 Education Tour
September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors. Mexican schools representatives, and local business leaders. This year’s tour, “Building Partnerships in Mexico,” will focus on student recruitment through public fairs and school visits.
Contact: Annene Wright, (303) 770-3063; e-mail, kivalexpo@mindspring.com.

Hispanic Women’s Corporation 15th Annual Conference
October 5-6

The 15th Annual Hispanic Women’s Conference, presented by the Hispanic Women’s Corporation. At the Phoenix Civic Plaza in Phoenix, Ariz.
Contact: (888) 388-4HWC or (602) 954-7995; e-mail, hw@metmail.att.net.

AACU’s 3rd Bi-Annual Diversity and Learning Conference
October 26-29

“Diversity and Learning: Identity, Community, and Intellectual Development” is designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.
Contact: (202) 387-3760; e-mail, meetings@acac.nw.dc.us: website, www.acac.edu/Meetings/divlearn00.html.

HACU 14th Annual Conference
November 4-7

This year’s theme: “Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Position Announcements
The Unit for Teacher Education
CONCORD COLLEGE

Position:
(1) An assistant professor of education (joint appointment) position is full-time, tenure-track position to begin with the fall 2000 semester.

Location:
The Unit for Teacher Education (Education Department) is located at Concord College, Athens, in eastern West Virginia. Concord College is a baccalaureate liberal arts institution with a strong commitment to programs of excellence in teacher education, preprofessional programs in the arts and sciences, and public service. The Education Department has nine full-time faculty members who serve approximately 500 candidates pursuing degrees in early childhood, special education, elementary education, secondary education, and various content specialties in secondary education. The Unit is accredited by NCATE and holds membership in AAATE.

Position Descriptions:
We are seeking a faculty member with an enthusiasm for teaching. We desire someone with creative ideas, in-depth personal knowledge, effective human relations, good communication skills, and a demonstrated record of teaching effectively and efficiently. In the P-12 schools. We should also value collaboration and be willing to work across traditional program boundaries. The person is expected to advise the presence of teacher candidates, maintain scholarly productivity, and participate in the governance of the Unit, Division, and College. We should also be able to incorporate technology into their teaching methods. Stipends to this position:
(1) The generalists should be qualified to teach some P-6 method courses.
(2) And have expertise in professional education core courses, and supervision.

Responsibilities:
- Advise preservice teacher candidates
- Collaborate with P-12 schools
- Participate in the governance of the Unit, Division, and College
- Teach core professional education courses, mentor courses, and/or supervise student teachers

Required Qualifications:
- Earned doctorate preferred. However, a master’s is acceptable if the applicant is enrolled in a doctoral program, and a candidate is required for tenure
- At least 3 years of successful classroom teaching experience in a P-12 setting

Preferred Qualifications:
- Experience in educational technology
- Experience in special education

Salary:
Between $30,000 and $40,000 depending upon experience and qualifications.

Application Process:
The Unit for Teacher Education is anxious to increase the diversity of our faculty. Therefore, we welcome and solicit applications from members of minority, groups, and women with disabilities. Review of application materials will begin immediately and continue until the position is filled. Application materials should include a cover letter which explains professional education experience and qualifications for the position and a full curriculum vitae, the names, addresses, including titles and institutions and telephone numbers of three references who may be contacted and three letters of recommendation. Include a sample of written work in the applicant’s area of specialty. The applicant is expected to present a public seminar on a graduate topic or a book publication.

Application materials should be sent to:
Ms. Deborah Stutler, Director of Human Resources, Concord College, PO Box 1000, Athens, WV 24712-1000.
Book Review

By Humberto López Cruz, Ph.D.


One hundred seventy-three years after its first publication in Philadelphia, the anonymous novel Xicoténcatl entered the English-speaking world with the translation offered by Guillermo Castillo-Feliú. The aura of mystery surrounding the novel’s authorship has divided scholars throughout the years. For a few, including Pedro Henríquez Ureña, the author is Mexican. For the great majority, among them the Mexican Luis Leal, the author is Cuban priest Félix Varela. This critic, along with Rodolfo Cortina, published a Spanish edition of Xicoténcatl (Houston: Arte Público, 1995) clearly stating that the author was Varela. However, a couple of years before Castillo-Feliú’s translation came to light, another scholar, Cuban Alejandro González Acosta, published in the Aztec capital El enigma de Xicoténcatl (México: Seminario de Cultura Novohispana, 1997) granting the authorship to José María Heredia, also Cuban. However, the controversies about the author’s real identity should not detract the reader from the real value of Xicoténcatl.

The plot is set in the historical period of the Conquest of México, more specifically, the Aztec Empire, by the Spaniards. Young Xicoténcatl’s fate has already been decided by history; nonetheless, the reader has the opportunity to listen to the voice of the defeated, epitomized by Miguel León Portilla in Vision de las rencidas (México: Universidad Nacional Autónoma de México, 1989), his recollection of texts translated from the nahua, and published in 1591, which offers history a discursive possibility other than the conquerors’. In Xicoténcatl, the Spaniards are shown as despicable and cruel individuals while the Indians, here called Americans, are the symbol of nobility and freedom.

The time period in which the novel was first published in Philadelphia is very significant. Spain’s Constitution of 1812 Cortes of Cádiz, has been overruled by an absolutist monarchy; thus the interests of the American colonies in having a presence within the Spanish empire vanish without a trace of hope. Armed movements against the colonizers seem to be the only way to gain independence, and México, among other nations in Central and South America, is already engaged in a venture that eventually will lead to its independence. Xicoténcatl, as a novel, shows that through armed struggle, the Americans—our name of the American continent—can reject the presence of the conquerors as a result, time is not a problem since the events that took place in the early 1500s are now repeating themselves during the first quarter of the 19th century. Colonialist societies are not an issue from the past; the end of the 20th century has witnessed the return of Macao to China from Portugal marking the end of a colonizer’s enclave in the Asian continent. The legacy of Xicoténcatl may very well be applied to a much more contemporary world.

Castillo-Feliú understands the importance of this historical novel within a crucial period of Spanish-American history. The author’s intentions are clearly respected in the translation, and the figure of Xicoténcatl sharply contrasts the portrait of Hernán Cortés. The classic encounter of civilization vs. barbarie denotes the majesty of the noble savage who risks everything, including his life, to prevent the cruelty of the foreigners from ruling his land. The death of the protagonist appears as the maximum sacrifice compared to the amorality shown by Cortés, who is projected as a vicious individual pursuing only his selfish interests.

The role of the women in this novel is also significant; two female characters clearly emerge within the text. Inevitably the reader will compare Teutilia, wife of Xicoténcatl, and La Malinche—also known as Doña Marina—Cortés’ concubine. Although Teutila is always portrayed as a symbol of honesty and fidelity, La Malinche’s reaction after the birth of her first illegitimate son shows a mixed reaction in her, developing a feeling for her own people hardly seen before. La Malinche is a character who evolves from the opportunist slave trying to manipulate Cortés to her own benefit to the woman who realizes that the mestizo son she has just borne to the conqueror encapsulates the fusion of two races. The clash between the two cultures is best seen through the various faces projected by La Malinche.

The brief introduction preceding the novel and offered by Castillo-Feliú alerts the reader to important aspects of Xicoténcatl, the enigma surrounding its publication and authorship, and his role as a translator, a role which presented several complications. The translator is very conscientious about the reality of the job and realizes that anyone in the same position faces the "impossible dilemma" of a perfect translation. In Castillo-Feliú’s case, the dilemma may be more acute since the possibility of consulting with Xicoténcatl’s author is nonexistent, due not only to the anonymity but to the date of publication. The chronological disparity between author and translator leaves the resolution of any doubts arising during the translation process to the discretion of the latter. Fortunately, Castillo-Feliú does a remarkable job with a novel that describes a crucial chapter of America’s history. It is extraordinary that Xicoténcatl, as a novel, can so awaken a reader’s curiosity about a great civilization. It is, in addition, a tribute to the nobility of the native Americans in their quest for freedom.

If interested in submitting a book review, please e-mail us at outlookedaf.com for Book Reviewers’ Guidelines.
PENN STATE

WHY PENN STATE IS ONE OF THE BEST UNIVERSITIES FOR HISPANIC STUDENTS?

- Diverse University System
- Opportunities for Leadership
- Opportunities for Networking
- Opportunities for Cultural Expression
- Seven Hispanic Student Organizations
- Celebration of Hispanic Heritage Month
- Strong Precollege Programs
- Strong Academic Programs
- Strong Support System

Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

A University That Welcomes You

The University of North Texas in Denton is one of the nation's top 100 colleges for Latinos. UNT offers more bachelor's degree and graduate programs than any university in the Dallas-Fort Worth area.

DOS
- UNO offers the quality of a private university at an affordable cost due to state assistance. Grants, scholarships, campus jobs and paid internships are available.

TRES
- More than 3,000 Hispanics attend UNT, which offers Latino student organizations plus more than 200 other student groups. The Student Ethnic Enrichment Center provides support and schedules activities.

NOVA is a leading producer of minority associate's degrees.

10% Hispanic enrollment in over 150 programs of study.

We're proud of our diversity!

Alexandria-Annandale
Loudoun-Manassas-Woodbridge

Need to translate to & from English easy

Get Quicktionary

• It instantly displays the translation and definition of scanned words so you can read and understand better.
• The Voice Version pronounces scanned English words with a click of a button!

Call Toll-Free 1-888-777-05

The Quicktionary is the perfect tool for students, teachers, travelers and anyone who needs to translate between Spanish and English. Scan an En word, and see the Spanish translation; or scan a Spanish word, and see English translation!


Contact: WaxCom Technologies, 257 Great Road, Acton MA 01720
Tel: 978-635-5357; Fax: 978-929-0225
Email: sales@waxcomtech.com; Website: www.waxcomtech.com
Lehman College
THE CITY UNIVERSITY OF NEW YORK

- Nearly 90 undergraduate and graduate programs in the liberal arts and sciences and professional studies.
- A Distinguished faculty.
- A tree-lined campus The New York Times called "the most attractive of the CUNY colleges... with some of its finest facilities."
- Day, Evening, and Weekend classes.
- Affordable Tuition.
- Easy to reach by public transportation, by car, with ample parking in attended lot.

Lehman College congratulates its
Distinguished Professor of Music
JOHN CORigliano
Academy Award Winner for
Best Original Score

OFFICE HOURS DURING REGULAR SEMESTER
Mon., Thur., and Fri., 9 am-5 pm
Tue. and Wed., 9 am-6:30 pm
For Information call 718-960-8713
E-mail us at ENROLL@lehman.cuny.edu.
Visit the Lehman College Web site at www.lehman.cuny.edu

Lehman College
250 Bedford Park Boulevard West
Bronx, NY

University of Houston - Where Diversity Counts

One of the highest priorities of the University of Houston is ensuring that members of diverse communities have access to the full range of educational opportunities provided.

And UH is succeeding: our student body is 41% white, 17% Asian, 16% Hispanic, 13% African American and 7% international.

1 800 917 8858
www.uh.edu

Washington University in St. Louis is proud to offer up to five full-tuition scholarships for four years of undergraduate study to outstanding Hispanic students. This scholarship honors Annika Rodriguez, a young alumna who was tragically killed in an accident while working for the Peace Corps in Honduras. The scholarship is in addition to the $40 million in scholarships awarded annually to Washington University Undergraduate Students.

For Information and Application Contact:
Rodriguez Scholarship Committee
Washington University
Campus Box 1089
One Brookings Drive
St. Louis, MO 63130-4899
(314) 935-6000 or (800) 638-0700
You could be making the educational investment of a lifetime.

Since 1972, more than 3,000 professionals have chosen Programs for Higher Education (PHE) as their partner. By choosing NSU's PHE, you invest in a high-caliber, field-based doctoral education program you can complete in three years—while continuing your career. You have the support of a full-time faculty and staff at our North Miami Beach campus, and you study with highly respected professors who are leaders in their fields.

An earned Ed.D. degree from the PROGRAMS FOR HIGHER EDUCATION could be that investment.

For more information call 800-986-3223, ext. 8527, or visit our Web site: www.fcae.nova.edu/phe

FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES
Programs for Higher Education
1750 NE 167th Street, North Miami Beach, FL 33162-3017

Nova Southeastern University admits students of any race, color, and national or ethnic origin.
Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number: 404-679-4501) to award bachelors, masters, educational specialist, and doctoral degrees.

Sam Houston State University
Established in 1879

- ARTS & SCIENCES
- BUSINESS ADMINISTRATION
- CRIMINAL JUSTICE
- EDUCATION & APPLIED SCIENCE

With over 150 student organizations, Sam Houston State University has something for everyone, including:

Bilingual Education Student Organization
International Hispanic Association
Kappa Delta Chi
Sigma Lambda Gamma
Omega Delta Phi
Sigma Lambda Beta
The Spanish Club
Spanish Radio Station “Sabado @ Sam!”

www.shsu.edu
California State University
Monterey Bay

Coordinator of Introduction to Service Learning Instruction, Service Learning Institute
One-year Temporary Lecturer, 2000-2001 academic year (Job #8MB00-CSL05)

California State University Monterey Bay (CSUMB) is a comprehensive public university committed to serving the diverse people of California, especially the working class, historically underserved, and low-income populations. The university values an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice; effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning. The curriculum is organized around student learning outcomes. It is global in perspective and of sufficient breadth and depth to meet local, regional, and statewide needs specifically those of both isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

Under the general supervision of the Director of Service Learning, the Coordinator of Introduction to Service Learning Instruction is responsible for teaching the entry-level required course each semester, leading weekly faculty development sessions, and monitoring assessment of student learning outcomes and evaluation of course objectives. Applicants should have experience with the integration of service learning and multicultural education.

Minimum Qualifications: an earned M.A. or equivalent in a related discipline.

Priority Filing Date: May 15, 2000 for priority review. Position open until filled.

For a complete job description and application information see PERLINK http://www.csumb.edu/general/lec-recruit or contact Recruitment/Academic Personnel, CSU Monterey Bay, 100 Campus Center, Seaside, CA 93955-8001, Tel: 831/388-3569, Fax: 831/388-8811. E-mail: faculty_recruitment@csumb.edu.

California State University, Monterey Bay is an Equal Opportunity Employer.

President

The University of Texas Health Science Center at San Antonio

Nominations and applications are invited for the position of President of The University of Texas Health Science Center at San Antonio.

The President of The University of Texas Health Science Center at San Antonio is responsible for the operation of the School of Medicine, the Graduate School of Biomedical Sciences, the School of Allied Health Sciences, the Dental School, and the School of Nursing. In addition, the university offers cooperative programs in public health with U. T. Health Science Center-Houston and in pharmacy with U. T. Austin. The U. T. Health Science Center-San Antonio is in the process of establishing a Regional Academic Health Center in South Texas, a Campus Extension in Laredo, and the Children's Cancer Research Center-San Antonio. The U. T. Health Science Center-San Antonio was established to serve South Texas.

The following fiscal year 1999 statistics indicate the scope of Health Science Center programs:

- Student Enrollment --- 2,717
- Full-Time Faculty --- 1,032
- Total Employees --- 4,570
- Total Expenditures --- $330,000,000
- Total Research Budget --- $79,375,020
- Total Outpatient Clinic Visits --- 823,044
- Total Dental Patient Visits --- 98,077

Qualifications for the position include, but are not limited to:

- Impressive achievement in the administration of academic health resources
- A demonstrated ability to articulate the role and needs of a publicly supported, comprehensive health science center in South Texas to all of its public and private constituents
- A proven commitment to excellence in health education, patient care, hospital management and research in a managed care environment, and a recognized ability to exercise the sensitivity and leadership skills necessary to work with the various constituents essential to the achievement of excellence.

Nominations and applications should be received no later than July 21, 2000. After that date, the Advisory Committee may request and consider credentials from candidates nominated by other responsible sources. Nominations and applications should be forwarded to:

Charles B. Mallinck M.D.
Executive Vice Chancellor for Health Affairs
and
Chairman, Advisory Committee for the Selection of a President
The University of Texas System
601 Colorado Street
Austin, Texas 78701-4371

An Employer Affirmative Action Employer
The National College of Education at National-Louis University is pleased to announce its search for the Dean and salary is negotiable. The University is committed to a search in Educational Management Network/Witt/Kieffer.

Founded in 1886 in the Chicago area to prepare teachers to teach young children and to introduce kindergarten nationally, National College of Education has grown into one of the largest teacher education programs in the nation. National-Louis has campuses in Evanston, Wheaton, Wheeling, Elgin and Chicago, and sites in Florida, Georgia, Missouri, Virginia, Wisconsin, the District of Columbia and Heidelberg, Germany. At the National College of Education, in which 80 percent of the University's 13,000 students are enrolled, the Dean will set the strategic direction for the College, guide program development at the undergraduate, master's and doctoral levels, manage the College and its resources, including 614 faculty members, coordinating its programs with others in the University; and ensure that the programs meet the accreditation standards of relevant bodies, especially NSCATE. The Dean will have an important role in the development and expansion of collaborations with local schools, demonstration programs (an on-campus Demonstration School, pre-K-4 and a Best Practice High School in downtown Chicago), research activities, and innovative degree programs to educate teachers and administrators. In particular, strengthened use of technology to improve teaching and learning will be important as will exploration of distance learning opportunities. The Dean has an exciting opportunity to work with an energetic faculty to develop the talents of educational professionals and expand the educational opportunities of all students, particularly those from urban areas.

The new dean will be responsible for working with the faculty to enhance and implement the vision of the National College of Education. As a senior member of the University administration, the Dean will report to the Provost and Senior Vice President for Academic Affairs and will participate in University-wide governance. The Dean will represent the College to internal constituencies, including the Board of Trustees, and to external audiences.

The successful candidate for Dean will be a strong, self-assured, entrepreneurial and creative leader prepared to develop imaginative approaches to educating teachers and administrators to enhance the quality of learning. Appreciation for teaching, research and scholarship is essential. Demonstration of strong management skills, commitment to faculty development and respect for diversity will be essential. To succeed, the candidate must possess an earned doctorate and a record of scholarly achievement, as well as experience in resource development.

A comprehensive position specification describing the University and National College of Education is available from Educational Management Network/Witt/Kieffer, which is supporting National-Louis University in this search. Inquiries regarding this position can be forwarded via email to national-louis@wkmtnet.com or by phone to Mary Elizabeth Taylor at (212) 686-2676. Please submit nominations and applications to: National-Louis University, c/o Educational Management Network/Witt/Kieffer, 3 Park Avenue, New York, NY 10016. The University is an Equal Opportunity/Affirmative Action Employer.

INTERNET PROFESSIONAL INSTRUCTOR (TECHNICAL)

The successful candidate must possess a Bachelor's degree in technology-related field or equivalent work experience and/or education and training, two years Internet work experience including at least one year developing web sites on both PC and Macintosh platforms. Applicants with strong skills in blending advanced design and technical concepts are also encouraged to apply.

An unoccupied position as of the Fall 2000 semester. Initial annual salary range for 1999-2000 is $40,168 - $53,670 (salary range for 2000-2001 TBD) dependent upon education and work experience with numerous fringe benefits. Applications will be accepted until the position is filled.

Interested persons should send official completed WCC application form with credentials (all college transcripts, student copies acceptable and candidates statement of the number of clock hours taught in full-time students for current and/or past teaching appointments) to Washtenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 126, 4000 E. Huron River Dr., PO Box D-1, Ann Arbor, MI 48106-9347. Job Hotline (734) 973-3519. For job postings and application materials see our web site at http://www.wccnet.org/jobs/AA/EEO/ADA employer.

WESTERN CONNECTICUT STATE UNIVERSITY

ENGLISH DEPARTMENT

Two Tenure Track Positions-Fall 2000

1. Specialist in American Literature
   1860-present. Experience teaching freshman writing required, late 19th
   and early 20th century women authors: early American studies preferred.
   PhD required, experience working with an American Studies program
   preferred.

2. Generalist to teach a variety of
   literature and freshman writing
   courses, at least 9 credit hours per
   semester will be in introductory,
   general education courses. PhD or
   MFA required, experience teaching
   composition required, writing
   experience and/or ethnic literature
   preferred.

Send cover letter specifying position, a current vita, undergraduate and graduate transcripts, and three letters of
recommendation by May 26, 2000 to Dr. James Srimgour, English Dept.,
Western Connecticut State University,
181 White St., Danbury, CT 06810.
UNIVERSITY OF MINNESOTA  
TWIN CITIES CAMPUS  

Office of the Associate Vice President for Multicultural and Academic Affairs  

INVITES YOU TO EXPLORE OUR CAMPUS  

The University of Minnesota Twin Cities campus is made up of 19 colleges and offers 161 bachelor’s degrees, 218 master’s degrees, 114 doctoral degrees, and 5 professional degrees in 373 fields of study. The University Libraries System contains 5.5 million volumes and subscribes to more than 48,000 periodical and journals. Our classic Big Ten campus is part of the culturally rich metropolitan area of Minneapolis and St. Paul.  

OTHER OPPORTUNITIES INCLUDE:  

- An inclusive and diverse campus  
- Academic support and extracurricular programs  
- Internships and extensive study abroad opportunities  
- Chicano/Latino Learning Resource Center  
- Latin American Studies  
- Chicano Studies  
- And more...  

PLEASE CONTACT THE FOLLOWING OFFICES FOR MORE INFORMATION:  

Admissions Office: http://admissions.tc.umn.edu - Tel: 612-625-2008  
Chicano/Latino Learning Resource Center: http://w1.umn.edu/cllrc/ - Tel: 612-625-6013  

The University of Minnesota is an Equal Opportunity/Affirmative Action Employer  

ORANGE COAST COLLEGE  
Counselor  

Orange Coast College, a comprehensive community college providing a wide variety of excellent transfer/career programs and courses to students seeks a Counselor for contract, tenure-track, full-time (195 days per year) position. Successful candidate will provide educational, vocational and personal counseling to current and potential college students. Requires Master's degree in appropriate discipline, California license in Marriage, Family and Child Counseling or equivalent education and experience. Pays $33,574-$57,244/yr. Call or visit the District Personnel Office for educational requirements, application and closing date for job #9-O-01.  

Coast Community College District  
1370 Adams Avenue  
Costa Mesa, CA 92626  
(714) 438-4714 or 438-4715  
An Equal Opportunity Employer  
www.cccd.edu  

MVLA  
HIGH SCHOOL DISTRICT  

Mountain View-Los Altos Union  
High School District  
1299 Bryant Avenue  
Mountain View, CA 94040  

ASSISTANT PRINCIPAL  
MOUNTAIN VIEW HIGH SCHOOL  

SALARY:  
CLOSING DATE:  
May 26, 2000  
CONTACT:  
Steve Hoppe, Asst. Superintendent - Personnel & Technology  
Telephone: (650) 940-4675  
Fax: (650) 961-1346  
E-Mail: steve.hoppe@mvla.net  

MINORITY FELLOWSHIP PROGRAM  

Borough of Manhattan Community College is seeking doctoral candidates who would like to pursue a teaching career. 

Through this initiative, the college seeks to enhance racial and ethnic diversity among faculty ranks as well as encourage qualified minority scholars to pursue careers in teaching at the community college level. Some of the benefits include:  

• Opportunity to obtain experience in the community college setting.  
• Opportunity to be mentored by senior faculty.  
• Opportunity to establish professional relationships.  
• Opportunity to be considered for a permanent faculty position.  
• Opportunity to earn $25,000 stipend for fellowship activities.  

Follows will be expected to:  

• Spend 12 hours a week in teaching and related activities under the guidance of a mentor.  
• Attend related faculty/staff meetings.  
• Participate in professional development activities.  

Selected candidates must have a master's degree and must have completed all course work in doctoral programs at accredited institutions. Candidates who possess doctorate degrees but have limited college-level teaching experience are also encouraged to apply. 

For further information, contact:  
Dr. Sadie Bragg, Vice President of Academic Affairs  
Borough of Manhattan Community College  
165 West 139th Street  
New York, NY 10037  
Tel: 212-651-6000  

The University of Utah seeks Board-Certified Anesthesiologists at all levels in both the tenure and clinical track. Candidates should have expertise in cardiovascular, obstetric, orthopedic, ambulatory pediatric, or neurosurgical anesthesiology or pain management. Fellowship training and a commitment to academic practice are desirable. Salary is competitive. Send curriculum vitae to Michael A. Ackerman, M.D., M.P.H., Professor, Department of Anesthesiology, University of Utah Health Sciences Center, 50 North Medical Drive, Salt Lake City, Utah 84132.
THE DEPARTMENT OF RURAL SOCIOLOGY

University of Missouri-Columbia seeks qualified applicants for the position of Resident Instruction Assistant Professor. The term of this appointment will be nine months, renewable on an annual basis. The successful applicant will teach introductory rural sociology and undergraduate courses, 6 courses (4 prep) per year, in the department. Applicants should be knowledgeable and experienced in the use of electronic technology in teaching. Applicants will submit a teaching portfolio demonstrating their level of experience in teaching and showing evidence of quality of teaching, along with a letter of application indicating their interest in this position and reasons for applying. Applicants should possess a PhD in rural sociology or sociology, and undergraduate teaching experience is desirable. Applications (including transcripts and names and contact information of at least three references) should be sent to: Search Committee Chair, Department of Rural Sociology, 101 Sociology Building, University of Missouri, Columbia, MO 65211-1100. Questions may be directed to Dr. Jere Gillies at 573/882-3791 or gillesj@missouri.edu. Review of applications will begin on May 10, 2000 and continue until the position is filled. Minorities and women are encouraged to apply.

EEO/AA/AIDA employer

SOCIAL SCIENCES AT MIAMI-DADE COMMUNITY COLLEGE

Miami-Dade Community College is one of America’s largest and most prestigious institutions of higher education located in Miami, Florida. For the past 40 years, the name of Miami-Dade Community College has been synonymous with success for the nation’s most diverse student population.

LAB MANAGER

ID4 1-28071 - Req: MA in Nutrition or an MA with a min. of 18 grad hrs. in Nutrition. Salary: $25,545 (min. Closing Date: Open until filled)

FACULTY, NUTRITION

ID4 1-26301 - Req: MA in Nutrition or an MA with a min. of 18 grad hrs. in Nutrition. Salary: $25,545 Min. Closing Date: Open until filled.

Visit our Web site at www.mdcc.edu or call our Job Information Line at 305-237-2050 for further details on these positions, application instructions, and an M-DCC Employment Application. Copies of transcript(s) MUST accompany the application for positions requiring a degree. All foreign degrees must be submitted with an official translation and evaluation. Only completed applications will be considered. EEO/AA Employer. For special accommodations, call the FL Relay Service TDD 1-800-955-8771. M-DCC hires individuals authorized for employment under the I-9 verification.
Nyack College

Language. Nyack College seeks qualified candidates to fill a full-time, tenure-track position as the assistant or associate professor level in Language starting Fall semester 2000. Proficiency in Spanish or French is desirable with a record of successful college teaching preferred. Candidates must: evidence a mature Christian faith which is a springboard for their academic pursuits; be committed teachers and well-trained scholars knowledgeable in their field; contribute to the diversity of talents, insights and perspectives needed within a Christian academic community; be people of good character and virtue, who are willing to invest themselves in the development of their students.

Salary commensurate with qualifications and experience. Responsibilities include teaching at the department offering a B.A. degree, teaching four courses per term or equivalent, coordinating assignments, advising students, and scholarly research or other professional activities. Nyack College was founded in 1882 as a fully accredited Christian liberal arts college rooted in the historic Christian faith, serving Christian students in their spiritual, intellectual, and professional development. Located 20 miles from New York City in the Hudson Valley.

Inquiries, résumés, and supporting materials should be sent to Dr. Ronald Ruessegger, V.P. and Dean of the College, Nyack College, 1 South Blvd., Nyack, NY 10960. Candidates are encouraged to apply.

Evaluation of applications will begin immediately and continue until the position is filled.

Forest Advisor

Forest Management and Ecology

Humboldt-Del Norte Counties, California

Career-track academic position beginning in the CE Assistant Advisor series ($36,900-$41,200) commensurate with applicants qualifications and salary history. Master’s degree in forestry, forest management, forest ecology or related discipline required. Additional practical experience in one or more aspect of forestry management, research or education is desirable. Must have the ability to work independently to conduct applied research and extension programs. Must have knowledge of educational methods and skills in public speaking, technical writing, and computers. The ability to work with a wide variety of clientele is essential. For the complete Position Vacancy Announcement and UC Application Forms, contact Sydny Gillette at: DARN: North Coast and Mountain Region, University of California Cooperative Extension, One Shields Avenue, Davis, CA 95616-8575. Phone (Message) 530/754-8575; Fax 530/754-8540; email skgillette@ucdavis.edu. Refer to ANMC-00-04. Closing date May 8, 2000. AA/EO Employer.

Dean

College of Science and Mathematics

Montclair State University is a comprehensive public university offering a rich array of programs to approximately 13,500 undergraduate students and post-baccalaureate students. Founded in 1906, the University is organized into three colleges and three schools: College of Education & Human Services, College of Humanities & Social Sciences, College of Science & Mathematics, School of the Arts, School of Business, and the Graduate School. Characterized by a faculty of 450 teacher-scholars, Montclair State offers 10 undergraduate degrees in more than 70 major areas of study and seven degrees at the master’s and doctoral level in 35 areas of study. The University is located 14 miles west of New York City on a beautiful 200-acre suburban New Jersey campus.

With a faculty of 78 scholar-teachers and more than 1,500 students, the College of Science and Mathematics provides a rich variety of programs leading to the bachelor of science, master of science and doctor of education degrees. The College is organized into five departments: Biology, Chemistry and Biochemistry, Computer Science, Earth and Environmental Studies, and Mathematical Sciences. The College is home to a number of other programs including the New Jersey School of Conservation, the Health Careers Program, the Center for Equity and Teaching Enhancement in the Reform of Mathematics and Science, and the Math/Science Consultation Service. Programs within the College provide a sound foundation for careers in industry, government, the health professions and teaching, as well as for post-baccalaureate studies in graduate or professional schools, including several unique articulation programs with the University of Medicine and Dentistry of New Jersey.

The dean, who is appointed by the president and reports to the provost/vice president for Academic Affairs, serves as the chief academic and administrative officer of the College. The dean will be regarded as an intellectual leader not only within the College, but across the campus and within the community as well. She/he will have the vision to identify and pursue new opportunities for the College and the intellectual strength to direct its growth and development within the framework of shared academic governance. The dean will be responsible for the administrative and fiscal management of the College, with special attention to the recruiting and development of faculty. She/he will be responsible for effectively representing the College to the campus, alumni and external communities, and provide leadership in the pursuit of the external resources required to augment State appropriations. The dean will be a key member of the University’s senior leadership and will be imaginative in finding ways to advance the goals and objectives of both the College and the University, and fostering collaborations across the campus.

Qualifications: Each candidate should possess an earned doctorate and a record of distinguished academic achievement appropriate for appointment at the rank of full professor in a department of the College. In addition, she/he should possess:

- a thorough understanding of current issues and future directions in the sciences and mathematics
- a commitment to excellence in teaching/learning, scholarship and research, and the application of knowledge
- a record of successful administration in higher education and a broad understanding of higher education
- a demonstrated record in the acquisition of external resources from government agencies, foundations, the corporate sector and/or private donors
- experience with instruction utilizing information technology and electronic access to information
- the ability to foster a collegial, collaborative work environment
- a commitment to maintaining and extending student and faculty diversity
- familiarity with a collective bargaining environment
- strong interpersonal communication and listening skills

Salary Range: Salary dependent upon qualifications

Starting Date: Open

Apply By: Review of applications for the dean of Science and Mathematics will begin immediately and continue until the position is filled.

Send Letter and Resume to: Dr. Dorothy Deremer, Chair, Search Committee, Montclair State University, Box C316—V-805/40, Upper Montclair, NJ 07043. An Equal Opportunity/Affirmative Action Institution www.montclair.edu
BRETHREN COLLEGES ABROAD
605 E. College Avenue
North Manchester, IN 46962

BRETHREN COLLEGES ABROAD (BCA) is a consortium of seven U.S. institu-
tions of higher education that operate study abroad programs at eleven university locations overseas. Students from participating U.S. institutions of higher education and international partner universities are exchanged among the BCA campuses, offering students a variety of programs and opportunities to explore different cultures and educational systems.

BCA is seeking candidates for four positions: two are based abroad (Spain and Mexico) and two are based at the BCA headquarters in North Manchester, Indiana. Application information is available below.

DIRECTOR; BCA SPAIN

RESPONSIBILITIES
The Director of BCA Spain will have primary responsibility for the oversight of the academic, residential, and logistical aspects of the BCA study center in Barcelona and new initiatives in Spain. BCA is looking for someone who can strategically plan and manage growth in Barcelona while maintaining and improving the existing high-quality programs. We are also seeking a dynamic leader who can initiate new program activities such as academic and cultural events, and marketing strategies to attract new students.

QUALIFICATIONS
Applicants should possess substantial academic administrative experience, including strong supervisory skills, a passion for student development, and a strong commitment to quality and excellence. The ideal candidate will have a strong understanding of the U.S. and Spanish cultures and be fluent in Spanish and English.

DIRECTOR; BCA STUDY CENTER, XALAPA, MEXICO

RESPONSIBILITIES:
Administration of all on-site aspects of the BCA Study Center in Xalapa, Mexico. Duties will include: coordinate and facilitate all communication between BCA headquarters, the partner university, affiliated staff, and students; manage staff and student recruitment; develop and maintain a high-quality program; and foster a warm and welcoming environment for students.

QUALIFICATIONS:
ESL proficient, PhD preferred. Must have a strong understanding of the U.S. and Mexican cultures and be fluent in Spanish and English.

PROGRAM OFFICER; BCA HEADQUARTERS, UNITED STATES

RESPONSIBILITIES AND QUALIFICATIONS:
The position of Program Officer at BCA headquarters is responsible for daily activities of program planning and administration and for coordination with program staff and students. The successful candidate will have a strong understanding of the program's mission and goals, be able to work effectively within a team environment, and have excellent interpersonal and communication skills.

QUALIFICATIONS:
ESL proficiency required. Must have a strong understanding of the U.S. and Mexican cultures and be fluent in Spanish and English.

CONTROLLER; BCA HEADQUARTERS, UNITED STATES

RESPONSIBILITIES AND QUALIFICATIONS:
The Controller is responsible for the financial management and control of BCA's budgetary and financial operations. The successful candidate will have a strong understanding of financial management and reporting, including experience in financial planning and analysis.

QUALIFICATIONS:
A degree in accounting or a related field is required. Strong interpersonal and communication skills are essential.

Northeastern University, nationally recognized for its cooperative education program, is a private, non-sectarian university located in the heart of historic Boston. It is a vital part of the city's thriving educational and cultural life, dedicated to excellence in research and scholarship, and highly committed to individual and community needs. Northeastern is dedicated to ensuring gender equity, cultural and ethnic diversity among its faculty, staff, and is proud of its diverse student/resident population.

Residence Director

DIRECTOR, Affirmative Action, Equal Opportunity Employer

Assistant Residence Director

ASSISTANT RESIDENCE DIRECTOR

Assistant in the development and maintenance of a community environment conducive to the personal growth and academic success of resident students. Assist with the operational and administrative functions by managing facilities issues, programming and events, student services, student behavior, and student life. Must have a Bachelor's degree in a related field of study, strong interpersonal and communication skills, and excellent decision-making skills.

Northeastern is an equal opportunity/affirmative action employer. Title IX employer.

UNIVERSITY OF RHODE ISLAND

Director of Affirmative Action, Equal Opportunity and Diversity

The University of Rhode Island invites applications for the position of Director of Affirmative Action, Equal Opportunity and Diversity. The University is a public land grant, sea grant, and urban grant institution serving over 15,000 students on four campuses with a faculty and staff compliment of 2,000. Reporting to the President, the Director will serve as an educator, researcher, and spokesperson on campus and in the community regarding issues of affirmative action, equal opportunity and diversity, and will develop, implement, coordinate, and direct programs and activities that promote equal opportunity and diversity.

Qualifications:
A Master's degree or equivalent advanced degree is required. At least three years of experience managing AA/EO programs is preferred. An understanding of higher education, experience working with culturally diverse populations, and a demonstrated commitment to equity is essential.

ASSISTANT RESIDENCE DIRECTOR


Candidates must have a strong understanding of the U.S. and Mexican cultures and be fluent in Spanish and English.

UNIVERSITY OF RHODE ISLAND

President: Dr. David P. Livneh, Office of the President, Kingston, RI 02881

The University of Rhode Island is an AA/EEO employer and is strongly committed to achieving excellence through the increased diversity of its faculty, staff, and student populations. Persons from underrepresented groups are encouraged to apply.
Vice President for College Advancement
College of Staten Island/CUNY
The College of Staten Island of The City University of New York seeks candidates for the position of Vice President for College Advancement, to start by July 1, 2000. The Vice President, who reports directly to the President, has responsibility for the Office of College Advancement which includes the following areas: development and marketing, alumni relations, governmental and press relations, and public information. He/she is responsible for implementing advancement strategies in these areas. Overall responsibilities include: planning and managing a comprehensive institutional advancement program that includes major giving, proposal writing, annual fund drives, and donor recognition programs; planning and coordinating the College’s marketing and imaging campaign; developing, implementing, and administering a comprehensive internal and external communications program, including governmental and press relations. The Vice President for College Advancement is ex officio the Executive Director of the College of Staten Island Foundation.
Qualifications: Bachelor’s degree, advanced degree(s) strongly preferred and a minimum of eight years related experience (higher education experience desirable); evidence of a successful record in external relations and fund raising, including the attraction of major gifts; excellent communications and interpersonal skills; and the ability to interact effectively with all College constituencies and the larger community.
Salary: Competitive.
Review of applications will begin immediately and continue until the position is filled. Send a letter of application, resume, and the names, addresses, and telephone numbers of three references to:
VP John Hadac, Chair
Search Committee for College Advancement, room 1A-309
College of Staten Island/CUNY
2800 Victory Blvd.
Staten Island, NY 10314.
EEO/AA/ADA employer

Assistant Professor
Junior/Late Career
The University: University of California, San Diego, is a public research university with a strong focus on scientific research and innovation. The campus is located in La Jolla, a coastal community north of San Diego. The university is known for its high rankings in various fields, including the sciences, engineering, and medicine.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Seminar Chair
The University: Arizona State University, located in Tempe, Arizona, is a large public research university with a strong focus on innovation and entrepreneurship. The university is known for its high rankings in various fields, including business, engineering, and health sciences.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the Arizona State University Human Resources website.

Assistant Professor
Mathematics
The University: University of California, Berkeley, is a public research university with a strong focus on scientific research and innovation. The campus is located in Berkeley, a city in the San Francisco Bay Area.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Geography
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Law
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a J.D. or equivalent degree and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Psychology
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Physics
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Medicine
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a M.D. or equivalent degree and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Economics
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Chemistry
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Biology
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Sociology
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Anthropology
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Psychology
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Economics
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Psychology
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Psychology
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Psychology
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.

Assistant Professor
Psychology
The University: University of California, Los Angeles, is a public research university with a strong focus on scientific research and innovation. The campus is located in Los Angeles, the second most populous city in the United States.
Qualifications: Candidates should have a Ph.D. in their field of study and a strong record of research, teaching, and service. Experience in interdisciplinary collaboration and the ability to communicate effectively are also important.
Salary: Competitive, commensurate with experience and qualifications.
Application Procedure: Applications should be submitted online through the University of California Human Resources website.
Northeastern University is a private, Carnegie I Research II University located in Boston. Comprised of seven colleges and nine graduate and professional schools, the University provides a broad range of professional and liberal arts degree programs and is a leader in cooperative education. With a full-time undergraduate population of 12,460 and a graduate population of 4,680, Northeastern is an urban university attracting students from 50 states and 120 countries.

The University is preparing for its next capital campaign and is seeking highly motivated development professionals for the following two positions.

**Director of Corporate Relations**

Northeastern University seeks qualified candidates for Director of Corporate Relations to build and promote corporate and foundation support across the University. Minimum of 7 years’ experience in university-based corporate development, with proven solicitation success at the $100,000 and higher levels. Must be skilled in working with faculty, administrators and research centers of excellence. Effective in designing and marketing corporate relationships with higher education. Strong writing and speaking skills; ability to develop credible prospects for targeted initiatives. Bachelor’s degree required, advanced degree preferred. A best fit for the collaborative, energetic, and goal-oriented professional.

**Associate Director of Foundations Relations**

Northeastern University seeks qualified candidates to focus on the local and regional foundations of New England, for support of institutional and academic programs across the full range of disciplines at the University. Bachelor’s degree required, advanced degree preferred. Minimum of 5-7 years of professional development experience, preferable with corporations and foundations in higher education, knowledge of the foundation market, and the ability to translate ideas into articulate proposals. Skilled in working with faculty and administrators; strong writing and speaking skills; ability to manage a portfolio of prospects independently, while collaborating with a goal-oriented group.

Please fax resume indicating position of interest to: Lois L. Lindauer Searches (617) 252-1100 or email to: 7Present@L.LLSearches.com. Northeastern University is an equal opportunity/affirmative action, Title IX employer.

---

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY**

**DIRECTOR OF MEDIA SERVICES and DISTANCE LEARNING**

**THE RICHARD STOCKTON COLLEGE OF NEW JERSEY** is an innovative residential, liberal arts and sciences college with a student body of 6,000 and recognized record of academic excellence. Stockton, one of nine senior public Colleges in New Jersey, is located on a 1,600-acre campus in southern New Jersey, 15 miles from the Atlantic Ocean, one hour from Philadelphia, and 2-1/2 hours from New York City. Baccalaureate degrees are awarded in 27 academic programs and Master degrees in six graduate programs. The College has a mission to meet the needs of men’s and women’s level graduates in southern New Jersey and currently provides programs in physical therapy, occupational therapy, nursing, business studies, and arts.

**DIRECTOR OF MEDIA SERVICES and DISTANCE EDUCATION.** Richard Stockton College invites applications and nominations for the newly created position of Director of Media Services and Distance Education. As manager of the Center for Instructional Media and Technology, the Director plays a leadership role in College’s efforts to enhance instructional support system encompassing all traditional media and emerging technologies. The Center for Instructional Media and Technology is housed in a recently renovated 10,000 square foot space in the College library. The Center’s production facilities include a media control room, satellite downlink, production and post-production studios, ITV classroom an specialized facilities campus wide. The Center also develops media collections for use in academic disciplines and provides a full range of instructional materials.

**RESPONSIBILITIES:**

The Director reports to the Vice President for Academic Affairs and manages the planning, budgeting, personnel evaluation and supervision for the Center and its full-time staff of 12. In this capacity the successful candidate will work with faculty to promote the use of instructional technology; assist in the development of web-based courses; collaborate with Computer and Telecommunications Services, the Institute for the Study of College Teaching, and Lifelong Learning; develop a strategic plan for distance education and coordinate all distance education activities on campus.

**MINIMUM QUALIFICATIONS:**

- A Master’s degree (doctorate preferred) in instructional technology or related field, with at least three years of closely related experience is required.
- Demonstrated technical expertise in areas related to the delivery of distributed educational services.
- Excellent understanding of instructional design and distributed learning technology as well as the educational market place for distributed learning.
- Have a proven track record of successfully engaging and supporting faculty and community partners in curricular planning, implementation and assessment.
- Sensitivity to faculty and student concerns in distributed learning experiences.
- Evidence of effective leadership, administrative skills, grant and budget management.
- Entrepreneurial spirit and excellent communication and interpersonal skills with all constituencies including faculty, staff, and community partners.
- Teaching experience is preferred.

The position is available July 1, 2000. Salary is competitive. Interested and qualified applicants should submit a letter of interest and curriculum vitae to Dr. L. A. Carr, Vice President for Academic Affairs, Office of Academic Affairs, The Richard Stockton College of New Jersey, AAS1, PO Box 195, Pomona, NJ 08240-0195. The Richard Stockton College of New Jersey is an AA/EO Women and minorities are encouraged to apply.

---

**FACULTY POSITIONS**

**Full-Time, Tenure Track**

**DANCE INSTRUCTOR:** Master’s Degree in dance or a closely related field, the ability and willingness to teach dance from the historical and theoretical perspective as well as studio courses in ballet, modern, jazz, choreography, and tap; ability and willingness to direct students in performing arts events.

**PHYSICS INSTRUCTOR:** Master’s Degree in Physics

(Re-opened)

For full consideration, applicants must submit a completed application form, a current resume, letter of interest, three (3) letters of recommendation and official transcripts of all degrees by May 26, 2000. Application form, job posting, and/or specific required qualifications, please contact Human Resources at 847-543-2065; TDD # 847-223-5615, or by e-mail to personal@dc.cc.il.us

---

**COLLEGE OF LAKE COUNTY**

**Attn: Human Resources**

19251 W. Washington Street
Grayslake, IL 60030-1198

Our website is www.ccl.edu
Well known for its reputation for excellence and as the largest Catholic university in the United States, DePaul University has been educating Chicago for over 100 years. The School of Accountancy and MIS announces two full-time, tenure-track positions in Management Information Systems (MIS).

Primary specialization in Management Information Systems from a business-related program is sought. Teaching responsibilities include undergraduate and Master’s degree courses in MIS. The positions require excellence in teaching, research leading to refereed publications, and service to the university and professional community. Interest in e-commerce or enterprise resource planning systems is desirable. Ph.D. or ABM in Management Information Systems from a AACSB accredited college-level teaching experience is desirable. Applicants must have knowledge and skills necessary to teach at the University level and be able to communicate effectively with a wide range of individuals. Starting Date Flexible.

Assistant/Associate/Full Professor, depending on qualifications and experience. DePaul University offers competitive salaries and benefits in-class benefits. For consideration, please apply in writing to Dr. John Ahern, DePaul University, School of Accountancy, 1E Jackson Blvd-Building 6000, Chicago, IL 60604-2257. DePaul University is committed to diversity and equality in education and employment.
Washtenaw Community College

Psychology Instructor

A comprehensive two-year college dedicated to students, community and staff success, is presently seeking a qualified individual to work as a Psychology Instructor. This individual is responsible for teaching first and second year college-level courses in Psychology, primarily assignment would be in Child Psychology, Adolescence Psychology and Life Span Development.

The successful candidate must possess a Masters degree in Psychology, with substantial coursework in child psychology and human growth and development, and have a record of teaching excellence at the college level.

Anticipated date of appointment for this position is for the 2001 Fall semester. The initial annual salary range for 1999-2000 is $40,160-$45,980 (faculty salaries for 2000-2001 TBD) dependent upon education and work experience; base load of 12 weeks/160 days/450 contact hours per academic year with numerous fringe benefits.

Interested persons should send official completed WCC application form, with credentials (transcript, record of teaching experience, letter of interest, CV, two letters of recommendation, copies of first day course hand out, and copies of student evaluations) to:

Washtenaw Community College
Office of Human Resource Management
First Floor Business Education Building
Room 126
4800 E. Huron River Dr.
PO Box D-1
Ann Arbor, MI 48106
(734) 973-3497
Job Hotline: (734) 973-3510
For job postings and application materials see our website at:
http://www.wccnet.org/jobs

M/E/O/A/D/A employer.

NIAGARA UNIVERSITY

COLLEGE OF BUSINESS

ANNOUNCES TENURE-TRACK OPENINGS FOR FALL 2000

Niagara University is located on the northern limits of the city of Niagara Falls, NY. The campus overlooks the Niagara River gorge just 3 miles north of the famous falls. Niagara University is one of three Vincentian Catholic universitiess in the United States. Niagara University has a total student enrollment of 2000.

The Department of Commerce in the College of Business at Niagara University has TENURE-TRACK OPENINGS for senior assistant/associate professors in the strategic management, operations management and human resource management/labor relations areas. The College of Business Administration offers undergraduate majors in accounting and commerce with concentrations in management, human resource management, transportation/logistics, marketing, economics, and international business in addition to an MBA.

The candidates should have substantial research records, particularly publications in refereed journals. Responsibilities include teaching undergraduate courses in one or more of the following areas: strategic management, operations management, quality management, human resource management, labor relations and/or management principles.

REQUIREMENTS: The candidates must have an earned Ph D and a commitment to excellence in teaching, research and service. We offer a competitive salary and benefits and a collegial, supportive atmosphere.

Niagara University is committed to providing its students with a strong foundation in ethical business decision making. In addition, the business curriculum incorporates an international dimension in most courses.

Interested persons should forward a curriculum vitae and letter of intent to Dr. Roland Kidwell, Chair, Search Committee, College of Business Administration, Niagara University, New York 14109. Inquiries may be made via E-mail to rke@niagara.edu. Applications will be accepted until the positions are filled. For more information visit our home Page at http://www.niagara.edu.

Niagara University is an equal opportunity-affirmative action employer. Women and minorities are encouraged to apply.

The successful candidate need not be Catholic, but must be prepared to support Niagara's Catholic and Vincentian mission.

Dean—University Extension

University of California, Davis

The University of California, Davis, invites applications and nominations for the position of Dean—University Extension. This position reports to the Vice Provost—University Outreach and International Programs and is responsible for the administrative, fiscal, and strategic functions of UC Davis’ Extension programs. The Dean—University Extension participates in the development of campuswide policy through membership on the Council of Deans and Vice Chancellors and the Council of Deans.

UC Davis Extension is a self-supporting, continuing and professional education enterprise that offers more than 3,500 courses ranging from professional seminars to online education. It averages more than 80,000 enrollments annually and has gross revenues in excess of $22 million. University Extension’s programs include significant offerings in agriculture, environmental sciences, business management, information technology, K-12 education, human sciences, law for international attorneys, and English as a Second Language. Within California, the service area focuses on the Sacramento region but also includes the central valley and mountain counties from Stockton in the south to the Oregon border in the north; agriculture and human sciences programs are offered throughout the state.

UC Davis seeks candidates who will be able to provide vision, dynamic entrepreneurial leadership, and professional management for University Extension. Candidates should possess demonstrated managerial experience and the ability to work collaboratively and effectively with the entire University community, the general public, and private sector, private sector, and nonprofit entities. A terminal degree and administrative experience in a university setting are highly desirable. We welcome candidates from a variety of backgrounds, including individuals with credentials appropriate for a tenured faculty position within the University of California. UC Davis has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students; we seek an individual who shares that commitment.

Salary will be commensurate with experience and qualifications. The starting date will be January 3, 2000, or as negotiated.

Applications and nominations should be received by June 1, 2000, to ensure full consideration. The position will remain open until filled. Nominations and applications should be addressed to:

Vice Provost William Lacy
Office of the Provost
University of California, Davis
One Shields Avenue
Davis, CA 95616

UCDAVIS

The University of California, Davis, to an equal opportunity employer committed to excellence through diversity.
NC TEACH

North Carolina Teachers of Excellence for All Children

STILL ACCEPTING APPLICATIONS!

Invites Professionals With a College Degree,
Desiring To Teach in Secondary and Middle Schools in North Carolina, To Participate in a Rigorous, High Quality
Lateral Entry Teacher Licensure Program

We are looking for applicants who wish to teach: secondary math or science; middle grades math, science, language arts, or social studies; K-12 special education; or K-12 foreign language (Spanish, French, or ESL)

Program Components: Full-time, intensive six week Summer Institute beginning mid-June; Weekly seminars and mentor support during the first year of teaching; PRAXIS Examination assistance; Mentoring and coaching during the second year of teaching.

Qualifications: Minimum of a bachelor's degree from an accredited institution with a major appropriate to the proposed area of teacher licensure. Recommended undergraduate grade point average of at least 3.0 on a 4.0 scale in the major, and a 2.5 on a 4.0 scale cumulative GPA. Recommended combined GRE General Test (math and verbal) score of at least 1000 (or equivalent score of 40 on the Miller Analogies Test). Commitment to students, their families, their communities, and the profession. At least 3-5 years successful work experience. Effective written and oral communication skills. Agree to participate in all program activities. No criminal record.

Program Costs: Tuition and fees for 12 to 18 graduate semester hours earned during the first year of the program: textbooks and supplies - approximately $600; application fee varies. Participants will receive a $500 stipend after successful completion of the Summer Institute and hiring by school district.

NC TEACH will be offered at six host sites beginning June 2000.

Upon successful completion of the NC TEACH Program, licensure testing requirements, and any additional academic work required by the host site on the basis of the initial transcript review for the particular licensure area, program participants will be recommended for a clear initial teaching license.

For Applications and More Information, Access our Web Site http://ncateach.gu.unc.edu or call 919-962-4562 or Write to NC TEACH University of North Carolina General Administration Post Office Box 2718 Chapel Hill, NC 27515-2718

NC TEACH is committed to equality of educational opportunity and encourages diversity in its applicant pool.
St. Thomas University
The Archdiocesan Catholic University of Florida

Vice President for Student Services

A private, comprehensive Catholic University, we have an ethnically and internationally diverse student population of more than 2,200. Over 80 full-time faculty teach in 24 undergraduate majors. 5 graduate programs and the Lax School. The main campus is situated on 140 wooded acres and is just north of Miami, Outreach centers serve Southwest Miami-Dade County and adjoining Broward County.

We invite applications and nominations for the position of Vice President for Student Services (VPSS). The successful candidate will serve as chief administrator for the Student Services division of the University, which includes: Admissions, Athletics, Campus Security, Career Planning & Placement, Dining Services, Financial Aid, Health Services and Counseling, Residential Life, Student Activities, and the Extension Centers in Broward and Southwest Dade. The VPSS reports directly to the President and serves as a member of the President’s Senior Staff.

RESPONSIBILITIES:
• To orient the student-oriented environment which fosters a sense of community and commitment to the institutional mission and the Catholic nature of the University, which encompasses our academic programs and encourages the holistic development of students
• To direct enrollment management efforts of the University which accomplish long and short term enrollment and diversity goals
• To assess and develop strategies and plans to meet the present and future needs of traditional students and adult learners through innovative technology
• To design and implement student-centered programs and activities that support the holistic development of students, with particular emphasis on their intellectual development
• To develop programs that prepare students for living and working in a pluralistic society with a sense of moral, social responsibility and a readiness to contribute to society with competence and faith
• To develop a cohesive and effective team within the Student Services division and encourage the continued professional growth of the members of the team
• To provide leadership for a cooperative environment with all other divisions of the University to effect quality student service
• To develop and monitor effective annual budgets for the Student Services division

QUALIFICATIONS: Commitment to the values espoused by Catholic institutions of higher education. Master’s Degree (Doctorate preferred) in appropriate area required. Minimum of 5 years progressively responsible and successful experience in admissions and student services required, preferably in a diverse university environment. Extensive knowledge of the principles and practices of student development for traditional students and adult learners. Ability to use technology successfully. Ability to develop and administer complex budgets.

The University welcomes men and women of all ages, races, nationalities and religious beliefs, and offers a competitive salary commensurate with experience plus an attractive benefits program.

APPLICATION PROCESS: Applicants should submit a resume, a two-page statement addressing qualifications for the position, and the names, addresses and telephone number of at least 5 professional references. Please include all addresses for numbers of available. Persons wishing to nominate a candidate may submit the nominee’s name and resume. Review of applications will begin May 16, 2000 and continue until the position is filled. The preferred start date is August 1, 2000. Submit applications to: Chair, Search Committee for Vice President for Student Services, St. Thomas University, 16400 NW 32 Ave., Miami, FL 33054. Email: VPSSsearch@sttm.edu. Fax: (954) 628-6510.

St. Thomas University is an equal opportunity employer committed to hiring a diverse work team.

Director of Distance Learning

Albuquerque Technical Vocational Institute, New Mexico’s most comprehensive community college, is hiring a manager to provide leadership for the development and application of distance learning systems and services which expand access to quality and innovative education and training opportunities for under-served learners. Salary range is $36,786 to $45,000.

Requirements include a bachelor’s degree and seven years’ related experience, including supervisory experience, effective communication skills, proficiency with a variety of software applications, and the ability to compose speeches and articles for publication.

To apply, each applicant must submit an employment application referencing Job #A911-0671., resume and letter stating how applicant meets job requirements to TVI Human Resources, 525 Buena Vista SE, Albuquerque NM 87105. Phone 505-224-4600, fax 505-224-9611. Additional information and applications are available through TVI Human Resources or at www.tvi.cc.nm.us/hr. Deadline for applications is May 15th. Albuquerque TVI is an equal opportunity employer.

PORTLAND STAT UNIVERSITY
VICE PROVOST FOR CURRICULUM AND UNDERGRADUATE STUDY

We are seeking to fill a new senior administrative position reporting direct to the Provost/Vice President for Academic Affairs. The successful candidate will:

• Provide visionary leadership for the general education program (University Studies and University Experience);
• Facilitate collaboration among deans, other academic officers and university committees rela to all aspects of the undergraduate curriculum;
• Develop and enhance curricular collaboration in relation to high school and community colleges.

The successful candidate for this position must demonstrate:

• A vision: undergraduate education for a diversified student body, and knowledge of discipline and pedagogical challenges;
• Experience in management and leadership of a significant academic program;
• Expertise in curricular development, assessment, program review;
• Commitment to work with and across a variety of liberal arts and sciences programs;
• Understanding of the various models of undergraduate education and the relationship of general education to professional and disciplinary education;
• Active participation in both local and national discussions of undergraduate education;
• Strong communication, problem-solving, and interpersonal skills;
• Track record of effective team interaction and facilitation;
• Ability to meet tenure criteria at Portland State University.

Applicants should submit a letter of inquiry, curriculum vitae, one or two pages of statement of interest, undergraduate education, and four names of references. Full position description may be found at http://www.pdx.edu. Review of applications will begin May 3, 2000 and will continue until the position is filled. Applicants and letters of nomination should be sent to:

C. Thomas Pfeiffer, Library Director
Chair, Vice Provost for Curriculum and Undergraduate Studies
Portland State University
P.O. Box 1151
Portland, OR 97207-1151

Portland State University is a nationally recognized leader in community-based learning and located along the tree-line South Park Blocks of downtown Portland. The University offers undergraduate, masters, and doctoral degrees through its colleges of Liberal Arts and Sciences, and Urban Arts and Public Affairs, and five professional schools (Business Administration, Engineering, and Applied Science, Fine Arts, Performing Arts, Graduate School of Education, and Graduate School of Social Work). The School of Extended Studies is a major provider of continuing adult education in Oregon. Visit our Web site at http://www.pdx.edu to learn more about the University.
Education
William Rainey Harper College is a comprehensive community college located in Chicago's northwest suburbs - 15 minutes from O'Hare airport and 30 miles from downtown Chicago. The College enrolls over 20,000 students of all ages annually. The College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles, and excellence in teaching.

This full time administrative position is available in the 2000-2001 academic year.
A July 1, 2000 start date is preferred but may be negotiated.

Dean of Applied Technology, Math & Physical Science

William Rainey Harper College

In this administrative position, you will be responsible for providing leadership in the administration of career and transfer programs in the following current areas: Architectural Technology, Astronomy, Automation Technology, Building Codes Enforcement, Chemistry, Computer Science, Electronics Technology, Engineering, Fire Science Technology, Geology, Manufacturing Technology, Mathematics, Mechanical Engineering Technology, Physical Science, Physics, Quality Assurance Technology, and HVAC Technology.

The successful candidate will be able to demonstrate that they meet the following:

- An understanding and appreciation of programs focusing on practical trades and applied technology along with significant experience with adult learners.
- An entrepreneurial approach along with a results-oriented focus.
- Strong human relations skills.
- Ability to provide dynamic leadership in the identification, development and implementation of new programming opportunities in applied technology areas.
- Ability to work collaboratively with business and industry leaders.
- An advanced degree in one of the above disciplines and demonstrated success in teaching and supervisory responsibilities providing leadership and effecting change.
- Previous work experience in an applied technical area preferred and should include administrative experience.

To be considered for the above position, applicants must submit a resume, copies of credentials (including graduate transcripts), a statement outlining the contributions you can make to the College, and three (3) letters of recommendation to:

William Rainey Harper College - Employment Specialist
1200 W. Algonquin Rd., Palatine, IL 60067

Applications will be reviewed beginning April 24, 2000 and will continue to be accepted until the position is filled. The salary and benefits for this position are very competitive. The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity.

Harper College is an Equal Opportunity, Affirmative Action Employer which encourages applications from women, minority group members, and persons with disabilities.

Search Extended
Bowling Green State University
Office of Residence Life

Associate Director of Residence Life
for Greek Affairs

The Associate Director of Residence Life is responsible for the overall administration of the fraternity and sorority communities at Bowling Green State University. These responsibilities include the selection, training and evaluation of administrative, classified and student staff who work in the small group living units. Council advising, leadership development, chapter consultation, policy development and implementation, and the coordination of all programs and services for students who reside in the small group living units.

Minimum qualifications include a Master's degree in College Student Personnel or a related field and three years full-time experience in Greek Affairs or a related field. Must have excellent communication skills and the ability to work with diverse groups and individuals. Supervisory experience of graduate staff or entry-level professionals is necessary.

Salary range is $15,295 to $15,318, and is commensurate with experience. Position is available beginning July 1, 2000.

Review of applications will begin on May 15, 2000, and will continue until the position is filled. Please send a cover letter, resume, and the names, addresses and phone numbers of three professional references to:
Office of Human Resources (Search S-115)
100 College Park
Bowling Green State University
Bowling Green, Ohio 43403

Questions about the position can be sent via E-mail to:
dbeatty@bgnet.bgsu.edu
ljacks@bgnet.bgsu.edu

DIRECTOR & ASSOCIATE DIRECTOR
TEACHER PREPARATION PROGRAM

The Faculty of Arts and Sciences at the Camden Campus of Rutgers University seeks two individuals to develop, administer and implement the new Teacher Preparation Program. The Teacher Preparation Program will be firmly grounded in the liberal arts and sciences and will offer significant practical experiences for its students. Responsibilities include curriculum development, teaching, ensuring compliance with state regulations pertaining to teacher training and certification, hiring and supervising staff, and developing working relationships with local and regional school districts.

Both positions require a Master's Degree in the social sciences, humanities, or the natural or physical sciences and at least 3 years of teaching experience. Must have strong interpersonal, organizational and communications skills as well as knowledge of state educational bureaucracy, curriculum design and the ability to use technology in educational settings and build strong relationships with area school districts. Experience in training teachers in one or more fields is also desirable. Adminstrative experience required for the Associate Director. Ph.D. preferred for the Director. This experience in administration and student supervision are desirable for the Associate Director.

We offer a competitive salary and a comprehensive benefit package. Please send resumes, by May 30, 2000, to Nancy G. Rosoff, Assistant Dean, Faculty of Arts and Sciences, Rutgers, the State University of New Jersey, 311 North Fifth Street, Camden, NJ 08102-1405. Rutgers University is an Equal Opportunity/Affirmative Action Employer, and strongly encourages applications from women and members of minority groups.
The University of Wisconsin System (UWS) invites applications and nominations for the position of Chancellor of the University of Wisconsin-Oshkosh. UW-Oshkosh is one of 11 comprehensive universities in a public higher education system that also includes two doctoral institutions, a system of four-year institutions, transfer colleges, and a statewide Extension. The Chancellor of each UWS institution reports to the President of the UWS System and provides institutional leadership within Wisconsin's tradition of shared governance with faculty, academic staff, and students.

The University of Wisconsin-Oshkosh was founded in 1871 and provides educational services to the Fox Valley region of northeast Wisconsin. UW-Oshkosh is located in the middle of a thriving economic and cultural corridor that stretches from Green Bay to Milwaukee. The Fox Valley consists of several growing communities with a combined population in excess of 250,000. Located on a 135-acre riverfront campus, the University has 37 major buildings with a series of major capital projects and renewals presently scheduled to take place during the period 2000-2003.

The enrollment of 10,700 students includes 1,600 graduate students, the largest graduate program among the eleven comprehensive universities in the University of Wisconsin System. The University offers 51 academic undergraduate programs in four colleges and 15 master's degree programs. It is a member of NCAA Division III and offers 22 programs in women's and men's sports. The university was re-accredited by North Central Association of Schools and Colleges in 1997.

The University has a series of well-established programs to provide educational opportunities for both younger and older adults pursuing either full- or part-time study. The University's academic community includes approximately 1,100 employees, with 355 in the faculty ranks, 455 in the Academic Staff, and 120 among the non-classified personnel. With an operational budget of $100 million, and an exceptionally strong and innovative Faculty Development Board, the University is also supported by a Foundation with $7 million in reserves and endowed funds.

UW-Oshkosh seeks a chancellor with the capacity to lead an energetic institution within a large and dynamic public higher education system.

Applicants or nominees should have the following professional and personal characteristics: a record of academic accomplishment and relevant background at the university level, comparable accomplishments in other fields; personal integrity, intellectual curiosity, compassion, resilience and energy; a commitment to advance the university's educational mission, and provide leadership to the faculty in its role, and to link the curriculum to the needs of the people of Wisconsin.

Candidates should also display the talent to build broad support for the institution at all levels and to advance the university through effective fundraising; the ability to lead the institution and all its constituencies in strategic planning; a commitment to maintain and enhance the quality of student life and student services; a commitment to advancing diversity and to equal opportunity, affirmative action, and non-discrimination; a collaborative and open leadership style; and the ability to represent the institution effectively with its many constituencies, both internally and externally.

The position is available September 1, 2000. Application materials should include a letter of application addressing the attributes noted above, a curriculum vita, and the names, addresses, and phone numbers of at least five references which include faculty, student, and community leaders. Submission of materials as an MS Word attachment is strongly encouraged.

Evaluation of applications will begin on May 26 and will continue until the final candidate pool is established in early July. In accordance with Wisconsin's open records law, requests for confidentiality by nominees and applicants will be honored, except that names and titles of the finalists must be disclosed, if so requested.

Requests for information and written nominations and applications should be directed to:

Dr. Dale Feiswurm, Chair, Search and Screen Committee,
Falk 40, University of Wisconsin-Oshkosh,
800 Algoma Boulevard, Oshkosh, WI 54901
email: searchuw@uwosh.edu.

New School University

The School is committed to an educational environment which the curriculum and every other aspect of university life reflect multicultural city and the international world in which we live.

Career Preparation & Employer Recruitment Coordinator

Plattsburgh State University is seeking a dynamic, energetic, personable individual who can assist the Career & Placement Center with its expanding role in the areas of internships, placement, general career services, experiential education, and employee relations.

Qualifications: Bachelor's degree in business or human development; or a related discipline; 3 years of relevant experience in career counseling, job placement, and experiential learning is required. Candidate should be comfortable working with students from within an academic environment. A good command of Microsoft Office and a variety of job search and career development software is required.

Responsibilities: For more information, please contact

Plattsburgh State University

Salary: $30,000-35,000; dependent upon experience and qualifications. Excellent benefits.

Review of applications begins immediately and continues until position is filled. Please send or fax cover letter, resume, and the letters of reference to: Chair, Search Committee (PJB2420-585), Human Resources, Plattsburgh State University, 100 Broadway, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060.
PRESIDENT
HUNTER COLLEGE
The City University of New York

The Board of Trustees of The City University of New York and the Hunter College Presidential Search Committee, chaired by Berenice C. Schmidt, Jr., invites nominations and applications for the position of President of Hunter College.

Founded in 1870, Hunter is one of the oldest and most diverse public colleges in the country. It is a comprehensive teaching, research and service institution recognized for national leadership in the liberal arts and sciences, teacher education, health sciences, nursing and social work. The College, occupying five sites in Manhattan, offers 70 undergraduate, 50 graduate, and 10 joint B.A.MA programs.

Among the 20 colleges that make up the City University System, Hunter has the largest enrollment, with more than 20,000 students, 22 percent of whom are graduate students. The student body reflects the cultural and ethnic pluralism of New York City and includes representatives from more than 140 countries. Many students are the first in their families to attend college.

Hunter’s faculty includes 565 full-time and 665 part-time professors. In addition to teaching and scholarly research, Hunter has six research centers - the faculty is actively engaged in community service. Hunter’s allocated budget in 1999-2000 was $46 million, and external funding for sponsored programs was $32 million, Hunter’s endowment exceeds $40 million.

The President serves as the chief academic and administrative officer of the College, under the direction of the Chancellor, according to policy set by the Board of Trustees. Preferred qualifications for the position include:

- A demonstrated commitment to urban public higher education in undergraduate and graduate programs in a multi-cultural, multi-ethnic city.
- Experience in the senior-level management of an institution of higher education, or equal, at an institution of comparable scope and purpose.
- An earned doctorate or professional equivalent, university-level teaching experience, and a substantive record of scholarly achievement or professional distinction.
- A leadership style that emphasizes openness, consultation, and respect for the processes of shared governance.
- A commitment to enhance the quality of student life and to ensure the delivery of services to all student bodies.
- The ability to communicate with, and represent the institution to, various local and state constituencies, including alumni, the business community, and legislative and other governmental bodies.
- Experience in attracting external funding and in solving the complexities of city, state, federal and private support.
- A record of service for technological innovation.

The position is available on or before February 1, 2001. Salary and benefits are competitive. Submission of applications and nominations prior to July 1, 2000 is strongly encouraged. Applications should include a letter explaining relevant experience and a curriculum vitae.

We are being assisted in our search by Knott & Fery International. Inquiries, requests for additional information, nominations and applications may be directed in total confidence to:

John Kuhne, Managing Director
Knott & Fery International
900 19th Street, N.W., Suite 800
Washington, D.C. 20006
Fax: 202-402-2191
Email: martha.sweenberg@knottfery.com

The City University of New York, an Equal Opportunity/Affirmative Action Employer with a strong commitment to racial, cultural and ethnic diversity, actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

UIC
UNIVERSITY OF ILLINOIS AT CHICAGO
Urban Health Program

TITLE: Director of Public Relations and Marketing

The University of Illinois at Chicago (UIC) is the large institution of higher education in the Chicago area, one of the top 70 research universities in the United States, and is included in the scientific and academic research community of a major academic center.

UIC is an urban, land grant, research institution whose population reflects the diversity of the city. It serves a resident, as well as a large community population of students. Over a quarter of its undergraduates are over the age of 22. Many students are among the first generation in their family to attend college. To realize its mission, UIC seeks to involve itself in the educational, cultural, community, or economic life of Metropolitan Chicago.

In 1978, UIC created the Urban Health Program (UHP) to recruit, retain, and graduate students from minority groups underrepresented in the health professions. The program aims to provide assurance in improving health services delivery to ambulatory care facilities in underserved areas.

The ultimate goal is to train a cadre of minority health professionals and clerical and masters degree students dedicated to improving the quality of health care when improved health services are most needed. For more information about UHP, please visit our website at http://www.uic.edu/depts/urbanhealth.

The Director of Public Relations and Marketing reports to the Associate Provost and Executive Director, Urban Health Program, Office of the Provost and Vice Chancellor for Academic Affairs. The Director initiates and develops collaborative relationships to enhance the Urban Health Program efforts toward the recruitment and retention of students from historically underrepresented groups in the health professions. The successful candidate works closely with the Associate Provost and Executive Director, Designate Urban Health Program college directors, UIC campus partners and staff to develop and maintain effective collaborative relationships with UHP and other campus offices.

QUALIFICATIONS

Applications from minority candidates are encouraged. The Director of Public Relations and Marketing must possess:

- A Master's degree and a minimum of five years of broad experience in public relations or marketing, promotion, or related field in higher education.
- Excellent written, editing, organizational, interpersonal, and administrative skills.
- A minimum of five years of broad experience in public relations or marketing, promotion, or related field in higher education.

APPLICATION INFORMATION

Interested candidates should send a letter of interest, current vitae and three letters of reference to Telephone numbers and email addresses to:

Cheryl, UHP Committee
Director of Public Relations and Marketing
University of Illinois at Chicago
840 South Wabash Street (MC 967)
Chicago, Illinois 60612-7131

A review of applications will begin immediately and continue until the position is filled.

The University of Illinois at Chicago is an

USC
UNIVERSITY OF SOUTHERN CALIFORNIA

Director, USC Neighborhood Academic Initiative

The University of Southern California is seeking an outstanding educator/administrator to manage a unique pre-collegiate academic support and preparation program. The individual will directly or indirectly supervise all staff assigned to unit to include hiring, training, performance assessment and professional development; work collaboratively within and outside of university with other education professionals, administrators, institutions, students and parents; oversee administration, research, program development, strategic planning, community relations; contact monitoring and quality assurance reviews of program components to ensure compliance with established program model. Will also serve as principal investigator on research grants; ensure short-term and long-range planning is designed to serve multiple constituencies: pre-collegiate students, parents, partners, public schools, local community and the university and its many constituencies; seek funds for program operations from public and private sources. Minimum requirements include a PhD or EdD degree and seven years experience. Must possess program supervision and managerial experience in similar program within an academic setting, supervisory oral and written communication skills, including skills in public speaking; strong public relations skills; working knowledge of PCs, MS Office, Windows 95, NT and Excel. The ideal candidate will have proven experience in working with multiple and changing constituencies: be a visionary in area of alternative education models: know how to bring order and structure to solve complex problems, not be intimidated by challenging work. Frequent evenings, weekends and meetings off campus.

USC is an equal opportunity employer and is an affirmative action employer. USCs offers an outstanding benefits package.

Applications and nominations for the position should be sent to: USC Employee Recruitment Services, 3321 S. Figueroa St., Los Angeles, CA 90089-1260 Rm 006751, App. on line www.employment.ucla.edu

The University of Illinois at Chicago is an

The University of Illinois at Chicago is an
ASSISTANT PROFESSOR OF SPECIAL EDUCATION  
Learning Disabilities/Early Childhood

The Department of Special Education is seeking an assistant professor with expertise in learning disabilities and early childhood. This is a tenure track position in a graduate program. Candidates must have a Ph.D. in special education, preferably in learning disabilities, and be able to demonstrate a commitment to scholarship in their discipline. Responsibilities include teaching courses in reading and math intervention strategies, developing and maintaining positive working relationships with parents and students, and participating in professional development activities. Salary: $32,703 - $57,049.00

ASSOCIATE OR ASSOCIATE PROFESSOR OF SPECIAL EDUCATION  
Deaf/Blindness

The Department of Special Education is seeking an associate or assistant professor of deaf studies. This is a tenure track position in a graduate program. Candidates must have a Ph.D. in special education with a focus on deaf education and be able to demonstrate a commitment to scholarship in their discipline. Responsibilities include teaching courses in deaf education, counseling students, and participating in professional development activities. Salary: $32,703.00 - $57,049.00

For both of the above positions, submit a letter of interest, curriculum vitae, and a list of three references to: Professor H., College of Education, University of Kentucky, Lexington, KY 40506.
**UIC**

**UNIVERSITY OF ILLINOIS AT CHICAGO**

Urban Health Program

**TITLE:** Director of Student Programs and Assessment

The University of Illinois at Chicago (UIC) is the largest institution of higher education in the Chicago area, one of the top 70 research universities in the United States, and an increasingly significant center for education, research, and public service. UIC is an urban, land grant, research institution whose population reflects the diversity of its setting. It serves a resident, as well as a large commuter population of students. Over a quarter of its undergraduates are over the age of 22. Many students are among the first generation in their family to attend college. To realize its mission, UIC seeks to involve itself in the educational, cultural, community, and economic life of Metropolitan Chicago. This goal has made the University particularly aware of the need to ensure that many voices that comprise this larger community are heard and needed within the University's own population.

In 1978, UIC created the Urban Health Program (UHP), to recruit, retain, and graduate students from minority groups underrepresented in the health professions. The program also aims to provide assistance in improving health services delivered to underserved communities. This is accomplished through several strategies: it increases the supply of minority health professionals by providing graduate and professional education; it establishes loan repayment and scholarship programs for minority students; it conducts community outreach programs; and it conducts research on health disparities. The University is committed to diversity and inclusion, and the Urban Health Program is a key component of this commitment.

The Director of Student Programs and Assessment reports to the Associate Provost and Executive Director of the Urban Health Program, Office of the Provost and Vice Chancellor for Academic Affairs. The incumbent provides assistance and advice on all phases of administrative management, program operations, and the formulation and implementation of policies and procedures for UHP. The Director oversees and directs all aspects of student recruitment and retention initiatives for the Urban Health Program, including the management of all student resources, faculty recruitment, and student services. The Director is responsible for the oversight of all aspects of the Urban Health Program, including the development and implementation of policies and procedures for student recruitment, retention, and assessment. The Director of Student Programs and Assessment must have excellent written and verbal communication skills, as well as the ability to work effectively with a diverse group of individuals.

**QUALIFICATIONS**

Applicants must possess a Master's degree (or equivalent) in a related field. Candidates with a minimum of five years' experience in the management of a major administrative program with diverse populations at the university level will be considered. Ideal candidates will have strong interpersonal skills, excellent verbal and written communication skills, and the ability to work effectively with a diverse group of individuals.

**APPLICATION INFORMATION**

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

Cherie N. Hays
Director of Student Programs and Assessment
740 South Wood Street (MC 967)
Chicago, Illinois 60612-7313

Review of applications will begin immediately and continue until the position is filled.
Executive Director, Business-Higher Education Forum

The Business-Higher Education Forum, a partnership of the American Council on Education and the National Alliance of Business, invites expressions of interest in, and nominations for, the position of Executive Director.

The Forum is located at the offices of the American Council on Education at 1 Dupont Circle in Washington, DC.

The Executive Director will be expected to:
- identify, plan, and manage the development of major programs that comprise the Forum’s agenda and services, the chief staff spokesperson;
- establish Forum meeting agendas and priorities;
- recommend strategies for implementing the general program directions and priorities and following through on their execution;
- plan fundraising strategies and solicit grants and contributions;
- act as the Forum’s primary representative to a wide range of national and international organizations;
- play a central role in identifying and recruiting potential Forum members and sustaining the active involvement and engagement of each Forum member;
- assume overall responsibility for the operations, staffing, and budgeting of the Forum;
- ensure that the business and higher education sectors are actively engaged in the development of issues and agenda.

The ideal candidate will have meaningful experience in, and tangible understanding of, the academic and the corporate communities and the issues that are of similar interest. The Executive Director should have superior oral and written communication and collaborative skills that will facilitate meaningful dialogue among corporate CEOs and university presidents and chancellors. This person should be creative and strategic in considering the future products and activities of the Forum.

The Executive Director must be a person with strong self-confidence and professional accomplishments that will be respected by the member representatives. Ideally, one will have had previous experience in a leadership position in either the corporate or academic environment.

The American Council on Education is an EOE/AA/V/disabled employer.

All correspondence should be directed in confidence to the American Council on Education’s executive recruitment consultant:

Jerry H. Baker
Baker Parker & Associates, Inc.
Five Concourse Parkway - Suite 2400
Atlanta, GA 30328
770-804-1996
jbaker@bpassearch.com

INSTITUTE FOR URBAN AND MINORITY EDUCATION

DIRECTOR

Teachers College, Columbia University is the largest and most comprehensive graduate and professional school of education in the U.S., offering graduate degree programs in more than 60 areas of study across education, psychology, and health. Its mission has historically been and remains rooted in extending access to underrepresented populations. For the past 25 years, the Institute for Urban and Minority Education (IUME) has served urban schools and been the cornerstone of the College's efforts in research, dissemination, and staff development focusing on urban and minority education.

Responsibilities: Develop and carry out a program of research, consultation, and technical assistance; organize a program to enable masters, doctoral, and post-doctoral students to conduct research and demonstrate strategies for improving urban education; and, design professional development and other public outreach programs. Focus on research to narrow the achievement gap between poor, immigrant, children of color, and other students in urban schools.

Qualifications: Earned doctorate, with extensive experience in urban education. Consideration given to candidates with either a research and/or practice background. Evidence of research and professional productivity in the area of urban education, especially as it relates to children of color.

Rank: Director. Professorial appointment at the rank of associate or full professor, if appropriate.

Review of applications will begin May 1, and continue until the search is completed.

Send: CV, letter of intent, including a statement of research and teaching interests and three letters of reference, to: Dr. Erwin Flaxman, Teachers College, 525 West 126th Street, Box 75, New York, NY 10027.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

ORANGE COAST COLLEGE

INSTRUCTOR, I

This full-time, contract position will teach art classes including Illustration, Painting, Drawing, and variety of other Studio Art courses as well as Art History. Requires an MFA degree in Fine Arts, Art or Art History or Bachelor's degree with Master of Fine Arts or equivalent degree and experience. This position pays $30,129 to $51,370 annually, with excellent benefits. Contact the Personnel Office for application details. Refer to Job #10-O-01, apply deadline 5/10/00.

Coast Community College
1370 Adams Avenue
Costa Mesa, CA 92627
(714) 438-4715
www.cccd.edu

EDITOR (PT)

The New School, founding division of NYU, is seeking a part-time Editor for The New School Journal, a quarterly publication of the New School Institute. Duties: provide direction to manage, supervise, and assign projects; supervising production, copy editing, and content; and providing guidance for future publications. Requirements: Ph.D preferred, ten years experience in international affairs, policy, and communications. Submit resume letter to: Manuscripts Adolphine, The New School, 66 Fifth Avenue, New York, NY 10011, or e-mail: MS@newschool.edu. Be sure to search the subject line to ensure proper handling of your resume.

New School University

METROPOLITAN STATE UNIVERSITY
COMMUNITY SOCIAL PSYCHOLOGY

Metropolitan State University, St. Paul, MN, seeks applications for a full-time tenured-track faculty position in Community Social Psychology to teach and advise students in the Psychology Department. A Ph.D. in Community or Social Psychology, a minimum of demonstrated teaching excellence in a culturally diverse population, and an interest in teaching and research. Review of applications begins Mar. 22 and continues until the position is filled. Visit http://www.msum.edu/President/Montgomery/employment.html for more information. For more information, please send e-mail to: psyc@msum.edu or call 651-794-4880.

Metropolitan State University of Minnesota, 750 Hamline Avenue, St Paul, MN 55104, is committed to a policy of equal opportunity in employment, education, and access to its programs and activities for all individuals, regardless of race, color, national origin, age, sex, or disability. It is the policy of the university to conduct an affirmative action plan.
### Positions

| California State University, Monterey Bay | 65 |
| Coast Community College District | 67, 82 |
| Mountain View-Los Altos Union High School District | 67 |
| University of California, Davis | 32, 67, 69, 74 |
| University of California, San Diego | 71 |
| University of Southern California | 79 |
| Western Connecticut State University | 66, 80 |
| American Council on Education | 82 |
| The George Washington University | 83 |
| Miami-Dade Community College | 68 |
| St. Thomas University | 76 |
| University of South Florida | 64 |
| Boston University | 73 |
| College of Lake County | 71 |
| DePaul University | 73 |
| National Louis University | 66 |
| University of Illinois at Chicago | 79, 81 |
| William Rainey Harper College | 77 |
| Indiana | 69 |
| Bretton Colleges Abroad | 70 |
| Maine | 68 |
| Colby College | 68 |
| Massachusetts | 81 |
| Harvard Law School | 78, 79 |
| Northeastern University | 79, 77 |
| Michigan | 66, 74 |
| Washtenaw Community College | 66, 74 |
| Minnesota | 72, 87 |
| Metropolitan State University | 68 |
| Missouri | 68 |
| University of Missouri-Columbia | 68 |
| New Jersey | 69 |
| Montclair State University | 69 |
| Richard Stockton College of New Jersey | 69 |
| Rowan University | 73 |
| Rutgers, The State University of New Jersey | 75, 77 |
| New Mexico | 76 |
| Albuquerque Technical Vocational Institute | 76 |
| New York | 71 |
| College at Staten Island/CUNY | 71 |
| Cornell University | 68 |
| Hunter College/CUNY | 79, 80 |
| Manhattanville College | 69 |
| New School University | 76, 82 |
| Niagara University | 74 |
| Nyack College | 69 |
| SUNY at Buffalo | 90 |
| SUNY at Buffalo | 90 |
| Teachers College/Columbia University | 87 |
| York College/CUNY | 87, 89 |
| North Carolina | 75 |
| North Carolina Teachers of Excellence for All Children | 75 |
| Ohio | 77 |
| Bowling Green State University | 77 |
| Oregon | 76 |
| Portland State University | 76 |
| Pennsylvania | 81 |
| Albright College | 81 |
| Rhode Island | 70 |
| University of Rhode Island | 70 |
| Tennessee | 71 |
| Austin Peay State University | 71 |
| Texas | 65 |
| University of Texas Health Science Center at San Antonio | 65 |

### Recruitment

- California State University, Hayward | CA 63 |
- Lehman College/CUNY | NY 63 |
- Northern Virginia Community College | VA 62 |
- Virginia Commonwealth University | VA 64 |
- Pennsylvania State University | PA 62 |
- Sam Houston State University | TX 64 |
- Temple University | PA 64 |
- University of Colorado at Boulder | CO 66 |
- University of Houston | TX 63 |
- University of Minnesota, Twin Cities | MN 67 |
- University of North Texas | TX 62 |

### Fellowships/Scholarships/Awards

- Borough of Manhattan Community College | NY 67 |
- The University of Michigan | MI 65 |
- Washington University in St. Louis | MO 63 |

### Conferences

- Central Association of College and University Business Officers | Washington, D.C. | TX 64 |

### Other

- Wizcom Technologies Inc | MA 62 |

---

**The George Washington University**

**Executive Director of Planned Giving Programs**

The George Washington University seeks an experienced development professional to lead its Planned Giving activities. Reporting to the Associate Vice-President for Professional Development, the successful candidate will have strong communication skills, seven years experience in planned giving, proven management and strategic planning skills, an understanding of market segmentation and marketing, and an enthusiasm for front-line major gift fund raising. You will work independently, managing portfolio of prospects and donors while directing the planned giving marketing program and supporting the major gift activity of the University-wide development staff.

To be considered an applicant, it is necessary to have a Bachelor's degree in Business Administration, related field, or an equivalent combination of training and experience is required. An advanced degree is preferred. Knowledge of estate and tax laws as they pertain to planned giving is necessary. Salary commensurate with experience.

Requisition Number: R7998.

The George Washington University offers an outstanding compensation and benefits package that includes generous tuition benefits for employees, spouses, and their dependent children. For consideration please forward your resume with cover letter that states your salary requirements and lists the position requisition number to: Charles J. Curtin, GWU Human Resource Services, 2033 K Street, NW, Suite 220, Washington, D.C. 20052, E-mail: curtin@gwu.edu. Fax 202-994-9609, TDD 202-994-9609.

Please see The George Washington University Human Resource Services web page at www.gwu.edu/employ.html for all job openings and application online forms.
THE UNspoken Divide AMONG HISPANICS

In many cultures, it is impolite to talk about race. The topic begs uncomfortable questions. But ignoring racial issues does not make them disappear. Silence gets in the way of resolution.

“Hispanic” is often used as a racial category, a census shorthand broadly designed to identify Latin American immigrants and their descendants.

But such immigrants might also be white, Black, American Indian, or even Asian; many have more than one ancestry. And “race” is itself a meaningless concept, a biological fallacy. DNA evidence reveals no race-specific genes and few genetic differences. Skin colors merely reflect adaptations to variable sunlight. Variation is continuous, not abrupt: one cannot draw clear lines between groups.

Race consciousness, however, is real, arising out of social contexts in which color defines access. Its long history is not confined to the U.S. Throughout Spain and Latin America, the color of conquerors and the conquered coded power and created hierarchies based on degrees of European, African, and Amerindian ancestry. In the U.S., these racial messages often have been accentuated and further distorted in a system that puts white English-speakers at the top.

A precarious Hispanic unity challenges this assignment, but often fractures internally along similar lines. Tales of prosperous Cubans in Florida invite contrasts with depictions of poverty among Puerto Ricans in New York or Mexicans in Texas. Media stereotypes and differential treatment by the INS underscore differences. Within nationalities, those who are darker confront added barriers to acceptance, not only by the host society, but among their own compatriots.

The popular image of Cuban Americans is that they are white. The demographic history of Cuba is somewhat evenly divided between Africa and Spain, with a large degree of admixture and broad range of appearance. The exile population in the U.S. is disproportionately white, but racial diversity exists nonetheless in Miami, New York, Tampa. Relations between black and white Cubans—or the lack thereof—illustrate the painful contradictions of race in Hispanic ethnicity.

Cubans arrived in Tampa in the 1880s. They formed an immigrant enclave whose descendants are still a large part of the population. Cigar workers black and white, sought exile in Florida while they mobilized the revolt against Spanish rule in Cuba. The war for independence forged the solidarity between black and white Cubans, reinforced by the egalitarian vision of José Martí and the legendary courage of black soldiers such as General Antonio Maceo. The war’s end in 1898 coincided with the rise of Jim Crow in Florida, a juncture that adversely affected Cuban solidarity in Tampa. In 1900 black and white Cubans split into two organizations—El Círculo Cubano (white) and La Unión Martí-Maceo (black). That division remains.

This divide illustrates the dynamics of racism, both within Hispanic communities and in relations with the host society. Separation of Cubans by color was justified by the severe pressures of racism in the U.S., though some argued that it harmed Martí’s legacy. There are few written testimonial records about the split; it was torn from memory and rarely discussed.

For the next 100 years, the two organizations defined socially separate communities, helping mainly themselves and not each other. Many white Cubans prospered over time; most Afro-Cubans did not. In the ’60s, Afro-Cubans joined African Americans in civil rights marches and sit-ins. Urban Renewal demolished the Afro-Cuban social hall, but left the white Cuban hall intact.

Over decades, disparities in treatment and access widened the divide. The death of the elderly revolutionists, the demise of the cigar industry, Urban Renewal’s destruction—all eroded the shared historical ties. Yet both organizations have survived, now nearly five generations later.

This centennial year of the split in 1900 has brought an unusual joint celebration (funded by the Florida Humanities Council)—with programs held at both clubs and opportunities to examine common and separate histories. Departing somewhat radically from conventions of silence Tampa’s black and white Cubans are exploring the roots and consequences of their racial separation. These small steps might disclose valuable lessons for other “Hispanic” communities, where unspoken divisions make common purposes more difficult to mobilize.

For more information, see www.cas.usf.edu/anthropology/Marti-Maceo.
Latino Issues Transcend Borders
The University of Wisconsin-Madison invites nominations and applications for the position of dean of the School of Human Ecology.

The dean of the School of Human Ecology is the chief academic and executive officer of the school, with responsibility for strategic planning, personnel, curriculum, academic affairs, research-budget, fund-raising, community and alumni relations, and physical facilities. The free-standing School of Human Ecology has a strong interdisciplinary tradition both among the academic units in the school and through collaborative programs with other campus units. Its interdisciplinary resident and extension programs and its strong outreach are consistent with its land-grant history and the campus-wide vision of future scholarship directions. The dean serves on the intercollege council for the arts and humanities and the graduate program in continuing and professional education, the cooperative extension dean's council, the agriculture and natural resources consortium, and as an assistant academic program director in the Wisconsin Agriculture Experiment Station.

The School of Human Ecology currently offers undergraduate and graduate programs in a range of fields offered by its five academic units: consumer science, human development and family studies; environment, textiles, and design; interdisciplinary studies; and family and consumer communication. The School has established a series of new programs and center for research. The School has approximately 300 undergraduate and graduate students, 120 faculty and staff, and a budget of $5.4 million. Information about the School can be accessed at https://humanecology.wisc.edu.

Major qualifications for the position include: a proven record of administrative skills and successful leadership in higher education; academic accomplishments as a scholar and teacher that meet the standards for a tenure track position as full professor at the University of Wisconsin-Madison; strong communication and fund-raising skills; the capacity to relate effectively to the university administration, faculty, staff, students, and other university units; a commitment to excellence and the quality of undergraduate and graduate instruction, research, outreach, extension, and public service; and a demonstrated commitment to diversity. The successful candidate will be expected to represent the college through interactions with external groups such as alumni, industry, and other communities.

Applications and nominations must be received by 30 June 2000 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current curriculum vitae and cover letter that addresses how their strengths match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

Professor Karen C. Holdren
School of Human Ecology Dean Search and Screen Committee
University of Wisconsin-Madison
590 Lincoln Drive, 133 Bascom Hall
Madison, WI 53706
(608) 262-9335
Fax (608) 263-5728

The University of Wisconsin-Madison is an Equal Opportunity/Affirmative Action Employer.

American Council on Education

SEVENTEENTH ANNUAL
STATUS REPORT

From the American Council on Education's Office of
Minorities in Higher Education
Produced with a generous grant from The G.E. Fund

The Seventeenth Annual Status Report on Minorities in Higher Education, authored by Deborah J. Wilds, former Inter Director of the Office of Minorities in Higher Education, presents the latest available data on the progress of American Indian, African Americans, Hispanics, and Asian Americans in postsecondary education. This annual study is widely recognized as the major national source of information on trends and issues related to minorities in higher education.

This year's special focus entitled "Research on the Benefits of Racial and Ethnic Diversity" examines the impact of racial and ethnic diversity within higher education, on business, and on the economy. Empirical evidence is mounting that suggests strongly held belief that diversity advances the mission of colleges and universities. This year's special focus discusses a growing body of research that demonstrates that racial and ethnic diversity is of benefit to individuals, colleges and universities, the economy, and society. This section also emphasizes the importance of institutional context and climate in optimizing the benefits of racial and ethnic diversity in higher education. The co-authors of the special focus section are Kenji Hakuta, Professor, School of Education, Stanford University and Jeffrey Mire, Assistant Professor College of Education, University of Maryland.

The report includes the most recent data on:

- High School Completion: Rates; College Participation; Educational Attainment Rates; Enrollment and Degree Completions; and Minority-Serving Colleges and Universities
- Historically Black Colleges and Universities: College and Enrollment by Race/Ethnicity; Degrees Conferred by Race/Ethnicity; Degrees Conferred by Field of Study; College Graduation Rates; Employment in Higher Education

Order your copy of the Seventeenth Annual Status Report by calling (303) 640-9000. The cost of the report is $24.95 per copy, plus $3.50 shipping and handling. Minorities in Higher Education
FEATURES

“When NAFTA DBA” Takes Shape Along Southwest Border

The pilot doctoral project is a tri-national venture planned with start-up funds from ACE in the U.S. and Mexico. 6

The Ivy League Review: Part Four

Diversity initiatives at Cornell, Harvard Universities and Dartmouth College. 10

Prospects Poor for Immigrant Children

More poor Latinos with more uneducated parents lie ahead, says Rand report. 12

Postdoc Appointments for Hispanics Dwindling

Education leaders comment on the low numbers. 14

Lamar Professors Offer ESL and Math CD-ROMs

Target deaf Mexican American children and adults learning ESL and ASL. 19

Preserving the Past, Embracing the Future

St. Thomas University expands international programs and explores its roots. 22

Yupi.com Helps Hispanics Play Internet Catch-Up

Launched by a 22-year-old, this successful venture now seeks an international consumer base. 25

When the Path Chosen Is Physics

Carlos Vicente, Ph.D. candidate at Brown, knew since elementary school he wanted to become a physicist. 30

Susquehanna University Explores Caribbean Connection

An oral history project leads to a visit to Cuba for Alma Dorfman, high-achieving Latina from a small town in Pennsylvania. 33

OUTLOOK ON WASHINGTON: A CAPITOL VIEW

Working Our Way through College 5

Honor Roll: Purdue University

Recruitment plan leads to record-breaking enrollment of international students. 16

People, Places, Publications, Conferences 35

Book Review: Bless Me, Ultima

44

PUNTO FINAL!

Counseling Mentally III Hispanic Immigrants back cover

Cover Photo: Courtesy of United States International University Walter Library
Upcoming Issues

Our 10th year covering Minority Themes

Corporate Issue
June 30th
Ad Deadline June 13th

The Arts Issue
August 11th
Ad Deadline July 25th

Publisher
José López-Isa
Editor
Adalyn Hixson
Executive Editor
Mari Carmen Sarracent
Senior Editor
Mia Anderson
News Desk Editor
Jason Paneque
Managing Editor
Publicity Director
Suzanne López-Isa
Art Director
Avedis Derbalian
Production Manager
Avedis Derbalian
Assistant Production Manager
Marco Morillo
Production Coordinator
Joanne Aluotto
Advertising Sales Coordinator
Jeffrey Hendlin
Advertising Sales Associate
Angel M. Rodríguez

Editorial Board
Ruth Burgos-Sasscer, Chancellor
Houston Community College System
Maximo Castillo, President
University of Houston - Downtown
Roberto Cruz, President
National Hispanic University
Alfredo C. De Los Santos
Richard Fernández, President
Lehman College
Juan González, Vice President
California Polytechnic State University
Carlos Hernández, President
The New Jersey City University
Arturo Iniesta, Vice President for Academic Affairs
La Salle College
Vernon Lattin, President
Brooklyn College
Lydia Ledeasna, President
Skagit Valley College
Gustavo Mellander, Dean Emeritus
George Mason University
Manuel Pacheco, President
University of Missouri
Eduardo Padron, President
Miami-Dade Community College
Antonio Pérez, President
Borough of Manhattan Community College
Alexander Sánchez, President
Albuquerque Technical/Continuing Institute
María Vallejo, Provost
Palm Beach Community College

Contributors:
Inés Alicea, Jean F. Andrews, Roger Detz, Alan Finn, Marilyn Gilroy, Anita J. Gomes, Brinli Goulette, Bease Humphrey, Donald L. Jordan, Gustavo A. Mellander, Mari Carmen Sarracent, Susan Smith, Gary Stern, John Wegner

Letters to the Editor:
Commentaries or Questions should be addressed to:
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

Editorial Office:
The Hispanic Outlook in Higher Education (ISSN 1094-2337) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc., 210 Route 4 East, Suite 310, Paramus, N.J. 07652.
TEL (201) 587-9800 FAX (201) 587-9105.
All contents of this text are copyright © 2000 by The Hispanic Outlook in Higher Education Publishing Company, Inc. All rights reserved. Reproduction in whole or in part without permission is prohibited.

Editorial Policy:
The Hispanic Outlook in Higher Education is dedicated to exploring issues related to Hispanics in higher education. The Hispanic Outlook in Higher Education is published for the members of the higher education community. Editorial decisions are based on the editor's judgment of the quality of the writing, the timeliness of the article, and the potential interest to the readers of The Hispanic Outlook in Higher Education.

From time to time, The Hispanic Outlook in Higher Education will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The Hispanic Outlook in Higher Education neither agrees nor disagrees with these ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

Display Advertising:
210 Route 4 East, Suite 310, Paramus, NJ 07652
TEL (201) 587-8800, FAX (201) 587-9105, email: Outlook@sol.com

Subscriptions:
U.S., Canada, Virgin Islands, and Puerto Rico. 1 year $60.00. Single copies-pro pay $3.75

Postmaster:
Please send all changes of address to:
The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652
Working Our Way through College

BY GUSTAVO A. MELLANDER

Yesterday's Legends

American higher education folklore is laden with stories of youngsters, usually country farm boys, arriving at college without money but eager to acquire an education.

Luckily they were able to find employment right on the campus and indeed work their way through college à la Horatio Alger. It is not all fiction. Many a youngster worked in the cafeteria or on the college grounds. Some university buildings were actually built with student labor, as were the early buildings of Inter American University.

One powerful United States senator is quick to point out that he arrived at his college without any resources at all. He went to see the president and said that he wanted to study but did not have any money. He was hired as a janitor and retained that position during his baccalaureate years. Senator Robert Byrd doesn't believe it hurt him at all.

Many others were able to work their way through college, whether it be in the nation's large cities or in its rural college towns. There was a certain élan to working oneself through college.

More important, it was possible. Many of those fellows, and most were males, went on to enormous worldly successes. But those intrepid students were always in the minority. Until the 1950s, colleges were for the well-to-do or the very bright who received scholarships.

The New Reality

There has been a change in the past ten years. Faculty members were the first to notice it. More and more students were working full-time while attending college full-time. Grades suffered. Pressures built not only on the students but on the faculty as well. It soon became apparent that some students were taking an inordinate amount of time to graduate. Many never did.

People wondered what it all meant. A few student affairs types began to collect anecdotal data. Recently the American Council on Education conducted an in-depth study on working and going to college.

Many will be surprised to discover that their major finding was that white or minority, rich or poor, male or female—most students attend college part-time and work long hours while they are enrolled. That jeopardizes their chances of completing a degree. The key and operative word is "most." Most students attend college part-time and work long hours.

Money Matters

Colleges have indeed changed. The ACE study is entitled Money Matters: the Impact of Race/ Ethnicity and Gender on how Students Pay for College. It is revealing and posits the need for us to re-think what it means to go to college in this historic year.

Further, the report identifies background characteristics that influence how students finance their education and the impact of students' choices—such as whether to borrow or work full- or part-time—on their academic success. These are critical decisions, and one's lifetime professional trajectory is fashioned by how one can answer those questions.

"Students' choices influence both the price of students' education and how they pay the price," according to report author Jacqueline King, ACE's director of federal policy analysis. For example, "students reduce the immediate price of attending college by choosing lower-priced community colleges, attending part-time, and working." However, data show that regardless of income profile, most students are not exhibiting the behaviors that contribute to student persistence and academic success—enrolling full-time and devoting most of their time to studying. Instead, most students of all races and ethnic groups attend college part-time and work full- or part-time.

Among the Findings

Whites: More than half of white college students are female; more than half are 25 or younger (28 percent are age 30 or older); 44 percent attend community colleges, and 50 percent attend four-year institutions; 33 percent work full-time to meet their college expenses (47 percent work part-time); and 26 percent take out student loans each year.

Hispanics: 45 percent of Hispanic students are women; 59 percent are 23 or younger; 60 percent attend community colleges; almost 40 percent work full-time (43 percent work part-time); and 21 percent take out loans.

African Americans: Two-thirds of African-American students are women; half are age 24 or older; 50 percent attend community colleges, and 40 percent attend private or public four-year colleges or universities; 40 percent work full-time (41 percent work part-time); a one-third borrow in a given year.

Asian Americans: The Asian American student population split evenly between men and women; almost two-thirds are years old or younger; 58 percent attend four-year institutions; only 48 percent work full-time (48 percent work part-time); and one-quarter take out student loans.

Native Americans: Three out of five students are female; 41 percent are age 30 or older; three out of five attend community colleges; percent work full-time; and 24 percent borrow in a given year.

Gender: Female students are more likely than male students to be older, have dependents, and have low income. They are less likely to work full-time and take student loans.

Male undergraduates are more likely to be independent and come from mid- and upper-income families.

Times have changed. Going to college is very different for people than it was even 25 years ago. These developing trends probably continue.

Copies of the report are available for $15 from ACE at (301) 69073, fax (301) 604-0158.

Dr. Mellander is a professor at George Mason University.
“NAFTA DBA” Takes Shape along Southwest Border

Developed by Academics in Mexico, Canada, and the U.S.

by Anita J. Gomes

What do you get when you bring together faculty and administrators from universities in Canada, Mexico, and the United States and ask them to develop a doctoral program to meet the needs of Mexican business faculty in northern Baja California?

Some might call it a NAFTA DBA.

Others might call it simply an innovative solution to a series of challenges. As a result of some creative problem-solving, a Mexican national initiative has had very positive impacts on faculty at several institutions in three countries.

Among the initiatives set forth by Mexican President Ernesto Zedillo early in his presidency was the goal of increasing the number of doctoral-qualified faculty at Mexican colleges and universities. The Mexican Ministry of Education, Consejo Nacional de Ciencia y Tecnología (CONACYT), and the Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES) took leadership roles in assuring that mechanisms were in place to provide support to institutions wishing to undertake this challenge.

In the same vein, under the leadership of Rector Enrique Carrillo and Vice President Fernando Leon Garcia, Baja California’s CETYS University established an institutional goal of raising the percentage of its full-time faculty with the doctoral degree.

Carrillo and Leon made a commitment to respond to both the national initiative and their own institutional goal in a proactive manner and focused their initial efforts on the doctorate of business administration (DBA) and doctorate of engineering (D.Eng.). Because of a previously existing cooperative relationship with San Diego-based United States International University, Leon and Carrillo contacted USIU early on in their planning to discuss opportunities for collaboration. USIU is a private, independent university that is well known locally for its high quality doctoral programs in business, psychology, and education, among other degree offerings.

USIU President Garry Hays and Mink Stavenega, dean of USIU’s College of Business Administration, were receptive to the opportunity right from the start. “Collaboration between CETYS and USIU has been occurring for a number of years, since the signing of an agreement to cooperate in 1997,” said Hays. “The doctoral program is one very successful aspect of a broader cooperative relationship between the two institutions. We were certain that USIU’s expertise in doctoral education, coupled with the commitment demonstrated by CETYS to making this project work, would assure the success of this program,” Stavenega added.

A series of early conversations led to the development of a consortium of North American institutions, headed by CETYS, with the aim of offering a
tri-national doctoral program in business for faculty along the western-most part of the U.S.-Mexico border. In addition to USIU, other participating institutions include Arizona State University, San Diego State University, and Concordia University of Montreal. A similar consortial relationship was formed between ASU, the University of Toronto, University of Victoria, and University of Arizona to offer the D.Eng. to CETYS engineering faculty.

"While the DBA will be awarded by CETYS, one of the major benefits of this program is that our faculty have access to and input from professors at a number of different institutions as they progress through their coursework," stated Fernando Leon, CETYS vice president and a driving force behind the effort to develop the collaborative DBA program.

He notes, also, that "Efforts such as these essentially constitute part of the wave of the future in terms of international collaboration, doctoral programs, and responsiveness to context, all within a reasonable framework of academic quality."

An initial start-up grant of $12,500 from the American Council on Education (ACE) and ANUIES, which is ACE's Mexican counterpart, provided the seed money to facilitate initial planning and implementation of the program. Stavenga and Leon serve as the institutional representatives for the ACE-ANUIES grant and as lead administrators of the joint doctoral program.

"We definitely view this collaboration as a steppingstone in the development of alternative models for doctoral education as well as a test bed for future multinational educational partnerships," offered Stavenga.

"USIU has, to some extent, served a cross-border constituency with its business programs for some time," stated Stavenga. "Working with CETYS on this NAFTA DBA has been one very successful aspect or our general efforts to enhance USIU's bi-national presence."

Not coincidentally, in addition to its main campus in San Diego, USIU also has campuses in Mexico City and Nairobi, Kenya, and has long been committed to multicultural-multinational education.

The ACE-ANUIES grant, which was one of only five approved for 1998-1999, provided funds to establish and implement the appropriate curriculum, policies, and standards of quality typical of programs of this nature. A unique aspect of the project is that the degree program is being offered through a combination of face-to-face, online, and other distance learning technologies, such as video conferencing.

As part of the grant, USIU and CETYS held initial meetings to bring together representatives of participating consortium members. One such meet was held in San Diego, and another took place at ASU in Tempe, Arizona.

To date, 16 students, most of them current business faculty at CETYS campuses in Mexicali, Tijuana, or Ensenada, are enrolled in the collaborative DBA program. They are moving through the required coursework in a cohort group, and are approximately halfway through the program.

CETYS is supporting its faculty participants in a variety of ways. The University is paying 100 percent of their tuition and fees and has made course release time to assure that faculty members have sufficient time devote to their doctoral work.

Since the DBA program was designed for CETYS professors, the curriculum includes a course on pedagogy and another on information technology in higher education. "These courses are aimed at refreshing, polishing their knowledge and practice of teaching methods, as well as different state-of-the art tools that can be used to enhance learning," no CETYS vice president Leon.

Scott Venezia, professor of business at CETYS' Ensenada campus, notes a number of benefits of participation in the program. "One of the most important aspects of the program is that we are immediately able to apply what we are learning to our work. We gain control over our class refine our teaching methods, and enhance our curriculum."

Students choose to pursue concentrations in strate management or international business. USIU is the lead consortium institution for the strategic management emphasis. With its global reputation in this discipline, it was a natural fit. Igor Ansoff, who is known worldwide as the father of strategic management, is the founder of USIU program, and graduate students from throughout the world have been attracted to the university to study under Ansoff and his colleagues.

"USIU's involvement has been crucial to this effort in particul because of its expertise and established tradition in strategic management," stated Leon. Concordia University of Montreal has the leadership role in the international business concentration. Leon noted that "Five to the success of the international business emphasis has been the support provided by my counterpart at Concordia, Jack Lightstone, vice rector academic affairs, as well Jerry Toberlin, associate dean of commerce, and Terri Lituchy, professor of international business."

Many of the courses are offered on-site in Mexicali and Tijuana; m
A number of program participants have ties—direct or indirect—to border area *maquiladoras*. In addition to their teaching responsibilities at CETYS, several serve as consultants or administrators with the manufacturing plants. With this in mind, the DBA program was designed to provide an opportunity to produce practical, usable research.

As the 16-student cohort group approaches its final classes in the summer of 2000, the dissertation process will soon be under way. While there is a significant level of emphasis on honing academic research skills, the dissertation process will focus on applied research.

"It has been a great pleasure to observe the professional development of the faculty participants," stated USIU's Stavenga. "Their research and teaching skills have improved markedly during the course of their doctoral work, and many of them have experienced the added benefit of a truly multicultural learning environment."

Student Scott Venezia agrees. "The strong focus on research has broadened our horizons and has made us tap into issues that are relevant for our university's environment. Bilingual collaborations have evolved since the program started, and we are now joining hands with professors in both the U.S. and Canada to research areas of mutual interest and benefit."

USIU and CETYS administrators agree that the program has been an overwhelmingly positive experience. CETYS coordinator of business programs Carlos Rodriguez notes two benefits of particular note: "First, there is the direct benefit of keeping our outstanding professors on faculty while they pursue the doctoral degree. Our students have better educational experiences because the faculty is gaining knowledge and skills as they progress through the DBA program. Also, we benefit from the post-DBA commitment of at least two years to which each participant has agreed."

The third intensive summer course is planned for summer 2000 in Amsterdam in the Netherlands, with the aim of assuring that the cohort also gains a European Union perspective.

CETYS faculty members were selected to participate in the DBA program through a competitive selection process. The 30 faculty applicants were evaluated based upon their level of academic preparation, English proficiency, and a personal interview. All program coursework is in English, mandating a substantial level of fluency for success in the program. Additionally, participants were required to commit to remaining on the CETYS faculty for at least two years following the completion of the DBA.

Of the 16 current students in the collaborative DBA program, 13 are CETYS faculty. The other three are business people in the Calexico-Mexicali community who are pursuing the doctoral degree for personal reasons or professional advancement outside of higher education. One such student is Ernesto Duarte, whose employer—a Mexicali *maquiladora*—is paying his tuition and fees.
Rodriguez, who also holds a DBA from USIU, earned prior to the commencement of this collaborative degree program, continued. "The cross-cultural nature of this particular doctoral program is, perhaps, unsurpassed. Our professors will be at least one step ahead of most others in their ability to teach and learn in a multicultural environment."

USIU Professor M. Krishnamoorthy, who taught global information management to CETYS faculty last year, noted, "I thoroughly enjoyed teaching this elite group and in the process learned a great deal. That is the beauty of education: The more you give, the more you learn."

Launching and sustaining this tri-national DBA program has not been without its challenges, however, notes USIU's Stavenga. "Professors teaching in the program have pointed out that there is a considerable range of academic preparation and of English proficiency among the students." This, despite the requirement that participants hold the master's degree and have a TOEFL score of at least 550.

"Additionally," Stavenga commented, "the distance between the campuses has provided some challenges to recruiting faculty to teach the courses." Technology has helped in some instances, but most of the courses have consisted of faculty from USIU and other consortium institutions going to Mexicali, which is approximately two hours, by car, from San Diego, to teach. Many of the classes have been scheduled for weekends to accommodate the professors' needs and the students teaching schedules at CETYS. Additionally, CETYS has borne meal and lodging expenses incurred by faculty.

Stavenga concurs, however, that the benefits have far outweighed any difficulties that might have been experienced. "Our faculty members who have taught in the program are unanimous in their praise of the experience. They've commented that they are proud to be contributing to the development of fellow academics and are, themselves, benefiting from the cross-cultural nature of the teaching-learning environment."

The first group of graduates is expected to complete the program in 2001, at which time prow will present a doctoral work in business faculty. CETYS is also involved in the development of a similar consorntial program. This program will launch in the future, with a number of students in the University of A Concordia Unives de Murcia from the University of A Concordia Unives de Murcia from the University of A Concordia Unives de Murcia from the University of A Concordia University, and Universitas de Murcia.

A start-up grant of $12,500 from the American Council on Education (ACE) and ANUIES, which is ACE's Mexican counterpart, provided the seed money for initial planning and implementation.

Anita J. Gomes, executive assistant to the president and director of public relations at United States International University, was appointed to the faculty of the Institute for Inter-Institutional Relationships with UNIVISI in Mexico.
The Ivy League Review: Part Four

Harvard, Cornell Universities and Dartmouth College

by Mari Carmen Sarracent

Many of the Ivy League schools, long recognized for their standard-setting intellectual contributions to society—developing the very fabric that makes up the United States—date back to the founding of this country. Hispanics are finally finding a place there.

It is an honor to discuss Hispanic admissions, affirmative action, unprecedented events and Latino accomplishments at these traditionally white-dominant universities. It reveals that people of color are gradually making inroads, and not just as token representatives. That they are considered equally qualified by their accomplishments and future potential as leaders in this country, not just as individuals of Hispanic heritage but as Americans.

This article appraises three academic giants in the Northeast—Cornell University, Dartmouth College, and Harvard University. All three ranked high in U.S. News’ Best College Rankings. Harvard was number two after California Institute of Technology. While they were not in the top tier for graduating Hispanics, the Ivy League schools were among the distinguished institutions included in the Top 100 list for the number of degrees awarded to Latino students.

Harvard University

Assessed as one of the most selective schools in the United States, Harvard, as are Cornell and Dartmouth, also is one of the oldest. It was founded in 1636. Total undergraduate enrollment (full-time) is 6,692, of which Hispanics represent eight percent. Asian-American students are the largest minority group enrolled, standing at 47 percent; whites, 59 percent. The four-year graduation rate is 86 percent, and the average six-year graduation rate is 97 percent.

Data on degrees conferred by student ethnicity for the 1998-99 academic year reveal that Hispanics totaled 375 or six percent. Whites numbered 2,816 or 42 percent. These data include degrees awarded in all Harvard schools, including Graduate School of Arts and Sciences (GSAS), Business, Dental, Education, Law, and Medical.

GSAS is recognized for its commitment to having a diverse student body. The W.E.B. Du Bois Graduate Society (named for the first Black student to receive a doctorate from Harvard) was founded “to minimize the frustration and isolation commonly associated with graduate school.” The society sponsors activities such as orientation meetings, student-faculty panels as well as social events.

Harvard also publishes Smooth Transitions and the Minority Student Newsletter that help keep students of color in touch with university resources.

This fall, Harvard’s fairly new Interfaculty Committee will host a major conference dedicated to promoting the scholarly study of the Latino population in the United States—Latinos in the 21st Century: Setting the Research Agenda. The committee, composed of members of the faculty of Arts and Sciences and five of the professional schools, forms part of the David Rockefeller Center for Latin American Studies. Professor of Education Marcelo Suarez-Orozco is the committee’s chair.

One of the issues atop this group’s list is the recruitment of senior faculty in Latino studies and the subsequent development of a Latino Studies academic department. One student quoted in the Harvard University Gazette commented on this issue, “I can’t write a dissertation in a year. Junior faculty are great for classes, but if you can’t be sure someone is staying, the whole next generation of Latino scholarship is likely to suffer.”

Faculty data for the fall of 1996 indicated that in the Faculty of Arts & Sciences senior faculty surpassed those in junior positions: 419 professors, 79 associate professors and 113 assistant professors. To foster diversity among the teaching ranks, in 1995 the Faculty Development and Diversity program was conceived and was followed by other support programs such as the Minority Faculty Development Program and Women in Academic Medicine.

Four years later, the issue of diversity representation still is on the table. Late in 1999, the Office of the Assistant to the President and the Workforce Initiatives Unit within the Office of Human Resources sponsored a conference to explore diversity of university staff.

Winthrop Professor of History Stephanie Thernstrom, who is a strong proponent of meritocracy, commented that there is a tension between diversity and recruitment based solely on merit. Others argued that those making a decision based on merit alone tend to choose people like themselves, which can often inhibit, rather than foster, diversity. President Neil L. Rudenstine opened the conference asking “Why does diversity matter?” At the conclusion of the conference, he stated, “It’s an effort that’s well thought-out, extremely professional, and that has resources behind it to make it work. We’re at the beginning.”

Cornell University

An ongoing wave pushing efforts to increase diversity on campus and in lecture halls also is undulating at Cornell University, Ithaca, New York. Hispanic undergraduates represent six percent of the 13,442 full-time undergraduate population. And unfortunately, students in the ’98s
and in the new millennium have not been able to escape like-experiences, such as race-related discrimination and violence, faced by students of color in the ’60s.

Consequently, last year the faculty senate was charged with addressing the campus climate at Cornell and voted in February to approve a resolution on campus climate and to reformulate the Committee on Minority Education. Cornell President Hunter Rawlings issued a public statement in which he said, "...There is no place for racist attitudes in a university that espouses the enlightened use of reason to pursue humanist understandings and scientific truth... It is important to remember the principles [of Martin Luther King] held and he set. His dream of racial justice is one that we should all help this university and this country to realize by our words and our actions... Cornell stands for reasoned thought, sustained and informed discussion, constructive engagement, and freedom of responsibility. Let's leave that legacy for the next generation."

Many initiatives and programs with diversity in mind have been forthcoming. The Latino Studies Program is one. Pedro Caban, a visiting professor of government and the program's director, notes that to evolve, the program will need support from the administration, faculty, and students. Caban stated, "At Cornell, we have the resources, the location and the context to start building an integrated and intellectually challenging Latino studies curriculum that will expand educational opportunities—not just for Latino students but for all students.”

Philip Lewis, dean of the College of Arts and Sciences, and Biddy Martin, senior associate dean of the college, issued a statement regarding Caban's appointment: "...under Caban's leadership... it will be possible to overcome the conflicts among participants in the program... And to establish plans for the program's future."

Most recently the Latino Studies Program announced the winners of its first undergraduate Latino Studies Research Grant Program. Each winner received $500. Caban, the Program director, stated, "The grant program will strengthen the LSP's academic mission by expanding the opportunities for students to undertake Latino-related research.”

The award recipients are: Nadia Huancahuari, Spanish literature and biology major, "Depictions of Female Interpreters of the U.S. Experience;" Michelle C. Perales, city and regional planning major, "Communities Organized for Public Service and Mexican-American Community Empowerment;" Cassandra Ramirez, urban and regional studies major, "Colonias in South Texas;" and Alvin Antonio Velázquez, government major, "Puerto Rican Migration to Chicago and Gentrification."

The National Science Foundation also lauded Hispanic students recently. NSF's Graduate Research Fellowships were awarded to 14 Cornell students. Martha L. Delcampo, one of the undergraduate winners, is majoring in civil engineering. Each winner received a $16,200 stipend per year for full-time graduate study.

**Dartmouth College**

Its comparatively small undergraduate population of 4,023 (four percent Hispanics) has no bearing on Dartmouth's efforts to increase diversity at this elitist, educational enclave in Hanover, New Hampshire.

In October 1999, Dartmouth's Psi Chapter of La Unidad Latina, Lambda Upsilon Lambda Fraternity Incorporated, hosted the 1st Annual Noche Derada, a cultural event for the entire campus. Sociologist and professor Felix Padilla, who has conducted scholarly work on Latino culture and authored numerous books, was invited to speak. A mariachi band, and The Welfare Poets, a poetry collective that began at Cornell in 1993, were also invited to perform. The gala was held in observance of National Hispanic Heritage Month and was free of charge to students, faculty, administrators, and the Upper Valley community. Donations were accepted for a scholarship created by the fraternity to serve members of the Upper Valley community as part of its community outreach program.

In a survey of 1999-2000 examining instructional faculty and class size, the number of minority faculty was 61. Fifty were designated as full-time; 11, part-time. Total number of instructional faculty was 658. These data excluded instructional faculty in pre-clinical and clinical medicine, administrative officers, undergraduate, or graduate students who assist in the instruction of courses, faculty on leave without pay, and replacement faculty for faculty on sabbatical leave.

As of October 1999 the number of degree-seeking undergraduates is 3,998–Hi, Janis accounts for 203, Blacks 214, Native American 85, Asian, 392.

Dartmouth's renowned Tuck Business School prides itself as being a global school, as it is the educational home to students from diverse backgrounds. As part of its MBA program, students are required to work in teams, which will undoubtedly pair them with students who are different from themselves. Dean Paul Danos notes, "There is a tremendous opportunity for Tuck to be the business school in the United States that is a model for how you deal with diversity and inclusion. You can have a community of 500 people and if 500 people can't get together and deal productively with issues of diversity and inclusion, there is no hope for this nation. The nation has 250 million people, and they all have ways to escape. Tuck has 500 people with nowhere to go. There is really no separation between class and life out of class.”

The following quote encapsulates the challenge faced by all the institutions covered in this four-part series and their response:

"Given the histories of exclusion, we have to do everything we can to counterbalance that history."

In forthcoming issues, The Hispanic Outlook will continue to look at how Hispanics, students and faculty are faring at these elite institutions, as well as the challenges, misconceptions, issues and politics involved.
Prospects Poor for Immigrant Children

“Prepare...or let it destroy us.”

BY
GARY M. STERN

A recent demographic study, “Projected Social Context for Education of Children: 1990-2015,” written by George Vernez and Richard Krop of the Rand Corporation, suggests that the number of poor students in American schools will rise by five percent in 2015 over the 1990 census, and the number of Latino students whose parents are without high school diplomas will rise by nearly two million. Both projections present myriad ramifications for educators in the next decade. Thus far, the report has drawn little attention.

L. Scott Miller, director of the Task Force on Minority High Achievement at The College Board, a New York-based nonprofit education association, commissioned the Rand Corporation, a Santa Monica, California-based think tank on domestic policy, to write a study on the demographics of the student population by 2015. Knowing the composition of the class of students, its ethnic background, and the educational background of parents in the next decade and a half could help shape education policy. The results of this study, released in January, illuminate what kind of teachers should be hired and lead to a fuller understanding of what schools should be addressing to improve academic achievement. But unlike the Hudson Institute's influential “Workforce 2000” study, which projected Hispanics as the fastest growing minority group in the U.S. and generated publicity galore, this Rand study has gone virtually unnoticed.

Major findings of this study include the following:

The number of low-income youngsters in American education will rise from 17.7 million in 1990 to 18.6 million in 2015, an increase of five percent.

The number of Latino and African-American parents with little formal education will rise from 60 to 78 percent of the 7.8 million parents. Indeed, Latino parents without formal education will rise from 2.8 to 4.7 million by 2015. Nearly half of the children in this particular segment will hail from Latino immigrant families.

At the same time, 22 million American parents will have college degrees by 2015, up from 16 million in 2000. More than 2 million Hispanic parents in 2015 will have college degrees, nearly triple the 700,000 parents with college degrees in 2000, and African-American parents with degrees will rise to 17 million in 2015 from one million.

How was this study conducted? George Vernez, director of the Center for Research on Immigration Policy at the Rand Corporation, said that he and Krop started their research by reviewing 1990 census information. “We developed a model that traced students through the education process and projected that into the future,” he said. Using the 1990 Census, they extrapolated birth, death, and immigration rates to determine ethnic and class populations. “My main interest was to know and understand whether the gap between ethnic groups would increase or decrease in the future, given current trends to determine the education achievement gap, and whether the shift in the composition of population might alter the educational attainment of the labor force,” Vernez said.

Based on their demographic projections, Vernez asserts that the education gap between whites and Asians versus Latinos and African Americans is increasing. A higher percentage of whites and Asians will graduate from college and a lower percentage of Latinos and African Americans. The implication,
he said, is "if you want to educate African-Americans and Latinos, you will have to do more."

One of the key determinants influencing the educational achievement of students is the education level attained by their parents. Since more Latinos will be entering schools from parents without a high school or college diploma, more money will have to be spent on Latino students' education to compensate for the parent's lack of educational achievement.

Miller is concerned. "Even if students show up in kindergarten speaking English, their parents won't have strong proficiencies in English. One of the first implications is that we need more early childhood programs for disadvantaged students," Miller said. Indeed, he can envision a host of educational improvements that could be employed to address this educational gap. He'd like to see English immersion in kindergarten classes, hiring larger numbers of bilingual teachers, and special training for teachers to make them more culturally attuned to Latino students. Most of these Latino students will be concentrated in urban areas in New York, California, Texas, Illinois, Florida, New Jersey, and Pennsylvania, and efforts must be focused in these states.

"The major finding of the report is the large increase in the population of Latinos who immigrated here and whose parents have little education," said Professor Eugene Cota-Robles, co-chair of the Task Force on Minority High Achievement and a professor emeritus of biology at the University of California at Santa Cruz. "These students are falling behind at a very early stage. Many of them were born in the U.S., but their parents are poorly educated and can't help them," notes Cota-Robles. He'd like to see an intensified Head Start program that offers these students the education resources that their parents can't provide.

The Rand Corporation study shows that Mexican Americans will require more education assistance than any other Latino groups since fewer Mexican Americans are college graduates compared to other Hispanic groups, says Miller. If Mexican Americans are removed from census statistics, nearly 80 percent of Latinos graduated from high school in 1990 he noted. Yet Vernez noted American education is doing a speculative job with almost all groups but immigrants.

Based on the 1990 census, excluding immigrants, 90 percent of whites, 87 percent of African Americans and 80 percent of Hispanics graduated from high school. The implication is clear: we need to do much more to strengthen the education of immigrant students entering our schools.

Despite the five percent increase in poorer students, there is also considerable good news about minority students entering American schools in the next 15 years. "We have an emerging middle class of Latino and African American students," Miller noted. Nearly half of the Black students entering education have parents who have attained college degrees, and 40 percent of Latinos hail from parents with college degrees. "The implications are that a higher percentage than before of these students will not be coming to school from extremely disadvantaged circumstances," he said. Since we'll have two million Latino and two million Black parents who have been college educated, "if we choose to invest more in their needs, the chances are greater that they will succeed."

The Rand study shows that white and Asian students are increasingly stemming from higher socioeconomic groups and are therefore more likely to succeed in education.

Yet the increase in Latino students demands that more Latino teachers should be hired, says Cota-Robles. He'd like to see the equivalent of a G.I. bill through which college students receive stipends to teach in public schools for five years or have part of their tuition costs paid. Only three percent of the faculty of the University of California at Santa Cruz were Hispanic, and it will require "high achievement" to augment that number in the future. "We need to have Hispanic students who are as competitive as other students," he said.

"We either have to prepare our nation for the rising tide of Hispanic students about to enter our school or let it destroy us," says Gloria Rodriguez, president and CEO of AVANCE Family Support and Education, a San Antonio-based nonprofit organization that helps Hispanic parents educate their children. Based on the report, Rodriguez would like to see a new program launched to encourage bilingual teachers in communities with large numbers of Hispanic children. At a recent conference that she attended, a speaker noted that if educators could reduce the Hispanic dropout rate in high schools, more than $18 billion would be added to the American economy.

Bottom-line, Miller says the Rand study demonstrates that "there is much to be gained from doing much more for each segment
As an ever-increasing number of Hispanics attain their Ph.D.s, those going on to postdoctoral research are coming up alarmingly scarce, believes Dr. James H. Wyche, Ph.D., executive director of the Leadership Alliance.

In 1995, according to National Center for Education Statistics figures, Hispanics accounted for 34 percent of the country’s Ph.D.s (whites, 85 percent). And a United Negro College Fund poll indicated that only 1,200 of 40,000 postdoctoral appointments—roughly three percent—were occupied by members of traditionally underrepresented groups, including Hispanics as well as African Americans. Wyche believes that the number should be closer to 2,000 to 2,500.

“What it shows is that with all of the government support to the National Institutes of Health (NIH) and awards to postdocs, few of the Ph.D.s are going on to the postdocs,” said Wyche, who is also an associate provost and professor of medical science at Brown University. “It’s a problem of national concern that we need to do something about.”

In 1971, through government authorization from Congress, the NIH was mandated to begin programs that would address underrepresentation of minorities in science. Programs were created—such as MARC (Minority Access to Research Careers) and MBRS (Minority Biomedical Research Support)—that would serve as forerunners of others to come, not only in federal agencies but in various other foundations and private agencies.

“What I’m really calling for is the same kind of concern and targeted program to address the next generation,” said Wyche. “Okay, so fine, we get them up into and through the Ph.D. ranks—that’s only part of our job. The other part of our job is to provide them additional professional experiences to make them more marketable, not only in academia but also in the public and private sectors as they go after employment opportunities.”

Wyche concedes that applying for postdoctoral opportunities is, of course, open to all minorities, but he finds that fact to be irrelevant. For Wyche, action must be taken. As long as academic institutions fail to put the issue on the table in a manner that inspires change, he sees the federal government having no choice but to intercede.

Experts cite various reasons for the postdoc figures, with economics topping the list. Cases abound in which minorities coming from economically depressed backgrounds feel a financial pressure to assume an immediate loan payback mode in order to accelerate their access into the economic mainstream. “We have problems recruiting young people at the postbaccalaureate into Ph.D. programs because they also have loans and might not know of scholarships and fellowships that can allow them to go to graduate schools without having anything coming out of their pocket (particularly in biomedical sciences),” said Wyche. “So I think part of the problem is lack of knowledge of what opportunities exist.”

Another factor lies in the fact that there is currently neither a national program nor a network aimed at reaching out to minority members to help them understand their greater marketability after an additional two to three years spent beyond their Ph.D.s as postdocs.

“I have an African American female at my own institution who should be very highly marketable, but we’re having some problems getting her a postdoc because of the lack of network, and I’m working hard myself to help her,” said Wyche. “And this is at an Ivy League school. You could imagine that if a student is somewhere else—maybe not of the same so-called elite status of an Ivy—the difficulty of simply getting a Ph.D. and then not having an extended network.”

In published articles, Wyche has asserted that a lack of mentoring for Ph.D.s results in fewer promotions into academia’s professorial ranks. In response, a special committee within the Leadership Alliance has been appointed to address the issue of dwindling minority postdocs.

The Leadership Alliance, says Wyche, is looking to increase postdoctoral appointments not only for students within the sciences, but for all of the disciplines—including humanities and social sciences, where pursuing postdocs has been generally viewed as not part of the “overall training experience.”

Dr. Eloy Rodriguez, an environmental science professor at Cornell University, believes that the NIH as well as the National Science Foundation (NSF) should share some of the responsibility for the low numbers. Rodriguez contends that majority investigators with NIH and NSF support are reluctant to provide opportunities for minorities. “They have never had to think about or have never thought about having minorities in their labs. It certainly never crosses their minds, although they certainly have no problem offering opportunities for international students. They used to go to Japan, but that fishing well has dried up.”

He claims that the situation has worsened in recent years because there has been no leadership in the NIH (the No. 1 institute providing postdoc money) pushing for the hiring of U.S.
underrepresented minorities as postdocs.

Twelve leadership positions became available during the reign of former President Harold Varmus. "In the last five years, they have hired no minority institute directors," said Rodriguez. "For NIH, if you do not have that leadership coming out of there, it has an impact. We're trying to recover, and it will probably take another five years.

"The Ph.D. students are obviously seeing what's happening, and they are either reluctant to pursue a postdoc, or are going into the private sector, or they're just discouraged," added Rodriguez. "You have to have some kind of carrot-and-stick approach. I think it's been mostly just a stick approach."

He addressed the decrease in research funding, including to minority investigators, at a time when the NIH has enjoyed a 30 percent increase in its funding for basic research. Both institutions reaped large financial awards from the federal government for research in the past year, with the NIH receiving 20 billion dollars and the NSF getting about 7 billion, respectively.

"There has been no real advocacy from the leadership that can make things happen," said Rodriguez.

Of the 15 Ph.D. students who graduated under Rodriguez, about half were minorities, and half of those still went on to postdocs with the professor's help and mentoring. "Having minority faculty performing basic research who are not getting ROI grants means you have minority faculty who as researchers can't even hire minority postdocs because they're not being funded," the Cornell professor said.

He believes that the lack of mentoring has played a role in producing the current low figures.

"[The NIH] is one place where I could point the finger, but I could just as well point it at NSF," added Rodriguez. "When you don't have advocacy, a true understanding of the problem, this is what you're seeing."

Don Robuski, public affairs director of the NIH, issued a statement on behalf of his institute, but declined to comment on many of the criticisms levied against it.

"First of all, we are constantly working to improve the participation of minorities in the postdoctoral programs," said Robuski. "Number two—we don't have any way, because of federal regulations, to track the ethnic origin of participants in the postdoc program. Providing that information is optional, and most Ph.D.s do not." Carter Kimsey, program manager for postdoctoral fellowships in biology for the NSF, runs the minority postdoctoral fellowship program sponsored jointly with the special sciences director since 1990.

"We're not getting as many applications today as we used to, but we are funding on the order of forty to fifty percent of the applications that we get," said Kimsey. "We feel like we're one of the people that are trying to do something about it."

These programs for minority postdocs, however, are not NSF-wide, but include only the directorate for biological sciences and the directorate for behavioral and social sciences.

Others, such as the directorate for geo sciences, math, and physical sciences, engineering, education, and human resources do not have programs for minority postdocs.

"I think that because of the general atmosphere for affirmative action, people don't know that we still exist," said Kimsey. "They assume that we've been gotten rid of because so many affirmative action programs have been disestablished. Even though it's on our web page and we make no secret of it, it's interesting that applications have fallen by fifty percent or so."

Wyche believes there is a potential to do better, starting at his own Brown University. About five years ago, Brown began a program that Wyche helped create out of the president's office in which a special fund was set up to competitively attract minority Ph.D.s to the campus through a presidential revolving fund. Four to six slots are available each year to be awarded competitively. Currently, there is a program to bring in recently mentored Ph.D.s. That program is being as many as 10 a year now into an institute for a one- to two-year period as a rising scientist.

In over 3,400 colleges and universities, about 125 to 150 are regarded as Research institutions. These institutions train a significant portion of the Ph.D.s and have a significant portion of the postdocs," said Wyche. "It's a focal point for concern here, over a hundred Research One institutions. Those are the ones where I'm sort of focusing my concern and attention, and I'm asking all of us, including institutions, to step up the effort to not only cognize and identify but create conditions programs that will address the concern to n individuals more competitive and marketable."

Margaret Miller, president of the Amer Association for Higher Education (a 30-year-old independent organization that promotes kinds of changes that colleges and universities have to make) believes that in the final analysis it's up to colleges and universities to ensure success of minorities in these disciplines. He feels these efforts should begin at the university and graduate levels.

"We need to work with junior high school and high schools to make sure students in college with the skills and knowledge they need to succeed in the hard sciences," said Miller. "We need to make sure that while they're in college that the pedagogical approaches we take designed to promote the success of all students, not just students who have a particular way of approaching learning."

Miller views the promotion of the agents minorities to being a chicken-and-egg issue, going hand-in-hand with this approach.

"We need leadership of color in order to push this issue, but the leadership of color come to the degree that we prepare them to do," said Miller.

"This is a responsibility we all share. All need to be working on the development of an ethik and academic excellence among students of color." added Miller. "It's a matter of education and a larger social need."
Purdue University has some exciting news to share. For the first time in its history, Purdue has enrolled more international students than any other public research institution in the country, and it is now ranked fifth among all colleges and universities in the U.S. for that distinction, according to figures for last September. The international group is comprised of 4,130 students from 127 countries enrolled at the West Lafayette campus in Indiana last fall, reports Michael Brzezinski, director of International Students and Scholars. Purdue's international enrollment passed those of the University of Texas at Austin and Ohio State University, two public schools in the lead last year.

Purdue University President Steven C. Beering a decade ago made "internationalization of the University" one of his administration's goals. Commenting on the good news, he suggested that as more international students look to Purdue for undergraduate and graduate education, the University and its U.S. students benefit. President Beering reasons, "A quality education in our global society must include an international component. Because of the presence of many cultures on campus, Purdue students will graduate with an appreciation for as well as an understanding of the world in which they will live and work. Nothing less should be expected from a truly great university."

Brzezinski adds that undergraduate international enrollment has grown more than 200 percent during the decade. He says that most of this growth has occurred during the last five years as Purdue initiated changes that streamlined the admissions and transfer processes. These steps include the use of electronic mail, online admission applications, and a prospective student database. The University notes that the changes have decreased the time between application and admission from several weeks to a couple of days.

Purdue has also been active in recruiting international students. Staff from International Student and Scholars and the Office of Admissions have met with student and high school guidance counselors in Asia, Canada, Europe, Latin America, and the Mideast. The recruitment is part of a "campus-wide internationalization plan." Michael Sioeh, dean of international programs, continues, "We have a responsibility to help our students gain a wide variety of experiences. When students from other countries come to Purdue, they bring their experiences and culture here where st
students from the United States can learn about life in other parts of the world," Stohl says. "The experiences gained from interacting with peoples from different cultures is invaluable. The in-class and out-of-class contact enables students and staff alike to think globally and understand the variety of approaches to knowledge that may exist."

There are 1,817 international students enrolled in undergraduate programs, while 2,316 are enrolled in graduate and professional programs. Brazinski stresses that both numbers are Purdue records. The admission standards have remained high, and students are well prepared to learn in an English-speaking classroom, notes Brazinski, who points out that international students tend to stay in college and complete their degrees. Of the undergraduate international students who started at Purdue in 1997, 95 percent were still on campus 2 years later. Among the international students who started undergraduate programs in 1993, 74.5 percent had completed their degrees within five years, a higher percentage than that of domestic students.

During its 128-year history, Purdue has grown from 39 students and six instructors to an enrollment of 62,372 on five campuses and 11 Schools of Technology locations, with faculty of more than 3,600. More than 3,770 students are enrolled on the West Lafayette Campus. System-wide, there are 2,544 Hispanic students, 3,088 African-American, 1,732 Asian American and 311 Native American students. This includes those enrolled at West Lafayette, School of Technology; Statewide System, West Lafayette Extension Calumet, Indiana-Purdue Fort Wayne, and North Central campuses.

West Lafayette is the central campus located across the Wabash River from Lafayette. That campus alone serves 8,818 Hispanic students. 1,285
African American, 1.275 Asian Americans, and 18 Native American students.

Purdue University has been educational since its second year of operation. Today, 43 percent of students on the West Lafayette Campus are women. Most undergraduates at the institution are from Indiana.

The mission of the University is not limited to undergraduate and graduate education. Last year, more than 130,000 people of all ages and backgrounds enrolled in 1,000 continuing education programs. Through the Cooperative Extension Service and the Office of Agricultural Research Programs, Purdue affects the lives of thousands of citizens of the state. The University's sponsored research program exceeds $15 million a year.

Purdue's reputation rests on the achievements of the more than 400,000 awarded degrees between 1874 and the present. Alumni include astronauts, Nobel Prize winners, U.S. and state senators, and representatives; U.S. secretaries of agriculture, literary figures, journalists, and college and corporate presidents. Twenty-one of its alumni have been selected for space flight. That includes the first man to set foot on the moon, Neil A. Armstrong, and the last to leave it, Eugene A. Cernan. Purdue is equally proud of other graduates who are "the people who hold society together," such as teachers, business leaders, engineers, managers, agriculturalists, scientists, technologists, pharmacists, and veterinarians.

Purdue owes its origin to President Lincoln's signing of the Morrill Act on July 2, 1862. By way of Morrill, the federal government offered to turn over public lands to any state that would use the proceeds from their sale to maintain a college to teach agriculture and the "mechanic arts." In 1865, the Indiana General Assembly voted to participate in this plan and took steps to establish such an institution. On May 6, 1869, the General Assembly decided to locate the institution near Lafayette and accepted $150,000 from John Purdue, $50,000 from Tippecanoe County, and 100 acres of land from local residents. The legislators established the institute and named it Purdue University. Classes began on September 16, 1874. On October 20, 1891, the Purdue football team was for the first time called "Boiler Makers," by a Crawfordsville reporter who wrote about Purdue's 14-0 trouncing of the Wabash team. Soon, Lafayette newspapers picked up the name. In the early days of Purdue football, the team had been known as "haymakers," "rail-splitters," "sluggers," and "cornfield sailors."

Over the University's distinguished history, less than one-half the cost of campus buildings has been furnished by the state of Indiana. Other funds come from bond issues, gifts, earnings, and federal government grants. For example, all residence halls are financed by loans, eventually repaid by applying a portion of the residents' room-and-board costs to the debt. The West Lafayette Campus has 145 principal buildings situated on some 1,570 acres, including a 245,000 square-foot mall. University-owned 528 acres are taken up by campuses, research facilities, and agricultural use. The Black Cultural Center was completed in the summer of providing a place for students, faculty, staff, and community members to study and learn about African American culture and heritage. The Center programs are open to all. The BCC includes a library of more than 6,000 volumes relating to the African-American experience as well as computer lab. A G. sterling sponsored Cultural Arts Series features prominent scholars, performing artists, and Purdue alumni who have extensive contributions to human rights, business, education, and the arts.

Also new at Purdue University is the Book of Great Teachers, a memoriam wall display in the west foyer of the Purdue Memorial Union dedicated in April 1991. The book bears the names of an inag group of 225 faculty members, past and present, who have done their lives to excellence in teaching and scholarship. Those it houses were chosen by their students, alumni, and faculty and have been designated Purdue's distinguished educators. The nomination process for inclusion in the Book was repeated every five years and is slated to reheat on January 2, 1996. President Beering became the ninth president of Purdue Univ in 1985, says that his years as its president few experiences moved him as much as the April dedication.

President Beering recalls, "Many current and retired faculty members whose names are included attended the dedication ceremony. The images of that gathering of great minds will be with me for the rest of my life. I saw a little girl trace the name of her grandfather. Then too, there is the Beering Scholarship that recognizes excellence in students, just as the Book of Great Teachers celebrates excellence in their mentors. The Beering Scholarship is designed to recruit some of America's very best students to Purdue by offering full financial aid to students from the first year through the doctoral degree long as the student maintains the standard of excellence. More than 3,000 outstanding students, including eight first-year students this year attended Purdue under this program since it began in 1986. Dr. Beering earned B.S. and M.D. degrees at the University of Pittsburgh and as dean and medical center director at Indiana University School of Medicine from 1969 to 1983 before moving to his post at Purdue. "Two groups of people—outstanding students and top faculty—Purdue's greatest assets," says the president. "They set the high standard that keeps our University at the top echelon of higher education."
Lamar Professors Offer ESL and Math CD-ROMs For Deaf and Hearing Students

by Jean F. Andrews and Donald L. Jordan

Through two U.S. Department of Education grants, we developed multimedia CD-ROMs for Mexican American deaf children to help them learn reading skills as well as learn about Mexican American culture with folktales and animal stories (Andrews & Jordan, 1998). We also developed multimedia CD-ROMs that focused on solving math word problems over six math grades of difficulty using multicultural names, stories, and themes. While our project aimed specifically at users of ASL (American Sign Language), we translated our materials into Spanish for children and adults learning English as a second language.

Multimedia Advantages

Multimedia offers a promising tool for teaching languages. Stories can be written in two or more languages, and each can be accessed by the click of a button on a page. Multimedia is especially useful for children who rely on sign language. Dictionaries of sign-language video movies can be built right into the stories. Multimedia pages offer “hot buttons” that access three languages.

Multimedia also lets you explore information at your own pace while combining printed text, narration, words, sounds, music, graphics, photos, movies, and animation on one computer page. Pages can be linked together sequentially or can branch off into new pages called hypermedia.

Deaf Mexican American Children

We targeted Mexican American deaf children because Hispanics are the fastest growing minority group in the deaf school-age population in the U.S., particularly in Texas, where we work. There are more than 7000 deaf children from Spanish-speaking homes in the U.S. (Schildthroth & Hutto, 1996). Because of cultural and linguistic differences, these children often find it difficult to learn language and other school subjects (Gerner de Garcia, 1993). Many score two to three years below their white deaf peers on standardized measures of reading, language, and mathematics (Allen, 1995). Cultural influences can be Spanish, Mexican, Puerto Rican, Dominican Republican, Cuban, Latin or South American in origin. Children might know different languages: some spoken and written English, American Sign Language (ASL), gestures, and home signs. They might also use Spanish simultaneous communication (spoken Spanish and sign), and some English simultaneous communication (spoken English and sign), or a mixture of these. If families recently emigrated from Mexico or South America, children might use an indigenous sign language. Such a trilingual environment (Spanish, English, sign language) can be confusing—and further complicated by the fact that no one language has been fully acquired.

Hispanic deaf youths also must navigate through three cultures—Hispanic, American deaf. While they eat ethnic foods, celebrate religious and historical holidays, this cultural information has little meaning to them if family members cannot explain these elements of sign language. Many grow up not fully understanding their home culture in deep and significant ways.

Most profoundly and severely deaf Hispanic youths pick up ASL rapidly when enrolled in school. ASL, used by more than 2 million Americans, is a visual-gestural language that is a grammatical form that differs from English (Vernon & Andrews, 1990). ASL becomes the language for many of these Hispanic youth because it is the first that is fully accessible. The grammar and lexicon of ASL is very accessible and available through peer deaf adult interactions. Thus, we translate stories into ASL for Hispanic deaf youths.

Since we wanted our stories to be accessible to children with a wide range of hearing levels, we included written and spoken texts in Spanish and English. Hispanic hard-of-hearing children might benefit from hearing and reading the Spanish words and sentences.
Learning ESL

One result of immigration is the population increase from Spanish-speaking countries, with averages quoted of up to 250,000 a year. Many of these children enter school speaking Spanish (Nicolaou & Valdivieso, 1992). It has been recommended that children be allowed to further develop their first language of Spanish and learn English as a second language through dual-language or bilingual maintenance programs (Baker, 1996). Our stories could be used in these kinds of educational programs.

Learning ASL

With global markets opening in South and Central America, Mexico, and the Caribbean, more adults are seeking Spanish instruction. It is also widely taken in high school and college because of the close proximity of countries such as Mexico and South and Central America to which students can go to practice ASL as a second language. ASL is used by two million deaf adults in Canada, and in the U.S. ASL has been designated as a foreign language by many states, and there are more than 2,000 ASL programs nationwide (Kemp, 1996). Students in Texas can learn ASL for foreign language credits in high school and college. People learn ASL for different reasons, as in working with the deaf children as teacher, aide, counselor, or interpreter. Parents might want to learn ASL too.

Product Descriptions

Our Mexican American series is made up of five CD-ROMS, each featuring a Mexican American story. Each page has buttons that the reader uses to access English and Spanish (voice and print) and ASL translations, and "hot words" that give ASL translations of key vocabulary.

Our "Meet the Math Wiz" series is made up of five CD-ROMS that offer more than 130 math word problems across six grade levels of difficulty. Chris Kurz, a math teacher who is deaf, is the math wizard and welcomes readers to his castle. He describes a four-point plan for solving math word problems using ASL. He has a glossary of math terms with definitions for teachers. The math wizard leads the reader into eight demonstration problems per CD where he gives them an ASL translation of the problem, an animation hint, and an explanation of how to solve the problem, in ASL. Math words are also "hot linked" to an ASL sign and explanation. For example, math terms such as "how many left," "all together," and "in all," often pose problems for readers. With the click of a button, deaf children can access an ASL sign definition of these terms in the context of the story problem. Readers can also access English and Spanish voice and print. Each CD-ROM has an additional twenty to twenty-five practice word problems in English and Spanish print; only All word problems feature multicultural themes and names.

Evaluation

We have started to collect data using our multimedia CD-ROM stories with young deaf readers. Story-retelling data were collected on twenty-five deaf elementary age children. Statistical analyses showed that the print-only form was the least conducive to story comprehension, while a multimedia form with print, pictures, and sign language was more conducive to story comprehension than print only and print with sign language. Stories presented by print with pictures were also more conducive to story comprehension than print alone or print alone with sign language. These results show support in the use of multimedia technology in classrooms for students who are deaf (Gentry, 1999). We have further plans to experiment with our math word problem CD-ROMS in Texas, Louisiana, and Kansas with deaf children and ESL hearing children.

Technology

Technology is not a quick fix to nagging problems of literacy with multicultural, deaf, and deaf-multipurcultural populations. Nothing replaces the long, one-to-one talks with an interested and caring teacher, sincere mentoring, and other unique, meaningful ways that teachers forge special relationships with their students. What technology does offer, though, is a tool to make innovative and imaginative materials to reinforce skills and provide for a measure of independence for the learner. The tools go with the teachers; they don't replace them in the classroom.

Creating new materials for non-English students is a wise and worthwhile investment. All children deserve an education for their own self-fulfillment. Children from Hispanic backgrounds will be an invaluable resource for our country's economy. But we must educate them to the maximum potential so that when they enter the workforce, they can participate fully in all the benefits our society can offer them. By providing teaching tools such as CD-ROM stories, which highlight their home culture and language in a positive way, we can provide them with important early literacy tools.

References


MEXICAN-AMERICAN STORIES

"The Parrot That Could Speak Two Languages: (El loro que sabia hablar dos idiomas)," 3rd grade level


"The Ram in the Chili Patch (El chivo que semetio al campo de chiles)," 3rd grade level

About a little boy who asked for help to get a stubborn ram out of his chili patch. Reading skills: vocabulary, finger spelling, ASL and English synonyms, antonyms, contractions, third person progressive tense form, and story questions in a game format. Cultural enrichment: Mexican foods (chili peppers and other Mexican dishes) and Mexican traditions (the baptism, Quinceanera, the wedding).

"The Burro and the Wise Men (Los sabios y el burro)," 3rd grade level

A short, amusing story about a wise burro that could tell the weather by instinct. He was smarter than wise weather analysers with their modern instruments. Reading skills: vocabulary, finger spelling, ASL/English present and past progressive tense forms, past tense (regular and irregular), personal pronouns in a game format. Enrichment page: all about climates in Mexico and hurricanes.

"The Bilingual Cat (El gato bilingüe)," 3rd grade level

A "bilingual" cat who knows dog language (barking) and cat language (meowing) tricks a mouse into leaving its mouse hole. Reading skills: comprehension (story questions) and grammar games (ASL/English plurals—regular and irregular, past tense—regular and irregular, and third person singular tense). Cultural enrichment: all about wild animal cats found in Mexico (the puma, the ocelot, the mountain lion, and the cougar).

Jean F. Andrews, Ph.D., is a professor in the Department of Communication Disorders and Deaf Education in the College of Fine Arts and Communication at Lamar University, where she teaches courses in deaf education and conducts applied research.

Donald L. Jordan is the chair and a professor in the Department of Management Information Systems in the College of Business at Lamar University. He teaches courses and conducts applied research.

Drs. Andrews and Jordan co-directed the Hispanic Literacy Grant (G00H09G50916 and Math Literacy Technology Grant (G00H8070051).

MEET THE MATH WIZ

Chris Kurz, a math teacher at the Kansas School for the Deaf, is our ASL story signer. "Meet the Math Wiz" is made up of five levels of math word problems with eight demonstration problems featuring colorful graphics, text (English and Spanish), voice (English and Spanish), animation hints, and ASL explanations. With 20 more practice problems in English and Spanish text. All word problems are written below the third grade reading level.

Math categories: charts, measurement shapes, counting, place values, number sentences, fractions, time, money, addition, subtraction, probability, percentages, and distributive property.

BEST COPY AVAILABLE
Preserving the Past, Embracing the Future

Programs and Projects at St. Thomas University

BY SUSAN SMITH

Last November, more than 50 members of the Cuban Association of University Women attended a luncheon on the campus of St. Thomas University (STU) in Miami, Fla. They had come to hear well-known Cuban-born filmmaker Alex Anton speak about a subject close to their hearts. Anton is producing and directing a documentary about the history of the Cuban presence in the United States, which he has traced back to the founding of this nation. Entitled Cubans in America—Past, Present and Future, it will be South Florida's answer to The Irish in America. The documentary is part of a Cuban Oral History Project being sponsored by the University. Based entirely on oral histories of Cuban immigrants, videotaped in the University's media center, this first segment of the documentary will premiere in the fall during Hispanic Heritage month. Ramiro Ortiz, president of SunTrust Bank Miami and a major sponsor of Anton's previous documentaries, arranged for the partnership between Anton and STU.

STU traces its roots to the Universidad de Santo Tomas de Villanueva, founded in 1946 in Havana, Cuba, by American Augustinian Friars. When the Castro government expelled the Augustinians from Cuba in 1961, several of the American Augustinians came to Miami, where they founded Biscayne College. Biscayne College became STU in 1964 with the formation of a graduate school and the St. Thomas University School of Law. Aware of this strong connection to Cuba, Ortiz considered STU a natural home for the Cuban Oral History Project.

Anton has received widespread acclaim for a previous documentary, Adios Patria: The Cuban Exodus, about the recent Cuban exodus and shown on PBS throughout the United States and overseas. Willy Chirino narrated the Spanish version, and Andy Garcia, the English.

The Cuban Oral History Project will capture the larger story of a community that has had a significant impact on all levels-cultural, economic, political, and artistic—not...
only in Florida but on a national level. The permanent collection of videotapes will be housed at STU and made available to academics, students, and writers for research on campus and online.

Members of the Cuban Association of University Women were excited at the prospect of being included in the Project. Most of the members attending the luncheon had carried out their studies in Cuba and eventually became leaders in business and academia after adjusting to their new lives in the United States.

Dr. Hilda Garcia, president of the Association, congratulated both Anton and the University for the combined endeavor, calling it "a unique method of preserving the events of the past 40 years for coming generations."

The University maintains close ties with South Florida's Hispanic American community. Not only does the University trace its roots to the Havana University, but more than half of its undergraduate population today is Hispanic.

Given their experience in Cuba, the University's founders, and specifically its first president, who was vice rector of Villanueva, were intimately familiar with teaching students from different backgrounds.

That commitment to student diversity continues strongly today. St. Thomas looks not only to Miami-Dade County but also to Latin America, the Caribbean, and beyond. Part of its mission is to provide each student with the opportunity to be part of a true international community, not just to earn a degree but to interact with others and to grow academically, socially, experientially, and morally.

The University is located on a 100-acre pineland, an oasis of tranquility in the middle of urban north Miami-Dade County, not far from Broward County and the city of Ft. Lauderdale. It has a southwest Miami campus and has recently started offering degree courses at a new Broward County location.

Courses for MBA and MSM degree programs are offered at on-site locations, at local police departments, hospitals, and airports throughout the two counties. STU offers 25 undergraduate- and nine graduate-degree programs, in addition to the degree of Juris Doctor from the School of Law.

Miami’s Hispanic American community is represented in all areas of the University. More than 30 percent of STU’s board of trustees and more than 40 percent of its staff are Hispanic American. Of 72 full-time faculty members, 20 are Hispanic.

The University has dramatically increased its visibility, both in South Florida and nationally, within the past year. It received the first annual award for outstanding member-institution of HACU, the Hispanic Association of Colleges and Universities. For the past two years, Hispanic Business Magazine has named the law school one of the top 10 law schools in the country for Hispanics. The STU School of Law has one of the most culturally diverse student bodies in the country. Hispanic students represented 24 percent of the graduating class last year, and the retention rate for first-year Hispanics was 82 percent.

STU is also a designated HSI, Hispanic-Serving Institution. It is the only university in Florida to receive a Title V grant in 1993 and was the only private university in the state to do so. Over the past five years, the more than $2 million grant will train faculty to add interactive teaching and learning strategies to current teaching practices and to reach an increasing number of nontraditional students off campus by distance learning. By 2004, five fully networked classroom/ labs and 17 media-equipped classrooms will be operating on the main campus in Miami-Dade County.

For a long time we put in place a state infrastructure for technology. STU’s president Rev. Msgr. M. Casale, “This grant will help us put a stage of development in the teaching and delivery.”

Monsignor Casale is a native of his STU presidency much at home in Miami. Newark and a graduate of St. Thomas University, he was once a priest, vicar general, and chancellor of the Archdiocese of New York. An immediate hit with the Florida community, Monsignor Casale revels in Miami’s vibrant and diverse community.

Student Diversity

The Cuban accent is the only Spanish accent on the university campuses today. STU has connections with students from Colombia, Guatemala, Peru, El Salvador, Atlanco, Nicaragua, Venezuela, Paraguay, and from the-speaking islands of the Caribbean. Some left their country years before and have grown up in Miami. Others came here from overseas.

In addition, STU offers the distinctive Spanish-speaking students the chance to study in Spain.

Since the early 1980s, STU has offered a Study Abroad program in Spain. Maria Cristina in San Lorenzo del Escorial, a town memorials to the writings of Ernest Hemingway are held in the beautiful 16th-century monastery and palace of the Duke.

Since 1990, STU has Spanish students the 2+2 program. They obtain a Bachelor of Arts in Spanish at STU and a Bachelor of Arts in Spanish at the University of Miami.
intensive English classes, and then two years of business classes in Miami. Now STU also offers this 2+2 program to graduates of high schools. Today there is a tremendous need for truly bilingual professionals in the employment market. They must be able to write and conduct business in flawless Spanish. Applicants to the program must be native Spanish speakers or have the equivalent of four years of high school Spanish. During their first two years in El Escorial, students complete the first two years of their undergraduate degree. Classes, including the required courses in literature, history, philosophy, and mathematics, are taught in Spanish and English by both American and Spanish professors. Students whose native language is not Spanish take intensive Spanish classes. Hispanic American students take advanced Spanish grammar and writing classes.

After two years in Spain, students return to STU in Miami to finish their degree with a choice of major. If they wish to finish their degree elsewhere in the US, credits earned at STU in Spain are transferable.

Degree programs and individual classes at STU are geared to the Hispanic American student and the University's Miami location. STU offers graduate and undergraduate degrees in international business, aimed at preparing employees for the local international business community with close ties to both Latin America and Spain. Courses in multicultural counseling and minority relations are specifically written for all students who work in the Miami area in jobs that require their learning to interact with clients from Hispanic and other cultures.

Since it began three years ago, STU has sponsored the Hispanic Film Festival. Dr. Susan Angulo, assistant vice president of academic affairs at St. Thomas, is a board member of the Festival, which brings a growing number of Latin American and Spanish film producers to Miami each year.

The University's Art Atrium Gallery frequently exhibits the work of Hispanic artists and is currently showing the work of Miami artist Xavier Cortada, whose colorful oil paintings depict social and political issues such as racism, poverty, human rights, AIDS, and Cuba. Hispanic Heritage Month celebrations last year included an evening of Spanish Zarzuela by the Hispanic American Lyric Theatre, a lecture series on Hispanic themes, and a panel discussion on "Three Generations of Hispanic Women: Multiple Fictions." There was also an exhibit of students' creative writing in Spanish. These activities are organized by the Association for Joseph and Carmen Unanue of New Jersey, José A. Ortega, Sr., of Saxón Goya of Miami, and Francisco Unanue of Goya de Puerto Rico have donated funds for the Institute for Workforce Enhancement. The Institute trains the mid-level employees of local businesses, such as Saxón Goya of Miami, to move into management positions. This upward momentum in job mobility is intended to create openings for entry-level applicants and provide employment to applicants who were previously welfare recipients.

Carlos Saladrignas, CEO of ADP Total Source, formerly known as the Vincam Group, Inc., a leading company in the temporary staffing industry, is the principal funder of the Cuban Oral History Project. Saladrignas was the University Women have donated scholarships specifically for minority students.

The face of STU's main campus will change dramatically within the next few years. Fundraising is well under way for three new building projects. Construction is about to start on an impressive new entrance to the University, featuring a tower, visible from a nearby expressway and flanked by stately palms and flowering tropical blossoms, a divided boulevard to lead visitors and students through the pineland to the center of campus.

The second project is a replica of the chapel on the campus of STU's precursor in Havana. The chapel will be built in the center of campus and include an annex to house the Cuban Oral History Project. The third project is the International Sports Management Resource Institute, including a state-of-the-art gymnasium, to provide support for the University's nationally acclaimed sports administration degree programs.

While the refurbishing of campus will enhance the University's profile in the South Florida area, the Cuban Oral History Project and the national distribution of Cubanis in America: Past, Present and Future are expected to lead to greater national recognition for STU.

"I am thrilled by the possibilities..." said Monsignor Casale. "Not only in the year 2000 but also far into the new century. St. Thomas will fine-tune its degree programs in the light of an ever-changing marketplace and the needs of our students."

Susan Smith is associate director of the Office of University Advancement at St. Thomas University, where her responsibilities include public relations, coordination of grants and grant writing, and alumni publications. Her cum laude B.S. in journalism and English is from the University of Miami, Coral Gables.

The University is seeking an additional $1.5 million to produce the documentary, fund the videotaping, and establish the archives.
Yupi.com Helps Hispanics Play Internet Catch-Up

BY MARILYN GILROY

The "yupinauta family." That's how those who manage and market the company refer to users of Yupi.com, one of the world's largest Spanish-language networks of Internet sites.

This "family" shows no signs of slowing its growth as Yupi moves to secure its technological foothold among the eight million Hispanics households in the United States and expands to the 350 million Spanish-speakers in the global market. But while the rising numbers of potential customers is good news, the bad news is the current statistics that show minorities to be far less active on the Internet than whites. Only one out of seven Hispanics in the U.S. has Internet access as opposed to one out of four in the general population.

It seems only natural that someone would tap into this huge underserved market as well as help close what has been termed "the digital divide" among ethnic groups.

That someone is Carlos Cardona, who in 1996 at the age of 22 founded Yupi.com because he recognized the need to provide a Spanish-language search engine and directory that linked content from around the world on the Internet. Cardona came to realize that creating a fast and easy product to encourage Internet use among Hispanics was needed after he noticed that his family was not accessing the World Wide Web and all its advantages.

After developing Yupi, Cardona spent the first few months forming relationships with various Spanish-language sites. He rapidly positioned Yupi to be linked with a variety of Web content providers. Today those links are found on more than 80,000 sites, 5,000 of those sites feature Yupi.com as their search engine of choice. Yupi also became the first search engine that enabled users to conduct a search country-by-country basis.

In 1997, Yupi.com reached turning point and became a fledgling portal site, offering a wide range of content, products and services. By 1998, Oscar Coen was appointed president and CEO of Yupi.com (See sidebar) and continued to aggressively expand and capitalize the Yupi phenomenon. Last May, Yupi acquired Ciudad Futura, which made it the largest Spanish-language Internet network in the world. It now has more than 250 content collaborators and, according to Nielsen ratings, attracts 74 million visits per month.

Visitors to the site find 12 different "channels" that focus on entertainment, news, education, tourism, and health. Th
THE YUPI.COM CHANNELS

YUPI.COM SERVICES

YUPI.COM ADVERTISER BENEFITS

"BEYOND THE BANNER" OPPORTUNITIES AT YUPI.COM

YUPI.COM NETWORK MONTHLY TRAFFIC

THE YUPI.COM NETWORK

THE SPANISH-SPEAKING WORLD

ACERCA DE YUPI.COM

Yupi.com fue fundada en 1996 respondiendo a la necesidad de proporcionar un sitio de alta calidad en el mundo del Internet en español. Yupi.com fue diseñada con el usuario en mente, por ejemplo, en los países donde se encuentra su audiencia existen importantes limitaciones del ancho de banda. Por eso, Yupi.com le ofrece a los usuarios una manera extremadamente rápida y fácil de navegar la red.

Yupi.com creó su propio buscador y estableció relaciones con sitios en español a través de toda Latinoamérica. Al poco tiempo, Yupi.com realizó la transición de buscador a directorio en español. En marzo de 1998, Yupi.com se transformó en un sitio portal, y comenzó a ofrecer una gran variedad de contenido y servicios, todos completamente gratis y 100% en español.

Yupi.com continúa en su búsqueda de proveerle a los usuarios de habla hispana la manera más fácil de aprovechar la información que la red ofrece. El Internet es un medio fascinante y cambiante, donde los usuarios que hablan español se sienten seguros de que Yupi.com les traerá la mejor que el Internet puede ofrecer, de manera rápida, fácil y totalmente en español.

Sin ningún apoyo de publicidad, Yupi.com se ha convertido en uno de los sitios líderes en el mercado de Internet en español. Sus usuarios continúan recomendando Yupi.com a sus amigos, tal vez el mayor orgullo y satisfacción que Yupi.com puede recibir de su audiencia.

BEST COPY AVAILABLE
are also Yupi chat rooms and the popular MiCasa Yupi, which offers free and easy guides to creating homepages. Some users create multiple homepages: one for resume and career purposes and one for personal needs and hobbies. They also customize their information needs by tailoring a page to display the content that interests them. All of these services are accessible through Yupi's homepage, which is updated constantly throughout the day.

Just who are the users of Yupi.com? According to Christopher Daniels, vice president of entertainment for Yupi.com, the site attracts visitors who range from "kids to those in their '60s.

Daniels says that, like other individuals on the Internet, Hispanics are using technology to meet a variety of needs. The U.S. Commerce Department recently issued a study showing that among Internet users, 60 percent search for information and entertainment, 46 percent check news, 36 percent take courses, 29 percent do job-related tasks, and 25 percent shop or pay bills online.

Yupi users fall into those general categories, but according to Daniels, there are some differences based on age. "Our demographics show that our older users are primarily accessing the site for information while our younger users typically log-on for entertainment purposes," he said.

For this reason, Yupi.com offers unique access to entertainment vehicles, especially in the area of popular music. Because of its partnership with SONY, one of the largest entertainment conglomerates in the world, Yupi.com is able to offer exclusive interviews with artists and often accompanies them with streaming video.

The two companies made news last August when Sony Corporation of America bought a minority stake in Yupi.com, which gave Yupi the opportunity to distribute SONY music and videos. When the sale was announced, Oscar Coen noted, "More than 70 percent of the top artists from Latin America record on the SONY label. We believe this will solidify our position as the entertainment hub of Latin America."

That strategy seems to be working. Last November, Yupi offered users a chance to download a remixed version of "Soy como un Niño" by Chayanne right before it was released to radio stations. Users could also view a personalized streaming video greeting from Chayanne and register to win an autographed hat from the singer. At Christmas time, Yupi offered a download of Alejandro Fernandez's recording of "Blanca Navidad" which included a 30 second video clip of the artists performing the song.

"Our partnerships with media conglomerates such as Sony and NBC Corporation enable us to offer extraordinary access to entertainment information for our users," said Daniels.

Yupi's entertainment offerings are a reflection of the international b of its users. Through its Claquetta.com link, Yupi recently presented a use to Jose Luis Ruiz, founder of the Huelva Ibero-American Film Fest. The site offered users extensive daily coverage of the film festival as well as exclusive reports and images.

Despite links to Spanish language sites, Yupi must contend with the fact that 90 percent of the Internet's content is in English. For this reason, Y offers a translation service, Traductor Yupi, which can translate the information contained in an entire website (or any part of it) instantly into Spani
Translators in French, German, Italian, and Portuguese are also available.

"We are dedicating to finding ways to make the Internet easier to use for yupinautes," said Daniels. "Our service to the Spanish-speaking population is unparalleled."

As Yupi develops an international consumer base, its content must also meet the needs of global users. Yupi has taken important strategic steps to gain the alliances needed to serve its diverse and geographically scattered community. It entered into an agreement with Network Solutions to allow Spanish-speaking users to register Web addresses in their native language. Through its partnership with Patagon.com, the leading financial site for Latin America, Yupi offers stock market and investment information. The market information is presented on a real-time basis and even allows for online trading in some Latin American countries.

In late 1999, Yupi and ALESTRA, the Mexican telecommunications company, announced that Yupi would be the content provider for ALESTRA's portal site, giving it key access to the Internet market in Mexico. All of these moves are part of Yupi's plans to capture the huge market of Spanish.net users, which is predicted to climb to more than 40 million by the close of the year 2000, according to a report by International Data Corporation.

Like many Internet companies, Yupi's rapid growth has required a significant infusion of capital. Its list of investors is impressive, including not only the previously mentioned Sony Corporation and News Corporation but also Seligman, Comcast Interactive Equity, and Banc of America Equity. As of this writing, Yupi.com has raised more than $110 million in private equity.

The growth in Yupi's market penetration of the Spanish-speaking community has created opportunities for advertisers who want to use additional tools in their promotional campaigns. Last year, Proctor & Gamble and Yupi teamed up in a joint mailing of 45 million editions of Avanzando, a magazine that raised awareness of Yupi and featured coupons for P&G products.

Yupi also joined with Hispanic Magazine to publish and distribute a 96-page bilingual guide introducing individuals and families to the World Wide Web. More than 50,000 copies of the guide were circulated in print, and it has been made available to schools and libraries. It can also be downloaded through Yupi's website.

As an employer, Yupi.com is expanding along with its services. At last count, says Daniels, there were 250 employees, but, he added, "that number probably grew during the course of this interview."

Yupi is headquartered in Miami but maintains offices in Los Angeles, Spain, Mexico, Colombia, and Argentina. And although Yupi has its share of young, technologically gifted workers, it also has employees in their 60s and 70s.

Officials at Yupi said that the company continues to grow "every single day." Its opening in Argentina last November was just part of an expansion plan that includes the country's urban centers as well as a growing audience in the interior provinces. Yupi uses local development teams that work to create innovative products for each country's market and manage
e-commerce activities. For example, Yupi acquired LaCosa.com, the leading Spanish-language humor site on the net, just weeks after launching operations in Argentina. The three-year-old site was dubbed "The Argentinean newspaper of general information" because it conveys news from around the world using all kinds of humor, from jokes to parodies.

Although Yupi has been extremely effective in overcoming language and cultural barriers to the Internet, there is still one remaining obstacle to increasing the base of Spanish-language users—the cost for new subscribers remains very high. A study of Internet usage by the Booz Allen & Hamilton consultants reported that the average fee for 40 hours per month using the predominant Internet service provider in Spain exceeds $85, far more than is paid in the United States. However, as competition between phone, cable, and satellite companies spreads to Europe and other continents, experts hope those costs will decline quickly.

Here in the U.S., Prodigy, one of the pioneer online services, has launched an Internet access promotion aimed specifically at Hispanics. The terms included: access to services in English and Spanish, one free month of unlimited usage, and a charge of $19.95 per month for 12 months.

This battle to be the leading Internet provider for Hispanics can only be good news. With more and more jobs requiring computer literacy and with the new economy based on technology, it is crucial that minorities "catch up" and not be bystanders in the digital age. Companies like Yupi are providing the keys to access that will make the difference.

As Yupi's Christopher Daniels said, "Hispanics will find their Internet journey becomes easier and faster. We are constantly asking, 'What are our users searching for?' and doing our best to enhance their experience on the

---

**Meet the CEO of Yupi.com**

As CEO of Yupi.com, Oscar Coen is considered one of the Internet industry's brightest visionaries and hardest working Web executives. Joining Yupi.com in May of 1998, Coen immediately began an aggressive partnering and site-acquisition program that has helped this Internet address become what trade publications have called "the largest most visited Spanish-language site in the world today."

Prior to joining Yupi.com, Coen worked as an investment banker with Preferred Capital Markets, an institutional investment banking and sales firm specializing in technology and biotechnology companies. He was an investor and an advisor to several Internet and e-commerce start-up companies. He was part of First Meridian Corporation, an Internet-banking boutique focusing on business development and financing of medium-sized companies in Latin America. Prior to that, Coen was with a California consulting firm providing macroeconomic perspective and analysis for financial markets to institutional portfolio managers in the United States.

Coen earned his undergraduate degree in economics at InTEC Dominican Republic as well as an MBA in international finance from the Miami Business School in public accounting at St. John's University in New York.

He is married and resides in Miami Beach with his wife and year-old son.

---

**VICE PROVOST FOR RESEARCH**

**THE UNIVERSITY OF NEW MEXICO**

The University of New Mexico invites nominations and expressions of interest for the position of Vice Provost for Research. Under the Provost, the Vice Provost directs the operation of research services and provides leadership in developing and fostering research and scholarship in the University.

UNM, a Carnegie Research I university, is the largest and most comprehensive of the state's institutions of higher education. Founded in 1889, the University serves a diverse student population of nearly 31,000 on five campuses (approximately 24,250 at its Albuquerque main campus). UNM is well poised to participate in the further development of the Rio Grande Research Corridor, in collaboration with the nearby national and federal laboratories and other research organizations in the region. The University operates a budget of nearly $1 billion of which $215 million is attributed to research and sponsored projects. UNM is the largest single recipient of federal research funding, based on 1998-99 research and development expenditures, as reported by the National Science Foundation.

Minimum qualifications for this position include a record of accomplishment that would merit appointment at the rank of tenured full professor in an academic department at the University of New Mexico and five or more years of experience directly related to the duties and responsibilities specified for the position. For a complete listing of the position description including qualifications, duties, responsibilities, and application procedure you may access the posting on the home page at [http://www.unm.edu/~crumun/fac招p.html](http://www.unm.edu/~crumun/fac招p.html). You may also request a copy of the announcement from Dr. Nancy Middlebrook, Search Coordinator, Scholl Hall Room 235, University of New Mexico, Albuquerque, NM 87131. (505) 277-5064, adm@unm.edu.

The University of New Mexico is an Equal Opportunity/Affirmative Action Employer/Educator.

**EXECUTIVE DIRECTOR OF THE FOUNDATION**

Manatee Community College (MCC), located on the coast of Florida, is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools, and is the liaison for the Florida State Board of Trustees. MCC is governed by the Florida Legislature and by the MCC District Board of Trustees.

MCC seeks an Executive Director of the Foundation who reports directly to the President of the College. He/she serves as the chief executive officer of the Foundation, Inc., a not-for-profit corporation established under Florida Statute 121 as a direct support organization for Manatee Community College. A self-directed board of directors governs the Foundation.

**Duties include:**
- Working with administration to identify unmet institutional needs and maintain active participation in community organizations identifying, cultivating, and soliciting contributions from the public, private, corporate and foundation sectors; participating in a planned giving program; developing advocacy relationships at the local and state levels as well as organizing and managing fundraising activities.
- The successful candidate will have strong management and organizational experience negotiating contracts and ensuring regulatory compliance. ADD: Qualification include: Master's degree in related area of a Bachelor's degree equivalent experience a minimum of 3 years of progressive responsibility in a comprehensive development office (experience in planned or major giving preferred); excellent communication skills; effective leadership; presents interpersonal and time management skills; CFRE is desired.
- To apply, please submit letter of application, resume and copy of unofficial transcripts to the Office of Human Resources, Manatee Community College, P.O. Box 1849, Bradenton, FL 34206.

(EOE/AA/ADA)
When the Path Chosen Is Physics

A NEBHE Scholar at Brown University

BY

INÉS ALICEA

He

comes from a long line of
Ph.D.s, and yet he is almost an
anomaly in his chosen field.

Carlos Vicente is one of only a
handful of Latinos pursuing a
doctorate in physics. To put his pursuit
in some kind of perspective, it is
important to talk a little about
numbers. But the number of U.S.
Latinos earning doctorates in
physics is difficult to get. Some
organizations keep statistics that
group all Latinos, both foreign
students and U.S. students, and others
try to narrow it down to U.S.-born
Hispanics pursuing a degree, but
then the question arises as to
whether students at universities in
Puerto Rico should be included in
their counts.

The numbers are confusing, but
for this article, numbers from the
American Institute of Physics in
College Park, Md., should provide
the perspective needed. The
organization tracks U.S.-born Hispanics
getting degrees from 184 physics
Ph.D.-granting institutions. In the
1996-1997 school year, of the 1,365
Ph.D.s granted, only 16 went to U.S.
Latinos, according to Patrick
Mulvey, technical research associ-
ate at the institute.

"I'm sure I bring something dif-
erent," said Vicente, speaking of
both Brown University, where is he
pursuing his degree, and the field
of physics.

While Vicente is not the only
Latino pursuing a doctorate in
physics, the 28-year-old native of
Puerto Rico represents a small
cadre of Latinos pursuing Ph.D.s.

Only 950 of the 27,741 doctoral
degrees granted to U.S. citizens in
1996 went to Latinos, according to
the American Council on Educa-
tion in Washington, D.C. And Vicente
represents an even smaller group
pursuing a doctorate in the sci-
ences. Only 24 percent of the 3,446
doctorates granted to U.S. citizens
in the physical sciences went to
Latinos. MIT and the University of
Texas at Austin have produced the
most Latino physicists—12 each
between 1973 and 1996.

"I liked that in physics, a simple idea
can explain a lot of phenomena and
make some sense of the world."

CARLOS VICENTE, STUDENT OF PHYSICS

Vicente said that the driving
force in his decision to pursue his
degree in physics was simply his
love for the science.

"I like figuring things out," he
said. "Physics can be used to model
a wide variety of phenomena. That's
why I found it attractive."

Vicente's mentor and Ph.D. ad-
sor, Humphrey Maris, a professor of
physics for the past 34 years wor-
ries that an article on his protege
could do a disservice to the
Latino community because Vicente's accomplishments might seem like an impossible task and might discourage others from pursuing a similar path. Maris worries about the impact of portraying Vicente's efforts as a "strange or challenging thing to do."

"Carlos has done well here," Maris said. "He's a very practical guy. He likes to do experiments. He's enthusiastic and interested in what he is doing. One of the things that I would like to do for him is to give him the confidence, give him the feeling that he can do things."

Vicente, who admits that studying science can be extremely challenging, does not see what he is doing as "strange" but puts a positive spin on his chosen path and is humble about his accomplishments. He said he knew that other Latinos had taken a similar path and that the task could be accomplished. It's a message he shares, encouraging potential scholars to pursue the sciences and not be daunted.

"He will be a distinguished researcher and educator," said JoAnn Moody, vice president of the New England Board of Higher Education (NEBHE) and director of the NEBHE Doctoral and Dissertation Scholars Program. "He's got so much intellect, energy, charm, and is dedicated to science and hard work, that the sky's the limit. All of my students are special. They have had enormous barriers. He was initially recruited to the program through the New England Board of Higher Education's Dissertation Scholars Program, which funds a Ph.D. candidate's first year. He worked as a teaching assistant in 1994, his first year at Brown, but has been concentrating on his research since and hopes to complete his degree within the next two years.

Vicente was born in Santurce, Puerto Rico, and earned his bachelor's degree in physics from the University of Puerto Rico in 1993. He then transferred to Brown University, in Providence, Rhode Island, to pursue his Ph.D.

It bespeaks of the tremendous willpower, resilience, and intelligence they possess." Vicente noted that he had great math teacher in high school who helped direct him toward career in physics.

I like math a lot too, but knew it wasn't science, and I knew it was a tool for science," he said. also liked philosophy. Physics c- maybe answer some of the o questions that philosophers pond.
like is the universe infinite and is it expanding. Physics has hope of answering that. When I went to college, I knew I wanted to study physics.'

Vicente said that Ph.D. are just a family tradition. His father has a Ph.D. in biology, so does his uncle. His mother is pursuing a Ph.D. His grandfather has an honorary Ph.D. in botany.

He chose Brown, he said, because he liked Providence, he liked the work the physics department was doing, and he wanted to be relatively close to his native Puerto Rico, where he hopes to return someday to teach.

Vicente said that he initially had difficulty adjusting to the "pace and focus" at Brown and that he also encountered some faculty members and fellow students who were less than enthusiastic about his arrival on campus.

"They didn't take me seriously," he said. "They didn't think I was going to stick around. There was definitely an anti-affirmative action backlash. It wasn't absolutely terrible, but it was there. It was annoying."

Maria said that a common challenge that minorities confront on campuses is learning the difference between improper treatment and general difficulties of life in academia. Vicente said that he feels he has been able to make the progress that he has because he has the goal to teach and conduct research at a university and because he is more balanced in his approach to study. He likes to work hard but also have fun. He is often found Latin dancing on weekends. And he relaxes by playing the guitar.

"Physics is difficult for everybody," he said. "I'm a lot more together than some students here. Some people have had meltdowns. I started kind of slow, but I'm still here. I'm not goofing off, but I see myself as more of a human being than a physics-producing machine."

Vicente said that some of the barriers he encountered as he launched his doctoral pursuit were self-imposed.

Because of the anti-affirmative action backlash he was sensing, he said, he proceeded with caution, refusing to ask questions of anyone.

"In the beginning, there was a little pressure," he said. "Sometimes you think you have to prove things that, in reality, you don't have to prove. I felt like I have to conquer this field and bring it back to Puerto Rico. I would say I can stick it out on my own. I don't need anybody." He didn't want anyone to think that because he was from Puerto Rico, he was not well grounded in science.

Brown's qualifying exam changed his attitude. He took it three times before he passed, he said, and the failed attempts made him realize that he needed to overcome his concerns and inferiority complex to succeed. "I think I've matured a bit," said Vicente. "You have to make yourself a little vul-

**Number of Physics PhDs Granted to US Blacks and Hispanics 1977 - 1996**

(Source: NRC Summary Report(s))

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>Hisp</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>1978</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>1979</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>1980</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>1981</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>1982</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>1983</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>1984</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>1985</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>1986</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>1987</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>1988</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>1989</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>1990</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>1991</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>1992</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>1993</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>1994</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>1995</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>1996</td>
<td>15</td>
<td>30</td>
</tr>
</tbody>
</table>

PhD departments accounting for nearly half of all Hispanics US citizens earning PhDs in physics from 1973-1996.

<table>
<thead>
<tr>
<th>Hispanic Physicist Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIT</td>
</tr>
<tr>
<td>University of Texas - Austin</td>
</tr>
<tr>
<td>University of California - Berkeley</td>
</tr>
<tr>
<td>UCLA</td>
</tr>
<tr>
<td>University of Illinois - Urbana</td>
</tr>
<tr>
<td>University of Maryland - College Park</td>
</tr>
<tr>
<td>Penn State University</td>
</tr>
<tr>
<td>Stanford University</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td>University of Florida</td>
</tr>
<tr>
<td>SUNY - Stony Brook</td>
</tr>
<tr>
<td>University of Wisconsin - Madison</td>
</tr>
<tr>
<td>University of Massachusetts - Amherst</td>
</tr>
<tr>
<td>University of Arizona</td>
</tr>
<tr>
<td>Florida State University</td>
</tr>
<tr>
<td>Harvard University</td>
</tr>
<tr>
<td>New York University</td>
</tr>
<tr>
<td>Cornell University</td>
</tr>
<tr>
<td>University of California - San Diego</td>
</tr>
<tr>
<td>University of Michigan - Ann Arbor</td>
</tr>
</tbody>
</table>

Total number of hispanic physicists from all PhD-granting departments: 349

Source: NSF

For more information on the New England Board of Higher Education's Doctoral Scholars Program Science, Engineering, and Math, e-mail www.nehbe.org or write to the Board at 45 Temple Place, Boston, Massachusetts 02111-1305.
Localed in the town of Selinsgrove in central Pennsylvania, Susquehanna University is about a three-hour drive from New York, Philadelphia, and Washington, D.C. The approximately 1,600 full-time undergraduates hail from 27 states and 15 countries. A key university goal is to increase minority student enrollment to at least 30 percent by the year 2004. It's now about eight percent.

In 1995, Dr. Leona Martin, associate professor of Spanish, noted an emerging Latino population in the Central Susquehanna Valley and began an outreach effort to bring the new residents together with the local Anglo population. One result was the first Latino Symposium, “Identity, Diversity, and Integration: Pennsylvania’s Caribbean Connections,” held that year. It has since become one of the most popular cultural celebrations, for both the campus and the surrounding communities, and is held every spring.

The Latino Symposium continues, attracting ever greater numbers of high school students and local residents. The theme of this year’s event, held in March, was “Changing Times: Nuevos Horizontes.” Martin and Dr. Wanda Cordero Ponce, assistant professor of Spanish, coordinated efforts to organize the event, which drew close to 300 participants. About fifty members of the student group HOLA, Hispanic Organization for Latino Awareness, and of the Spanish classes helped with the symposium.

Students from area high schools attended morning and afternoon workshops and panel presentations and enjoyed an afternoon of music and dance performances by Raíces, a folkloric dance group from Reading, Pa., and Fuego Latino, the Susquehanna University student Latino dance troupe.

In the evening of the Symposium, a dance is held with a live orchestra. Open to the public, the dance draws a large turnout from the local Hispanic population.

“Wanda and I would like to think that the increase in minority enrollment is in part due to special events such as the Symposium,” says Martin. “We take a collaborative approach, which means we work with regional teachers.”

Susquehanna offers other cultural initiatives as well, and in some, students take on leadership roles. One such student is Alma DeRojas, of Dallas, Pa. DeRojas holds a University Assistantship, one of Susquehanna’s most prestigious academic scholarships. The $10,590 awards include a professional work experience with a member of the University faculty or administrative staff. DeRojas spends about ten hours a week on the Latino Community Initiatives project under the guidance of her mentor, Dr. Martin.

DeRojas, a Spanish and English major, works on the Oral History Project, a collection of interviews that tries to determine the origins of the Latino community in central Pennsylvania.

“Not only has the project increased my knowledge of the vibrant Latino culture in general,” says DeRojas, “but it has also increased my awareness of my own Cuban roots.” To job entails working with the modern language department, which, to DeRojas, “is a wonderful experience for my future career.

The project has three phases: oral histories of local Latinos, conducted by high school students; oral histories of local Susquehanna students of Hispanic heritage and oral histories of local Latinos, conducted by Susquehanna students. The Oral History Project, funded in part by a grant from the Aid Association for Lutherans, was the fortieth of last year’s Latino Symposium.

“When I arrived as a freshman entering student the high school students had already conducted their interviews. My main responsibility with this phase was the indexing of the interviews, which inspired me to conduct the histories of my own family,” said DeRojas. Along with two Susquehanna students—Puerto Rican and Honduran background—DeRojas worked with Dr. Martin on the Hispanic Heritage program. In addition, three other Susquehanna University students of Hispanic heritage—Jonathan Burgos, Sarah Battistini, and Christina Guadalupe—have enrolled with DeRojas in a special oral history course and, with her technical help, have recreated their family histories.

“Each of us interviewed our families, and results of our discoveries are available on the Oral History website,” says DeRojas. The web is operated by the modern languages department. “I decided to include an essay that I wrote after my first trip to Cuba that is based on interviews I conducted of my grandparents.”
Last September, DeRojas began the third phase of the project, collecting an oral history of a Mexican woman in the nearby city of Sunbury. The information gathered will help to determine the origins of the Latino population in the area, and to broaden the community’s awareness of this population, which is small but growing rapidly.

“As for now, the project is on hold, but we hope to continue our oral histories in the future,” says DeRojas. Martin and Cordero Ponce are the main coordinators.

Cuban Initiative

DeRojas, an honors program student, is also part of Susquehanna University’s new Cuban initiative. The daughter of Cuban immigrants, she has tracked the history of her family’s life in Cuba and, encouraged by professors in the Department of Modern Languages, continues exploring her own roots there.

“My father was born in Cuba in 1954 and left at the age of six after the Bay of Pigs Invasion in 1961,” says DeRojas. “My first trip to Cuba was a three-week class at the University of Havana on the history and culture of Cuba. During that time, I found several houses that belonged to my family and met some cousins of my grandfather. I am the first at my family who has been to Cuba since 1961, so this trip was very emotional.”

Based on the trip and other family documents, DeRojas wrote “Varadero,” a travel essay, which she submitted to the directors of the first-ever U.S.-Cuba Writers Conference held in Havana in January. DeRojas was selected as one of 35 participants and one of only three undergraduate students from a large pool of applicants. Another 10 were graduate students; the rest were professors and published authors.

Alma’s selection for this unprecedented cultural and intellectual exchange with Cuban counterparts is a tribute to her talent as a writer, her love of Cuba, and the benefits she has gained from her studies at Susquehanna,” says Dr. Robert Novy, associate professor of Spanish and assistant director of the honors program at Susquehanna University.

“I went ten days before the conference began to spend time with cousins in Havana and Varadero, the beach where my grandparents used to spend their summers,” says DeRojas.

“The conference itself lasted ten days and was a wonderful experience. I met many Cuban writers and learned a great deal about Cuban literature. I also had the opportunity to develop my own writing style in the travel writing workshop led by Tom Miller.”

“One of the other professors was Cristina Garcia, a famous Cuban-American fiction writer. We stayed at a hotel in Vedado, a section of Havana. Once again I found more places of importance to my family and also met a cousin of my great-grandfather. Overall, it was a wonderful experience, and I look forward to my return.”

At Susquehanna, DeRojas is also an active member of the University Choir, Opera Workshop, and HOla. She recently traveled with the choir on its annual spring tour. And that’s not all.

“I take voice lessons and tutor Spanish,” says DeRojas. “I am a member of Alpha Lambda Delta and Sigma Tau Delta, the English honor society. I am also a Presidential Fellow and University Scholar.

“After graduation, I would like to attend graduate school, possibly pursue a master’s in Latin American literature,” says DeRojas. “My next goal is to publish a book that combines my experiences in Cuba with the stories that my grandparents have told me about their life in Cuba.”

Next Steps

DeRojas is also helping Dr. Cordero-Ponce prepare for a "Topic" course that she will be teaching this fall. Cordero-Ponce will travel to Cuba this summer to gather information for the course, which is taught in Spanish and centers on the culture, language, literature, and history of a specific country.

In conjunction with the course, the University will offer a study experience in Cuba in January, 2001. Ten to 12 students are expected to participate in what Martin calls a "brief study abroad program." Led by Cordero-Ponce, students will travel to Cuba and participate in courses at the University of Havana. They will live in student residences near the University and take part in cultural activities in Havana as well as excursions to other areas around the island. The trip will be for course credit. It is hoped that students take the Cuba course taught by Cordero-Ponce before they go, but the trip will not be limited to those who do.

An emphasis on cultural diversity gives students at Susquehanna University the opportunity to learn about people, languages, and cultures that might be quite foreign to them. With committed students and involved faculty members, the campus community celebrates a variety of heritages, enriching the college experience for all.
Mt. San Antonio Soccer Coach Receives Award

Mt. San Antonio College (Calif.) men's head soccer Coach Rolando Uribe received the Latin American Soccer Coaches Association award during a soccer convention held in Baltimore, Md.

Uribe, after two seasons of coaching at Mt. SAC, was honored for his outreach program of youth soccer camps for the Latino community in Southern California. He is active with youth soccer and is a regional coach with the Olympic Development Program.

As a player, Uribe scored 60 goals in four seasons at CSU-San Bernardino and was named a first-team NCAA All-American in 1994. He also played with the Anaheim Splash, a professional indoor soccer team.

Schenectady's Minority Faculty Program

Schenectady County Community College (SCCC) in New York has launched an innovative program aimed at increasing diversity among faculty members.

The college designed its Minority Internship Program to recruit doctoral candidates from a local State University of New York (SUNY) institution to fulfill two-year internships at SCCC. The interns gain valuable teaching experience and participate in the daily college activities required of all faculty members.

José Melendez, a doctoral candidate in curriculum and instruction at SUNY-Albany, is one participant. A native of Puerto Rico, Melendez (pictured here with SCCC student Gladys Lopez) has been a lecturer at SUNY-Albany and a middle school and college instructor in Puerto Rico.

Texas-Pan American Receives Microsoft Grant

The University of Texas-Pan American (UTPA) is one of 11 African American and Hispanic universities across the United States to be awarded a grant by Microsoft Corp., the latest in Microsoft's long-standing efforts to increase technology access for students of color.

The grants of $440,000 in cash and more than $1 million in software will provide more than 150,000 students with benefits such as enhanced information technology curricula, distance learning opportunities, and improved Internet access.

UTPA will receive a $40,000 stipend and software that will support and enhance the university's computer science program. In addition to benefiting students, the grant will increase opportunities for the surrounding community, said Dr. Miguel A. Novárez, president of UTPA.

University of Miami Honors Leaders for Commitment to Cuban Culture

The University of Miami (Fla.) honored three prominent community leaders for their contributions to the development of Cuban culture in South Florida. The ceremony took place during a reception showcasing selected artworks from the Cuban Museum of the Americas Collection, which was donated to the university last year.

Luis J. Botifol (pictured), Ofelia Tabares, and Mignon Medrano, who helped secure the donation to the university's Lowe Art Museum, received a plaque commemorating the action and support of Cuban art and culture.

The donation complements the university's role as a major academic center for studies about Cuba and its people.

Leaders Discuss Underrepresentation of Hispanics in Higher Education

Hispanic Americans, the growing segment of the U.S. population, have more than quadrupled their enrollment in higher education over the last two decades, but remain greatly underrepresented. The chronic disparity requires a range of interventions, from school curricula to financial aid, according to a new analysis of data prepared for President's Advisory Commission on Educational Excellence for Hispanic Americans.

Guillermo Linares, Juliet Garcia Sarita Brown, key leaders of the Pre-Advisory Commission, discussed the issues during a special media briefing at National Press Club in Washington, D.C. Commission officials also discuss the impact of rolling back affirmative action, the economic implications of the Hispanic talent in the educational pipeline, and the nation's workforce.

Archuleta Director of Santa Ana College Program

Irma Archuleta was named director of Santa Ana College's (Calif.) Extended Opp Program and Services (EOPS) office.

EOPS is a state-funded effort to provide special services to qualifying full-time community college students. Based on financial and educational criteria, students receive specialized career and academic counseling, tutoring, financial aid and grantees, and special workshops and activities.

Archuleta comes to Santa Ana a years at CSU-Long Beach. She has been a member of the League of United Latins of America Citizens (LULAC), Raza Advocat
California Higher Education, California State
Launa Network, South Coast Consortium of
Colleges and Universities, and the Hispanic
United Way of Orange County.

Claremont Graduate University
Fonors Cepeda

Y'vonne Cepeda, illustrator of children's books
such as Gracias, the Thanksgiving Turkey,
What Is Truly Cool World, and Nappy
Hair, was given a
Recognition of Merit Award from Claremont
Graduate University's (Calif.) George G.
Stone Center for
Children's Books. The
award honors an author or illustrator for a
single title or a body of work. Any genre
of children's or young adult literature from any
period or country is eligible for consideration.

One of Cepeda's outstanding characteristics
as an illustrator is his ability to jump from
subject to subject, culture to culture,
with ease. "I enjoy people so much that to
see their smiles, their choices about what to
wear and do, come before the color of their skin,"
Cepeda says. "I don't stereotype the character.
I go back to my experience as a person."

Fulbright Scholars Meet at
Manchester Community College

Manchester Community College (Conn.)
recently hosted its 11th annual Fulbright Scholars
panel discussion.

The scholars talked about the economic,
cultural, and sociopolitical influences of the
U.S. and Mexico. Guest speakers included
Ignacio Medina Nuñez (pictured) and Juan
Rene Segura Riceo.

Medina Nuñez is a visiting Fulbright
Scholar at Georgia State University and a
professor of Spanish and Latin American studies
at the University of Guadalajara, Mexico.
Segura Riceo is a visiting Fulbright Scholar
at the University of Pittsburgh and an assistant
professor in the School of Law at the
University of Guadalajara, Mexico.

Argentinean Peace Activist Speaks
at University of New Mexico

Adolfo Pérez Esquivel, who received the
Nobel Peace Prize in 1980 for his non-violent
efforts to bring peace and justice to all
people in Latin America, was the third of three
Nobel Peace laureates to speak in the
University of New
Mexico's 21st-Century
Speakers Series. His
talk was titled "Human
Rights and Justice for All: Jubilee 2000."

Pérez Esquivel is a long-time proponent of
human rights abuses. In 1972, escalating
violence in Argentina moved him to begin
publishing a periodical, Paz y Justicia. In 1974, he
became secretary-general of the group
Servicio de Paz y Justicia en America Latina.
As civil strife increased in Argentina, he
founded two human rights organizations.
In 1977, the Argentine government imprisoned
him for 14 months for denouncing the
government's vicious campaign of repression.

Pérez Esquivel has a master's degree from
the National School of Fine Arts in Buenos Aires.

Drew Study Finds Variance in
Practice Habits of Physicians

A study conducted by Charles R.
Drew University (Calif.) medical
students and faculty shows that
minority school-trained physicians are more
likely to serve low-income populations than
are their counterparts from majority schools.
A study abstract appeared in the January
2000 issue of American Journal of
Investigative Medicine.

Compelling data had previously suggested
that minority physicians would be more likely
do so than their non-minority colleagues.
But no research to date had established the
practice habits of minority physicians trained at
minority versus majority medical institutions.

The University, an Historically Black
University, is now also a charter member of
Hispanic-Serving Health Professions Schools
(HSHPS). The mission-driven Drew student
body and faculty are committed to changing
the face and health status of disadvantaged
and medically underserved communities.

Long Beach Hosts FOOMEX 2000
Conference

The Long Beach City College (Calif.) Center for International
Trade Development (CITD) held its inaugural FOOMEX 2000 Conference.
The Center was created in 1997 to provide free import/export technical assistance, in-depth training in international trade, valuable trade resources/research, and foreign trade promotion to Orange and Los Angeles County companies interested in expanding into international markets or streamlining import processes.

The Long Beach City College CITD was designated a California-Mexico Trade Assistance Center by Governor Gray Davis. As such, the CITD has received additional funding to support companies that wish to expand trade and commerce with Mexico.

Advanced Placement Program
Benefiting Texas-Pan American

Carmen Rincón and her brother, Hugo, two of 1,500 students at the University of Texas-
Pan American (UTPA), represent a growing
trend of students nationwide who are
getting a head-start on college before graduating
from high school.

Both are University
Scholars and both took
Advanced Placement
(AP) classes in high school, enabling them to
earn college credits.

Thanks to AP tests, concurrent enrollment,
and the UTPA University Scholars program,
Carmen and Hugo will receive their college
degrees earlier than the customary four or five
years. The Scholars Program, started in 1998,
allows qualifying entering students the opportu-
nity to receive a four-year tuition and fees
Distinguished Achievement Scholarship, and
designation as a University Scholar.

Pew Charitable Trusts Support Comprehensive Study

The Pew Charitable Trusts, the Hispanic National Alliance of
Evangelical Ministries, and the Mexican American Cultural Center announced a three-year national project that will include the largest and most comprehensive study ever conducted on the impact of religion on politics and civic engagement in the Latino community.
Hispanic Churches in American Public Life is one part of The Pew Trust's larger national project to study the growing and changing role that religion plays in American public life.

The Hispanic Churches project, initiated by a $3.5 million grant from Pew, will examine the impact of Latino Catholic, mainline Protestant, Pentecostal, and new religious communities on civic engagement, politics, education, business, social programs, and community activism.

Ruiz Presents América Paredes Lecture at Texas-Austin

Vicki Ruiz, professor of history and chair of the department of Chicana and Chicano studies at Arizona State University, presented the 18th Annual América Paredes Distinguished Lecture, "Comadres, Cowgirls, Curanderas: Spanish/Mexican Women and Their Border Journeys, 1540-1900," at The University of Texas at Austin.


New Spanish Major at Salem State Approved

The Massachusetts Board of Higher Education approved a major in Spanish leading to a Bachelor of Arts degree at Salem State College, beginning in Fall 2000.

Qualified students may enroll in one of three concentrations within the major: teacher preparation, professional concentration (for those planning careers in business, law, health services, and technical professions), and a liberal arts-based literature and culture concentration. Unlike the three Spanish majors currently offered within the Massachusetts public college system, the new major will offer courses in the art of translation and interpretation. It will be the only major to prepare students for the Spanish government's internationally recognized diploma in Spanish proficiency (Diploma de Español como Lengua Extranjera).

Cal State-L.A. Students Participate in Aguila Real

The California State University-Los Angeles Teatro Universitario en Español presented Aguila Real by contemporary Mexican playwright Hugo Argüelles, at the Japan America Theatre. The play is the story of Isabel de Mocetumua (Tecuipox), a major figure of the Mexican conquest.

Mexican actress Angelica Aragon played Isabel de Mocetumua. Aragon has had international success in the Mexican soap operas Mirada de Mujer and Canaveral de Pasiones. Roberto D'Amico, actor and director of international fame, co-directed the production and played the part of Hernan Cortes. Alexandra Flores, actress and director, co-directed the play with D'Amico. Gema Sandoval, artistic director of Danza Floricanto/USA and award-winning choreographer, created the dances in the play. Cal L.A. Teatro Universitario en Español part ed in both the dance and the choral num

Cal Poly Library Photos Chrono Latino Laborers

CALPOLY Hundreds of black and white photographs depicting the struggles and triumphs of the Latino farm laborers in California's Maria Valley in the late 1960s were donated to California Polytechnic State University Luis Obispo Kennedy Library. Approximately 60 are included in San Luis Obispo County's first Latino history archive.

The collection and narrative is titled Decade of Farm Labor Organizing: Santa Maria Valley.

United Farm Workers (UFW) organizer Manuel Escarrera, who, over the course of the decade, captured the working conditions and the struggle of many Santa Maria Valley farm workers, says the photographs vividly portray the ongoing struggle for human dignity and justice.

Rutgers Conference on Hispanic Portuguese Language Studies

RUTGERS A lecture series on "Portuguese and Luso-Brazilian Studies at Millennium: Future and Its Past" at Rutgers University, N.J., sponsored the department of Spanish and Portuguese and the Latin American studies program.

The conference featured an undergraduate workshop, "Race, Culture, and Survival of the Local Caribbean: A Lesson for Us All!," a four-day conference that brought scholars in Spanish and Portuguese to address the linguistic, aesthetic, and literary boundaries in Spanish and Portuguese language studies in the new millennium.

Santa Monica Administrator Named ACE Fellow

John Gonzalez, Santa Monica College dean of matriculation and special programs, was a 2000-2001 American Council on Education (ACE) Fellow.

The prestigious honor was given to only three college and university faculty and administrators nationwide.
As an ACE Fellow, González will work on a special project at Santa Monica College and at another community college or university and will attend ACE seminars on higher education and study issues confronting higher education.

González started working at Santa Monica as a counselor in 1988. He has been coordinator of the Latino Center and has held several administrative posts. He has a bachelor’s degree and doctorate from UCLA and a master’s from Mount St. Mary’s College.

Rolón Granted Tenure at Gettysburg College

Alicia Rolón was granted tenure by the Genysburg College (Penn.) board of trustees based on her teaching, research, and governance. Her tenure and promotion to associate professor will become effective Sept. 1.

A member of the Spanish faculty, Rolón earned a bachelor’s degree at the Instituto Superior del Profesorado in Argentina, a master’s at Temple University, and a doctorate at the University of Colorado. Rolón has taught courses on Spanish language and literature and on contemporary Latin American culture. She is currently a member of the College’s Latin American Studies Committee and serves as advisor to the Honor Commission.

Northern Essex Receives $25,000 Grant from UPS

The UPS Foundation, charitable arm of United Parcel Service, has granted $25,000 to Northern Essex Community College in Massachusetts to greatly expand its new Fast Track program for Latinos who wish to earn certificates or degrees.

Fast Track was created last year to help Latino students who need remedial work before enrolling in classes at the college. It is an eight-week intensive skills development program for those who are communicating effectively in verbal English but need additional skills in reading and writing. Training is provided in vocabulary, reading comprehension, and writing/grammar.

Ruiz-Hurte Succeeds at Western Nevada Community College-Carson City

Dr. Aurora Ruiz-Hurte, hired as director of the ABET program at Western Nevada Community College (WNCC)-Carson City in December, has brought new energy and spirit to its adult programs.

Ruiz-Hurte wrote a grant for child care that was promptly approved by the State Department of Education. She also wrote two more grants to coordinate the Comprehensive Adult Student Assessment System and the English Language Learning and Instruction system.

“We want to refer students to higher education and give them the skills to get a better job or a GED—whatever the next level is,” said Ruiz-Hurte.

Ruiz-Hurte has a bachelor’s degree from Kean College, a master’s from Florida International University, and a doctorate from the University of the Dominican Republic, in cooperation with the state of Florida and the University of Puerto Rico.

Rios Speaks at Phoenix College

An “Arizona son” and acclaimed writer and teacher, Alberto Rios discussed “The Old Language of the New Century” at Phoenix College as part of the Maricopa Community College District Honors Forum Lecture Series.

Rios is a Regents’ professor at Arizona State University, where he has taught for 18 years. His work has appeared in more than 150 major national and international literary anthologies and in hundreds of individual publications spanning five genres: poetry, fiction, non-fiction, drama, and musical libretto. He serves on editorial boards of several literary magazines.

Rios has a bachelor’s degree and a master’s from the University of Arizona.

Cal State-L.A. Acquires Castaño Painting

The Luckman Fine Arts Complex, on the campus of California State University-Los Angeles, recently acquired a new painting by renowned Mexican artist Remedios Castaño. "Por una Lenguaje Universal," a mural-scale, three-panel painting, was created specifically for the foyer of the Luckman Theatre.

Clifford D. Harper, executive director of the Complex, said, “The Luckman is indebted to Ms. Castaño for her significant gift. It is of particular value to us not just for its aesthetic grandeur, but also as a symbol of cultural diversity, for which the Luckman stands.”

Castaño has participated in more than 30 group exhibitions since 1989, including shows in Washington, D.C., Italy, Israel, Spain, England, Russia, Kenya, Croatia, Cuba, Canada, Mexico, and many other locations.

Shippensburg Students Participate in Netscape Project

A Shippensburg University (Penn.) computer science class, taught by Dr. Carol Wellman, has been gaining experience with cutting-edge technology by contributing to the latest software from Netscape Communications Corp. Richard H. Pizarro, principal software development engineer at Netscape and a 1968 Shippensburg University graduate, arranged the project. “Without being thrust into it, they can see what a large-scale engineering project is like,” said Pizarro, who is the son of a Puerto Rican immigrant.

The opportunity arose through the emergence of the Open Source method of software engineering. In March 1998, Netscape publicly released the source code for its Communicator software through Mozilla.org, allowing independent developers to contribute additions and modifications to the original source code. By allowing a diverse group to contribute to development, Netscape is ensuring that the software will have wide appeal.
New Jersey City Hosts Statewide Diversity Forum

New Jersey City University hosted "Holding Higher Education Accountable: Diversity in Real Life," a statewide conference and forum for New Jersey’s higher education community. The program was presented by NJCU, the New Jersey Region of the National Conference for Community and Justice, and the New Jersey Commission on Higher Education. It was co-sponsored by Bloomfield, Burlington County, and Saint Peter’s Colleges, Fairleigh Dickinson and Rutgers Universities, the Association of American Colleges and Universities, and the New Jersey Department of Education.

Pictured here (l. to r.) are Alfred J. Cade, chair of the New Jersey Commission on Higher Education, and Dr. Carlos Hernandez, president of New Jersey City University.

"Deconstructing the Oreo" at Purdue-Calumet

"Deconstructing the Oreo: Latina Identity in White America," a performance dealing with Latina identity and assimilation into white culture, was presented in March at Purdue-Calumet University in Indiana. Adrienne Viramontes, a graduate student in Purdue-Calumet’s Department of Communication and Creative Arts, performed.

Smithsonian Board for Latino Initiatives Holds First Meeting

Smithsonian Institution secretary Lawrence M. Small, speaking at the first meeting of the 24-member Smithsonian National Board for Latino Initiatives, committed to taking the Smithsonian to regions of the country with large concentrations of Latinos and to increasing the representation of Latinos at the institution.

Composed of prominent Latinos in business, entertainment, media, and academia, the board is the first to address Latino issues across the entire spectrum of the Smithsonian. With 16 museums and galleries, several major centers for scientific research, and extensive historical archives, the Smithsonian is the largest such organization in the world.

Alamo Community College District News

Alamo Community College District (ACCD) Executive Vice Chancellor D. Ernest A. Martinez signed an agreement with Dr. Richard Jarvis, chancellor of the U.S. Open University, which will lead to the offering of postsecondary and graduate-level programs on the Internet in San Antonio and throughout South Texas. The University is affiliated with the U.S. Open University, which has offered higher education on the Internet for a number of years. ACCD schools will provide the first two years of Internet courses and the U.S. Open University will provide the complementary upper-division programs leading to bachelor’s and master’s degrees in several areas.

The Central/South Texas ENLACE Partnership, consisting of the ACCD and four other members, was awarded a $100,000 planning grant from the W.K. Kellogg Foundation to improve higher education opportunities for Hispanic youth. The grants represent phase one of the foundation’s $28.7 million ENLACE (Engaging Latino Communities for Education) initiative.

Trejo and Family Cook for Orange Coast College

In California, there is an amazing woman cooking and baking for Orange Coast College (OCC) students and faculty.

Dolores Trejo (pictured center), 60, the mother of eight children, 27 grandchildren, and eight great-grandchildren, began as a food service worker at Golden West College in 1982, joined OCC’s staff in 1984, and now is the head cook. Trejo, daughter Doreen Garcia (r.), and daughter-in-law Theresa Trejo (l.) combine their talents to bring a family atmosphere to OCC’s student center cafeteria, which serves students, college employees, and youngsters from OCC’s Children’s Center.

She undergoes dialysis treatments three times a week and works with a shunt implanted in her right arm. But that doesn’t stop her from arriving at the college at 6 a.m. each morning. "This is what God wants me to do," said Dolores. "I try my best because that’s the way I am."

Concordia University South Cent Offers Bilingual Education

Concordia University Wisconsin has opened an adult education center on Milwaukee’s south side to provide opportunities to Hispanic students. Although all classes are taught in English, the staff is bilingual.

Concordia University South Center is the first school of its kind in Wisconsin to offer a bachelor’s degree. At present, mostly busy courses are offered. As enrollment and room demand increase, the center will offer accelerated degree programs in management and communication, criminal justice administration, liberal arts, and health care administration, as well as medical assistant certificate programs.

Concordia also offers English as a Second Language courses at the university level, available to both students and non-students. Many organizations provide literacy-based ESL classes, but Concordia offers proficiency-based certification in reading, writing, and conversation, allowing residents to achieve greater language fluency.

Cisneros Receives Media Award

The International Advertising Association Florida Chapter presented its first-ever America Media Achievement Award to Gustavo A. Cisneros.

Citing Cisneros’ leadership, well-recognized business expertise, dedication, and philanthropy, the association spokesperson said that Latin America as a region has gained recognition and respect as an important aspect of the world market. The Cisneros Group of Companies, an organization with substantial operation in Latin America, Europe, and the United States, has annual revenues exceeding $35 billion.

Cisneros is on the board of directors of many of the world’s most prestigious educational institutions. Among them: Rockefeller Foundation, Harvard, and Johns Hopkins University, and the Wharton School.
Sanchez Featured in San Francisco Millennium Series

Author Thomas Sanchez recently concluded the University of San Francisco (Calif.) Gleeson Library Associates (GLA) millennium series at its spring meeting with a discussion of his new novel, *Day of the Bees* (published by Alfred A. Knopf). Joining Sanchez in conversation was GLA Fellow Fr. Alberto Huerta, University of San Francisco associate professor of modern and classical languages. The event was titled “Eros, Destiny, and Danger in the New Millennium.”

Sanchez’s first novel, *Rabbit Moss* (1973), a generational work of the Washo Tribe of Northern California, was cited as one of last century’s pivotal fiction works by the San Francisco Chronicle.

---

**PUBLICATIONS**

**The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture**

By Neil Foley

The rigid boundaries of black-white relations fail to account for groups, like Mexicans, located somewhere in the “ethnoracial” borderlands between Whiteness and Blackness. Neil Foley examines race relations in central Texas, exploring how Mexicans, Blacks, and poor whites negotiated and manipulated the racial space in this borderlands province between the South, the West, and Mexico.


**Pirate Novels: Fictions of Nation Building in Spanish America**

By Nina Cerati-Nava

The author examines an overlooked genre to reveal how history and fiction blend to address important issues of nation building in 19th-century Spanish America. In the figure of the pirate, bold and heroic, the author shows the power of armed bands to challenge the Spanish Empire.


**The Farming of Bones**

By Edwidge Danticat

In the Dominican Republic in 1937, Amabelle, a young Haitian woman orphaned at the age of eight, is a faithful servant to the young wife of an army colonel. She goes on to become the wife of Sebastian, an itinerant sugarcane cutter, and to return with him to Haiti. Instead, nationalist madness erupts, and terror engulfs them.


**To Defend Our Water with the Blood of Our Veins: The Struggle for Resources in Colonial Puebla**

By Sonya Lipsin-Rivera

What happened when native peoples and Spanish landowners in 18th-century Mexico competed for increasingly scarce water? In a book that studies the interplay between the environment and colonial institutions, the author examines the exercise of power by elites in colonial Puebla and how it brought ruin on Indian communities by denying them access to the water they needed to survive.


**La Música de los Viejitos: Hispanic Folk Music of the Rio Grande del Norte**

By Jack Loeffler, with Katherine Loeffler and Enrique R. Lanadrid

A blend of religious and secular music from 16th-century Spain, Mexican-influenced folk tunes, and melodies indigenous to the life of the region, the music covered here includes romances, “cumbias,” “sones,” corridos, canciones, ceremonial and religious music, and dance music. Each song appears in both Spanish and English. A companion set of compact discs is also available. Photography by Jack Parsons.


**Democracy in Mexico: Peasant Rebellion and Political Reform**

By Dan La Bot

This book attempts to put the Chiapas Rebellion in the larger context of Mexican history and society. The focus is on Mexican struggle for democracy—not only free and fair elections, but human rights, civil rights, and the rights of workers as well.


**Hear My Testimony: Maria Teresa Tula, Human Rights Activist of El Salvador**

Lynn Stephen, ed. and trans.

There are thousands of women in El Salvador with little formal education, no political experience, and extraordinarily difficult lives who have participated in a wide range of struggles. This book documents the life of...
one such woman, María Teresa Tula, a working-class housewife who became an internationally known human rights organizer.


**The Political Calypso: True Opposition in Trinidad and Tobago, 1962-1987**

By Louis Regis

Calypso, a traditional form of music in the Caribbean, began in Trinidad and Tobago as a subtle protest against British rule. Louis Regis examines the evolution of the political calypso from 1962 to 1987, the period of Trinidad/Tobago's independence from Britain, and presents the text of lyrics from this popular folk-urban musical form.


**Curriculum, Culture, and Art Education: Comparative Perspectives**

Kerry Freedman and Fernando Hernández, eds.

Consisting of international case studies of art education by scholars in different countries, this book analyzes the translation of cultural knowledge through curriculum policy and practice. Each chapter focuses on historical and cultural influences on educational ideas that have crossed national borders and been transformed in the process.


**A Season in the Sun**

By Roger Kahn

In 1976, Roger Kahn spent an entire baseball season, from spring training through the World Series, with players of every stripe and compe-
tence. The result is this book, in which Kahn reports on a small college team's successes and hopes, a young New England ball club, a failing major league franchise, and a group of heroes on the national stage.


**Baseball and Other Matters in 1941**

By Robert W. Creamer

Robert Creamer said he would write whenever he saw current movies about the 1930s and 1940s that stress snap-brimmed fedoras and shiny old automobiles, as if those summed up the period. Creamer wrote this book to explain to his children and their contemporaries what 1941 felt like to him. "It is not a comprehensive account," writes Creamer. "It is merely an attempt to tell them how I felt, to talk a little baseball, to explain some heroes, and to puncture a few myths, although myths are puncture-proof and never die."


**Harvesting Coffee, Bargaining Wages: Rural Labor Markets in Colombia, 1975-1990**

By Sutti Ortiz

Offering an insightful scrutiny of rural market behavior and a convincing explanation of why farmers fail sometimes to manage their laborers in ways predicted by market models, this book shows how power imbalances and social conditions can impair the ability of laborers to attain a fair market contract during lax labor market periods.


**The Identity of Liberation in Latin American Thought: Latin American Historicism and the Phenomenology of Leopoldo Zea**

By Mario Sáenz

This is a book about a period of world history in which Latin American philosophers reflected and developed many of the most important philosophical ideas of the century. Those reflections and developments pertained to socioeconomic class analysis, and philosophies of culture and identity.


**Power, Patronage, and Political Violence: State Building on a Brazilian Frontier, 1822-1889**

By Judy Bieber

Judy Bieber explores the relationship between state centralization and municipal politics in Minas Gerais, Brazil, during the Imperial Period, 1822-89. She charts the 19th-century origins of "coronelismo," a form of machine politics linked rural power and patronage at municipal level to state and federal policies. Her research provides a key to explain Brazil's ability to maintain territorial political cohesion within the framework of constitutional monarchy instead of fragmenting violently, as did many Spanish republics.


**Many publications featured in this section are available through amazon.com.**
VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, NJ 08543-2053
(800) 257-5126

The Spanish-American War: A Conflict in Progress

This program examines the conduct of the war, from Theodore Roosevelt's Roughrider's to the defeatist attitude of Spanish commander Admiral Cerveras, to Cuban General Gomez and his decision to side with the Americans.

(52 min., color) Item #FFH 8335

Augusto Roa Bastos' Life and Literature: The Gate of Dreams

Augusto Roa Bastos is considered one of the greatest writers in the Spanish language. Providing insights into both the writer's personal life and the history and culture of Paraguay, this powerful narrative unravels the complex forces that shaped Roa Bastos' life and literature.

(Spanish with English subtitles. 88 min., color) Item #FFH 10017

Picasso and His Time

This beautifully photographed program follows the development of this protean genius through the pink and blue periods, surrealism, cubism, sculpture, and ceramics—a unique artist who excelled in all styles and all media and remained, regardless of where he was, Spanish to the core.

(34 min., color) Item #FFH 8096

La Muerte de Pancho Villa

Covering many of the events of the Mexican Revolution, this program focuses on Pancho Villa on his career, his political objectives, the reasons for his successes, the loyalty he inspired, and on those whose power he threatened and at whose hands he died.

(Spanish, 60 min., color) Item #FFH 230*

CONFERENCES

NISOD2000
May 28-31

The 27th annual International Conference on Teaching and Leadership Excellence, presented by the National Institute for Staff and Organizational Development (NISOD) and the Community College Leadership Program (CCLP) at The University of Texas at Austin. Features internationally renowned speakers with reputations for the best thinking in the fields of teaching and leading, plus more than 200 breakout sessions. In Austin, at the Austin Convention Center.

Contact: John Rouche and Suzanne Rouche, (512) 471-7545.

National Multicultural Institute 15th Annual National Conference
June 1-4

The 15th annual national conference theme is "Making Choices as a Diverse Society: Taking Responsibility for a Promising Future." At the Hyatt Regency Washington on Capitol Hill in Washington, D.C.

Contact: (202) 483-0700, ext. 227; e-mail: nmi@nmi.org; website: www.nmi.org

National Conference for College Women Student Leaders
June 1-3

The Mission of the National Conference for College Women Student Leaders is to affirm women as today's campus leaders; expand their command of critical issues, using the resources of the nation's capital; and inspire them to realize their potential as tomorrow's global citizens and leaders. Theme: "Women Leading: Today and Tomorrow." Sponsored by NAWE, Advancing Women in Higher Education. In Washington, D.C.

Contact: (202) 659-9340; website: www.nawe.org/conferences/nccwl.html

NCORE 2000
June 1-5

13th Annual National Conference on Race & Ethnicity in American Higher Education. Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. Among the keynoters is Edward James Olmos. In Santa Fe, N.M.

Contact: website, www.ncore.ou.edu/ NCORE

Association of Educational Publishers Conference 2000
June 7-9

"Trends & Transitions: A Meeting of the Minds" promises to "help you understand the issues our industry faces, discover new ideas to let you work more efficiently and productively, and network with major industry professionals." At the Capital Hilton in Washington, D.C.

Contact: (856) 256-4610; e-mail, mailbox@edpress.org; website, www.edpress.org.

AAHE Assessment Conference
June 14-18

The American Association for Higher Education's 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.

Contact: (202) 293-6410; website, www.aah.e.org

Prentice Hall Faculty Development Symposium
June 15-16

"Student Achievement: Helping All Students Maximize Learning Options." At the Oxford Hotel in Denver.
Contact: Barbara Rosenberg, (201) 256-7662; e-mail: barbara_rosenberg@prenhall.com.

**Latin American Educational Foundation Golf Tournament**  
**June 21**

The Latin American Educational Foundation hosts its annual Golf Tournament in Sedalia, Colo.

Contact: (303) 446-0541.

**University of Hawaii Curriculum Workshop**  
**June 21-30**

The Center for International Business Education and Research at the University of Hawaii-Manoa presents “The Development of Intercultural Coursework at Colleges and Universities.” At U of H-M in Honolulu.

Contact: Jaya Bynum, (808) 956-3256; e-mail: jaya@cra.hawaii.edu.

**American Association of University Administrators Annual Assembly**  
**June 22-25**

“A Discussion of Major Issues in Higher Education” at George Washington University Inn, Washington, D.C.

Contact: (972) 248-3957; e-mail: info@aaaua.org.

**NAWE—Women Leaders Institute**  
**June 24-28**

“The Institute for Emerging Women Leaders in Higher Education” at University of Maryland Inn and Conference Center in College Park, Md.

Contact: (202) 659-9330; website: www.nawe.org.

**Books in Spanish for Young Readers: Summer Workshops 2000**  
**June 26-28, July 10-12, and July 31-August 2**

Dr. Isabel Schoen, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos, announces three three-day summer workshops: “Books and Reading Strategies for English Language Learners in Grades K-8,” “Current Issues: Books in Spanish for Young Readers,” and “Literature in Spanish for Children and Adolescents/La Literature en Espanol Dirigida a los Lectores Infantiles y Juveniles” (the latter conducted in Spanish).

Contact: e-mail: ischoen@mailhost1.csusm.edu.

**National Council of La Raza 2000 Annual Conference**  
**July 1-5**

NCLR’s annual conference provides a forum for information exchange and experience-sharing on current issues important to the Hispanic community, and training and professional development in programs related to nonprofit management and advocacy; provides multiple, diverse networking opportunities; and more. In San Diego, Calif.

Contact: (800) 311-NCLR; website: www.nclr.org.

**“Teaching about Latin America: Focus on the Caribbean”**  
**July 10-14**

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.

Contact: (203) 432-3410; e-mail: pier.resource@quickmail.yale.edu; website: www.yale.edu/pieris.

**“Understanding Global Issues: Women, Health, and Development”**  
**July 10-20**

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.

Contact: (203) 432-3410; e-mail: pier.resource@quickmail.yale.edu; website: www.yale.edu/pieris.

**2000 Summer Institute for Intercultural Communication**  
**July 12-14, 17-21, 24-28**

Now in its 24th year, the Intercultural Communication Institute is again offering a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling and consulting.

Contact: (503) 297-4022; e-mail: ici@intercultural.org; website: www.intercultural.org.

**20th International Conference on Critical Thinking and Education Reform**  
**July 22-25**

For its 20th international conference, Sonoma State University presents “Teach Students to Think Deeply Within and Across the Disciplines” at SSU in Rohnert Park, Calif.

Contact: (800) 838-3645 or (707) 829-0001; e-mail: cccc@criticalthinking.org; website: www.criticalthinking.org.

**Kiva’s Mexico 2000 Education Tour**  
**September 19-28, Guadalajara September 22-23, Mexico City September 25-26, Monterrey**

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican school representatives, and local business leaders. This year’s tour, “Building Partnerships in Mexico,” will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3; e-mail: kvaeexpo@ mindspring.com.

**Hispanic Women’s Corporation 15th Annual Conference**  
**October 5-6**

The 15th Annual Hispanic Woman’s Conference is presented by the Hispanic Women’s Corporation. At the Phoenix Plaza in Phoenix, Ariz.

Contact: (888) 388-HWC or (502) 7995; e-mail: hwc@netmail.att.net.

**AACU’s 3rd Biennial Diversity and Learning Conference**  
**October 26-29**

“Diversity and Learning: Identities, Community, and Intellectual Development designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching and fostering systemic change in their organizations, and have more in local and global communities.” At the Westin Williams Penn Hotel in Pittsburgh.

Contact: (202) 387-3760; e-mail: rings@ aacu. wcu. dc. us; website: www.aacu.org/Meetings/dxivlearn00.html.
Book Review

By John Wegner


Rudolfo Anaya’s most famous novel, Bless Me, Ultima (1972), is a classic in American literature. A novel that teaches well in both high school and college, it tells of Antonio Marez, a six-year-old Chicano boy living in New Mexico, and of the tumultuous year when Ultima, a woman old and wise, moves in with his family. The plot is exciting, and Anaya’s magical realism and eloquent prose make the novel very readable.

The novel traces Ultima’s influence on Antonio as she teaches him about his heritage and how to overcome the conflicts around him. In addition to seeing two men killed, Antonio sees Ultima accused of witchcraft and witnesses her amazing power in the face of evil. Her magical cures with herbs and potions challenge beliefs instilled in him by his parents.

As a young man, Antonio is torn by his parents’ conflicting dreams for him. His mother, the daughter of a farmer, believes that the blood of their ancestors will prevail and that Antonio will become a priest of the pasturas. The father hopes his son will choose life on the llano and become a vaquero, as the father was before marriage. This conflict between his mother’s people of the moon and his father’s people of the sun establishes one of the essential themes of Anaya’s work, and Antonio’s coming of age transcends cultural designations. His fear of school, his struggle to fit in with his classmates, even his first communion and questions about God’s presence in the world establish Anaya’s novel as one about growing up.

However, Bless Me, Ultima is fundamentally a novel that privileges Chicano heritage, culture, and art. Ultima is a curandera whose presence helps Antonio establish his own dream for himself. She arrives with an owl who acts as Antonio’s protector. This owl, overt symbol of Ultima’s magic, is her “spirit.”

“It had come with Ultima, and as men brought evil to our hills, the owl had hovered over us, protecting us. It had guided [Antonio] home from Lupito’s death. It had blinded Tenero the night he came to hurt Ultima, the owl had driven away the howling animals the night we cured no uncle, and it had been there when the misery of the Téllez family was removed.” Antonio’s connection to Ultima is strong. She delivered him, but more important is her ability to open Antonio’s eyes to his cultural heritage.

Anaya’s novel begins with Antonio’s first-person reminiscence that “Ultima came to stay with us the summer I was almost seven. When she came the beauty of the llano unfolded before my eyes, and the gurgling of the waters of the river sang to the hum of the turning earth... She took my hand, and the silent, magic powers she possessed made beauty from the raw, sun-baked llano, the green river valley, the blue bowl which was the white sun’s bone.” Ultima’s magic enters the dogma of the Catholic Church. Antonio’s discovery of pagan past of his people provides a mythic legacy as important as Catholicism of his mother, and Ultima’s presence opens his eyes to world around him. The lessons she teaches Antonio allow him to realize that his parents will not decide his future. Instead, he understands that he will “have to build [his] own dream out of those things were so much a part of [his] childhood.”

Anaya’s novel is a joy to teach because the students almost always enjoy reading it. Deceptively simple, students will easily recognize Antonio’s struggle to grow up. Further examination of the novel, though, reveals a complexity worthy of in-depth analysis. Students will help understanding the novel’s magical realism tendencies, and many dens will need a quick lesson in Chicano cultural symbology: The Virgin de Guadalupe, the Black Eagle, Aztlán, the Sun of La Llorona, and even La Huella (the Delano Farm Work Strike beginning in 1965) are important figures within the novel’s symbolism. The racial conflict between Chicanos and Anglo in town is a subtle but fertile area for discussion. Antonio’s brothers have been drafted in the and his father believes “that the town steals our fight.” The power structure of the town is not one oppressive, but Anaya includes enough images that all the reader to see that the conflict between an unjust and the Chicanos from across the river is real.

Award-winning novelist Rudolfo Anaya is Professor Emeritus of English at the University of New Mexico and Grandfather of Chicano literature. Along with the other books in New Mexico Trilogy (Heart of Aztlán and Tortuga), Ultima explores Chicanos’ sense of mixed heritage and cultural exile from their ancestors’ land. In each of the Trilogy novels, the life and growth of Ana Ulises seem directly related to re-creating with their Chicano heritage, an often painful journey, physically and psychologically. Albuquerque [sic] (1992), winner of the PEN Center West Award for Fiction, explores language and its appropriation to people’s sense of self. Zia Summer (1995), Rio Grande Fall (1996), Shaman Winter (1999) weave magic realism with the conventions of murder mystery. The Farilios of Christmas (1995) and Maya’s Children (1996) are children’s books, seamless and colorful re-tellings of age-old Chicano myths.

Anaya’s ability to create and re-create stories that cross cultural boundaries makes him an author of universal importance and appeal.

John Wegner teaches in the English Department at Angelo State University, San Angelo, Texas.

If interested in submitting a book review, please e-mail us at outbook@aol.com for Book Reviewers’ Guidelines.
Position Announcement

FOUNDING DEAN
School of Science and Mathematics
California State University, Bakersfield

Description: Due to an academic recognition, California State University, Bakersfield (CSUB) is initiating a search for the Founding Dean of the School of Science and Mathematics. We seek an academic leader with vision and energy who will work collaboratively to build a distinguished School of Science and Mathematics. Science and Mathematics offers baccalaureate and masters degrees in disciplines of biological and physical sciences, and mathematics, and in professional programs of computer science, environmental resource management, and nursing. Our new baccalaureate degree programs in engineering will be hosted in this school. Science and Mathematics at CSUB participates in a diversified baccalaureate degree program in Liberal Studies for students interested in elementary school teaching. In addition, Science and Mathematics is establishing baccalaureate degree programs at the University's off-campus center in Antelope Valley.

CSUB enrolled its first students in 1970 and is one of the 23 campuses in the California State University system. In Fall 1999, CSUB enrolled 6,000 students and 5,246 full-time equivalent students (FTES). In Fall 1999, Science and Mathematics enrolled over 1,000 students and had 60 full-time faculty members. For additional information, please refer to CSUB Home Page at http://www.csusb.edu.

The service region for CSUB is larger than West Virginia and includes the Southern Sonoita Valley, the eastern Sonoita Valley, and the western Mojave Desert.

Responsibilities: The Founding Dean for the School of Science and Mathematics (SA) is expected to provide leadership within the context of the CSU system and CSUB service region. He/She is responsible for ensuring teaching excellence, research, scholarship, and community service within the School; recruiting, hiring, and evaluating all S&M faculty; and academic planning, budgeting, and personnel management for the School. The Dean is expected to work collaboratively with faculty and other academic administrators in all curricular matters and in the development of strong, innovative academic programs. He/She will have major responsibilities in acquiring grants and contracts.

Qualifications:
1. An earned doctorate and a record of teaching excellence and scholarly achievement and other qualifications sufficient to merit appointment as a Professor in one of the disciplines in the School of Science and Mathematics;
2. Appropriate academic administrative experience leading to the level and responsibilities described above;
3. Demonstrated success in the acquisition of external funding and the development of community partnerships;
4. Effective engagement of faculty, students, staff, other university administrators, and members of the greater community;
5. Commitment to the ethical and culturally diverse population served by the University.

Applications and Nomination: Review of applications will begin immediately and will continue until the position is filled. Applications must include the following:
1. Letter of application addressing the responsibilities and qualifications described above;
2. Current vita;
3. Names, addresses, telephone numbers, and e-mail addresses for at least four (4) references.

Nominations and applications should be sent to:

Chain Search Committee
Dean for the School of Science and Mathematics
Office of the Provost
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1999

Salary and benefits are competitive and commensurate with experience and qualifications. Appointment is expected to begin as soon as possible.

CSUB favors and appreciates ethnic and cultural diversity among its faculty, staff, and administrative staff. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.
Capella University's School of Psychology is hiring adjunct faculty in the following areas of specialization: Addiction Psychology, Clinical Psychology, Educational Psychology, Family Psychology, Health Psychology, Organizational Psychology, and Sport Psychology.

Context: Capella University is a regionally accredited institution of higher education which offers undergraduate and graduate degree programs, certificates, and continuing education to adult learners who seek to integrate advanced study with their professional lives.

Responsibilities: Adjunct faculty are part-time faculty who serve as independent contractors. Adjunct faculty teach graduate courses in the core and specialty curriculum, mentor graduate students in their specialty area, and serve as residency faculty in academic sessions. They serve on School and program committees and share full voting privileges in academic matters. With members of the full-time core faculty, adjunct faculty are responsible for ensuring the student's educational experiences are consistent with the prevailing national standards for the education of professional psychologists.

Qualifications: 1) Earned doctorate; 2) Interest in and commitment to teaching in an online environment; 3) Proficient in the use of Internet tools; 4) Have prior graduate teaching experience.

Salary: Commensurate with experience and qualifications.

Starting Date: April 1, 2000

Deadline: Review of applications will continue until positions are filled.

Application Procedure: Send letter of application, vita, three letters of recommendation and transcripts to:

Janet Korpi
Human Resources
Capella University
330 2nd Avenue South, Suite 550
Minneapolis, MN 55401
Phone: (612) 252-4290 Fax: (612) 337-5396
E-mail: jkorpi@capella.edu
http://www.capellauniversity.edu

Speech/Language Specialist

The A. Harry Moore School is a specialized academic and therapeutic school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with the additional work satisfaction of being connected to a large, urban state university, tuition reimbursement, competitive salaries and benefits, school hours and holidays, plus a dynamic team of special educators.

The A. Harry Moore School is located in Jersey City, New Jersey directly across from the New Jersey City University. The school is convenient by train, bus or auto from the local metropolitan area.

DUTIES: Makes assessments, analyzes, and classifies students' communication competencies and characteristics. Plans, prepares and delivers treatment programs for children with speech and language deficiencies. Serves as a resource person in the area of speech and language development and disorders to classroom teachers, parents, administrators and the child study team; and participates in the planning of educational programs for children with communication disabilities.

REQUIRED: A Master's Degree in Speech-Language Pathology from an accredited institution; New Jersey Speech-Language Specialist certification or licensure

STARTING DATE: September 1, 2000.

Applications must be received by May 30, 2000.

APPLICATION: Candidates must submit a letter of application, resume, official transcripts, certification, work experience, and names, addresses and telephone numbers of at least 3 professional references to:

Mr. Dennis Poporello, Principal
A. Harry Moore School
2078 Kennedy Blvd.
Jersey City, NJ 07305
Ph: 201-200-3138

Instructor of Latin American History

The Department of History, Saint Michael's College, needs a full-time instructor to teach the Latin American history survey and upper-level seminars on modern Latin American for the 2000-2001 academic year. Compensation will be appropriate to qualifications. To be considered, candidates should be at least ABDs in Latin American history.

To apply, send a cover letter, current C.V., and two letters of reference to: Douglas Slaybaugh, Chair-Department of History, do Office of Human Resources, Saint Michael's College, Colchester, VT 05439, Telephone (802) 654-2465. E-mail dslaybaugh@smcvt.edu.

The deadline is May 30, 2000. AA/EOE.

Mountain View-Los Altos Union High School District
1299 Bryan Avenue
Mountain View, CA 94040

ASSISTANT PRINCIPAL
MOUNTAIN VIEW HIGH SCHOOL

SALARY: $83,672-514,894 (12) DAYS (159% salary schedule)
CLOSING DATE: May 26, 2000
CONTACT: Steve Hope, Asst. Superintendent - Personnel & Technology
Telephone: (650) 940-4646 Fax: (650) 940-4646
E-Mail: steve.hope@mvla.net

New Jersey City University is an equal opportunity affirmative action employer who encourages diversity among its employees.
ASSISTANT DIRECTOR
Office of Admissions

Responsibilities: Include but are not limited to, recruitment of student applicants through the practice of territory management; follow-up of recruitment activities within the scope of territory management; review and evaluation of applications and supporting credentials; coordination of extensive follow-up program with applicants, community colleges and high school counselors; organization of campus tours and workshops; preparation of accurate statistical reports with cost system and recommendations for admissions-related matters.

Requirements: Baccalaureate and 2 years admissions experience. Ability to interpret, apply and analyze legislation, policies and procedures. Excellent communication and interpersonal skills. Ability to work effectively with prospective students, parents and associated University personnel.

Salary & Benefits: Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Application: Candidacy review begins immediately and continues until appointment is made. Send letter of interest; resume; letters of reference; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Application to Director: Audrey Bridges, Office of Admissions, Kean University, 1000 Morris Avenue, Union, NJ 07083.

New York University
TECHNICAL SUPPORT SPECIALIST
Leonard N. Stern School of Business

NYU's Leonard N. Stern School of Business has an opportunity for a Technical Support Specialist who will manage the Office of Career Development's data system, develop new applications, liaise with outside vendors, train staff and conduct workshops for MBA students. Requirements: Bachelor's degree, 3 years relevant experience, knowledge of Access, dBASE III, UNIX, Perl, HTML, SQL and PowerPost; excellent interpersonal communication, analytical, and organizational skills.

We offer excellent opportunities along with an outstanding benefits package which includes: free NYU tuition for self, spouse, and children where eligible; generous vacation, health, dental, and retirement plans. Please send resume, cover letter, and salary history to: New York University, Leonard N. Stern School of Business, Tisch Hall, 40 West Fourth Street, Suite 624, New York, NY 10012-1118. Attention: Human Resources.

NYU is an Equal Opportunity/Affirmative Action Employer.

DIRECTOR OF BOARD SERVICES
ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES
Washington, DC

The Association of Community College Trustees (ACCT) invites applications for the senior level position of Director of Board Services. This individual will join the other members of the association staff in providing education, service, and advocacy efforts on behalf of member boards of trustees of community, junior and technical colleges.

The Director is responsible for the design, delivery and evaluation of the CEO Search Service, Intern CEO Service, and Board Leadership Retreat Service. He/she supervises the Associate for Board Services and the association's search, reference and retreat consultants.

The Successful Candidate Will:

- have a commitment to the values and principles of the community college mission, the lay governance of higher education, and diversity.
- exhibit the interest, enthusiasm, and creativity necessary to meet the challenges posed by the changing social, educational, political, economic and technological environment.
- have successful experience in the facilitation of group goal setting and achievement.
- demonstrate successful experience in management and supervision.

Citing experience or knowledge in the following areas can enhance candidate applications:

- Leadership experience with a community college
- Membership on a not-for-profit board
- Experience with executive search processes
- Use of information technology
- Designing education experiences or programs
- Association management

Individuals wishing to pursue this unique position should send a letter describing their interest, experience and qualifications to Ray Taylor, President, ACCT, 1740 N Street, NW, Washington, DC 20036; Fax 202-233-1297 or email rtaylor@acct.org. No phone calls, please.

Nominations and applications will be accepted until the position is filled. However, since the Search Committee will begin reviewing applications June 15, 2000 (date has been extended), submissions are encouraged prior to that time. All inquiries, nominations and applications will be held in strictest confidence. Applications and nominations of individuals who would increase the richness of the association diversify are welcome.

Calif State University
Bakersfield
READING/LITERACY

Elementary and/or Secondary Education (three positions). Rank Open (tenure track), beginning September 5, 2000. Salary commensurate with experience and qualifications. Teach reading/literacy courses for preschool, master's level, and reading specialist credential students. Supervise elementary or secondary student teachers in cross-cultural settings. Earned doctorate or ABD status in reading/literacy. At least three years of successful full-time teaching experience in grades 1-6 or 7-12. Strong commitment to literacy and preparing students for bilingual/multicultural and/or ethnolinguistic settings. Ability to write grants and incorporate computers in the literacy classroom is desirable. Positions open until filled. Send letter of application, vita, placement file or transcripts of graduate courses, and three letters of recommendation to: Dr. Sheryl L. Santos, Dean, School of Education, California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield, CA 93311-1099. AA/EOE.

The University of Georgia

SPANISH/BUSINESS

Full-time, renewable position in Spanish language and Business Spanish to begin July 1, 2000. Joint appointment, Franklin College of Arts and Sciences and the Terry Business School. Responsibilities: upper-division Spanish language and business Spanish courses; training and supervising graduate students or instructors to assist in teaching Business Spanish; developing business programs for foreign languages. Salary: $43,000 (twelve months). Preferred qualifications: Ph.D. in Spanish language, literature or culture; formal education and/or experience in business; evidence of successful teaching; native or near-native ability in Spanish. Minors and women especially encouraged to apply. Applications received before June 1, 2000 will receive full consideration. Send letter of application, CV, placement files (or transcripts and 3 letters of recommendation):

Noel Fallows, Acting Head
Department of Romance Languages
University of Georgia
Athens, GA 30602-1815

African Studies
Web site http://www.rom.uga.edu/

AA/EOE
**Assistant Professor - Educational Technology (search reopened)**

Plattsburgh State University of New York invites applications for a tenure-track Assistant Professor in Educational Technology in the Center for Educational Studies and Services. Plattsburgh State University is a comprehensive, coeducational institution located in an area voted one of the most scenic places in the country. Plattsburgh is within a half-hour drive from Montreal, Quebec, Burlington, VT and Lake Placid, NY, with easy access to Boston, Albany and New York City.

**Qualifications:**
- Doctorate in appropriate field.
- Substantive experience in designing, implementing and evaluating educational technology programs.
- Experience in the design and development of educational technology programs, including the development of educational technology curricula.
- Knowledge of educational technology standards and best practices.
- Experience in the design and development of educational technology programs, including the development of educational technology curricula.
- Knowledge of educational technology standards and best practices.
- Experience in the design and development of educational technology programs, including the development of educational technology curricula.
- Knowledge of educational technology standards and best practices.
- Experience in the design and development of educational technology programs, including the development of educational technology curricula.
- Knowledge of educational technology standards and best practices.

**Salary Range:** Based on qualifications.

**Application进程:**
- Submit a letter of application, curriculum vitae, and three current letters of reference to: Dr. George J. Anderson, Associate Director, Human Resources Office, Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901-2681, Fax # (518) 564-5026.

---

**Full Time Positions**

**These positions will remain open until filled, however, the interview process will commence on May 8, 2000.**

**INSTITUTE FOR BUSINESS TRENDS ANALYSIS**

**Market Research Associate**

The Associate Director reports to the Director of the Institute for Business Trends Analysis. The Candidate will assist the Director in the everyday management of the Institute.

**Market Research Assistant**

The Market Research Assistant assists the Director in the design and development of educational technology programs, including the development of educational technology curricula.

---

**Eastern New Mexico University-Roswell**

**Position:**
- Dean of Instruction
- Location:
  - Roswell, New Mexico
- Salary:
  - low $70,000
- Closing Date:
  - August 1, 2006
- Date Available:
  - August 1, 2006

**SUMMARY:**
- The Dean of Instruction is responsible for the overall administration, development, and maintenance of all college instructional and institutional support programs.

**Minimum Qualifications:**
- Master’s degree in higher education administration or related degree and five years related experience to include upper-level management in a college or community college environment.

**Desirable Qualifications:**
- Strong computer applications skills, excellent written and verbal communication skills, familiarity with current practices in instructional effectiveness, working with a culturally diverse community and student body.

**Conditions of Employment:**
- Work is performed in a smoke-free facility. Occasional travel is required.

**TO APPLY:**
- Submit applications, letter of interest, resume, complete transcripts, and the names and addresses and phone numbers of three professional references to: Human Resources Office, ENMU-Roswell, P.O. Box 5000, Roswell, New Mexico 88201-0000. Complete packages must include a print copy of this position announcement.

---

**Plattsburgh State University of New York**

**People of Color in Predominantly White Institutions**

October 27-28, 2000 • University of Nebraska-Lincoln

**CALL FOR PROPOSALS**

**Deadline:** June 15, 2000

This interdisciplinary conference critically examines a wide range of issues facing people of color in predominantly white institutions. Proposals are invited for presentations on topics as:

- Different perspectives on majority rules
- Race, sports and society
- Issues of recreation and retention
- Spirituality in higher education
- Multicultural students and where do they fit
- Equity, ethnicity and gender

Direct Inquiries to:
- Academic Conferences and Professional Programs
- Division of Continuing Studies
- University of Nebraska-Lincoln
- 150 NOLC
- Lincoln, NE 68583-9600
- Phone: (402) 472-2644
- Fax: (402) 472-9688
- E-mail: accp1@unl.edu
- Visit our website at:
  - dcs.unl.edu/accp1/index.html

---

**Eastern New Mexico University-Roswell**

**Employment Opportunity**

**Position:**
- Dean of Instruction
- **Location:** Roswell, New Mexico
- **Salary:** low $70,000
- **Closing Date:**
  - August 1, 2006
- **Date Available:**
  - August 1, 2006

**SUMMARY:**
- The Dean of Instruction is responsible for the overall administration, development, and maintenance of all college instructional and institutional support programs.

**Minimum Qualifications:**
- Master’s degree in higher education administration or related degree and five years related experience to include upper-level management in a college or community college environment.

**Desirable Qualifications:**
- Strong computer applications skills, excellent written and verbal communication skills, familiarity with current practices in instructional effectiveness, working with a culturally diverse community and student body.

**Conditions of Employment:**
- Work is performed in a smoke-free facility. Occasional travel is required.

**TO APPLY:**
- Submit applications, letter of interest, resume, complete transcripts, and the names and addresses and phone numbers of three professional references to: Human Resources Office, ENMU-Roswell, P.O. Box 5000, Roswell, New Mexico 88201-0000. Complete packages must include a print copy of this position announcement.

---

**Plattsburgh State University of New York**

**People of Color in Predominantly White Institutions**

October 27-28, 2000 • University of Nebraska-Lincoln

**CALL FOR PROPOSALS**

**Deadline:** June 15, 2000

This interdisciplinary conference critically examines a wide range of issues facing people of color in predominantly white institutions. Proposals are invited for presentations on topics as:

- Different perspectives on majority rules
- Race, sports and society
- Issues of recreation and retention
- Spirituality in higher education
- Multicultural students and where do they fit
- Equity, ethnicity and gender

Direct Inquiries to:
- Academic Conferences and Professional Programs
- Division of Continuing Studies
- University of Nebraska-Lincoln
- 150 NOLC
- Lincoln, NE 68583-9600
- Phone: (402) 472-2644
- Fax: (402) 472-9688
- E-mail: accp1@unl.edu
- Visit our website at:
  - dcs.unl.edu/accp1/index.html
The University invites applicants for the full-time, twelve-month Coordinator of Residence Education position. The Coordinator will assume overall responsibility for a specific University housing area; supervise residence assistants; serve as a primary judicial hearing officer for the University’s Judicial Office; and assist with summer conferences.

Qualifications: Bachelor’s degree required, master’s degree preferred. Minimum one year of student affairs experience required. Previous supervision of student housing is preferred.

Salary range is $21,500-$24,500. Competitive benefits package including furnished apartment and meal plan.

A review of applications is underway and will continue until the position is filled.

Send cover letter, resume and a list of three professional references to: Office of Human Resources, Ref. #0024 Coordinator of Residence Education, Admissions Roger Williams University, One Old Ferry Road, Bristol, RI 02809.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

HEAD, CATALOG DEPARTMENT
Northeastern University Libraries

Northeastern University Libraries invites applications and nominations of individuals with vision, enthusiasm and leadership ability for the position of Head, Catalog Department. The successful candidate will have the opportunity to lead the Libraries in the planning, development, and assessment of innovative programs for the organization, description, control of, and access to information resources, and to collaborate in the transformation of technical services.

Responsibilities: Administer the Catalog Department, including the cataloging, classification and content analysis of resources, database maintenance of Library catalog systems and physical processing and preparation of materials. Actively support and demonstrate commitment and sensitivity to diversity in the workplace. Ensure quality control and data integrity of the online public access catalog and Library holdings, and their linkages to networked and related systems. Establish cataloging policy and practices within the context of national and international standards, and in collaboration and consultation with other departments and libraries. Develop proposals for, negotiate, implement, and assess contract services. Assess the application of national and international cataloging, metadata and data definition standards. Research, test and evaluate information systems, and the effects of various search engines and retrieval techniques on the utilization of library management systems, virtual catalogs and other databases. Participate in consortial and other professional activities associated with information retrieval and data description and access.


Qualifications: ALA-accredited MLS degree required; additional advanced degree desirable. At least 5 years demonstrated successful experience in the management and supervision of cataloging and database maintenance activities in academic or research libraries. Demonstrated knowledge of national and international standards relating to the organization of knowledge, cataloging, classification, description and access, and emerging standards for digital resources. Demonstrated knowledge and experience with cooperative programs, consortia initiatives and operational workflow analyses. Knowledge of trends and issues in academic libraries, higher education, scholarly communication and emerging technologies. Ability to work with a wide variety of individuals at all levels. Strong service orientation. Commitment to staff development. Demonstrated commitment and sensitivity to diversity in the workplace. Excellent planning, analytical, communication, supervisory, project management and organizational skills.

Salary: Competitive, commensurate with qualifications and experience. Excellent benefits.

Review of applications will begin June 23 and continue until the position is filled. Please send letter of application, resume, and the names of three references to: Carol Chamberlain, Associate Dean Northeastern University Libraries, 320 Snell Library, 360 Huntington Avenue, Boston, MA 02115.

Please note: Northeastern University is an affirmative action, equal opportunity employer, and especially welcomes applications from minorities, women, and persons with disabilities.

Advertise with The Hispanic Outlook in Higher Education and stay informed! www.HispanicOutlook.com
EASTERN NEW MEXICO UNIVERSITY-ROSWELL
EMPLOYMENT OPPORTUNITY

POSITION: Dean of Information Services
LOCATION: Eastern New Mexico University-Roswell
SALARY: Competitive ($60,000+)
CLOSING DATE: Open Until Filled
DATE AVAILABLE: July 1, 2000

Provide assigned management and consultative services in the area of instructional data processing, network management, information technology, and provide direction to the continuing education (non-credit) data processing functions.

RESPONSIBILITIES AND AUTHORITY OF JOB: Provide direct administration and supervision of Microcomputer Application Specialist, Department of Information Technology and for the entire institution. Prepare accurately, promptly, and completely forms required by administration.

QUALIFICATIONS: Be able to perform the administrative and supervisory duties demanded by the position. Possess knowledge of, and agreement with, comprehensive community college philosophy, elevate, and interact in an effective, positive manner with students, faculty, administration personnel, support personnel, and general public. Good communication skills. Have the ability to organize, develop, implement, and supervise learning activities. Initiate, ability, and motivation for continued self-improvement and to remain current in job assignments and technology. Ability to work effectively with confidential information and maintain confidentiality of data. Ability to apply short and long-range planning for information technology. Understand teaching and software applications sufficient to effectively manage information technology systems. Sufficient knowledge to design, develop, implement, and manage a wide area network. Be able to develop detailed specifications on information technology requirements and submit to vendors.

EDUCATION: Advanced training in data processing required. Network training equivalent to Certified Network Engineer. Bachelor's degree or equivalent experience.

EXPERIENCE: Minimum of 5 years (3 years 6,000 hours) vocational data processing and network administration, or an equivalent combination of education and experience.

TO APPLY: Submit 1) Letters of interest; 2) Resumes; 3) Names and phone numbers of three professional references; 4) Transcripts (unofficial for application purposes) to: Human Resources Office ENMU-Roswell, Rt. O. Box 6000, Roswell, NM 88202-6000. Completed packet must be submitted to the Human Resources Office in order to be considered for the position. For a complete job announcement please call the Human Resources Office at (505) 624-7411.

Applications must have a strong commitment to working on a campus that values cultural diversity. Applications from minorities and women are highly encouraged.

ENMU-Roswell is an EEO/AA/ADA Employer.

ASSISTANT HEAD, ACCESS SERVICES
Northeastern University Libraries

Northeastern University Libraries invites applications and nominations of individuals with a strong commitment to excellence in professional development and management. The successful candidate will be responsible for the supervision of a team of professionals who provide access services to students, faculty, and visitors. The candidate will work collaboratively with library colleagues to develop and implement effective access services and strategies that support the needs of the university community.

Responsibilities include:
- Supervising and coordinating a team of professional access services librarians
- Developing and implementing policies and procedures for access services
- Collaborating with other library departments to provide seamless service to users
- Participating in the development of strategic projects and initiatives

Qualifications:
- MLS degree from an accredited library school
- At least 5 years of experience in access services
- Strong analytical and interpersonal skills
- Excellent written and verbal communication skills
- Ability to work effectively in a team environment

Application Materials:
- Resume
- Letter of interest
- Names and contact information for at least three references

Applications should be submitted electronically to Libraries.NortheasternUniversityLibrarySearch@northeastern.edu. Review of applications will begin on June 30, 2020, and will continue until the position is filled. Salary is competitive and commensurate with qualifications and experience. northeasternuniversitylibraries.northeastern.edu

Iona College, New Rochelle, NY

DEPARTMENT OF SPEECH COMMUNICATION STUDIES

The College of New Rochelle, a private, Roman Catholic, women's college in New Rochelle, NY, seeks a full-time faculty position in the Department of Speech Communication Studies. The position will be at the rank of Assistant Professor. Teaching experience and Ph.D. in Speech Communication or related field are required.

Responsibilities include teaching basic college core course and upper-level communication courses. The successful candidate will also advise students, engage in department and college service, and continue professional development.

Applications should submit a letter of application, which includes a statement of teaching philosophy, curriculum vitae, and three letters of reference by May 30, 2020, to:

Dr. Judith L. Isserlis, Ph.D.
Chair, Department of Speech Communication Studies

715 North Avenue, New Rochelle, NY 10801

Iona College is an equal opportunity affirmative action employer.
ROOSEVELT UNIVERSITY
College of Education
Associate Dean
The College of Education at Roosevelt University invites applications for the position of Associate Dean for the Albert A. Robin Campus in Schaumburg, Illinois. Roosevelt is a metropolitan University with campuses in Chicago and Schaumburg; the College offers certification and degrees in six program areas, a doctorate in Educational Administration and Supervision, and a number of special academic projects. The College has a dynamic faculty committed to teaching and committed to developing programs that meet the needs of graduates who will work in diverse and multicultural settings.

The position offers an excellent opportunity for a creative individual to implement new and innovative professional preparation programs in the College and to identify ways of better serving students and other constituencies. The Associate Dean will support the Dean in the management and operation of the College, including: strategic planning; development of department action plans; annual budget development; graduation clearance; and faculty searches, new faculty orientation and non-tenure faculty evaluation. The position is responsible for developing and implementing all grants, related on-campus and off-campus programs, and fundraising efforts.

Applications of individuals with vision, high energy, and a commitment to the development of collaborative relationships with community colleges, corporate and K-12 school district personnel is solicited. Desired experience includes: successful administrative work at the departmental or comparable college unit level; experience in developing partnerships that extend services to targeted education sectors; proven achievement in grant writing/research, teaching, and service; the ability to promote productive relationships with outside constituencies; familiarity with university advancement and development; and using technology to implement programs. Candidates for the position must also meet the requirements for appointment at the rank of Associate Professor in one of the program areas within the college, including an earned doctorate and a record of scholarship and teaching in the field of education. Background in Elementary Education and/or Early Childhood Education is preferred but not essential. A letter of application; a curriculum vitae; and the names, addresses, e-mail addresses, and telephone numbers of five references should be sent to:

Teryl Ann Rosen, Ph.D.
Chair of the Search Committee
Roosevelt University
College of Education
430 S. Michigan Avenue
Chicago, IL 60605-1394
tronso@roosevelt.edu

Roosevelt University is an equal opportunity affirmative action institution. Qualified minority candidates are especially encouraged to apply.

RECRUITMENT SPECIALIST
U.S. MERCHANT MARINE ACADEMY
The Academy offers a four year, residential Baccalaureate degree program to prepare selected young men and women for service in the United States Merchant Marine and United States Naval Reserve. The Recruitment Specialist will be involved in nationwide recruitment, selection, retention with particular emphasis on women and minority candidates and financial aid. Applicants should have a relevant bachelor’s or advanced degree. Required is professional experience in college level admissions programs, excellent communication skills; ability to manage and organize recruitment presentations; demonstrated knowledge of admissions counseling, current enrollment and retention issues and trends and knowledge of financial aid programs. The United States Government is an affirmative action and equal opportunity employer. Competitive service position in the Federal government. U.S. citizenship required. Send letter of interest and resume immediately to: Academy Personnel Office, U.S. Merchant Marine Academy, Kings Point, NY 11024. M/F/H/V.

ASSISTANT PROFESSOR
Operations Management

This tenure track faculty position requires a teaching interest and basic research emphasis in operations management or related field such as operations research or logistics.

Send application with curriculum vitae to Dr. Richard White, Chair Faculty Search Committee, Department of Management, College of Business Administration, University of North Texas, PO Box 305290, Denton, TX 76203-5290. Fax 940-565-4394.

The University of North Texas is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

NOT READING
Hispanic Outlook in Higher Education?
...THEN YOU ARE NOT COMPLETELY INFORMED

Brown University
FACILITIES INVENTORY MANAGER
Facilities Management, Brown University Department of Facilities Management is seeking a Facilities Inventory Manager who will be responsible for overseeing the office's space planning, analysis, and reporting, including physical inventory, space utilization, and information management, planning and data management. The applicant will be responsible for developing the database and maintaining the data in the database. The applicant will be expected to maintain an office that is organized and efficient. The applicant will be responsible for maintaining the office's equipment and supplies. The applicant will be expected to maintain the office's equipment and supplies. The applicant will be expected to maintain the office's equipment and supplies. The applicant will be expected to maintain the office's equipment and supplies. The applicant will be expected to maintain the office's equipment and supplies.
BOWDOIN COLLEGE

PRESIDENT

Bowdoin College, a private, highly selective, liberal arts college, seeks nominations and applications for the position of President. The new President will succeed Robert Edwards, who will retire on June 30, 2001, after 11 years of distinguished leadership.

Founded in 1794, Bowdoin College is situated in Brunswick, Maine, a town of approximately 22,000 on the Maine coast, 25 miles from Portland and 120 miles from Boston. Bowdoin's outstanding student body of 1,556 comes from 48 states and 32 countries and works closely with more than 150 distinguished full-time faculty. The endowment is approximately $470 million.

In recent years, the College has retooled its campus to include new and renovated science, math, coastal studies, and arts facilities as well as student residences and social spaces; completed a five-year comprehensive campaign that raised more than $135 million; expanded the number of outstanding faculty and continued to recruit strong students; established a plan and financial support for technology; and implemented a new residential life system without Greek societies.

The ideal candidate will be a proven, outstanding leader who can articulate a compelling vision that focuses on academic excellence and the value of education afforded by a residential, highly selective liberal arts college; effectively fundraise; develop a strong sense of community and be actively involved in the life of the College; exhibit a strong commitment to diversity and nurture a creative, intellectually stimulating environment for students, faculty and staff.

Members of the search committee will begin reviewing applications immediately and continue until the position is filled. For best consideration, please send materials no later than September 15, 2000. Nominations, inquiries and expressions of interest should be forwarded, in confidence, to:

Shelly Weiss Sterbeck, Managing Director
A.T. Kearney Executive Search
333 John Carlyle Street
Alexandria, VA 22314
(703/739-4613 (phone)
(703)518-1792 (fax)
shelly.sterbeck@atkearney.com

Bowdoin College is an affirmative action/equal opportunity employer.

For more information about Bowdoin College, please visit our Web site:

www.bowdoin.edu

---

SUMMER INSTITUTE FOR WOMEN IN HIGHER EDUCATION ADMINISTRATION

June 25 through July 21, 2000

For more information contact: Betsy Metzger/HERS, Mid-America University of Denver/Park Hill Campus, 7150 Montview Blvd./Denver, CO 80220/FAX: (303)871-6897/c-mail: bmetzger@du.edu

---

UNIVERSITY OF WISCONSIN-MADISON

DIVERSITY EDUCATION SPECIALIST POSITIONS AVAILABLE

A strong commitment to diversity is required. The College welcomes applications from qualified women, minorities, and persons with disabilities.

Diversity Education Specialist, 9-month, 50% to 75%.

Assistant and Associate Professor, 9-month, 75% to 100%.

Degree & Qualifications: Bachelor's degree required. Master's degree in Student Development/Leadership, Higher Education, Psychology, Counseling, or related field preferred. Demonstrated experience in working with a diversity of cultures required.

To Apply: Please send a letter of interest, resume, and three work-related references to Denise Thomason, Student Organization Office, 239 Red Gym, 716 Langdon St., Madison, WI 53706.

Applications must be received by June 5, 2000.

A complete job description and further qualifications can be found at [link]

Equal Opportunity/Affirmative Action Employer.

---

UNCOVER*

Looking for a back article of Hispanic Outlook???

Website: unicweb.carl.org
E-mail: uncover@carlorg
TEL: 1-800-787-7779
FAX: 303-758-5946

Search UnCover.
VICE PRESIDENT FOR MINORITY AFFAIRS

The University of Washington invites nominations and applications for the position of Vice President for Minority Affairs. The appointment will be effective approximately January 1, 2001, or as soon thereafter as possible.

Founded in 1861, the University of Washington has been the nation’s leading public university in federal funding for research since 1960, with total external awards exceeding $600 million annually. It is also the preeminent teaching institution in the Pacific Northwest, enrolling an academically selective student body of almost 40,000 undergraduate and graduate students in 16 schools and colleges. Seattle is the center of a dynamic information industry with special ties to the Pacific Rim. Additional information about the University of Washington can be found at http://www.washington.edu.

Established in 1948, the Office of Minority Affairs is invested with the responsibility for ensuring diversity at the undergraduate level through its programs of K-12 outreach and recruitment, student counseling, instructional assistance, graduate and professional school preparation, and the activities and programs of its ethnic cultural centers. The Office of Minority Affairs is the parent organization for the University’s Educational Opportunity Program, which serves approximately 2,500 students.

The vice president administers all aspects of the office, which has a state-funded, bimennial budget of approximately $6.1 million, annual private donations and grants of approximately $2.3 million, and the equivalent of 80 full-time employees. The vice president reports directly to the president and is his primary advisor on matters affecting the well-being of students served by the office. The vice president also represents the activities, goals, accomplishments, and needs of the office to a variety of internal and external publics, and is expected to provide strong leadership for university outreach efforts and in its relationships with minority communities.

While the chosen candidate will possess a minimum of a master’s degree, an earned doctorate is preferred. Optimally, the candidate will have faculty experience and qualify for a faculty position in one of the programs within the University. He or she will have a proven record of understanding, respect, and appreciation for the ethically and culturally diverse populations of the Northwest. Strong oral and written communication skills, as well as substantial success in administering academic and student service programs for minority and disadvantaged students, are essential, as is a successful history of close working relationships with faculty and academic leaders. Strong scholarship fund-raising and development experience and skill are very important.

Although the vice president is primarily involved with undergraduate diversity, he or she will work with others in providing leadership for diversity and minority programs affecting all aspects of the University’s work. To that end, the vice president will convene regularly a council composed of diversity officers from the University. A collegial, consultative approach is essential.

Salary is negotiable.

To assure full consideration, applications and nominations should be sent by August 15, 2000 to:

Search Advisory Committee on the Vice President for Minority Affairs
Dean Emeritus Hubert G. Locke, Chair
301 Gerberding Hall, Box 351230
University of Washington
Seattle, WA 98195-1230

The University of Washington is an Equal Opportunity/Affirmative Action employer.
Early Childhood Educator

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in three colleges: Arts and Sciences, Education, and Professional Studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

The College of Education at New Jersey City University invites applications and nominations for the ten-year faculty position at the Assistant Professor (Ph.D. or Ed.D.) or Instructor (ABD) level in Early Childhood Education.

requirements: Classroom teaching experience in early childhood essential; public school teaching a plus; overall understanding of child development, early childhood curriculum development, and assessment a must; NJ Teaching Certification a plus; experience in teaching in urban settings a plus; evidence of scholarly potential.

Responsibilities: To teach a variety of undergraduate and graduate early childhood courses, supervise student teachers, advise students, serve as an advocate for early childhood, and serve on department, college and university committees.

This position is expected to begin with the Fall semester. Application deadline: June 14, 2000. Applicants should submit a letter of interest, resume, and the names, telephone numbers and e-mail addresses of three (3) references to:

Dr. Yiping Wan, Dean
College of Education
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

DIVISION OF EARTH SCIENCES
NATIONAL SCIENCE FOUNDATION
ARLINGTON, VA 22230

NSF's Division of Earth Sciences seeks qualified candidates for 2 leadership positions:

Head, Special Projects Section (EP 00-12). This section coordinates the Division's multidisciplinary, educational, instrumentation, and facilities infrastructure needs of the earth sciences.

Head, Research Grants Section (EP 00-13). This section coordinates the Division's core disciplinary programs (e.g., geology & paleontology, petrology & geochemistry, and hydrologic sciences and seismology.)

Appointment to these Senior Executive Service positions may be on a career or 2-3 year limited term basis. An ES-1 ($155,811) to ES-3 ($216,826) salary range, Alternatively, the minimum salary may be assigned under Intergovernmental Personnel Act provisions. Applicants must have Ph.D. or professional experience in at least one of the major subdisciplines of the earth sciences, substantial research administrative experience, and demonstrated leadership ability.

The announcement, including position requirements and application procedures, is located on NSF's Homepage at www.nsf.gov/homr/chart/wock.htm. Applicants may also obtain a copy of the announcement by contacting the Executive Personnel and Development Branch on (703) 306-0755 (hearing impaired individuals may call TDD (703) 306-0189). Applications must be received by August 15, 2000.

NSF is an Equal Opportunity Employer.

DIRECTOR OF PUBLIC RELATIONS

Reporting to the Executive Vice President for Business and Financial Affairs, you will be responsible for the development and implementation of a strategic plan to enhance the public relations, communications and marketing initiatives of the college. You will also serve in a faculty role in Communications, Journalism, Public Relations or a related field, along with 5 years of communications experience. You should possess a Bachelor's degree in Communications, Journalism, Public Relations or a related field, along with 5 years of Communications experience. You should also possess highly developed written and verbal communication and organizational skills, as well as a working knowledge of marketing, layout and design, photography and politics.

STARTING DATE: ASAP
APPLICATION DEADLINE: 6/9/00

For this position, Georgia Perimeter College offers a competitive salary commensurate with education and experience. When applying please refer to position No. 182 and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of college transcripts, and (4) list of three professional references (names, e-mail addresses, telephone numbers) to:

Dr. Chastony
Human Resources Department
3500 Panhantyre Rd.
Peachtree, GA 30004
www.gpc.peachtree.edu

AAS9929A

Lassen Community College
IN SUSANVILLE, CALIFORNIA IS SEEKING QUALIFIED APPLICANTS FOR THE FOLLOWING POSITIONS CLOSE FRIDAY, JUNE 2ND, 2000 AT 4:30 PM:

HUMANITIES/PHILOSOPHY INSTRUCTOR - The appointee will hold a six-month (1st Fall) Part-Time Faculty Teaching position at a salary range of $37,040 to $45,920 per year.

MINIMUM QUALIFICATIONS: A minimum qualification must have A, B, C, or D of the following minimum standards for education and experience.

A. Master's degree in Humanities, OR
B. 24 baccalaureate hours in Humanities, related field, or related teaching experience.

C. Demonstrated ability to teach philosophy and/or humanities.

D. Demonstrated ability to teach philosophy and/or humanities.

E. The equivalent of A, B, C, or D documentation of equivalency must be attached to your application.

Please call or write for specific degree required or for additional information.
Lassen Community College, Office of Human Resources
1000 College Dr., P.O. Box 899
Susanville, CA 96130
Tel: (530) 887-4611
Fax: (530) 887-4661

HISPANIC OUTLOOK 03 1999 54
AMERICAN UNIVERSITY
WASHINGTON, DC

ASSISTANT DIRECTOR OF ADMISSIONS

American University's Office of Admissions is seeking candidates for two Assistant Director positions: one for freshman recruitment and one for transfer recruitment. Experience in planning and implementing all recruitment activities in a defined U.S. recruitment region, evaluating freshman and transfer applications, and conducting presentations and interviews are required. Strong communication skills essential. Implementation of recruitment initiatives involves travel. B.A./B.S. required plus minimum of two years' direct admissions experience.

Candidates should visit the university's outstanding benefits package on our website at www.american.edu. To apply, complete an application in person or send your resume, cover letter and application or letters of nominations with resume and cover letter to American University, Office of Human Resources, 4400 Massachusetts Ave., NW, Washington, DC 20006-8954. Applicants may also call (202) 885-2591 for an application or download an application from our website. Fax: (202) 885-2558.

American University is an Equal Opportunity/Affirmative Action Employer. The university is committed to a diverse faculty, staff and student body. Women and minority candidates are encouraged to apply.

UCSF

Assistant-Dean for Curricular Affairs
School of Dentistry, University of California, San Francisco

The School is seeking qualified candidates for the full time position of Assistant Dean for Curricular Affairs. This new position was created to direct the refinement and implementation, and management of new curricular directions defined by the faculty, which include: integrating basic, clinical and behavioral science teaching, active learning, application of basic science principles to clinical instruction, and the transition of department-based to school-based curriculum direction and management.

The incumbent will be responsible for working with the faculty to oversee completion of a curricular planning process initiated by the faculty, implement the new curriculum, and oversee, coordinate, and manage future improvements and maintenance of the curriculum. In addition, the incumbent will be responsible for directing assessment of the curriculum and implementing faculty development activities regarding teaching and assessment of student performance.

Applicants should have training and substantial experience in education, experience in directing health science curricular affairs, preferably including dental education, and a doctoral-level degree. Salary and appointment for this position will be commensurate with the qualifications of the successful applicant. The position will remain open until it is filled. UCSC is an affirmative action/equal opportunity employer. The University undertakes affirmative action to assure equal employment opportunity for underutilized minorities and women, for persons with disabilities, and for Vietnam-era veterans and special disabled veterans.

Applications and nominations should be sent to:

Dr. Troy Daniels
Office of the Dean
School of Dentistry
University of California, San Francisco
513 Parnassus Avenue, Room S-10
San Francisco, CA 94143-0430

ADVERTISING INDEX

POSITIONS
CALIFORNIA
Cal State University-Bakersfield 45, 47
Lassen Community College 54
Mountain View-Los Altos Union High School District 46
Pasadena City College 53
University of California, San Francisco 55
DC
American University 55
Association of Community College Trustees 47
FLORIDA
McLennan Community College 29
University of South Florida 45
GEORGIA
Gainesville College 51
Georgia Perimeter College 54
The University of Georgia 47
ILLINOIS
Rosewood University 51
MAINE
Bowdoin College 52
MASSACHUSETTS
Northeastern University Libraries 49, 50
Northern Essex Community College 52
MICHIGAN
University of Michigan 50
MINNESOTA
Capella University 46
NEW JERSEY
Kean University 47, 49, 51
New Jersey City University 46, 54
NEW MEXICO
Eastern New Mexico University-Roswell 48, 50
University of New Mexico 29
NEW YORK
Borough of Manhattan Community College/CUNY 48
Iona College 50
Kingsborough Community College/CUNY 45
New York University 47
SUNY Plattsburgh 48
U.S. Merchant Marine Academy 51
RHODE ISLAND
Brown University 51
Roger Williams University 49
TEXAS
University of Houston 53
University of North Texas 51
VERMONT
Saint Michael's College 45
VIRGINIA
National Science Foundation 54
WASHINGTON
University of Washington 53
WELCOME!
University of Wisconsin-Madison 2, 52

CONFERENCES
Summer Institute for Women in Higher Education Administration 68
National Conference On Race and Ethnicity 52
University of Nebraska-Lincoln-People of Color 68
in Predominantly White Institutions

OTHER
American Council on Education 2, 52
COUNSELING MENTALLY-ILL HISPANIC IMMIGRANTS (MIHI)

Half of the immigrants to the U.S. are from Latin America. They share many common cultural characteristics, but the belief that they are alike is a stereotypical and misleading misconception. Newly arrived Hispanics acculturate, assimilate, and adjust to the American way of life. In that effort, they often experience strong feelings of anxiety, stress, insecurity, disappointment, fear, depression, guilt, doubt, frustration, avoidant behavior, and confusion. These internal states, combined with external demands, often lead to psychological stress reactions and psychosomatic symptoms.

Immigration frustrations of the mentally ill are maximized due to their restricted efficacy in adjusting. Feelings such as guilt and despair are often dominant: "I am a very bad and evil person..." a Mexican schizophrenic client told me; "I have all these bad thoughts and images because I am not good."

Other feelings are despair and shame. An Argentinean client diagnosed with manic depression confessed that no one in his familiar, social, or professional environments knew of his illness. "I cannot be a burden or a shame to my family." Their not knowing sometimes "makes things worse," but he must "continue pretending that everything is OK."

Often MIHI do not seek services until they have a serious breakdown and need hospitalization. A Venezuelan client, who holds a graduate degree, told me, after his first suicide attempt and hospitalization, "I have been having psychotic symptoms for two years now... This is why I had that car accident... This is the reason I stopped seeing my friends and broke up with my girlfriend... I tried so hard to hide my illness, but I failed. For anything in the world, I did not want to hurt my parents who sent me here to study; sacrificing so much..."

The Hispanic family with an ill member often experiences extreme frustration. The problem's complex effects create confusion and unpredictable family dynamics. The whole family undergoes a crisis.

Does American society support those who suffer a mental illness? Some express concern about the presence of mentally ill immigrants in the U.S. The mother of a Peruvian client told me in a very strong voice, "I came to the states very young, and I worked very hard all of my life. People can say that I worked to feed and raise my children. However, I believe that with my work, I have also contributed in my own, small way to the prosperity of this country. Latinos are not new in this country. We have been here for generations. We have contributed to this country as much as the other immigrants who came here five hundred years ago from Europe and now name themselves Americans."

The counselor of MIHI needs case management knowledge and skills, the ability to assess, link, and monitor services needed by client or family, and to function as an advocate, promoting client dignity and well-being. Volunteer counselors are needed for those MIHI lacking health insurance and ability to pay.

More education by the media is needed for Hispanics—about mental illness, services available, rights, and prospects. Support, guidance, and counseling on mental health issues are needed for Hispanic school and college students. Advocacy is needed for the MIHI. More research is needed on MIHI, the numbers affected, the frequency and variation of their illnesses and disorders, and new therapeutic approaches.

An effective intervener must be skilled, educated, and prepared. Immigration difficulties; cultural maladjustment; different cultural beliefs about mental illness; different family dynamics: financial, social, educational, and linguistic barriers; and different communication styles and body language complicate their work.

Counselors who have multicultural training, are open-minded and aware of personal biases, and are able to display empathy, concern, respect, and cultural sensitivity maximize their success with mentally ill immigrants.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

P.O. Box 68
Paramus, NJ 07652-0068
ADDRESS SERVICE REQUESTED

MS CARLA KREPPEIN
ASSOCIATE DIRECTOR
ERIC CLEARING HOUSE ON HIGHER EDUC
1 DUPONT CIRCLE SUITE 630
WASHINGTON DC 20036

Bulk Rate
U.S. POSTAGE
PAID
Permit #664
S. Hackensack, N.J.
CONTENTS

FEATURES

Top Schools for Health Professions
Florida International University and several Texas Universities stand out. 6

Looking Beyond the MCAT and GPA
AAMC's revised training for admissions committees features relevant noncognitive skills. 11

Training Doctors to Treat Culturally Diverse Patients
YALE Two-year program at Yale Medical School teaches students to make no presumptions based on ethnicity. 14

AMSA Develops Cultural Education Programs
AMSA Wake Forest is first of six to launch pilot projects. 20

New Name and Expanded Mission for COSSMHO
National Alliance for Hispanic Health positions itself to make a major impact. 24

Discovering Biochemistry in Everyday Life
Trinity College in Connecticut has a new educator, Hebe Guardiola-Diaz, whose innovations are engaging students and the greater community. 27

Tuning in to Community Rhythms
CUPE'S University of Minnesota breaks new ground. 30

New Admissions Guidelines Boost Hispanic Enrollment
UT-San Antonio's Health Science Center Medical School leads the nation with 87 Mexican-American faculty. 33

DEPARTMENTS

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW
Dangerous Health Behaviors and Attitudes 5

Honor Roll: The University of Texas Health Science Center at San Antonio
Ambitious new programs and facilities spell good news for south Texas. 17

People, Places, Publications, Conferences 35

Book Review: Ten Steps to the Head of the Class: A Challenge to Students 44

PLUTO FINAL!
Directing a Clinical Laboratory at a Hospital: How Does One Arrive There? back cover
Upcoming Issues

Our 10th year covering Minority Themes

Corporate Issue

June 30th
Ad Deadline June 13th

The Arts Issue

August 11th
Ad Deadline July 25th

High visibility advertising for staff and faculty recruitment

Call for advertising info:
201.587.8800 ext. 102 or 106
Fax: 201.587.9105
Visit our Web site!
www.HispanicOutlook.com

PUBLISHER
José López-Isa
Editor
Adalyn Hixson
Executive Editor
Mari Carmen Sarracent
Senior Editor
Mia Anderson
News Desk Editor
Jason Paneque
Managing Editor
Publicity Director
Suzanne López-Isa
Art Director
Avedis Derbalian
Production Manager
Avedis Derbalian
Assistant Production Manager
Marco Mortillo
Production Coordinator
Joanne Aluotto
Advertising Sales Associate
Angel M. Rodriguez

EDITORIAL BOARD
Ruth Burgos-Sasscer, Chancellor
Houston Community College System
Maximo Castillo, President
University of Houston - Downtown
Roberto Cruz, President
National Hispanic University
Alfredo G. De Los Santos
Ricardo Fernandez, President
Lehman College
Juan Gonzalez, Vice President
California Polytechnic State University
Carlos Hernandez, President
The New Jersey City University
Arturo Irizarry, Vice President for Academic Affairs
Ithaca College
Lydia LeFAssou, President
Skagit Valley College
Gustavo Mallander, Dean Emeritus
George Mason University
Manuel Paccheco, President
University of Missouri
Eduardo Padrón, President
Miami-Dade Community College
Antonio Pérez, President
Borough of Manhattan Community College
Alexander Sánchez, President
Albuquerque Technical/Vocational Institute
María Valdéz, Provost
Palm Beach Community College

CONTRIBUTORS:
Iviá Pinto Alcás, Ed Brennen, Andrea Comer, Roger Dettz, Heather Feldman,
Kayra M. López-Capero, Rosita López Marcano, Gustavo A. Mallander, Ramón L. Sandín,
Mari Carmen Sarracent, Jeff Simmons, Gary Stern, Suzanne Zack

LETTERS TO THE EDITOR:
Commentaries or Questions should be addressed to:
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

EDITORIAL OFFICE:
The Hispanic Outlook in Higher Education (ISSN 1054-2237) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, N.J. 07652. TEL (201) 587-9105 FAX (201) 587-9106. All contents of this journal are copyright © 2000 by The Hispanic Outlook in Higher Education Publishing Company, Inc. All rights reserved. Reproduction in whole or in part without permission is prohibited.

EDITORIAL POLICY:
The Hispanic Outlook in Higher Education is dedicated to exploring issues related to Hispanics in higher education. The Hispanic Outlook in Higher Education is published for the members of the higher education community. Editorial decisions are based on the editors' judgment of the quality of the writing, the timeliness of the article, and the potential interest to the readers of The Hispanic Outlook in Higher Education.

From time to time, The Hispanic Outlook in Higher Education will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The Hispanic Outlook in Higher Education neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

DISPLAY ADVERTISING:
210 Route 4 East, Suite 310, Paramus, NJ 07652

SUBSCRIPTIONS:
U.S., Canada, Virgin Islands, and Puerto Rico $50.00, Single copy-pro pay $3.75

POSTMASTER:
Please send all changes of address to:
The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652
A CAPITOL VIEW

BY GUSTAVO A. MELLANDER

Hispanic males, for all their bravado and braggadocio, are quite private and indeed shy about their personal sexuality. Hollywood publicity about Latin lovers aside, Hispanic males don't discuss their health problems, particularly if they are connected to their sexuality. They don't talk to their wives or lovers and, as bad, not even with their doctors.

That timidity can no longer be condoned. Many Hispanics are contracting AIDS and other sexually transmitted diseases as teenagers or in their twenties. They contract the disease through sexual contact or, if they are intravenous drug users, by sharing needles with infected persons. Heavy alcohol abuse is often part of the mix as well.

There was a time when drug abuse was considered to be an urban ill. But recent studies show that the most rural sections of the country have become lucrative markets for drug pushers. In short, there is nowhere to hide, not the manicured suburbs, not the most isolated rural location.

Education is the key to saving many college and high school Hispanic students who are at risk.

Homosexuals

If heterosexual Hispanics are reluctant to discuss their sexuality, Hispanic gays remain more closeted than other homosexuals. Many continue to deny their sexuality, and the down side of that is that they then don't seek the health assistance that could save their lives.

Although AIDS is not a gay disease—most African victims are heterosexuals—it has devastated the gay community. AIDS is an epidemic among Hispanic gays. Washington health officials have released a study that indicates that for the first time since AIDS was discovered, in 1998 AIDS was diagnosed among all more Black and Hispanic gay men than among white gays.

Since the AIDS epidemic began among gays, white gay men have made up the largest subgroup. But through the years, the percentages have steadily risen for Black and Hispanic gay men as those for white gay men decreased. For example, in the decade from 1989 to 1998, the percentage of AIDS cases among Black and Hispanic gay men rose to 51 percent from 30, and for white gay men, it dropped from 69 percent to 48.

Stigma about Homosexuality

The Center for Disease Control and Prevention officials said that the new figures were the strongest evidence yet of the magnitude of the epidemic among Black and Hispanic gay men, and they said that the shift had resulted from several factors. One was that while white gay men organized to educate themselves about the use of condoms and other prevention measures, minorities largely ignored the issue of infection with HIV, the AIDS virus.

The stigma about homosexuality seems to be playing a major role in the spread of infection, and the stigma might be even greater among Blacks and Hispanics than it is among whites, according to Dr. Helene Gayle, who heads the H.I.V. program at CDC.

Also, a CDC survey of 8,780 men found that many Black and Hispanic gay men who said they became infected with HIV from sex with other men did not identify themselves as homosexual or bisexual. Of those surveyed, 24 percent of Black and 15 percent of Hispanic men who said they had had sex with men identified themselves as being heterosexual compared with six percent among a similar group of white men.

By not considering themselves at high risk for AIDS, Black and Hispanic gay men might not seek or receive the H.I.V. prevention and treatment services they need and might unintentionally put their male and female sex partners and children at risk. Gay and bisexual Black and Hispanic men become infected at an earlier age than do white gay men.

The findings underscore the need for intensifying prevention efforts among Blacks and Hispanics, particularly those who might be poor and lack access to health care.

Dr. Campo said that when the Harvard AIDS Institute invited prominent Hispanic sports, entertainment, and health leaders and elected officials to a summit meeting on AIDS, "quite sadly," only one came.

"It was quite astonishing to see the silence in action when we were trying to develop initiatives in the face of these incredibly shocking statistics," Dr. Campo said.

"Some of the congressmen we invited represent districts that have among the highest AIDS rates in the nation, and none of them came."

The Future

Since powerful new drug treatments became available in 1996, the number of AIDS cases and deaths has declined among all gay men. But declines have not been as steep among Black and Hispanic gay and bisexual men when compared with white gay and bisexual men. This suggests possible differences in access to care and mindsets about seeking help.

Dr. Mellander is a professor at George Mason University.
Hispanics and the Health Professions

by Mari Carmen Sarracent

It used to be that the only health careers to which individuals could aspire were physician, nurse, or pharmacist. This is no longer the case. For Hispanics, entering one of these fields was and continues to be a personally challenging (financially and academically) experience, and a sign of having "arrived." While over the years the number of Hispanic physicians has increased, recently there has been a decline in the number of applicants to medical school (see article on page 11). Still, the number of Hispanics granted first professional degrees is up.

According to the U.S. Department of Education, in the 1995-96 school year, 702 Hispanics earned a medical degree compared to 648 in 1994-95. Marked increases were also reflected in optometry, osteopathic medicine, pharmacy, podiatry, veterinary medicine, and chiropractic medicine.

Outside of the traditional health careers mentioned above, in the last decade, the health professions category has grown to include a multitude of specialized technology-related and health administrative positions, all of which are reflected in the choice of majors available at colleges and universities. According to the Occupational Outlook Handbook 2000-01 Edition, which features data from the U.S. Department of Labor, Bureau of Labor Statistics, health services is one of the largest industries in the country, with about 11.3 million jobs, including the self-employed. About 14 percent of all wage and salary jobs created between 1998 and 2008 will be in health services.

The health services industry includes hospitals, nursing and personal care facilities, medical and dental laboratories, health and allied services (kidney dialysis centers, outpatient facilities), physician clinics, home health care services, dentist offices, and offices of other health practitioners, such as chiropractors, optometrists, podiatrists, physical therapists, speech language pathologists and dietitians.

According to the Outlook Handbook, health services firms hire individuals in what is referred to as professional specialty and service occupations in about equal numbers. Together, these two occupational groups cover nearly three out of five jobs in the health services industry. The next largest share of jobs is in administrative support occupations, followed by technicians and related support occupations. Executive, administrative, and managerial occupations account for only six percent of employment.

The professional specialty category includes occupations such as physicians, registered nurses, social workers, and therapists. Technicians and related support occupations refer to positions such as health information technicians, dental hygienists, and the like.

Universities and colleges, aware of the demand, have expanded their curricula to meet the need for more health professionals. According to the U.S. Department of Education, the health category is broken down into the following fields of study: communication disorders sciences and services, community health liaison, dentistry, dental services, epidemiology, health services administration, health and medical assistants, health and medical diagnostic and treatment services, medical laboratory technologies, pre-dentistry studies, pre-med, pre-pharmacy, pre-veterinary, medical basic sciences, mental health services, nursing, optometry, pharmacy, rehabilitation/therapeutic services, and veterinary medicine.

Overall, 1995-96, schools conferred 84,036 bachelor's degrees in the health professions and related sciences area. Master's degrees totaled 33,398, and doctorates numbered 2,119. Nursing degrees exceeded all other fields—44,544 followed by rehabilitation/therapeutic services (8,069); pharmacy (6,288); communication disorders sciences and services (6,120); health professions and related sciences, other (4,384); health services administration (4,247); occupational therapy (3,271); and physical therapy (3,225).

According to the U.S. Department of Education statistics indicating the TOP 100 schools conferring bachelor's degrees to Hispanics, nursing still topped the list. In the 1997-98 academic year, 1,096 Hispanics received a bachelor's in nursing; 32 schools awarded ten or more degrees. Florida International University awarded 61 nursing degrees, 45 of them to Latinos. Three Texas universities (University of Texas at El Paso, University of Texas Health Science- San Antonio, University of Texas-Pan American) held the next three positions.

Also from the Top 100 schools, rehabilitation/therapeutic services was the next most popular major, resulting in 283 B.A. degrees. CFU ranked No. 1 with 34 graduates in this area. Health services administration garnered 217 Hispanic graduates; medical laboratory technologies, 120; and health and medical assistance, 105. In the medical laboratory technologies field of study, no school exceeded 10 graduates.

In terms of first-professional degrees, the field of medicine still is by far the area with the heaviest concentration of Hispanics compared to other areas. However, other fields are recruiting growing numbers of Latinos as well. In 1997-98, Hispanics who received a medical degree numbered 766, followed by dentistry 138, chiropractic medicine 112, pharmacy 74, veterinary medicine 62, optometry 57 and podiatry 30.
### Top Colleges in Granting B.A. Degrees in Health Fields to Hispanics

#### Nursing

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Florida International University</td>
<td>64</td>
<td>16</td>
<td>+5</td>
</tr>
<tr>
<td>2</td>
<td>The University of Texas at El Paso</td>
<td>58</td>
<td>17</td>
<td>+1</td>
</tr>
<tr>
<td>3</td>
<td>The Univ of Texas Health Science-San Antonio</td>
<td>+2</td>
<td>-</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>The Univ of Texas-Pay American</td>
<td>35</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>Barry University</td>
<td>34</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>CUNY-LEHMAN COLLEGE</td>
<td>32</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>University of Miami</td>
<td>30</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>8</td>
<td>University of the Incarnate Word</td>
<td>30</td>
<td>-</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>San Jose State University</td>
<td>26</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>Univ of New Mexico-Main Campus</td>
<td>25</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>11</td>
<td>California State University-Dominguez Hills</td>
<td>35</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>12</td>
<td>Texas Woman's University</td>
<td>23</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>13</td>
<td>New Mexico State Univ-Main Campus</td>
<td>22</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>14</td>
<td>California State Univ-Los Angeles</td>
<td>20</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>15</td>
<td>Texas Tech University Health Sciences Center</td>
<td>20</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>16</td>
<td>Loma Linda University</td>
<td>19</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>17</td>
<td>Texas A&amp;M University-Corpus Christi</td>
<td>16</td>
<td>3</td>
<td>13</td>
</tr>
</tbody>
</table>

#### Health Services

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Florida International University</td>
<td>31</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>University of Central Florida</td>
<td>24</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>CUNY-LEHMAN COLLEGE</td>
<td>23</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>Southwest Texas State University</td>
<td>16</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>Saint John's University-New York</td>
<td>14</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Southern Illinois Univ-Carbondale</td>
<td>10</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>National Louis University</td>
<td>9</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>University of Lavernoe</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Florida Atlantic Univ-Boca Raton</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Park College</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>
## TOP Colleges in granting B.A. degrees in Health Fields to Hispanics

### HEALTH AND MEDICAL ASSISTANCE

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UNIVERSITY OF SOUTHERN CALIFORNIA</td>
<td>15</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>THE UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO</td>
<td>13</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>THE UNIV OF TEXAS MEDICAL BRANCH-GALVESTON</td>
<td>12</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>CHARLES R. DREW UNIV OF MEDICINE AND SCIENCE</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>MIDWESTERN UNIVERSITY</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>ALLEGHENY UNIV OF THE HEALTH SCIENCES</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>CUNY-CITY COLLEGE</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>NOVA SOUTHEASTERN UNIVERSITY</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>UNIVERSITY OF WASHINGTON</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>MIDWESTERN UNIVERSITY</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### MEDICAL LABORATORY TECHNOLOGY

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>THE UNIV OF TEXAS-PAN AMERICAN</td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>THE UNIVERSITY OF TEXAS AT EL PASO</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>THE UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>SOUTHWEST TEXAS STATE UNIVERSITY</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>THE UNIV OF TEXAS MEDICAL BRANCH-GALVESTON</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>CUNY-COLLEGE OF STATEN ISLAND</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>CUNY-HUNTER COLLEGE</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>MICHIGAN STATE UNIVERSITY</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>UNIVERSITY OF CENTRAL FLORIDA</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>FLORIDA INTERNATIONAL UNIVERSITY</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### REHABILITATION/TherAPEUTIC SERVICES

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FLORIDA INTERNATIONAL UNIVERSITY</td>
<td>34</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>THE UNIV OF TEXAS MEDICAL BRANCH-GALVESTON</td>
<td>24</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>THE UNIV OF TEXAS-PAN AMERICAN</td>
<td>23</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>SAN JOSE STATE UNIVERSITY</td>
<td>12</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>UNIV OF NEW MEXICO-MAIN CAMPUS</td>
<td>12</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>TEXAS WOMAN'S UNIVERSITY</td>
<td>10</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>NEW YORK UNIVERSITY</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>THE UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>UNIVERSITY OF FLORIDA</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>UNIVERSITY OF ILLINOIS AT CHICAGO</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

BEST COPY AVAILABLE
## TOP Colleges in Granting First-Professional Degrees to Hispanics

### MEDICINE (MD)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Hispanic</th>
<th>male</th>
<th>female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER</td>
<td>21</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>THE UNIVERSITY OF TEXAS MEDICAL BRANCH-GALVESTON</td>
<td>39</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>UNIVERSITY OF ILLINOIS AT CHICAGO</td>
<td>36</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>UNIVERSITY OF MEDICINE AND DENTISTRY OF NEW JERSEY</td>
<td>32</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>UNIVERSITY OF CALIFORNIA-LOS ANGELES</td>
<td>27</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>THE UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO</td>
<td>22</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>THE UNIV OF TEXAS SOUTHWEST MED CTR-DALLAS</td>
<td>22</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>UNIVERSITY OF SOUTHERN CALIFORNIA</td>
<td>18</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER</td>
<td>17</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER</td>
<td>17</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>UNIVERSITY OF CALIFORNIA-IRVINE</td>
<td>16</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>12</td>
<td>UNIVERSITY OF MIAMI</td>
<td>16</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>UNIV OF NEW MEXICO-MAIN CAMPUS</td>
<td>15</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>14</td>
<td>UNIVERSITY OF CALIFORNIA-SAN DIEGO</td>
<td>14</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>UNIVERSITY OF WISCONSIN-MADISON</td>
<td>11</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>ALLEGHENY UNIV OF THE HEALTH SCIENCES</td>
<td>12</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>17</td>
<td>SUNY-HEALTH SCIENCES CENTER AT BROOKLYN</td>
<td>12</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>TUFTS UNIVERSITY</td>
<td>12</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>19</td>
<td>HARVARD UNIVERSITY</td>
<td>11</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>HOWARD UNIVERSITY</td>
<td>11</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>UNIVERSITY OF ARIZONA</td>
<td>11</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>22</td>
<td>TEMPLE UNIVERSITY</td>
<td>10</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>UNIVERSITY OF CALIFORNIA-DAVIS</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

### DENTISTRY

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Hispanic</th>
<th>male</th>
<th>female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NEW YORK UNIVERSITY</td>
<td>16</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>THE UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO</td>
<td>9</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>UNIV OF CALIFORNIA-SAN FRANCISCO</td>
<td>8</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>BOSTON UNIVERSITY</td>
<td>7</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>TUFTS UNIVERSITY</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>UNIVERSITY OF FLORIDA</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>UNIVERSITY OF MARYLAND-BALTIMORE</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>MARQUETTE UNIVERSITY</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>TEMPLE UNIVERSITY</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

### OPTOMETRY

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Hispanic</th>
<th>male</th>
<th>female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NOVA SOUTHEASTERN UNIVERSITY</td>
<td>11</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>UNIV OF HOUSTON-UNIVERSITY PARK</td>
<td>11</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>NEW ENGLAND COLLEGE OF OPTOMETRY</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>PENNSYLVANIA COLLEGE OF OPTOMETRY</td>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>UNIVERSITY OF CALIFORNIA-BERKELEY</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>SC CALIFORNIA COLLEGE OF OPTOMETRY</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>SUNY-COLLEGE OF OPTOMETRY</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>ILLINOIS COLLEGE OF OPTOMETRY</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>OHIO STATE UNIVERSITY-MAIN CAMPS</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>INDIANA UNIVERSITY-BLOOMINGTON</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

### VETERINARY MEDICINE

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Hispanic</th>
<th>male</th>
<th>female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COLORADO STATE UNIVERSITY</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>TEXAS A&amp;M UNIVERSITY</td>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>UNIVERSITY OF CALIFORNIA-DAVIS</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>UNIVERSITY OF FLORIDA</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>CORNELL UNIVERSITY-NEW YORK STATE STATUTORY COLLEGES</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>IOWA STATE UNIVERSITY</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>OHIO STATE UNIVERSITY-MAIN CAMPS</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>TUSKEGEE UNIVERSITY</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>AUBURN UNIVERSITY-MAIN CAMPS</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>PURDUE UNIVERSITY-MAIN CAMPS</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
### CHIROPRACTIC

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LIFE UNIVERSITY</td>
<td>27</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>LOS ANGELES COLLEGE OF CHIROPRACTIC</td>
<td>17</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>LIFE CHIROPRACTIC COLLEGE-WEST</td>
<td>12</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>TEXAS CHIROPRACTIC COLLEGE</td>
<td>12</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>PALMER COLLEGE OF CHIROPRACTIC-WEST</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>PARKER COLLEGE OF CHIROPRACTIC</td>
<td>8</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>CLEVELAND CHIROPRACTIC COLLEGE OF LOS ANGELES</td>
<td>7</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>NEW YORK CHIROPRACTIC COLLEGE</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>PALMER COLLEGE OF CHIROPRACTIC</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>CLEVELAND CHIROPRACTIC COLLEGE</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### PODIATRY

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BARRY UNIVERSITY</td>
<td>12</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>NEW YORK COLLEGE OF PODIATRIC MEDICINE</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

### PODIATRY

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution Name</th>
<th>Hispanic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NOVA SOUTHEASTERN UNIVERSITY</td>
<td>16</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>UNIVERSITY OF THE PACIFIC</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>UNIVERSITY OF CALIFORNIA-SAN FRANCISCO</td>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>UNIVERSITY OF FLORIDA</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>MIDWESTERN UNIVERSITY</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>THE UNIVERSITY OF TEXAS AT AUSTIN</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>UNIVERSITY OF SOUTHERN CALIFORNIA</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>DRAKE UNIVERSITY</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>THE UNIV OF TEXAS HEALTH SCIENCE-SAN ANTONIO</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>UNIVERSITY OF ARIZONA</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**Health services is one of the largest industries in the country, with about 11.3 million jobs, including the self-employed. About 14 percent of all wage and salary jobs created between 1998 and 2008 will be in health services.**
Looking Beyond the MCAT and GPA

Admissions Committees Targeted for Training

BY ED BRENNEN

Across the board, the number of applications to medical schools was on the decline over the latter half of the 1990s. According to a 1999 *Journal of the American Medical Association* study, applications peaked in 1996, when 46,968 people applied for about 16,200 openings at the 125 medical schools accredited by the AMA. By 1998, applications had dropped by 12 percent, down to 41,004.

This drop was even more substantial among what the AMA classifies as underrepresented minority applicants—Mexican Americans, Puerto Ricans, Blacks, and American Indians. From 1996 to 1998, their figures had dropped by 12.8 percent.

When the study was released, observers noted that the overall decline could have been merely cyclical. Applications tend to decline during prosperous times, when students have many more options for high-paying careers. And with the growth of managed care, an unpopular trend from a doctor’s perspective, some students simply might have turned their backs on the medical profession all together.

But Dr. Barbara Barzansky, the principal researcher of the study and director of medical schools services for the medical association, was particularly concerned with the drop in minority applicants. The reason for her concern was that the decline came during a time of aggressive recruiting on the part of medical schools. She wondered what the long-term effects of the decline would be.

“Students who are from minority groups are more likely to serve minority groups,” Barzansky said in a Sept. 2, 1999 *New York Times* article. “In addition, there is a feeling [that] a diverse student body is considered a good learning experience for everybody.”

Even more of a worry was the fact that while the number of minority applications dropped, too did their acceptance rate. In 1997, the Association of American Medical Colleges released a report showing that the number of underrepresented minorities accepted to medical schools had dropped that year by 6.8 percent from 1996, down from 1,703 to 1,547. The primary culprit in this decline, according to the report, was the assault on affirmative action in higher education.

In 1995, the University of California’s board regents voted to end racial preferences in admissions to its medical schools. In 1995 California voters went on to pass Proposition 209, a sweeping anti-affirmative action measure. Then, in 1996, the Federal 9th U.S. Circuit Court of Appeals, in its *Hopwood* decision, ruled that race could no longer be used in admissions to higher education institutions (including medical schools) within its jurisdiction, which included California, Texas, Louisiana, and Mississippi.

“We fear that medical school admissions committees are being bullied into strict reliance on only quantitative criteria like grade point averages and test scores,” said AAMC President Dr. Jordan J. Cohen in a December 1997 article in *Focus* magazine. “Test scores are important for measuring an applicant’s knowledge, but we know that an individual’s character and ability to communicate are also critical.”
"This is an ominous sign for the medical community and our nation, which badly needs a physician workforce that is both diverse and reflective of our society as a whole," Cohen added. "We find it particularly alarming that a large percentage of underrepresented minorities are not just avoiding the medical schools in California, Texas, Mississippi, and Louisiana, but choosing not to pursue careers in medicine at all."

To help stem this tide, the AAMC offers the Expanded Minority Admissions Exercise (EMAE). Developed during the mid-90s, the EMAE is a workshop designed to train medical school admissions committees to see the potential for success among students whose standardized test scores and grade point averages might be lower than average. The EMAE is a revised version of the AAMC's two-decades-old Simulated Minority Admissions Exercise, which also studied the use of noncognitive variables for the assessment of minority students applying to medical school.

In the June 1996 edition of Academic Medicine, Dr. Timothy Ready, a senior staff associate in the DCM, co-authored a piece with the late Dr. Herbert Nickens, then vice president of the DCM, in which they explained why it was important to consider noncognitive variables when evaluating minority candidates.

"Although useful in predicting academic performance in medical school, there is no evidence that GPAs and [Medical College Admissions Test] scores predict who will be a good physician—one who will help patients avoid preventable illnesses and accurately diagnose and effectively and empathically treat those illnesses when they occur," they wrote. "Personal attributes such as integrity, leadership, emotionality, maturity, realistic self-appraisal, determination, and social interest are important in this regard. The AAMC's new Expanded Minority Admissions Exercise is designed to help identify these personal characteristics among minority applicants, lest they go unrecognized by predominantly white admission committees."

Since its inception, more than 800 faculty and administrators have participated in the EMAE, which is presented at medical schools.

The EMAE workshop focuses on non-cognitive factors that are believed to predict minority students’ success. They are:

* Leadership
* Realistic self-appraisal
* Determination and motivation
* Family and community support
* Social interest
* Maturity and coping capability, and
* Communication skills"

25 participants, is broken into three segments. In the first one-hour segment, the origin, background, and objectives of the EMAE are presented. Interviewing strategies, multiculturalism, and the predictability of cognitive and noncognitive factors in minority student success also are discussed.

In the second one-and-a-half-hour segment, participants break up into small groups and review actual real-life applications, rendered anonymous, of several minority students. Then a sequence of videotaped interviews with the applicants is shown. After the videotape, each small group must decide whom to accept or reject based on what they’ve gathered from the students’ applications and interviews.

In the third and final one-hour segment of the workshop, each group reports its selections to the rest of the participants. After a general discussion on the acceptance and rejection decisions, the EMAE facilitator summarizes the outcomes of the real applicants upon whom the presented case studies are based.

The EMAE is just one way that the AAMC addresses minority admissions to medical school. In 1991, the AAMC started a program called "3,000 by 2000" to increase medical school enrollment of underrepresented minorities to 3,000 by the turn of the millennium. After seeing some initial gains at the beginning of the decade, enrollment began to drop, however.

"We are basically at a point of enrollment where we would have been if the 3,000 by 2000 project had never been implemented," Dr. David Carlisle of the University of California, Los Angeles, said in a 1998 article in the Pediatric News. "I am very concerned about where enrollment will be in the next several years."

Another way that the AAMC addresses the enrollment of underrepresented minority students is through the Robert Wood Johnson Minority Medical Education Program (MMEP). Begun in 1994, the MMEP is grea...
"The impact of Hopwood decision and Proposition 209 on 1997 medical school minority applicants"

For minorities applying to medical schools in California, Texas, Louisiana and Mississippi:

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Accepted</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>1,270</td>
<td>385</td>
<td>311</td>
</tr>
<tr>
<td>1997</td>
<td>1,051</td>
<td>285</td>
<td>229</td>
</tr>
</tbody>
</table>

For minorities applying to medical schools outside of California, Texas, Louisiana and Mississippi:

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Accepted</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>2,487</td>
<td>1,314</td>
<td>1,271</td>
</tr>
<tr>
<td>1997</td>
<td>2,303</td>
<td>1,262</td>
<td>1,216</td>
</tr>
</tbody>
</table>

(Source: Association of American Medical Colleges)

Indeed, following the California Board Regents' vote to end racial preferences in admissions to its medical schools in 1995, the number of applicants, accepted students, and enrolled students took a nosedive. In 1994, there were 1,592 minority applicants to California medical schools, with 262 accepted and 185 enrolled. In 1997, only 1,216 minority students applied, with 186 accepted and 119 enrolled.

But even outside of California, medical school officials voiced a need for a more diverse workforce. Dr. Rubens J. Parnies, associate dean of students at the Case Western Reserve University School of Medicine, summed up the issue in a 1999 interview with Crain's Cleveland Business magazine. "There's a lot of very strong evidence that minority doctors are far more likely to set up practice in underserved areas," Parnies said. "That's critical with the population becoming more diverse."
Training Doctors to Treat Culturally Diverse Patients

Two-Year Program at Yale Med School

BY GARY M. STERN

How can doctors improve their skills with patients who might speak a different language and hail from a foreign culture? Or best serve patients with a wide range of attitudes toward health, medicine, and drugs?

In the past, doctors were left to improve their patient care skills on their own. But Yale Medical School, as well as several other nationwide leaders, has instituted a Cultural Diversity Program for the first two years of medical school that trains doctors to be sensitive to culturally diverse patients.

"The objectives of the program are to provide students with the knowledge, skills, and attitude to help them deal with cultural factors that impact on medical science," said Lisa Carriaga-Lo, director of the Office of Multicultural Affairs at the Yale School of Medicine in New Haven, Connecticut. She describes the major cultural factor as language differences, particularly patients who have limited English-speaking skills. But cultural differences can also involve varying attitudes toward health, such as a patient who believes in home remedies or alternative medicine, or patients whose religious beliefs affect their views on medicine. Other issues that emerge involve the patients' family structure and how that affects their attitude toward health, their lifestyle, and other psychosocial issues.

Yale Medical School developed its program in 1997, working closely with the Association of American Medical Colleges (AAMC), a Washington, D.C., nonprofit organization representing 125 medical colleges in the United States. Dr. Vanessa Gamble, former director of the University of Wisconsin Center on Culture and Medicine and now senior vice president of Community and Minority Affairs at AAMC, and the late Herbert Nickens of...
AAMC were instrumental in encouraging medical schools to train doctors to be sensitive to changing populations.

In fact, AAMC has spearheaded efforts to make the diversity class part of the curricula of all medical schools and a requisite for accreditation. By January 2000, public hearings had been held, and the AAMC had approved it. The AMA was deliberating on approval at press time. If approved, the Liaison Committee on Medical Education (LCME), which accredits medical schools, would make cultural diversity programs a requirement for all medical schools. “If it’s approved, it indicates that the accrediting body identifies cultural competence as an essential component in medical education,” said Dr. Deborah Danoff, assistant vice president in Medical Education at AAMC.

“More and more medical schools are including cultural diversity, either as a separate activity, as part of their curriculum, or integrated into their training,” explained Lily May Johnson, staff associate at the Association of American Medical Colleges. “Medical schools are focusing on preparing physicians to handle a diverse workforce. We want to see our physicians relate to people of different cultures,” said Johnson, a native of Trinidad. “Before a doctor can start prescribing medicine, he or she must accept a patient and be aware of their cultural differences,” Johnson noted. Dr. Danoff added, “The more a physician knows about himself or herself and about the population a doctor is serving, the more effective a physician will be.”

At Yale Medical School, the cultural diversity program is a required course and an integral part of the curriculum. Carriaga-Lo, who graduated from Harvard with a doctorate in psychology, describes the course as “a series of case studies ‘healing with diverse population groups.’” Learning takes place in groups of 10-15 medical students overseen by one clinical teacher.

It’s appropriate that this class occurs at Yale Medical School, whose students are quite diverse themselves. Of the 100 medical students in the class, half are minority, including about 25 percent Asian, 15 percent African American, and 10 percent Hispanic. New Haven, where the Med School is located, is also quite ethnically diverse, consisting of 40 percent African American, 15 percent Hispanic, and 55 percent Anglo, no Cariaga-Lo. Second-year Yale medical student Diana Bujorquez noted having day-to-day interactions with such a diverse student body enabled her to understand other cultures and will be reflected in better relationships with her future patients. Carriaga-Lo describes Yale’s curriculum: “community-based as well as research-intensive.” For example, its URI Health program focuses on health problems prevalent in urban environments, such as lead poisoning and asthma.

In the Cultural Diversity program, doctors are shown, for example, how to handle a 55-year-old Spanish-speaking man who enters a hospital to be treated for diabetes, accompanied by his daughter, who speaks English. One key issue involves communication with the patient’s daughter. Doctors are taught to consider the accuracy of the daughter’s translation of the father’s account. Since the daughter might be emotionally distraught because of her father’s illness, doctors are trained to calm her down to ensure that communication is accurate. How does limited English fluency impact a doctor gathering information? What if a patient is not compliant with the doctor’s prescriptive advice? Doctors are trained to be patient and uncover the patient’s motivation. They are trained to deal with potential issues that might affect this patient and his treatment, not only the needed issues of diabetes,” said Carriaga-Lo.

Doctors are also instructed how to handle a Spanish patient who uses curanderismo, a type of healing. Some patients will refuse to tell a doc...
about using *curanderismo* and will ignore traditional medicine. The more the doctor can establish trust with the patient, the more the doctor will be fully informed of the patient's medical and prescriptive habits. Another lesson taught in the class is that *curanderismo* itself is not necessarily harmful and should not necessarily be discouraged. Doctors are trained to uncover and elicit as much information as possible without being judgmental. 'The class aims to make them more sensitive, more aware, more competent in effectively communicating with a diverse student body,' Cariaga-Lo said.

Not only are language differences discussed in the class, but so are divergent attitudes toward health. If the patient believes in herbal medicine rather than traditional antibiotics, doctors are trained to deal with patients whose belief system differs from the doctor's or mainstream medicine's. What is the medical attitude that is most effective with patients who believe in alternative medicine? What biases and stereotypes do medical students bring to the patient that might need to be reevaluated? Once doctors understand their biases, how can they overcome them to deal with the patient most effectively? 'The class teaches the doctor to honor the cultural context of the patient. Practitioners should be able to gather appropriate information. Doctors are taught to get to the heart of the issue and not just deal in narrow, inappropriate medical terms,' Cariaga-Lo noted.

The cultural diversity class concentrates on improving a doctor's 'communication, getting the patient's history and story, and not trying to pigeonhole the patient in purely medical language,' explained Mary-Ann Etiebet, a second-year medical student at Yale Medical School and a native of Nigeria. She recalled one case study involving a Vietnamese patient who did not speak English and who was accompanied by his daughter who speaks English. But he was embarrassed to tell the doctor what was ailing him in front of his daughter and disguised what was really troubling him. "We learned not to use a family member as an interpreter but to always select a professional interpreter," said Etiebet. The class teaches her to be sensitive to a patient's non-verbal cues and that "doctor-patient confidentiality shouldn't be compromised."

"If you don't understand your own cultural biases, you're unaware of how stereotypes affect your behavior. The class helps doctors understand how everyone has a set of values, beliefs, and cultural attitudes, and that doctors are a part of this culture," said Cariaga-Lo. She added that health problems take place within someone's culture, not in a vacuum.

If a patient is a Jehovah's Witness who refuses a blood transfusion or raises questions about medical treatment, doctors learn how to handle this patient in a sensitive way. "In this case," said Cariaga-Lo, "there are legal issues that the doctor must be aware of. A doctor cannot force a patient to receive a blood transfusion without the patient's permission. But the class trains doctors to deal with the ethical issue surrounding this patient. How can a doctor deal with the patient empathetically and communicate effectively with the patient? If the patient refuses medical treatment, how can the doctor continue to support that patient and still provide the best medical care?"

In fact, the class enables doctors to be more effective with all patients, not just minority patients. Increasingly, many Anglos are involved in alternative medicine, so doctors who understand it will be more effective. Doctors who practice in urban centers such as New York, Miami, Los Angeles, and Chicago will benefit from this cultural diversity program, even smaller cities are undergoing population shifts. "This class will help me no matter where I end up as a doctor. In every little town in this country, even in the Midwest, doctors deal with immigrants," said Etiebet, the second-year student.

Ultimately, what effect will this "Cultural Diversity" program have on medical students who take it? The class taught Etiebet to be sensitive to all patients and never to presume anything based on the patient's nationality or ethnic background. "Listening to a patient's concerns is primary," said the second-year student. "Cultural diversity programs," said Dr. Danoff, "will improve a doctor's training, make them better able to meet the needs of the population they serve and better equipped to deal with their medical team." Diversity classes "get at the heart of doctor-patient encounters," said Cariaga-Lo. "This class helps develop doctors who understand and can focus on the needs of patients, regardless of whose the patient is from," she concluded.
University of Texas Health Science Center at San Antonio

Expanding Services to and for South Texas

BY ROGER DEITZ

With respect to serving the geographic region of South Texas, and therefore the sizable Hispanic population of this area, the University of Texas Health Science Center at San Antonio has a very special mission. Not only is the institution charged with delivering health care services, but also with training students in a wide range of specialties and educational programs.

John E. Howe, III, M.D., is the president of the UT Health Science Center (UTHSC). He recalls its beginnings: “We were chartered in 1959 with the mission of serving all of South Texas, from San Antonio to the Texas-Mexico border. Our Medical School opened its doors in 1968, and the Dental, Nursing, Graduate and Allied Health Schools opened in the ensuing years. Our commitment to quality education and training for the people of our region has never wavered.” That unwavering commitment has now earned UTHSC’s induction onto The Hispanic Outlook Honor Roll.

“Thanks to significant appropriations from the Texas Legislature in the 1990s,” he adds, “we have been able to create exciting new opportunities for health professional education in the Lower Rio Grande Valley, Laredo, Del Rio, and other areas. That commitment continues today as we develop a Regional Academic Health Center to be located in the Rio Grande Valley.” Providing health education affects the physical well-being of the community. And the various certificate and degree programs at UTHSC provide direct access to lifetime professions and coveted jobs. Training professionals to provide health care and do research is also of utmost importance in raising the standard of living for a community’s population. Then there is the pride that the diverse community has for such an institution. When people see familiar faces among the staff, they are reminded that the institution truly belongs to them, serve them.

“This city, this region, and this state have the talent, the infrastructure, and the commitment to be among the nation’s preeminent research centers,” says President Howe. “The Health Science Center and its programs help young people to become doctors, nurses, dentists, scientists, and allied health professionals. These talented individuals will treat patients and conduct research, and in doing so unravel the mysteries of illnesses affecting our own region—including diabetes, cancer.
Honor Roll Facts in Brief

INSTITUTION
University of Texas Health Science Center at San Antonio

LOCATION
Office of Student Services
7705 Floyd Curl Drive
San Antonio, TX 78229-3900
(210) 567-2628

ESTABLISHED
1959, doors opened in 1968

ENROLLMENT
2,556 (489 Hispanic)

DEGREE OFFERINGS
Bachelor’s
Master’s
Doctorate
Specialty Certificates

TUITION AND FEES
Varies greatly among the Health Science Center’s schools. (i.e. Master of Science in Clinical Laboratory Science, $2,500 (resident); Doctor of Dental Surgery (DDS), $34,000 (resident))

FACULTY
1,003 full-time (82 Hispanic); 297 part-time (40 Hispanic)

SEVERAL DEGREE PROGRAMS
Biochemistry
Dentistry
Medicine
Molecular Medicine
Nursing

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Office of Special Programs
Texas Association of Mexican American Medical Students
Hispanic Dental Student Association
Mexican American Physicians Association

INTERNET ADDRESS
www.uthscsa.edu

John P. Howe, M.D., president of the University of Texas Health Science Center at San Antonio

heart disease, tuberculosis, and even aging.”

The Health Science Center at San Antonio holds the official designation as a U.S. Department of Education Hispanic-Serving Institution (HSI). Hispanic-Serving Institutions are accredited and degree-granting public or private nonprofit institutions of higher education with 15 percent or more total undergraduate Hispanic full-time-equivalent student enrollment. Two of the five schools at the Health Science Center have exceeded the 25 percent criteria designated for HSIs—the School of Allied Health Sciences has 129 Hispanics or 27.7 percent, and the School of Nursing has 157 Hispanics or 26.4 percent of the class. Two other schools are more than halfway to reaching the 25 percent criteria.

Overall, Hispanics in both the graduate and undergraduate programs number 489, or 19.13 percent of the entire student body, which totals 2,556. The percentage of Hispanics in the total student enrollment has increased by more than three percent at the Health Science Center at San Antonio since 1995. Assuming that enrollment trends continue, overall Hispanic enrollment is projected to reach 25 percent by 1999. Forty of 71 Hispanics (56 percent) accepted the Health Science Center’s invitation to join the 1999 entering class. This figure was higher than in 1998 or 1997. Seventy-six Hispanic students entered the Medical School in 1998 and 1999, an increase of 200 percent from the previous two years (1996 and 1997). When ’98 entered the school, there are 1,003 full-time faculty, of whom 82 are Hispanic, and 297 part-time faculty, with 40 Hispanic members.

The Health Science Center occupies more than 100 acres of homes pastureland in the center of the South Texas Medical Center.
northwest San Antonio. The newly opened Robert F. McDermott Clinical Science Building and Allied Health/Research Building are situated on another 50 acres. The Institute of Biotechnology and the newly completed South Texas Centers for Biology in Medicine are located in the 1,200-acre Texas Research Park, a major biomedical research complex in western Bexar County. The Medical School and Bexar Hospital (now called University Hospital) were dedicated in 1968. The School of Nursing, Dental School, Graduate School of Biomedical Sciences, and School of Allied Health Sciences followed soon after. In 1972, the growing institution was renamed University of Texas Health Science Center at San Antonio.

The McDermott Building is home to the Research Imaging Center and the departments of ophthalmology and pharmacology. The adjacent Allied Health/Research Building houses the departments of occupational and physical therapy, clinical laboratory sciences, dental hygiene, physician assistant studies, and the Center for Biomolecular Structure Analysis.

The Health Science Center operates on an annual budget of $300 million, of which more than $128 million is sponsored annually in research and contract programs. As cancer research grows in prominence at this institution, there are plans to add an adult cancer research building and a new children's cancer research center, funded by a $200 million endowment, the largest ever in the history of cancer research. The institution is among the nation's leading schools in graduating primary care providers, and its Dental School has been consistently ranked No. 1 in the nation. The School of Nursing has been ranked among the best graduate schools in the country, and the respiratory care program in the School of Allied Health Sciences is nationally recognized. The Health Science Center is a major employer in San Antonio, with more than 4,600 employees. This also creates multiple business opportunities for local architecture, building, food-service, and medical-supply industries.

A new Regional Academic Health Center (RAHC) is an outreach of the Medical School in San Antonio. It will provide an upgraded health care delivery system and a sophisticated training program for physicians to a great segment of the poor population in an underserved region of the state. The Texas Legislature authorized the board of regents of the UT System to establish a medical education and research program serving Cameron, Hidalgo, Starr, and Willacy Counties. The legislature specified that, together with a community teaching hospital, the RAHC "may be used to provide undergraduate clinical education, graduate education, including residency training programs, or other levels of medical education." The regents assigned management of the RAHC programs to the UT Health Science Center at San Antonio, with the exception of public health initiatives, which will be the responsibility of the UT-Houston Health Science Center's School of Public Health.

Usually, starting a new medical school takes many years and many millions of dollars, and requires the presence of a large number of physicians, scientists, training programs, laboratories, classroom, etc. Using the Medical School in San Antonio as a "launching pad" for medical school training at the RAHC allows the creation of specialty training programs and the training of medical students without waiting for all of the above conditions to be met. This way, the new Regional Center is not starting from scratch. The regional dean will report to the dean of the Medical School in San Antonio, and academic oversight will rest with the San Antonio Medical School. Each student clerkship and resident specialty training program will be under the educational direction of the applicable chair of the corresponding academic department (medicine, pediatrics, obstetrics and gynecology, etc.) in San Antonio. The arrangement is necessary to meet the standards of the accreditation for medical schools. There is a scheduled completion date of February 2001 for a Hadaringen facility with a cost of about $25 million. Brownsville ($5 million) should be on about the same schedule, and Edinburg construction ($15 million) is about to begin, with discussions for a McAllen facility ($5 million) under way.

The Health Science Center has many more regional success stories—individual ones. Students from diverse backgrounds are found to excel at HSC, and there are ramifications for the community. Second-year medical student Manuel Ybarra grew up in Harlingen in the Rio Grande Valley and plans to return there someday. "My No. 1 choice, when I finish my medical residency and fellowships, is to practice in Harlingen or the area," he says. "I intend to make a difference." San Antonio's Cyndi Velasquez is a third-year medical student. "It's amazing to look around the class and see students from Yale and Harvard," she says. "I wanted to carnate Word here, but my parents came to every soccer game, while some of my classmates went to places like Stanford. But we're all in the same school now, so it doesn't matter."

Ybarra says he is "impressed with the Medical School's effort to increase the number of students from the South Texas/Border Region who return to practice there after graduation." Ybarra sees himself as part of the solution for that historically medically underserved area. Ybarra was one of 38 Hispanic students admitted to the Medical School in 1998 and one of 24 incoming students that year from the South Texas/Border Region. He is excited that the 1999 entry group grew to 42 Hispanics/22 South Texans, including a classmate, Luciano Vargas, from Carrizo Springs in Dimmit County; east of Eagle Pass and north of Laredo. Twelve Hispanics entered the Medical School in 1997; the year after the Hopwood decision ended affirmative action for admission to the state's universities. Velasquez was one of them. She is a member of a class that has posted extremely high scores in gross anatomy and biochemistry. Dr. Sylvia Fernandez is director of special programs at the Health Science Center. She says, "The 1997 class was a watershed, but thanks to Dr. David Jones [chair of the Medical School Admissions Committee] and his unbelievable commitment to making a difference—to recruiting talented and qualified Hispanic applicants to our school—we have rebounded in a very short time." The Health Science Center is among the nation's leaders in training Hispanic physicians and has been committed to this goal for a quarter century. The good news is that the dip in enrollment caused by Hopwood has been overcome.
Wake Forest University School of Medicine is situated in the center of a booming Hispanic community. There are now 30,000 Hispanics in the region, many of whom visit the institution for health care services. But Wake Forest faces a struggle common among institutions nationwide: the difficulty in understanding every community's needs.

"If you are not aware or you don't want to learn about the uniqueness of your community, then you miss a lot of opportunity to have connections to that community, and you probably will not meet the needs of that community," says Dr. Sonia Crandall, associate professor of family community medicine at Wake Forest.

Many institutions "certainly don't meet" and "would be insensitive to some," she says, adding that where that occurs, potential clients "won't be coming to your institutions."

Wake Forest began to address the concern by opening a Hispanic clinic. It is now going a step further, reaching out to students who might eventually staff that clinic, and to others across the nation. It is one of three schools that recently won grants to implement a diversity curriculum.

"Our communities are getting so diverse and have changed dramatically. We are constantly thinking about how we can serve the community better," Crandall says, adding that they are looking at both the present and the future.

That's the motivation behind two new programs designed by the American Medical Student Association. Last year, AMSA solicited requests from a number of medical institutions that want to pilot the programs to strengthen cultural education. AMSA announced grants in January.

"I think overall, doctors are ill-prepared to address patients' concerns of which patients are looking to address."

The curriculum comes on the heels of a published report that found that physicians today care for increasingly diverse populations but that many institutions have not
attention to the dynamics of difference, continuous expansion of cultural knowledge and resources, and a variety of adaptations to service models in order to better meet the needs of minority populations.

In 1995, according to statistics on AMSA's website, linguistic and cultural minority populations represented 26.4 percent of the U.S. population. By 2010, those populations will account for 32 percent of the population, and that number will climb to nearly 50 percent by mid-century.

But, say organizers, diversity within the physician workforce continues to lag behind the changing demographics.

"Medical schools overall have a responsibility to society at large, and AMSA felt over the years that medical education has not kept up with society's needs," says Grande, "such as what types of training doctors should have."

"Underrepresented minorities have really been declining in numbers of admissions to medical schools, particularly over the last five years," Grande says. "This is in the face of a growing minority population in the United States."

AMSA, which has 30,000 members, is striving to shape how future generations of doctors connect with the communities in which they work. But its largely white membership, its leaders admit, points to the difficulties in attracting minorities to the field of medicine: as few as five percent are Hispanic.

AMSA's Promoting, Reinforcing and Improving Medical Education (PRIME) program established two curriculum projects in conjunction with the federal Bureau of Health Professions, Health Resources and Services, and Administration.

Each school will design its project to implement either the Community-Responsive Curriculum Project or the Culture and Diversity Curriculum Project in collaboration with AMSA's PRIME Executive Panel and advisory group.

A school, for instance, is expected to instruct about two dozen students a semester in the program and to have it up and running between July and September, giving each about six months to plan. Those undertaking the diversity curriculum, like Wake Forest, get feel ill equipped—that they don't have the skills and knowledge to thrive in those environments. And that once they understand the different areas, students might alter their career paths and "their day-to-day experiences in the community/hospitals during their clinical rotations."

Three other schools are taking part in the culture and diversity program, which equips students with the skills to be "culturally competent" health care providers. Employing interactive sessions, it will involve students with patients and persons from various cultures to either reinforce or contradict their academic knowledge.

AMSA leaders say that this will prevent students from stereotyping a particular culture. The curriculum examines culture and its relationship to world view, and where a student sees himself or herself in the world.

Using a series of cultures, the curriculum will explore visible diversity—the physical differences—and invisible diversity—such as gender identification, socioeconomic status, and sexual orientation.

Learning about the ways different cultures view medicine and health issues affects patient treatment. According to the course description, "Failure to examine patient actions in the context of their cultural model of health and disease not only serves to deteriorate the physician-patient relationship, but can also lead to misdiagnoses."

"Cultures view different aspects of health and illness in a variety of ways. For example, the cause of illness might be attributed to organ failure for one culture, spiritual imbalance for another, or presence of bad spirits in a third," it continues.

The curriculum will teach students how to negotiate cultural conflict and will train them how to address situations where patients view treatment differently.

"We have many elements in our curriculum that address those kinds of issues, but we did not have a cohesive piece of the curriculum that would be focused on the issues of culture and diversity," Crandall says.

At Wake Forest, students won't start from a blank slate. Many originate from diverse communities. However, only two percent of the 432 students are Hispanic, and..."
percent of the student body is white. Meanwhile, the Hispanic community in the surrounding Piedmont Triad area has boomed.

"There's so much diversity within a community, regardless of the ethnicity, that they can be from similar ethnic backgrounds yet have a very diverse perspective on health care," Grandal says. "What I am hoping we can do is create a conscious awareness that maybe we don't know everything and perhaps we can learn a lot from the people in our environment who might have a different perspective."

She adds, "I certainly don't know the health care beliefs of all individuals in our community, and so it's an opportunity for me to learn more about how they view health, how they view illness, and what they think are appropriate treatments, whether these be Western or complementary or alternative practices."

While schools don't have to start the program until their summer or fall semesters, Wake Forest got a head start and began the program by winter's end. Grandal has high expectations that even after the pilot period ends, the program will thrive.

"It's like other pieces of the curriculum—nutrition education, for instance. We are figuring out where to get them into the curriculum. There has not been a concentrated, recognized format, a concerted effort," she says. "But this is very attractive."

In addition to Wake Forest, schools that will pilot the program are the Medical University of South Carolina and the Kansas University Medical Center.

In both projects, students will work in small groups each week and frequently visit outside agencies to meet with community members and leaders. AMSA also is bringing together students to urge them to take an active role in becoming leaders in their communities as well.

Twenty students from across the nation were nominated by deans to take part in the Primary Care Leadership Training Program at Ohio State University in Columbus, Ohio. Another 20 will meet later this year.

The leadership program engages students in curricular reform and health policy issues, and it aims to show the role of a primary care doctor in the community. The one-week program prepares students to care for underserved populations.

"AMSA felt it was critically important to begin to address diversity and cultural competency in medical education," Grande says.

Adds Lawler, "Everything that happens in the PRIME project comes back to improving medical education, and one of the primary concerns of any PRIME initiative is helping to serve the medically underserved populations."

AMSA now plans to monitor the progress of the curriculum. Schools are obligated to submit periodic reports, and AMSA must in turn report to the HRSA. AMSA also will provide technical and counseling students, visit the campuses, and help to design student activities.

Medical schools in piecemeal fashion have addressed cultural issues, but there hasn't been a specific curriculum before. The hope, Lawler says, is that others will follow suit and, inevitably, that students will seek opportunities in underserved regions.

"But what we're doing differently is making it its own small entity, its own adjunct curriculum," Lawler says. "It's definitely trying to improve upon the number of hours spent on this topic."

"Really, in the grand scheme of things, it falls down on the list on levels of importance," says Grande. "Oftentimes, unfortunately, these are looked at more as supplemental information, as nothing that is critical or required for education."

---

**UCSF**

Assistant Dean for Curricular Affairs

School of Dentistry, University of California, San Francisco

The School of Dentistry at the University of California, San Francisco, invites applications and nominations for the position of Assistant Dean for Curricular Affairs. The position is available immediately. The University of California is an affirmative action/equal opportunity employer and encourages applications from women and minorities. Applications are encouraged from those who have demonstrated a commitment to non-discrimination in educational programs and activities, and in providing an environment that is safe and free of discrimination and harassment.

The Assistant Dean for Curricular Affairs will provide leadership to the School of Dentistry in the development, implementation, and evaluation of the School's curriculum. The Assistant Dean will play a pivotal role in ensuring that the School's curriculum meets the needs of the profession and society.

The Assistant Dean will work closely with faculty, staff, and students to develop and implement new curricular initiatives. This position requires excellent interpersonal skills, strong organizational abilities, and a demonstrated commitment to diversity and inclusion.

Applications are encouraged from individuals who have demonstrated success in leading and implementing curricular initiatives, and who have a strong commitment to improving diversity and inclusion in educational programs and activities.

Applications are encouraged from individuals who have a PhD or equivalent degree in dental education or a related field. The successful candidate will have a strong background in curriculum development and implementation, and a demonstrated ability to work effectively in a team environment.

Applications are encouraged from individuals who have a commitment to diversity and inclusion, and who have a history of successful leadership in educational programs and activities.

Applications and nominations should be submitted to:

Dr. Troy Daniels
Office of the Dean
School of Dentistry
University of California, San Francisco
333 Parnassus Avenue, Room 5-660
San Francisco, CA 94143-0410

---

**THE UNIVERSITY OF UTAH**

ASSISTANT DEAN FOR DIVERSITY

The Graduate School at the University of Utah is seeking nominations and applications for the Assistant Dean for Diversity. A 12-month professional staff position reporting to the dean of the Graduate School. Candidates must have demonstrated ability and excellent interpersonal communication and problem solving skills. Experience with a diverse student population for recruiting and retention is preferred, and a master's degree in a related area is required. Primary responsibilities are recruitment and retention for graduate students historically underrepresented in graduate education. Administration of graduate and undergraduate student programs, development of externally funded grants and teaching and assessment of student performance.

Founded in 1850, the University of Utah is the flagship institution in the Utah system of higher education. It is accredited by the Northwest Association of Schools and Colleges with a graduate enrollment of over 4,900 students in 16 colleges. The University is located in Salt Lake City, a metropolitan area with a population of almost a million citizens in the greater Salt Lake Valley. The University of Utah is an affirmative action/equal opportunity employer and encourages applicants from women and minorities to apply. Applications are encouraged from individuals who have demonstrated success in leading and implementing educational programs and activities. Applications are encouraged from individuals who have a commitment to diversity and inclusion, and who have a history of successful leadership in educational programs and activities.

Applications are encouraged from individuals who have a commitment to diversity and inclusion, and who have a history of successful leadership in educational programs and activities. Applications and nominations should be sent to: David S. Chapman, Dean of the Graduate School, 310 Park Building, University of Utah, 211 South President's Circle, Salt Lake City, UT 84112-9016. 801/581-7642. This position will remain open until filled.
New Name and Expanded Mission for COSSMHO

Welcome to the National Alliance for Hispanic Health

By Inés Pinto Alicea

A Latino organization that has been around since 1973 and is dedicated to providing technical assistance, outreach, research, advocacy, training programs, and policy analysis on how health care issues affect Latinos is undergoing many changes, including a change in its name.

The organization, affectionately known as COSSMHO by those who have been touched by its work, will now be called the National Alliance for Hispanic Health—the third name in its history but one that its officials expect to stick for a long time because it reflects the organization’s present and future.

“We went through a deliberate process of asking ourselves who we are and who we should be,” said Dr. Jane Delgado, president and CEO of the newly named alliance. “For more than a quarter century, our members have delivered front-line health and human services to over 10 million Hispanic consumers. Our new name reflects the full range of our membership and recognizes that health and human services must be integrated to serve the consumer.”

Delgado said that nearly 70 percent of the organization’s 1,500 members voted, and of the voters, 97 percent endorsed the name change for the nonprofit. The alliance membership includes community-based organizations, health care provider organizations, governments, national organizations, universities, individuals, and for-profit corporations.

“It is invigorating to myself and my staff that our members are active,” said Delgado, adding that the growth in population of U.S. Latinos also prompted the need to change the name, refocus the mission somewhat, and strengthen some of the work of the alliance.

COSSMHO, the Coalition of Spanish Speaking Mental Health Organizations, was founded 27 years ago in Los Angeles. Two years later, and with a move of its headquarters to Washington, the organization again changed its name to the National Hispanic Conference on Health and Human Services, but still went by the acronym COSSMHO. Today, people are slowly adjusting to calling it The Alliance.

The nonprofit organization is now undertaking two major efforts—expanding its use of technology and strengthening its outreach to researchers at universities and other research organizations nationwide.

One such project is developing a database of service providers, clinics, and community organizations that serve Latinos with chronic illnesses or have been affected by domestic violence. Another involves a database of researchers and academicians who are Latino and/or are studying or are interested in studying Latino health issues so they can compete for National Institutes of Health grants and fellowships, said Falcon.

An Alliance brochure defines its challenge as follows: “to ensure that our nation’s research agenda addresses the unique research issues posed by Hispanic communities, brings the priorities of Hispanic communities to the full attention of policymakers and health service providers, and brings together data and communications technologies in ways that serve members and our communities.”

One related Alliance effort is to bring togeth-
er several of the National Cancer Institute's Comprehensive Cancer Centers and other university-based research centers or schools of medicine or public health to work in unison with community-based organizations. The project has developed a unique, comprehensive database on the treatment experiences of Hispanic women with breast cancer or abnormal mammograms and will publish a series peer-reviewed journal articles based on this database. The project also has developed a resource kit on the early detection and treatment of breast and cervical cancer. Hispanic women tend to have a higher incidence of cervical cancer than do other groups of women, and Latinas' incidence of breast cancer is said to be lower than that of others. Mortality of Latinas with breast cancer, however, tends to be higher because often treatment is delayed to when options are fewer and, as a result, the chances for survival reduced.

Lourdes Baexonde-Garbanati, an assistant professor for research in preventive medicine at the University of Southern California, is the coordinator of the western regional coordinating center of this cancer program, known as the National Hispanic Leadership Initiative on Cancer—Unidos Para La Salud, one of six sites under the initiative. She has worked closely with the Alliance on projects for about 13 years.

"The name change may expand opportunities for them, and it may begin to develop new and different roles for them," said Baexonde-Garbanati. "Communities respond to them, and they respond to communities."

She said that the organization, whose strengths lie in forming coalitions, doing advocacy work, promoting and using research for policy purposes, and encouraging groups to constantly evaluate their work, has had some challenges in dealing with university bureaucracies when expanding its outreach to that segment.

"They each have different systems, ways of doing work, and audiences," she said, adding that the Alliance is a vehicle for the distribution of research with policy relevance.

"This kind of data is often time-framed and therefore must be completed quickly. With policy research, if you don't catch the wave, it's gone. University survey research is not usually time-framed in the way policy research often is. University researchers tend to have more time to get the work done." Speaking of the Alliance and the university researchers, she said, "I think we've been able to work through the differences."

The Alliance has helped university researchers learn that they must be more diplomatic in community-based work by taking time to build relationships, she said.

"Researchers sometimes focus on the data collection aspects of their research in a community without always involving those communities from the beginning in the research process," she said, adding that the Alliance "has tried to encourage researchers to work with communities and vice versa on this effort."

Baexonde-Garbanati said that the organization should have an even brighter future in its efforts to work more closely with researchers since its history has been to work with community-based organizations. Many corporate and foundation grants are being tied more and more to community-based efforts, she said.

"The Alliance is in a prime position to contribute to that effort," Baexonde-Garbanati said.

Officials at the organization agree with her assessment.

"We are very focused on our role in communities and making sure that consumers get the services they need," said Adolph P. Falcon, the organization's vice president for science policy. Falcon added that their work is particularly critical since 451 percent of working Hispanics are uninsured in this country compared to nearly 23 percent of non-Hispanic whites and 34 percent of non-Hispanic Blacks.

Luis Mata, CEO and president of the Multicultural Area Health Education Center in Los Angeles, has worked with the Alliance and was a consultant to the organization for more than 10 years. In his work with the organization, he serves as a spokesperson for the March of Dimes and helped the organization develop a curriculum in Spanish on early prenatal care.

"What I love about the Alliance is that we are always partners in whatever we get involved in," Mata said. "It is a very fruitful relationship."

The Alliance was instrumental, he said, in helping his organization develop the infrastructure it needed to provide services and implement programs it wanted to carry out. His organization provides health education services focused on disease prevention in Los Angeles County. The organization also trains health professionals.

He would like the Alliance to take more steps to promote its work, and he feels that with sufficient financial support, it could capture a larger group of members. The limited funding also has affected the number of staff members available to its many projects, he added.

Mata said that his concerns about the organization's limited public relations efforts arise from a desire to see its great work receive more recognition. He praised the organization for including all segments of the Latino community.
<table>
<thead>
<tr>
<th>Top Ten Causes of Death: Hispanic Males</th>
<th>Top Ten Causes of Death: Hispanic Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Diseases of heart</td>
<td>1. Diseases of heart</td>
</tr>
<tr>
<td>2. Malignant neoplasms</td>
<td>2. Malignant neoplasms</td>
</tr>
<tr>
<td>3. Accidents and adverse effects</td>
<td>3. Cerebrovascular diseases</td>
</tr>
<tr>
<td>5. Cerebrovascular diseases</td>
<td>5. Accidents and adverse effects</td>
</tr>
<tr>
<td>6. Diabetes mellitus</td>
<td>6. Pneumonia and influenza</td>
</tr>
<tr>
<td>7. Chronic liver disease and cirrhosis</td>
<td>7. Chronic obstructive pulmonary diseases</td>
</tr>
<tr>
<td>8. Human immunodeficiency virus infection</td>
<td>8. Certain conditions originating in the perinatal period</td>
</tr>
<tr>
<td>9. Pneumonia and influenza</td>
<td>9. Chronic liver disease and cirrhosis</td>
</tr>
<tr>
<td>10. Suicide</td>
<td>10. Congenital anomalies</td>
</tr>
</tbody>
</table>


in its work and for giving community-based organizations in Washington a voice. Mata himself travels to Washington about three times a year to advocate on Latino health issues.

"When the [politicians] are hearing it from community folks from different states, they know we mean business," said Mata. "We have been very successful in moving an agenda. Other organizations tell us what to do rather than ask us what we would like to do." The Alliance, he said, "has been very open with us. They don't try to do it on their own. They bring us to meet with public officials at the national level."

The organization's staff of 35 works on a relatively shoestring budget of $4 million. About 40 percent of its operating budget comes from corporate and foundation grants, another three percent from membership dues, and the remainder from government grants, individual grants, consultation fees, and sale of publications.

Alliance advocacy activities are based on three pillars: representing all Hispanic groups not accepting funds from tobacco or alcohol companies, and a commitment to community-based solutions. The organization says that its mission is to: inform and mobilize consumers, support health and human service providers in the delivery of quality care, improve the science base for accurate decision-making, promote appropriate use of technology, insure accountability, and advocate on behalf of Hispanics.

"It is not enough to have Hispanic health professionals," said Delgado. "Too often, the education they go through bleaches out their color."

The Alliance sponsors many programs and projects to carry out its mission. The following is a small sample:

- Operates the National Hispanic HIV Hotline linking callers to maternal and child health services (1-800-504-7081).
- Operates Proyecto ALFA (Aire Limpio para su Familia), a bilingual National Indoor Air Quality Hotline (1-800-SALUD-12). Part of this project also involved the development of publications about indoor pollutants. Also available to Hispanic consumers through this program is education on indoor air pollutants, referrals, and radon test kits.
- Operates the Hispanic Health Link, a Hispanic-focused national online network service bringing health information to thousands of agencies (www.hispanichealth.org).
- Published SALUD: A Latina's Guide to Total Health—Body, Mind and Spirit, a book that was also released in Spanish. More recently, the organization published The State of Hispanic Girls, a booklet that identifies factors and conditions that might lead Hispanic girls to engage in health-risk behaviors as well as those that might protect against such behaviors. The booklet provides messages that will encourage girls to make healthy life choices and the appropriate delivery system for these messages. The organization also offers a catalog of other publications for Hispanic consumers, health professionals, governments, and anyone interested in health issues.

- Provides training and technical assistance to health departments, governments, community-based organizations, health care providers, private organizations in a variety of areas, including: how to meet the needs of culturally and linguistically diverse populations and how to strengthen organizational capacity when working with Latinos who are at high risk for sexually transmitted diseases.

"Our work is not just identifying and solving problems in our community," said Delgado. "We believe in the power of education through education about how we live, our diverse, and the healthy choices we make—creating a new paradigm of health and well-being for the future and the nation. That is our commitment."

The Alliance advocates on behalf of Hispanics and ensures accountability of different entities nationwide in relation to Latino health. The organization studies whether the Environmental Protection Agency, the Department of Health and Human Services, the Department of Transportation, and their state and local counterparts carry out all programs with Hispanics in mind by ensuring that they have Hispanic action plans for all efforts.

"We are constantly getting the heartbeat of our community and bringing it back home," said Delgado.
Trinity's Inventive Hebe Guardiola-Diaz

Discovering Biochemistry in Everyday Life

BY ANDREA COMER AND SUZANNE ZACK

AZT, or zidovudine, is regarded as one of the most effective weapons against AIDS. But for Hebe M. Guardiola-Diaz, an assistant professor of biology at Trinity College in Hartford, Conn., the anti-viral drug is equally valuable for its ability to illustrate biochemistry in a very compelling way.

“When we were talking about enzymatic activity, I showed students the molecular structure of AZT and explain that by inhibiting enzymatic activity of AZT one is able, at some level, to help AIDS patients,” she explains. “Enzyme kinetics can be very cut-and-dry and very mathematical. Or, you can provide reasons why students should care about the understanding of molecular structure.”

Guardiola-Diaz teaches biochemistry and neurobiology in the biology department and in the neuroscience program. A Trinity faculty member for a year, she already has earned a reputation as a passionate and challenging teacher. It is a passion that she believes everyone should embrace. “How can you not care about life?” she asks. “We’ve all had headaches. We’ve all had the fear of getting an incurable disease. We all care about genetic diseases, especially young people who are thinking about starting families. How can you understand mental illness without understanding the biochemistry of the nervous system?”

Roasted in science

A native of Puerto Rico, Guardiola-Diaz’s interest in science with many other family members. She earned an undergraduate degree in chemistry from the University of Puerto Rico, then spent a summer doing research at the gerontology division of the Institute National de la Sante et de la Recherche Medicale (INSERM) in Paris. She earned her doctorate in biochemistry from the University of Michigan before doing a postdoctoral fellowship in the biochemistry of nuclear receptors at the Karolinska Institute, Sweden’s leading institution for medical education and research. Before coming to Trinity, she served as an instructor in biology at the University of Michigan. In her research, she is currently examining a family of proteins that reside in the nucleus of cells in the nervous system and that, when activated, control gene expression. An article based on related research into how cold affects an organism’s production of fat cells was recently published in the Journal of Biological Chemistry.

Says Professor of Psychology Priscilla Kehoe, who directs Trinity’s neuroscience program, “Dr. Guardiola-Diaz is an excellent teacher with serious concern for her students’ welfare and their advancement in scientific thinking. Her scholarly research adds another level of analysis to our diverse program. In the Neuroscience Methods course, her students have had the opportunity to examine cells of the nervous system called oligodendrocytes that cover certain neurons and are the very cells that as multiple sclerosis. The were able to learn to util niques that allow the g these cells in order to study nuration. For Trinity, this is a unique oppor to learn modern molecular n logical techniques as well ticipate in cutting-edge resea

Last summer, Guardiic and Professor of Chemists E. Henderson conducted an active phytoremediation project which students created an mental garden in a lead-c reaped vacant lot in Hartford. The goal was to remove the tox soil and reclaim the the neighborhood. Charles A. Dana Profes Biology and Department Chair Craig W. Schneider, “Hebe ideias and a bundle of

The six undergraduate and their two professors an in February that the speci of Indian mustard they pl the lot reduced lead from ees of 1,000 parts per (ppm) to fewer than 500 allowable level for soil that used for residential or ag purposes is 500 ppm.

“The garden was an demonstrates because that a poor neighborhood ted resources can tackle
The project appealed to our students who are very interested in the environment and very interested in doing something to improve the quality of life in Hartford.

The student research was supported with funds that Trinity received under a grant from the W.K. Kellogg Foundation and was conducted in association with a New Jersey-based biotechnology company that provided seeds and expertise for the project as part of its effort to explore the possible commercialization of the process known as phytoremediation, or the use of plants to remove pollutants from the environment or to render them harmless.

Phytoremediation promises potentially huge environmental and financial rewards because the use of plants poses a simple, safe, and cost-effective approach to the remediation of soils and water. The federal Environmental Protection Agency (EPA) estimates that there are more than 30,000 sites requiring hazardous waste treatment services throughout the United States. Lead contamination represents a particularly difficult problem because there are no permanent, low-cost solutions for heavy metal contamination.

The idea for the research garden originated with Guardiola-Diaz and another Trinity professor, David F. Henderson, who were interested in creating summer projects for their students. Guardiola-Diaz and Henderson, a professor of chemistry, independently approached college administrators for ideas. Each professor was unaware of the other's effort until administrators got them together.

"It was just great timing," said Guardiola-Diaz, explaining that she got the idea for the project when she and a neighbor who works for the Connecticut Department of Environmental Protection met at a housewarming party and began to discuss a plan to create a community garden.

The College agreed to finance the project, giving the professors $37,000 from its Kellogg Community Innovation Fund to hire students and purchase supplies. The fund was established in May 1998 when the Kellogg Foundation awarded Trinity a $5 million grant to support Trinity's strategic commitment to building academic-community connections that emphasize civic responsibility and educational innovation.

The lot selected for the garden project totals 1.2 acres and is adjacent to the House of Bread, a nonprofit and temporary housing for the homeless on Chestnut and Edwards streets in Hartford. It is also across the street from the city's Quirk Middle School and within a short distance of the gold-domed state capitol. The lot had formerly been the site of a paint store, accounting for the high levels of lead contamination in the soil. When the old paint store building was leveled several years ago, the debris was buried at the site, further contributing to the pollution problem.

A Trinity faculty member for a year, she already has earned a reputation as a passionate and challenging teacher.

The lot is owned by the City of Hartford, which had leased it to the Hartford-based Knox Foundation for use as a community garden. The foundation intended to create a community garden as it has done at 16 other locations in Hartford, but it was prohibited from going ahead with the plan once it was discovered that it could not be used for a new location to plant new experimental garden.

"This has been a great way to get students learning involved in the community," Guardiola-Diaz said. "The students have made presentations and talked to neighbors who stop by. It's been a really rich experience of being involved in the community, helping out our neighbors and learning. To a large extent this work is an extension of the classroom. It's something that is a part of what we are doing here at Trinity."
Problem-based Learning

Guardiola-Diaz tries to make her students care about what they're learning by making science relevant to them. Employing "problem-based learning" in her classes, she presents students with problems that relate to real-life situations. In a recent class, students considered the case of an unemployed man who was admitted to the emergency room in a coma, with alcohol on his breath. Students were given the results of a blood sample analysis—including alcohol, blood glucose, lactate, and pH levels—and told that after hemodialysis was started, the man's blood alcohol level fell, he regained consciousness, and he was released from the hospital two days later. The students were challenged to explain, based on the clinical evidence, what had actually happened to the man.

Neuroscience major Julie A. Plagenhoef, '00, who is currently taking biochemistry with Guardiola-Diaz, says that her professor's approach is very effective.

"One of the things that's difficult to do in the hard sciences is to relate what you're learning to the outside world," Plagenhoef notes. "But Professor Guardiola-Diaz gives us practice problems that could happen in our own lives." Since her junior year, Plagenhoef has worked as a research assistant to Guardiola-Diaz. She believes the experience will help advance her plans to attend graduate school and earn a degree in public health.

Says Isaac Bohannon, '01 biology major who's taken biochemistry with Guardiola-Diaz: "Professor Guardiola-Diaz wants students to think for themselves. In our biochemistry lab, we designed our own experiments using the scientific literature and techniques learned at the beginning of the semester. Doing experiments this way took longer than if we had followed the steps outlined for us, but it was much more out of it."

Guardiola-Diaz hopes that students will come to share enthusiasm for her subject. "Biochemistry is the study of molecules that do the wonderful things that we define as life," Guardiola-Diaz says. "It's very intellectually satisfying and a lot of fun to engage my students as they make this discovery."

UNIVERSITY OF HOUSTON
DEPARTMENT CHAIR
MECHANICAL ENGINEERING

The Cullen College of Engineering of the University of Houston invites nominations and applications for the position of Chair, Department of Mechanical Engineering. The successful candidate should have an established national and international reputation in research, and a distinguished record of academic and professional leadership. ME has programs leading to bachelor, master, and doctoral degrees. The department offers a highly ranked program with excellent faculty and research programs, and is actively building on these strengths through faculty searches. Detailed information about ME and links to university programs is available at http://www.me.uh.edu.

The position is available beginning January 2021, with a competitive salary and benefits. The Committee will accept and review applications until the position is filled. Send nominations and applications, including a current vita to: Dr. John C. Wolfe, Chair of the ME Search Committee, Office of the Dean, Cullen College of Engineering, University of Houston, Houston, TX 77204-4814 (or e-mail to wolfe@uh.edu).

NC State University invites applications and nominations for the position of Vice Chancellor for University Advancement. NC State, a strong tradition in science, engineering, and technology with a commitment to excellence in a comprehensive range of academic disciplines, is one of America's leading land-grant institutions. NC State has almost 30,000 undergraduate and graduate students, a world-class faculty, a $1 billion annual budget, and a $1 billion endowment valued at approximately $2.5 billion.

Vice Chancellor for University Advancement:

The position, which is available immediately, reports to the Chancellor of NC State University, and is responsible for increasing private financial support for the university, planning and implementing major capital campaigns, managing an effective alumni development and advancement program, and supervising the communication, alumni, and advancement programs. Applicants must have a master's degree and a minimum of five years of related experience with demonstrated success in raising institutional advancement. Candidates should have extensive experience in major gift solicitations, donor relations, and effective fundraising strategies.

Review begins immediately and will continue until June 16, 2000. Applications and nominations must include a statement of interest, resume, names, addresses and telephone numbers of four professional references. Nominations must include the current mailing address of the nominee.

Send to:
Chair
Vice Chancellor for University Advancement Search Committee
NC State University
Box 7004
Raleigh, NC 27695-7001
Telephone: (919) 515-2191

NC State University is an Equal Opportunity/Affirmative Action Employer and does not practice discrimination in any form, against students, employees or applicants on the ground...
Tuning in to Community Rhythms
University of Minnesota Breaks New Ground

By
ED BRENNEN

"It's part of course work—it's not a volunteer program—so what we really try to do is work with faculty and build it into their curriculum."

LINDA ERNST, CUPES PROJECT LEADER

For many medical students, part of the allure of becoming a doctor is being able to live the "E.R." lifestyle. It means rushing from one operating room to another, mending wounds and saving lives. But what they find once they graduate into the real world is quite different. Instead of working at a fast-paced hospital, most of them get their start in a much smaller, slower-paced community setting.

At the University of Minnesota, there is a pilot project that helps give advanced students in medicine, nursing, and other health professions a more realistic training ground. In the process, the project is also helping to improve the quality of health care in one of the most richly diverse neighborhoods in central Minneapolis.

The Community-University Partnership in Education and Service (CUPES) is a joint-program between the University of Minnesota's Academic Health Center and the Phillips neighborhood of Minneapolis. Launched in 1990, CUPES (pronounced "coops") is one of six similar projects nationwide funded by the W.K. Kellogg Foundation.

"In the past, 75 percent of students have been educated in their clinical experience in hospitals, and yet when they got out into practice, 75 percent were not in hospital settings," says CUPES project leader Linda Ernst. "This is certainly an evolution that's happening in health care. We need to
nity settings, since that’s more in line with what many of them will need to know.”

The challenge, however, is getting the results-oriented world of academia to mesh with the relationship-oriented community lifestyle. Angeles Juarez, CUPE’s board chair and Children’s Hospital director of pediatric clinics, says this takes some doing.

“Health professionals don’t always understand what it means to work with the community. It’s hard for doctors to move from ‘I know what’s best for you’ to ‘I know what’s best for me and I can pass on to you what I’ve learned in school and in my practice, but you are an expert on your family,’” Juarez says. “It’s hard for many university-trained health professionals to respect the ways people’s cultural experiences and beliefs shape their approaches to health issues.

“The university is results-oriented,” he adds. “Community people need to be nurtured, engaged, and trained. Focusing on goals and outcomes while feeding into the rhythms of the community and building camaraderie—that’s just starting to happen.”

Ernst, who has been involved with the partnership for two years, says that CUPE—which last year included nearly 200 graduate students—is making its mark on the academic landscape.

“It’s part of course work—it’s not a volunteer program—so what we really try to do is work with faculty and build it into their curriculum,” Ernst says. “It’s really meant to change the way the Academic Health Center teaches in that students get more learning in the community setting, and that it be done in an interdisciplinary way.”

“Both of those things are for the benefit of the patient,” Ernst continues, “because if students are working together and learning together, that will benefit the patient in the
division Program’s Off streets. “My whole experience as a graduate learner was very interesting,” she says. “It was wonderful to see how the health sciences training as to connect with these kids to serve some of our community’s needs.” The third prong is at the school, two E-8 schools, approximately 1,400 children from various backgrounds. The state and undergraduate lead health education at promotion programs for parents, and staff of the same 1998-99 school year brought 120 medical residents, and internists to Andesers, providing needed education that I missing until then.

“Even though school required by the state of I to provide health education, education got put on the back burner when math and English and so on,” I

Therefore they had no education in this school of I and our students going school provided some health education for these students. Now there’s something I never had.”

And the parents of school children are grate of times. Doctors come communities without knowing thing about us,” says Buckhanon, a Philips Andersen parent. “We have diverse community—Somalis, Hispanics, Americans, Native Americans, you don’t know another person’s culture or what they are, you make assumptions that are so off people. The results are not as we need or without leaving them out.

The pilot project helps give advanced students in medicine, nursing, and other health professions a more realistic training ground.
ter relationship," Buckmanon adds. 

"It brings graduate learners into our community to have a conversation with the people of Phillips. They learn that the branches and leaves grow from trunks and from roots. They start to see us whole."

Like many of the CUPES graduates, Eric Meininger was at Andersen a few days a week for an entire month. The physician-in-training worked in a team of students from differing health professions, leading class sessions on a variety of health care topics such as general hygiene, household poisons, and asthma. Meininger says that his time at Andersen was invaluable to his training as a doctor.

"My CUPES experience at Andersen opened my eyes to the wide range of cultural differences among people in city communities. It made me a better doctor," he says. "We don't see a lot of families from Andersen School in the hospitals where we usually work. When we do see people, it's because they're sick. It doesn't feel like an equal relationship. Families don't share the issues that affect their health. Being at Andersen has brought us into the lives of the people we serve in a real way."

Sometimes being there in that real way can open the medical students' eyes, ears—and even noses—to concerns they never would have before considered. Ernst recalls one example.

"There was one pediatric resident who spent time at the Andersen Elementary School, and she said. 'You know, I've always talked with children about hormone changes and so on. But never until I spent time talking to kids in a sixth to eighth grade classroom. Did I realize that I also needed to talk to them about hygiene.' She said, 'The body odor that the young adolescents begin to deal with, that goes along with hormonal changes, is something that just never t

h

e

t

f

t

n

t

CUPES also encourages members of the Andersen community to serve as "community faculty" for the University students, sharing experience and knowledge pertaining to health care issues.

School, a Latina woman, goes into homes and translates information, serving as a bridge between the health care system and that family.

"For example," says Ernst, "maybe that school is dealing with

theme, CUPES has undertaken as well.

And this promotora, as a community health worker, could be the person to go to that home and help that family learn how to do it. It's no high-level skills in terms of health professionals, but at the same time they can certainly help this family deal with something like lice."

When the W.K. Kellogg Foundation awarded its grant to the CUPES pilot project in 1996, it was only supposed to be a four-year project. But since CUPES has run under budget, it has been granted a two-year extension.

"So we're actually going to us the money over six years instead of four," says Ernst, who adds that the project is still evolving. For example, the promotora program might expand to include parents from surrounding schools.

"Eventually the goal would be that the student-learners from the University could go with [the promotora] into the home so that you'd also have a professional support person with you," she says. "But it's also...that [the] community person is opening the door to the health care profession."

"In evaluating the program," Ernst concludes, "what we see is that many of the students are learning much more about the larger context of people's lives."

"We certainly value the University professors, but we also value the community as a teacher," says Ernst. "We reimburse them financially, we identify them as community faculty, and we utilize them in going on campus and talking to classrooms. We ask them to help us in planning.

Taking "community faculty" a step further, the CUPES project also

the lice issue. It's really great to have the school send home information that says, 'Here's what you need to do to get rid of lice from your child'; however, if that person doesn't speak English very well or doesn't know how to navigate the pharmacy system, or get the products, then there's a big issue of how to get kids out of the child's head.
New Admissions Guidelines Boost Hispanic Enrollment

BY HEATHER FELDMAN

University admissions procedures have changed for Texas public universities since 1997, when the Hopwood vs. Texas court decision was announced. The result was a ruling not to consider an individual applicant's ethnic or racial minority status during the admissions process.

Despite the demise of affirmative action for admission, the University of Texas Health Science Center at San Antonio has continued to experience an increase in Hispanic enrollment, surpassing its admissions numbers from before the Hopwood decision.

To ensure continuing access for as many prospective students as possible, the Health Science Center instituted comprehensive admissions guidelines for its Medical School. Since 1997, these new procedures have emphasized both academics and personal qualifications—a balanced combination designed to select students most likely to complete the rigorous academic program and go on to careers as physicians.

"Hopwood guided us to develop a more useful set of guidelines with which to evaluate medical school applicants," said David Jones, Ph.D., associate dean for Medical School admissions and professor in the Department of Anesthesiology. "The goal was to give greater emphasis to the personal qualifications of an applicant, in addition to academic qualifications."

Beyond evaluation of grade point average (GPA) and Medical College Admissions Test (MCAT) scores, the Health Science Center's guidelines include consideration of bilingual language ability, socioeconomic history, community service, communication skills, success in overcoming adverse conditions or experiences, future goals, knowledge of the profession of medicine, whether the applicant is from a medically underserved area, and whether the applicant has the desire to serve in a medically underserved region of the state following graduation.

"These guidelines have allowed a wider

Mexican American Faculty Number 87 at UT-San Antonio Med School
career path was clear—medical school. Her mother went on to medical school as well and is now a primary care practitioner in Zapata. Treviño hopes to follow.

“It would be my goal to go back home,” said Treviño. “I can identify with these people. I am one of them. I understand their fears when it comes to medicine, and I understand the types of health problems prevalent in the area.”

The Health Science Center has been diligent in drawing students from South Texas through recruitment efforts and outreach programs designed to provide education on career opportunities in the health sciences. Mario Ramírez, M.D., vice president for South Texas/Border Initiatives at the Health Science Center and a native of the Rio Grande Valley, launched a program four years ago to encourage young people to consider health careers.

The program, called “Med/Ed,” is based in McAllen, Texas, and is a combination of academic preparation, community service, and mentoring. High school students from 25 area high schools participate in summer classes in biology, physics, and chemistry; participate in study skills and essay-writing sessions; and are involved in on-site internships with physicians. The hope is that these students will become health care professionals and bring their skills and knowledge home to the Valley.

The Health Science Center also sponsors programs for high school and baccalaureate students through the federally funded Medical Hispanic Center of Excellence—a way of introducing biomedical career opportunities. An example is the Hispanic Center of Excellence’s MCAT Preparation Program, a series of classes offered in San Antonio and Edinburg, Texas, for students preparing to apply for medical school.

The Medical Schools admission guidelines support these outreach efforts by underscoring the importance of the personal experiences and qualifications of applicants rather than focusing solely on academic standing and test scores.

“When you are considering applicants from medically underserved communities, those applicants also might come from an educationally or economically disadvantaged background,” said Dr. Jones. “You have to consider the barriers students have overcome as important aspects of the application for medical school.”

Jones said that these guidelines are not dependent on ethnicity. Rather, they value the individual applicant’s achievements and academic preparation from the “whole-person” perspective. This exhaustive process has the added benefit of allowing for the selection of Medical School classes that are more demographically balanced than before the Hopwood decision.

The new guidelines have resulted in a rise in minority enrollment since 1999. The Health Science Center’s Medical School recorded 42 entering Hispanic students in 1999, up from the 14 students entering in 1997. Hispanic enrollment at the Health Science Center is 19.6 percent and is projected to reach 25 percent by 2005.

The Medical School also is accepting more students from South Texas. In 1997, when GPA and MCAT scores still largely determined Medical School admissions decisions, 45 applicants from South Texas were interviewed, and seven were accepted. In 1999, with the new guidelines in place, 55 applicants from South Texas were interviewed, and 26 were accepted.

The Health Science Center is responsible for establishing and administering the Lower Rio Grande Valley Regional Academic Health Center (RAHVC), to support increased clinical training of medical professionals in South Texas. The RAHVC’s location, along the border with Mexico in the Valley, will encourage students there to pursue health professions. The research division of the RAHVC is located at the University of Texas-Pan American, will become an important site for the study of diseases prevalent in many people living along the border. Leonel Vela, M.D., M.P.H., is the newly appointed regional dean responsible for the RAHVC.

The Health Science Center continues to be one of the nation’s leaders in training Hispanic physicians and has graduated more Hispanic physicians than has any other medical school in the state. The University was officially designated by the U.S. Department of Education as a Hispanic-Serving Institution (HSI), recognizing the school’s efforts in attracting Hispanic students. The institution also was awarded the Hispanic Center of Excellence designation for outreach activities.

Leading Hispanic researchers, physicians, and educators also have been drawn to the Health Science Center. The Medical School has 87 Mexican American faculty members, the largest concentration at a medical school in the nation.

“...I think the University has done a good job of keeping the Medical School culturally diverse,” said Treviño. “...I never feel out of place.”

Neither did Sophia Piña Ph.D., a former Health Science Center graduate student. A San Antonio native, Dr. Piña’s interest in science began in the sixth grade when she was learning about the reproductive system and genetics. After receiving her Bachelor of Science degree, she began working at the Health Science Center as a laboratory technician.

“While working as a technician, I realized I wanted to do more.” said Dr. Piña. “I wanted to do the research.”

Dr. Piña, a graduate of the University’s Ph.D. program in microbiology, had been working for a local biomedical company but returned to the Health Science Center to teach microbiology. She was recently appointed to full-time faculty rank and will be instructing the next generation of scientists, including more Hispanics.
Texas-Austin Conference Held on Latinos and WWII

Dozens of nationally renowned scholars were featured during a two-day conference at the University of Texas-Austin about contributions of and issues concerning U.S. Latinos and Latinas during World War II.

Many aspects were discussed, including resultant advancements in civil rights. At roundtable discussions, men and women of that generation described their interpretations and recollections of the war and its impact on U.S. Latinos.

Maggie Rivas-Rodriguez (pictured), conference co-chair and assistant professor in the department of journalism, said that such luminaries as Rafael Chabrán, Rolando Hinojosa-Smith, Richard Griswold del Castillo, Jorge Rodríguez Beruff, Jose Limón, and Rita Sanchez proposed presentations.

In the News at Eastern New Mexico-Roswell

Yolanda Lopez, program instructor at Eastern New Mexico University (ENMU)-Roswell, participated in the National Board for Certification in Occupational Therapy’s standard setting for the 2000 certification examinations. The workshop was held in Kentucky. Lopez, an OTA instructor at ENMU-Roswell since the fall of 1998, was one of 12 panelists selected nationwide.

Adrian Martinez, constituent services representative for U.S. Sen. Jeff Bingaman, helped organize a visit by a special delegation to Roswell’s sister city, Cuahtémoc, in Chihuahua, Mexico. ENMU-Roswell adminis-

the Instituto Tecnológico to exchange faculty, students, programs, and ideas. The ENMU-Roswell Division of Health and the Roswell Public Health office worked to establish a linkage with the native Tarahumara Indians to provide medical services.

Award-Winning Author Addresses Saint Mary’s Commencement

Helena Maria Viramontes, critically acclaimed author and professor of English at Cornell University, delivered the commencement address at Saint Mary’s College in Indiana.

Viramontes, originally from East Los Angeles, has written extensively on the experiences of Mexican American migrant workers in this country. Her short stories and novels focus on the lives of these Chicano families through the eyes of mothers, wives, and daughters. She was the first Latina to receive the John Dos Passos Prize for Literature.

Purdue-Calumet Holds Study Program in Spain

Purdue University-Calumet’s (Ind.) department of foreign languages and literatures has organized a study program in Spain June 3 to July 5, designed to increase cultural horizons using the language, culture, and civilization of Spain. Classes will be held at the Universidad de Extremadura in Cáceres, 300 kilometers from Madrid and from Lisbon, Portugal. The area is rich in culture with architectural influences ranging from the Roman Empire to the Conquistadors.

“The best way to achieve fluency in another language is to use it in an authentic setting with the local people,” said M. Luisa García-Verduco, Purdue-Calumet assistant professor of Spanish and program director, a native of Spain.

Rio Bravo Association Meets at Texas A&M-Kingsville

The 11th annual conference of the Rio Bravo Association met at Texas A&M University-Kingsville. The theme was “Cultural and Political Issues Related to the Texas and Mexico Borderlands.”

Dr. Margarita Benítez (pictured) and Dr. Rodrigo A. Medellin were keynote speakers along with Dr. John Mason Hart.

Benítez, director of Institutional Development and Undergraduate Education Service at the Off Postsecondary Education in the Department of Education, is a full professor of humanities at the University of Puerto Rico, professor and researcher, Institute of Ecology at the National Autonomous University of Mexico, is scientific advisor, Director General of Wildlife in Mexico, and a history professor at the University of Houston.

In the News at Citrus College

Dr. Michael Hurtado (pictured), dean of continuing education at Citrus College (Calif) for four years, has been appointed head of the Los Angeles County Probation Commission, which is structured to bring expertise from the private sector to the oversight and evaluation of policies and operations of the LA County Probation Department. Hurtado taught sociology and psychology at Citrus for 28 years before being appointed dean of continuing education in 1998.

More than 250 Latino high school students attended Citrus’ 11th annual Latinx Conference. Pueblo Corporation, a privately owned company with a state-of-the-art center in El Monte, contributed $200,000 for the conference, and presented Citrus Leticia Guerrero, a second-year child development major, with $300 from Pueblo’s ship fund. La Becca del Pueblo.

Western Washington Class Trips to Tijuana

Western Washington University offered a class on U.S./Mexico border relations, allowing students to earn credit for travel and cultural immersion.
project. Western students have been traveling to Mexico for alternative spring breaks for about five years, but not in conjunction with a class.

Approximately 40 students of various majors enrolled in the course, taught by WWU Fairhaven College Professor Larry Estrada (pictured) and anthropology Professor James Touchey. The course explored border dynamics involving politics, militarization, economics, immigration, culture, and migrant labor. Students worked for Esperanza, a nonprofit organization that enables low-income families in poor barrios to build simple brick housing; explored Casa Del Migrante, an environmental center; and studied at El Colegio de la Frontera.

**NJPAC Features Chamber Music from the “South”**

NJPAC The New Jersey Performing Arts Center (NJPAC) presented the New Jersey Chamber Music Society featuring TRIANGULO—Paquito D’Rivera, Pablo Zinger, and Gustavo Tavares—with Peggy Schecter and Brenda Feliciano. This unique concert of chamber music by South American composers included works by Guastavino, Villa-Lobos, and Picinguinha as well as the world premiere of a new composition by D’Rivera. The event was part of NJPAC’s World Festival III: Visions of New Worlds—Spanish Routes and Rhythms.

In addition to performing and recording, Paquito D’Rivera is an NJPAC World Festival III artist-in-residence and artistic director for programming at the New Jersey Chamber Music Society, the state’s premier chamber music ensemble.

**Distinguished Military Leader Visits Central Michigan**

Retired Lt. Col. Consuelo Castillo Kickbusch, a 20-year U.S. Army veteran, discussed her leadership experience, success techniques, and motivational messages at Central Michigan University (CMU).

Kickbusch, the highest ranking Desert Storm war, appeared as part of the Phi Sigma Epsilon Speakers’ Series. “Consuelo Kickbusch’s story is a most interesting one,” said Dean Danfort, a CMU alumnus and Phi Sigma Epsilon member. “Despite growing up in a ghetto and sharing a small, two-bedroom house with her eight brothers and sisters, she fulfilled her dream of gaining an education.”

Kickbusch, who retired from the military in 1996, owns Educational Achievement Services, a consulting firm that trains and addresses corporate and business professionals.

**Miami-Dade Alumnus Awarded Scholarship to Oxford Brookes**

Karla Castellanos, a 1996 graduate of Miami-Dade Community College (M-DCC) in Florida, was awarded a Rotary International Foundation Ambassadorial Scholarship by District 6990, Rotary International. The one-year academic scholarship, for 2000-2001, will enable Castellanos to study for her master’s degree in architecture and urban planning at Oxford Brookes University in England.

Born in New York, Castellanos grew up in San Pedro Sula, Honduras. She returned to the U.S. to study architecture at M-DCC and earned her bachelor’s degree at the University of Miami. Currently, she is a graduate architect for the firm of Zyscowich, Inc., in Miami, and a teaching assistant in the architecture program at M-DCC North.

**Brazilian Activist Silva Discusses Future of Amazon**

Marina Silva, a senator of the Amazon state of Acre, joined an expert panel at the University of Texas-Austin to discuss the future of the Amazon rainforest.

Born near the borders of Bolivia and Peru, the renowned environmental activist co-founded the Rio Branco affiliate of the United Workers’ Federation, fighting to improve conditions for traditional rain forest populations. In 1995, at age 36, Silva became one of the youngest senators in the history of Brazil and one of only seven women in the Brazilian Senate.

At UT-Austin, Silva helped commemorate the 500-year anniversary of the discovery of Brazil. Her visit was co-sponsored by the University’s Institute of Latin America Studies Student Association and the Braz Center, demonstrating their dedication to bringing the vanguard of Latin America leadership to the Austin institution.

**News from Sonoma State University**

Sonoma State University (Calif.) student Miguel W. Hilario was awarded a Year 200 Paul and Daisy Soros Fellowship for New Americans. Born in a canoe in the rain forest on the Ucayali River in 1970, Hilario is a member of the Shipibo-Conibo tribe in Peru’s Amazon basin, where he grew up fishing for piranha and hunting monkeys and armadillos. The first of his tribe to live in the rain forest, Hilario studied in Lima before traveling to the U.S., where he attended Santa Rosa College and graduated from Sonoma State University in 1999. Hilario now focuses his studies on environmental issues in public policy, and Latin America.

University President Ruben Armiñana (pictured) and wine business director Armand Gilinsky accepted a $25,000 grant from the Wells Fargo Bank Foundation to support the Wine Business Student Internship Program.

**Cal State—L.A. Chemistry Professor Receives Award**

California State University (CSU)-Los Angeles professor Carlos G. Gutiérrez was one of four CSU faculty members to receive the $20,000 statewide CSU Wang Family Excellence Award.

A professor in the department of chemistry and biochemistry, Gutiérrez directs Cal State L.A.’s NIH (National Institutes of Health) Minority Access to Research Careers Minority Biomedical Research Support grant. In his 20-plus years at Cal State, Gutiérrez has significantly influenced minority student education, mentoring more
and participating in projects such as the National Science Foundation-sponsored Research Improvement in Minority Institutions and Research Experiences for Undergraduate programs.

**Eastern Michigan Regents Approve Staff Appointments**

The Eastern Michigan University (EMU) board of regents approved the appointments of Pete Alamar (photo top) and Jesus Hernandez to staff.

Alamar, the assistant head football coach, was the tight ends/linebackers/special teams coach at the University of Arizona and the head football coach at the Universidad Autonoma De Nuevo Leon in Monterrey, Mexico. He earned his bachelor's degree from California Lutheran University.

Hernandez, program coordinator for McKenny Union and Campus Life, was a student judicial affairs specialist and coordinator for student conduct/orientation at the University of New Mexico, and in charge of new student programs at Bowling Green State University. Hernandez has a bachelor's degree from EMU and a master's from Bowling Green State.

**Long Island-Brooklyn Showcases Two Emerging Artists**

The art department of Long Island University-Brooklyn (N.Y.) has been presenting the work of a pair of young artists, Joseph Omar Cordero (photo top) and Adriana Salcedo, at the campus' Salena Gallery. Cordero and Salcedo are the first two graduating seniors in the new Bachelor of Fine Arts degree initiated last year.

The talented students come from strong art backgrounds. Cordero, who won "Best in Show" in New York University's "Smallworks" exhibition last year, has mastered a variety of exhibit, he expresses concepts through visual objects and arrangements. Salcedo has explored different areas of art, including printmaking, photography, and ceramics.

The exhibition ends June 6.

**Galliegos in Diversity Forum at South Texas College of Law**

SOUTH TEXAS Senior Mario Galliegos, Jr., was a panelist at a South Texas College of Law Diversity Day Forum, co-sponsored by the American Bar Association and moderated by law Professor Neil C. McCabe. The topic was hate crimes.

Galliegos was elected to the Texas Senate in 1994, recently completing his third legislative session. Prior to that, he served two terms in the Texas House of Representatives. Among the many awards he has received are the Texas Municipal League’s “Distinguished Legislative Service Award”; “Legislator of the Year,” by the Mexican American Bar Association of Texas; and the Restas Patras “Distinguished Hispanic of the Year Award.”

**Two New Mexico Students Receive Prestigious Fellowships**

University of New Mexico (UNM) students Sarah E. Soliz (pictured) and Robert Ward received the highly coveted National Science Foundation Graduate Research Fellowship, which pays for three years of graduate school and includes a living stipend.

Soliz, an anthropology major, plans to study narratives of kinship—stories that family members tell to and about each other—and will examine ways in which sisters talk to each other. Her dissertation research will be conducted in Mexico.

Ward, a physics major, will work on his dissertation in quantum information once he finishes his studies at Oxford. He is a 2000 Marshall Scholar, the second UNM student to achieve the honor since 1977.

**Fresno State Sponsors Town Meeting on Foreign Policy**

The U.S. Department of State and Cali State University (CSU)-Fresno co-sponsored Town Meeting on U.S. foreign policy.

The event, “U.S.-Mexico Bilateral Relations,” was held to increase public awareness and understanding of current foreign policy issues. It encouraged public engagement in the policy process and pro opportunities for the exchange of views by officials who formulate and implement policy.

Participating CSU-Fresno faculty members included Luz Gonzalez ( pictured), department of Chicano and Latin American Sts Robert Perez, department of criminolog James Cypher, department of economics.

**Hernandez Honored at Cal State L.A. Awards Dinner**

Antonia Hernandez, president and general counsel of the Mexican American Legal Defense and Educational Fund, received the Community Service Award at the 19th Annual Awards Dinner of the Pat Brown Institute of Public Affairs. Affiliated with California State University-Los Angeles since 1967, the Edmond G. "Pat" Brown Institute of Public Affairs is a non-profit center for applied public policy focusing on community development and youth and empowerment.

Hernandez directs all litigation and policy programs, manages a $6 million budget an 83-person staff throughout MALDEF’s offices nationwide. Her prior position was general counsel.

**Jersey City Gallery Director Exhibits in Manhattan**

The Noha Haim Gallery in New York recently presented “Lines and Lies,” a series of paintings by Hugo Xavier Bastidas, a member of the Lois gardening groups. The gallery has been a leader in promoting emerging artists in the New Jersey area.
cultures, using irony and humor to juxtapose
the natural or even primitive with images and
ideas from modern life.

Known for the black and white photo-like
effect of his paintings, Bastidas achieves his
signature style by using a very dry brush and
minimal amounts of black paint.

Born in Quito, Ecuador, Bastidas moved to
the U.S. in 1960. He studied at Pratt Graphics
Extension, the Brooklyn Museum School, and
the Artists/Teachers Institute of Richard
Stockton College of New Jersey (then
Stockton State College). He holds a bachelor's
degree from Rutgers University and a master's
from Hunter College.

Ramapo Art Gallery Features
Contemporary Artists

The Berrie Center at Ramapo College of New Jersey recently
presented its first major exhibition, "This is Not the Place," an ambitious
group show outlining personal histories and tracing territories through the works of 12
diverse contemporary artists who negotiate ideas of "place" in the realm of painting, pho-
tography, video, and sculptural installation.

Virgilio Garza, a Manhattan, N.Y.-based gallery administrator, and Sydney O. Jenkins, art gallery
director at the Berrie Center, were co-curator.

The show featured works by Cuban "artist in exile" Luis Cruz Azaceta known for his
paintings of rafters afloat at sea; film artist
Marco Brambilla, director of the film
Demolition Man; former cloistered monk
Ernesto Pujol, featured on the cover of the
March issue of ARTnews; and Mexican artist
Betisfer Romero, who uses cars as a medium for exploring urban issues.

In the News at Fresno State

Joaquín Gutiérrez-Heras, one of Mexico's leading
art-music composers since the 1960s, was in
Fresno, Calif., as the guest of Orpheus, a com-
mon-bass instrumental ensemble direct-
ed by CSU-Fresno music Professor Jack
Forrer. A native of Tehuacán, Puebla, Mexico,
Gutiérrez-Heras, 73, has written music for
orchestra, chamber, and chorus, and numer-
ous scores for film and theater. Orpheus
performed "Postludivo," the first of Gutiérrez-
Heras' works for string orchestra.

Paul E. Chávez, son of the late United Farm
Workers Union founder César Chávez, was the
keynote speaker at the CSU-Fresno Peace
Garden Committee's annual Garlanding
Ceremony honoring his father's 73rd birthday.

Florida International Hosts Forum
on Cuban Americans

A group of experts in the mental health field gathered at Florida
International University to discuss
how Cuban Americans have adapted to life in
the U.S. and the challenges that new immi-
grants face as they enter the country. Topics of the symposium "The Psychology of Exile: The
Cuban American Experience" included per-
sonality and identity, career, family and self,
caring for the elderly, the Pedro Pan experi-
ence, Mariel detainees, and rafter children.

Jose Szapocznik, a pioneer in the psycholog-
ical research and treatment of Cuban exiles in South Florida, was a keynote speak-
er. Jose Ignacio Lasaga-Travieros, founder of
the second school of psychology in Latin
America at the University of Villanueva in
Cuba, was honored in a special ceremony.

Texas-Austin Celebrates Migrant Program

The University of Texas (UT)-Austin cele-
brated the successes of a migrant student
program that provides innovative distance
learning opportunities for migrant children.

The Continuing and
Extended Education
Migrant Student
Graduation Enhanc-
ment Program celebration
involved approximately 165 migrant students and their
parents or teachers from 11 Texas school dis-
tricts. Austin City council member Gus Garcia
was the keynote speaker; UT-Austin Vice
President Juan M. Sanchez (pictured) congrat-
ulated the students; and Tejano singer Mireya
provided entertainment.

The mission of migrant student programs is
to build on the students' strengths, eliminate
barriers, and provide continuity of education for
nities of the world. Texas has the second largest
program in the nation and the largest interstate
migrant student population in the country.

Cal Poly-Pomona Honors Gallegos

California assembly member Martin
Gallegos received the Outstanding
Public Leader Award, one of California
State Polytechnic University-Pomona's
University Awards of Excellence. Established
this year, the award honors extraordinary ser-
vice to the University and community by an
outstanding public leader as well as an out-
standing emeritus faculty, outstanding emer-
itus staff, and outstanding entrepreneur.

Gallegos, the first doctor of chiropractic
ever elected to the California State
Legislature, and his wife have twice hosted
more than 500 middle school children at Cal
Poly-Pomona for the "Believe in Your
Dreams" conference, which introduces them
to many professions. He was the first com-
 mencement speaker at International Polytechnic High School on the Cal Poly-
Pomona campus and has lectured in a
University political science class.

CSU-Fullerton Professor "Educator
of the Year"

The Hispanic Bar Association of Orange
County named Dr. Isaac Cardenas "Educator
of the Year." Cardenas is chair and professor
of Chicano studies at California State
University-Fullerton.

"It is thanks to edu-
cators such as Dr.
Cardenas that students
are able to appreci-
ate the importance of
not only receiving an education, but putting it to use
with social conscience," said Claudia Alvar.
president of the Hispanic Bar Association of
Orange County, a Cal State-Fullerton alumnus,
and one of the professor's former students.

Cardenas is faculty sponsor of the annual
Latino College Leadership Institute and a faculty
coordinator for Proyecto VECINO. He is active
in the TELACU Summer Upward Bound
Program, and he has been very effective in link-
ing the University with the Latino community.

New Mexico Celebrates Chávez's
Birthday

Seven years after his death, "Chavo"
Chávez's birthday was celebrated in
Albuquerque with a parade, a concert and a
}
sacrifices on behalf of human dignity and social justice for farmworkers continue to inspire people from all walks of life.

The University of New Mexico (UNM) celebrated his birthday with speakers, poets, dancers, and the musical groups Los Trinos, La Rondalla, Paul Pino, and Culicani. The event was co-sponsored by the Recuerda a César Chávez Committee, the Albuquerque Museum, the National Hispanic Cultural Center, and UNM's Chicano studies program.

Prior to the celebration, videos and discussions about Chávez’s life, the Grape Boycott, and the Chicano Movement were held. and Dolores Huerta, co-founder of the United Farmworkers Union, gave a lecture.

“The Trombone Man” Performs at New Jersey City Center

Torres’ most recent international release is the CD Descarga Afrohubana. A respected composer, director, and arranger, Torres was part of the Cuban vanguard. His ten albums with the band Juan Pablo Torres and Algo Nuevo initiated a musical revolution in Cuba and established him as a leader of Cuban popular music.

Legendary Latin percussionist Candido also performed, as did members of the NJCU Samba School and many others.

Ethics and Literature at St. Mary’s

St. Mary’s University (Texas) made a competitive showing in the Sixth Intercollegiate Ethics Bowl in Washington, D.C., matching 26 teams from around the nation. Inspired by television’s classic program College Bowl, the Ethics Bowl allows students to test their moral reasoning skills in situations involving difficult ethical issues. St. Mary’s six-member team included Raquel Mata, Julie Perez, Ramona Rodriguez, Elizabeth Sifuentes, and Brian Beaman. Team member Mike Palmer suffered a broken leg just before the event and could not compete.

The New York Public Library placed the book Lessons of the Game, by Diane Gonzalez Bertrand, on a list of recommended reading for teenagers. Gonzalez is a writer-in-residence in the department of English/Communication Arts at St. Mary’s.

Texas-Pan Am Studies Cancer Prevention

At the University of Texas-Pan American (UTPA), a biochemistry professor and some of his graduate and graduate students are studying whether parsley can prevent some forms of cancer. Using a National Institutes of Health-funded grant through the Minority Biomedical Research Support program, Dr. Hassan Ahmad has been investigating the functions of “glutathione S-transferase,” an enzyme that protects cells against various toxins, including some carcinogens.

Since 1994, at least 19 UTPA students have worked directly or indirectly with the professor. The first graduate student, Maria Tijerina, now a doctorate student at Oregon State University, initiated the parsley-related research. Current graduate student Eduardo Saldivar confirmed that parsley produces an enzyme that efficiently metabolizes some carcinogens.

St. John’s Holds Summer Program in Argentina

St. John’s University (N.Y.) has offered an exciting opportunity for students to improve Spanish while learning about the culture of South America’s second largest country.

In June, students in St. John’s study abroad program in Argentina will be spending three weeks in Buenos Aires and one in Corrientes. Classes will be held at the Instituto de Literatura Hispanoamericana of the University of Buenos Aires and at the Universidad de la Cuesta del Plata in Corrientes.

Dr. Alina Camacho-Gingerich, a tenured St. John’s faculty member and chair of the Committee on Latin American and Caribbean Studies, will be teaching two courses. Camacho-Gingerich is a leading scholar on Latin American literature and civilization.

Trinity Student Wins Goldwater Scholarship

Trinity College (Conn.) junior Duarte G. Machado was named a Goldwater Scholar, joining an elite group of 308 undergraduate students who will receive one- and two-year scholarships.

Machado, a 20-year-old neuroscience major who wants to become a doctor, received one of 306 scholarships for science majors. He is the only Trinity student and one of only four Connecticut natives to be named a 300 Goldwater Scholar.

Machado is involved in brain research. His article “Projection of the Marginal Shell of the Anterior Ventral Cochlear Nucleus to Olivocochlear Neurons in the Cat” was published in the April 21 issue of the Journal of Comparative Neurology.

Gonzalez School of Education at Indiana

Gerardo M. Gonzalez was named dean of the Indiana Univ. School of Education.

After more than a decade of leadership posts in the College of Education at the University of Florida, Gonzalez said that his goal is to make Indiana University the number one graduate school of education in America. He also wants to increase the already substantial program in doctoral education and research, enhance the school’s leadership in the use of technology and add to the diversity of faculty and student body.

Gonzalez has a bachelor’s degree in chemistry from the University of Florida; a doctorate in counseling education.

Mercer County Partners with Canada and Mexico

President Thomas D. S. Mercer County Community College (N.J.) joined the president of other colleges in the U.S., Canada, and Mexico, and via interactive television to announce a new educational partnership between the three countries. “Students will be able to study, learn, and work in Canada or Mexico, gaining cultural, intellectual, and business experience,” said Sepe.

In addition to Mercer, participants in the new multinational consortium—“Technology for Industry Through Multicultural Educational Sectors”—include Community College of Texas; St. Clair of Applied Arts and Technology in Ontario; University College of the Caribbean; Universidad Tecnológica de Tula-Tepexi, Mexico.

United States International University Honors Reyes

Roberto Reyes, executive director of CRECE, the Baja California Competition is United States International University (USIU) Alumni Association Volunteer Year.
Reyes was selected for his volunteerism with the USIU/Cal Western Alumni Association. A member of USIU's Alumni Board of Directors since 1999, he has contributed considerable volunteer time to promoting the university and its programs.

Born in Tijuana, Reyes has helped ensure that the alumni association reaches all USIU graduates in Tijuana, Mexicali, Rosarito, Ensenada, and beyond. Reyes has a master's degree from USIU and is close to receiving his doctorate, also at USIU.

Texas-Austin Conference Explores Astrophysical Issues

Professional astronomers, astrophysicists, and graduate students from several institutions in the greater Texas-Mexico region discussed astrophysical problems and presented research at a scholarly conference at the University of Texas (UT-Austin).

Its department of astronomy hosted the Seventh Texas-Mexico Conference on Astrophysics. "These are neighborhood meetings, but they have an international flavor," said Dr. Greg Shields, the Jane and Roland Blumberg centennial professor in astronomy at UT-Austin and chair of the scientific organizing committee, which also includes Dr. Reggie Dufour of Rice University, Dr. Manuel Peinert and Dr. Silvia Torres-Periment of National Autonomous University in Mexico, and Dr. Paul Shapiro and Dr. Craig Wheeler of the University of Texas.

Readings on Equal Education, Volume 16: Education of Hispanics in the United States (Politics, Policies, and Outcomes)

Abbas Tashakkori, Salvador Hector Ochoa, and Elizabeth A. Kemper, eds.

The editors plunge us into the disheartening state of Hispanic education today and what America has not done for its fastest growing minority in spite of innumerable legal challenges. Combined with the plight of Hispanic students is the scarcity of Hispanic teachers as well as inadequate access to higher education.


Beyond the Prado: Museums and Identity in Democratic Spain

By Selma Reuben Holo

When Francisco Franco's long dictatorship of Spain ended with his death in 1975, the transitional government set out to create a democracy that celebrated rather than suppressed regional and ethnic diversity. Selma Reuben Holo argues that Spanish state and regional leaders consciously used the power of museums to foster democratic identity in the country's citizens.


The Annual Review of Adult Learning and Literacy, Vol. 1

John Comings, Barbara Garner, Cristine Smith, eds.

The National Center for the Study of Adult Learning and Literacy co-established this publication to serve as the journal of record for the field of adult learning and literacy. Each year the authors whose work is published in the

---

**White Reign: Deploying Whiteness in America**

Joe L. Kincheloe, Shirley R. Steinberg, Nelson M. Rodriguez, and Ronald E. Chinnakal, eds.

What does it mean to be white in today's society? Is whiteness an ethnicity? This book examines whiteness as a cultural concept, which our society has created, and by exposing systems that teach us how we think about race. The essays explore the construction of white identity and the possibility of reshaping whiteness in a progressive, non-racist manner, presenting a culture of whiteness that can be employed by educators, parents, and citizens concerned with racial justice.


**Fictions of the Feminine in the Nineteenth-Century Spanish Press**

By Lou Charron-Deutsch

How was the female body perceived in the popular culture of late 19th-century Spain? Using images from popular magazines of the day, Lou Charron-Deutsch finds that women were typically presented in ways that were reassuring to the emerging bourgeois culture. Charron-Deutsch is professor of Hispanic languages at the State University of New York-Stony Brook.


**What Are We Afraid of? An Assessment of the "Communist Threat" in Central America**

By John Lamperti

This study lays bare the myth of "Moscow-inspired" Central American revolutions and calls into question the red-baiting rhetoric behind military control of the region. What Are We Afraid of? gives a step-by-step analysis and employs down-to-earth language.


---

**PUBLICATIONS**

**White Reign: Deploying Whiteness in America**

Joe L. Kincheloe, Shirley R. Steinberg, Nelson M. Rodriguez, and Ronald E. Chinnakal, eds.

What does it mean to be white in today's society? Is whiteness an ethnicity? This book examines whiteness as a cultural concept, which our society has created, and by exposing systems that teach us how we think about race. The essays explore the construction of white identity and the possibility of reshaping whiteness in a progressive, non-racist manner, presenting a culture of whiteness that can be employed by educators, parents, and citizens concerned with racial justice.


**Fictions of the Feminine in the Nineteenth-Century Spanish Press**

By Lou Charron-Deutsch

How was the female body perceived in the popular culture of late 19th-century Spain? Using images from popular magazines of the day, Lou Charron-Deutsch finds that women were typically presented in ways that were reassuring to the emerging bourgeois culture. Charron-Deutsch is professor of Hispanic languages at the State University of New York-Stony Brook.


**What Are We Afraid of? An Assessment of the "Communist Threat" in Central America**

By John Lamperti

This study lays bare the myth of "Moscow-inspired" Central American revolutions and calls into question the red-baiting rhetoric behind military control of the region. What Are We Afraid of? gives a step-by-step analysis and employs down-to-earth language.

series will present and analyze the research literature and best practices concerning issues of importance to the field.


Profession 1999
Phyllis Franklin and Carol Zuses, eds.

Profession is a journal of opinion about and for the modern language profession. The editors select articles covering a range of topics of professional concern, trying to give voice to Modern Language Association members working in diverse subject areas and situations. How to ensure appropriate employment opportunities for new doctors, how teachers and scholars can best fulfill their traditional responsibilities, and how the university is changing are among the topics discussed.


A Concise History of Mexico
By Brian Hanretty

Mexico's fascinating complexities are difficult to approach. This illustrated history begins with a brief examination of contemporary issues. The book ranges from the Olmecs to the present day, and combines a chronological and thematic approach while highlighting long-term issues and controversies over interpretation.


The Great Arizona Orphan Abduction
By Linda Gordon

In 1904, New York nuns brought 69 Irish orphans to a remote Arizona mining camp to be placed with Catholic families. The families were Mexican, as was the majority of the locals population. Soon the town's Anglos, furious at this "interacial" transgression, formed a vigilante squad that kidnapped the children and nearly lynched the nuns and the local priest. The Catholic Church sued to get its wards back, but all of the courts, including the U.S. Supreme Court, ruled in favor of the vigilantes.


The Web Learning Fieldbook: Using the World Wide Web to Build Workplace Learning Environments
By Valerie Beier

Corporations are spending billions of dollars on Web-based training. But you can't just slap some material up on a Web page and expect your employees and students to learn anything. To use the Web intelligently and effectively as a teaching medium, you have to understand how to create a learning environment.


Sandinista Economics in Practice: An Insider's Critical Reflections
By Alejandro Martínez Cuenca

In this frank and engaging assessment of the Sandinista revolution, Alejandro Martínez Cuenca critically reviews the Sandinista strategy of transformation and economic recovery, laying bare errors in implementation, institutional feudalism, and ideological divisions within the government.


Migrant Daughter: Coming of Age as a Mexican American Woman
By Frances Esquibel Tywniak and T. García

This memoir, based on an oral history by Mario T. García, is the powerful and moving testimonio of a young Mexican American woman's struggle to rise out of poverty. It is the coming-of-age story of Frances Esquibel Tywniak, one of the few American Indians to attend the University of California during the 1950s. García is professor of Chicano studies at the University of California-Santa Barbara.


Talavera Poblana: Four Centuries of Mexican Ceramic Traditions
By Joseph R. Wolin, ed.

This illustrated bilingual study explores the development of Talavera Poblana inglazed earthenware, from 17th century to the present day. Published on the occasion of an exhibition presented at Americas Society Art Gallery on Sep 12. 1999. Foreword by curator D. Connors McQuade.


City of Sacrifice: The Aztec City and the Role of Violence in Civilization
By David Carrasco

The author chronicles the fascinating story of Tenochtitlan, the Aztec capital, investigating Aztec religious practices and demonstrating that religious violence was integral to urbanization; the city itself was a temple to that Mexico City, the largest city on
built on the ruins of Tenochtitlan is a point he poignantly considers in his comparison of urban life from antiquity to modernity.


Many publications featured in this section are available through amazon.com.

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
PO Box 2053
Princeton, NJ 08543-2053
(800) 257-5126

The Spanish Armada

Outwitted, outmaneuvered, and thwarted by the weather, the Duke of Medina Sidonia’s once-mighty Armada returned to Spain in defeat, signaling the end of Spanish naval supremacy. This program analyzes the political and military aspects of Philip II’s attempted invasion of England through expert commentary, battle maps, and reenactments involving the personalities and the ships that made this conflict a watershed in European history.

(32 min., color) Item #FFH 9108

"Remember the Maine": The Roots of the Spanish-American War

"The U.S.S. Maine Blown up in Havana Harbor—268 Men Lost" shouted the headlines of the day. This program traces the roots of the Spanish-American War to Spain’s quest to preserve its flagging empire, American imperialism, and the genuine desire on the part of Cubans to shake off the yoke of Spanish domination.

(50 min., color) Item #FFH 8354

Fidel Castro: Maximum Leader

All of the milestones that have shaped Castro’s Castro are documented here from his ousting of Batista to his policy of brinkmanship with the U.S., to his ruinous economic reforms in the face of decades of embargo and the loss of Russian rubles. But as times continue to change, Cuba is experiencing a thaw, with a revival of tourism and a renewed tolerance of the Catholic faith. Isolated and aging, will Castro finally lower the flag of his revolution?

(53 min., color) Item #FFH 10016

CONFERENCES

Association of Educational Publishers Conference 2000
June 7-9

"Trends & Transitions: A Meeting of the Minds" promises to “help you understand the issues our industry faces, discover new ideas to let you work more efficiently and productively, and network with major industry professionals.” At the Capital Hilton in Washington, D.C.

Contact: (856) 255-4510; e-mail, edpubs@edpress.org; website, www.edpress.org.

AAHE Assessment Conference
June 14-18

The American Association for Higher Education’s 15th annual conference on assessment asks, "Rising Expectations: Can Assessment Deliver?" In Charlotte, N.C.

Contact: (202) 293-6440; website, www.aahe.org.

Prentice Hall Faculty Development Symposium
June 15-16

"Student Achievement: Helping All Students Maximize Learning Options." At the Oxford Hotel in Denver.

Contact: Barbara Rosenberg, (201) 296-79 e-mail, barbara_rosenberg@prenhall.com.

Latin American Educational Foundation Golf Tournament
June 21

The Latin American Education Foundation hosts its annual Golf Tournament in Sedalia, Colo.

Contact: (303) 446-0541.

University of Hawaii Curriculum Workshop
June 21-30

The Center for International Busin Education and Research at the University of Hawaii-Manoa presents "The Development of Intercultural Coursework at Colleges: UniversitieS. At U of H-M in Honolulu.

Contact: Jayna Reynon, (808) 956-3256 mail, jayna@cba.hawaii.edu.

American Association of University Administrators Annual Assembly
June 22-25


Contact: (972) 248-3957; e-mail, info@allianceedu.org.

NAWE—Women Leaders Institute
June 24-28

"Institute for Emerging Women Leaders in Higher Education." At University of Mary Inn and Conference Center in College Park.

Contact: (202) 659-9330; website, www.nawe.org.

Books in Spanish for Young Readers: Summer Workshops 20
June 26-28, July 10-12, and July 31-Aug

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Mar announces three three-day summer workshops: "Books and Reading Strategies: English Language Learners in Grades K-Current Issues: Books in Spanish for Young Readers," and "Literature in Spanish..."
Children and Adolescents/La Literatura en Español Dirigida a los Lectores Infantes y Juveniles (the latter conducted in Spanish).
Contact: e-mail. ischioc@musbox.Lcsusm.edu

National Council of La Raza 2000 Annual Conference
July 1-5

NCLR's annual conference provides a forum for information exchange and experience-sharing on current issues important to the Hispanic community, and training and professional development in programs related to nonprofit management and advocacy; provides multiple, diverse networking opportunities; and more. In San Diego, Calif.
Contact: (800) 311-NCLR, website. www.nclr.org.

"Teaching about Latin America: Focus on the Caribbean."
July 10-14

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.
Contact: (203) 432-3410, e-mail. pier.resource@quickmail.yale.edu. website. www.yale.edu/piers.

"Understanding Global Issues: Women, Health, and Development"
July 19-20

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.
Contact: (203) 432-3410, e-mail. pier.resource@quickmail.yale.edu. website. www.yale.edu/piers.

2000 Summer Institute for Intercultural Communication
July 12-14, 21-24, 28

Now in its 2nd year, the Intercultural Communication Institute is again offering a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting.
Contact: (503) 377-6022, e-mail ictc@intercultural.org. website. www.intercultural.org.

20th International Conference on Critical Thinking and Educational Reform
July 22-25

For its 20th International Conference, Sonoma State University presents "Teaching Students to Think Deeply Within and Across the Disciplines." At SSL in Rohnert Park, Calif.
Contact: (800) 833-3645 or (707) 878-9100, e-mail cct@criticalthinking.org. website. www.criticalthinking.org.

CSUSB International Congress
August 30-September 1

California State University at San Bernardino and others are sponsoring "Challenges to Education Balancing Unity and Diversity in a Changing World." In Mexico City.
Contact: (909) 880-9710 ext. 210, e-mail dwalker@csusb.edu.

Kiva's Mexico 2000 Education Tour
September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.
Contact: Annette Wright, (303) 770-3063, e-mail, kivaexpo@sunspring.com.

Hispanic Women's Corporation 15th Annual Conference
October 5-6

The 15th Annual Hispanic Women's Corporation, presented by the Hispanic Women's Corporation at the Phoenix Plaza in Phoenix, Ariz.
Contact: (888) 388-4HWC or (602) 995, e-mail: hwc@inetmail.att.net.

AAC&U's 3rd Bi-Annual Diverse and Learning Conference
October 26-29

"Diversity and Learning: Ide Community, and Intellectual Development designed both for working teams of faculty administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering change in their institutions, and more in local and global communities. Westin William Penn Hotel in Pittsburgh.
Contact: (202) 387-3768; e-mail. ings@aaua.nwdc.us; website. www.edu/Meetings/divlearn00.html.

HACU 14th Annual Conference
November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." / Albuquerque Convention Center Albuquerque, N.M.

International Society for Luso-Hispanic Humor Studies International Conference
September 28-30

At Delta Hotel, Montreal.
Contact: S.M. Sibbald, Department of Hispanic Studies, McGill University, (514) 398-6683, e-mail ksibbalk@leacock.mcgill.ca.
Book Review

By Rosita Lopez Marciano


Few issues in education are of greater concern to policymakers, educators, and the general public than the plight of ethnic and racial minority students in the nation's urban schools. Many receive high-quality educations, achieve at admirable levels, and are well equipped for further education or entry-level employment. Some attend less than adequate schools and still do well. An alarming number, however, achieve at significantly lower levels than do their white counterparts and leave school—either through dropping out early, or at graduation lacking the skills and knowledge required by employers, colleges, and trade schools.

Ten Steps to the Head of the Class: A Challenge to Students highlights the skills and tools that students need to succeed in school. For the first time, a path to education is clearly marked. The book applauds the achievers, encourages those who are striving to reach the top, and provides clear information to those who are just starting out. It is most valuable, perhaps, to youth from working-class backgrounds whose parents lack college degrees and relevant resources.

Dr. Betances gives a fresh perspective on the habits that can help or hurt students in their quest for success in school. For example: “Procrastination and cramming—they are inseparable! These evil twins of academic mediocrity top the most wanted list of dangerous habits that kill students’ chances. When you welcome the first into your life, the second inevitably follows. One keeps you in check while the other saps creative energy from the intellect. Putting things off leads to the abandoning of fresh opportunities.”

The book as laid out can be used as a reference at any time or read through in a matter of hours. Every step or chapter has a section that offers brief vignettes from major works in education that can be easily brought to memory and shared with others. Dr. Betances is a firm believer that when you teach others, you instruct yourself. I particularly like the “Personal Commitment” page. It can be copied and posted as a reminder of where you are headed and who is involved in your successful journey.

Mentoring is an important part of the journey to success and helps keep us accountable to others. Dr. Betances writes about the dangers of “Doing Solo.” “Lasting Thoughts” provides quotations for reflection and inspiration. Dr. Betances provides an informative overview for those interested in expanding their journey.

In the past, young people without basic skills could expect to enter the workforce as low-paid workers. The U.S. no longer has numbers of jobs for the unskilled. This book makes it very clear that bad habits as highlighted in Ten Steps, such as “Reckless Re: ‘Fishing for Answers,’” and “Viewing Teachers as Adultists,” are devastating. If followed fervently, this book can improve test scores and reduce test-taking anxiety.

Betances has made important discoveries about practicality. Is it the best, ineffective and, at worst, very harmful. A high dropout rate is not a deterrent to success. He later received a doctorate from Harvard. This book is the experience, wisdom, and passion clearly throughout each section.

I learned deep lessons from this outstanding book addresses practices that benefit all students, in Black and Hispanic young people in inner-city schools would be an excellent resource in teacher education, preparation courses, curriculum courses, and recruitment departments. So often, students are taught without tools to successfully stay in school. I recommend it highly as a graduation gift to students at any level. It has been used by students in early grades and graduate programs for counselors, teachers, school districts, and colleges should have a copy to share with students of any age or grade level.

This book is also available in Spanish and on audio. Betances has concisely written a book for teachers in need of advice in the area of student achievement. The books can be ordered in a package, including tapes and books for students and teachers.

Dr. Marciano is a professor in the Department of Educ Administration and School Business Management, Department Leadership and Educational Policy Studies, at Northern Illinois University, (NIU) in DeKalb, Illinois. Formerly she coordinated programs for the Department of Equal Educational Opportunities and was also the director of Training for Reform Implementation in Chicago.

If interested in submitting a book review, please e-mail us at outlook@ad.com for Book Reviewers’ Guidelines.
KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Kingsborough is a comprehensive two-year community college of The City University of New York. It's beautiful 71-acre campus is located in Manhattan Beach – 25 minutes from Manhattan. The College is seeking qualified candidates for the following anticipated positions: vacant subjects to financial ability.

COLLEGE LABORATORY TECHNICIANS
(Tenure Track Positions)

DEPARTMENT OF ART - As a Slide Technician, will maintain individual slides, create initial records and update slide collection database; develop collection in coordination with Art History faculty and Chairperson by acquisition or photographic duplication; replace slides as needed; maintain slide labels and catalog systems; supervise filling by student aides; maintain slide source materials, slide duplicating equipment and slide projectors for classroom use; assist in installation of exhibitions in gallery; book models for drawing and sculpture classes. Schedule may involve day, evening and/or weekend hours. (Fall 2000/Spring 2001) (PNVSS-367)

Qualifications: H.S. diploma with 4 years, or Associate degree with 2 years, of appropriate work experience, or a Bachelor's Degree in an area appropriate to the duties to be performed.

ACADEMIC COMPETENCIES - Install and configure network hardware and software applications, Windows OS and desktop applications; configure and troubleshoot computer communications hardware; monitor network performance and maintain appropriate log; configure and test software applications on lab computer workstations; assist as a technical resource in all aspects of systems, networks, and communications; contact vendors to acquire and implement software upgrades and equipment maintenance; troubleshoot and perform ongoing maintenance of classroom hardware and software. (Fall 2000) (PNVSS-360)

Qualifications: H.S. diploma with 2 years, or Associate Degree with 2 years, of appropriate work experience, or a Bachelor's Degree in an area appropriate to the duties to be performed. Knowledge of software should include Microsoft Office 97, Filemaker Pro, Microsoft Excel, Netscape, Communicator, Microsoft Access, Windows 98/NT OS & NT OS.

Please send resume (refer to PVN) to:
Dr. Fred B. Malamet
Interim VP & Dean of Faculty (A-218)
Kingsborough Community College
2001 Oriental Boulevard
Brooklyn, New York 11235

ASSISTANT TO AFFIRMATIVE ACTION OFFICER
(ASST. TO HIGHER EDUCATION OFFICER)

Under the direction of the Affirmative Action Officer, responsible for coordinating & monitoring College's Affirmative Action Program, including collecting and analyzing data, and preparing statistical analyses required by Federal and State regulations, CUNY & the College; assisting with the preparation of annual reports; monitoring and reporting on the College's recruitment process, personnel actions; liaison with various administrative offices on campus regarding requests for affirmative action information; providing information and clarification to the College community regarding affirmative action policies and procedures; assisting in annually coordinating the Sexual Harassment Panel and Sexual Harassment Education Committee; other duties as assigned. For a more detailed job description, please visit the RCC Website at www.thcc.cuny.edu/afs/nt/WWW/MP/49/htm.

Qualifications: Baccalaureate degree required. A minimum of two (2) years relevant experience, preferably in a higher education setting; excellent computer skills. (PVNMP-490)

COORDINATOR OF INSTITUTIONAL PUBLICATIONS
(EDUCATION/ADMINISTRATION)

Reporting to the Executive Assistant to the President, responsible for the design and printing of College publications, including material for College website; using desktop publishing system. Provide leadership and direction in conjunction with other administrators in the establishment, maintenance and monitoring of publication guidelines and protocols for the College. Superintendence. Manage budget and bid process for College publications through the Business Manager's Office. For a detailed job description, please visit the RCC Website at www.thcc.cuny.edu/afs/nt/WWW/MP/49/htm.

Qualifications: Baccalaureate degree required. At least four (4) years relevant experience, preferably in a higher education setting. Excellent computer skills. (PVNMP-497)

Please send resume (refer to PVN) to:
Ms. Jan Baymunky
Director, Human Resources & Labor Relations
Kingsborough Community College
2001 Oriental Blvd.
Brooklyn, NY 11235

SALARY FOR ALL POSITIONS: Commensurate with qualifications and experience.
All responses must be received by June 6, 2000.

UNIVERSITY OF CONNECTICUT LIBRARIES

HEAD, COLLECTIONS SERVICES
(SEARCH #00A387)

The University of Connecticut Libraries seek a forward-thinking, energetic individual to help lead the libraries into a rapidly evolving electronic environment. Reporting to the Director of Library Services, the Head of Collections Services is responsible for the Libraries' collection development, acquisitions, cataloging, preservation, and access management programs, comprising 30 FTE staff and a collections budget of approximately $16.5 million. Areas of expertise include strategic planning and program evaluation, environmental management, and technical services. The incumbent, together with the Director and other area heads, serves on the Libraries' leadership council. The position calls for in-depth knowledge of strategic planning and program evaluation, environmental management, and technical services. The incumbent demonstrates exceptional leadership and management skills and ability to apply technology effectively. A record of relevant professional publications and activities, especially in the areas of electronic information resources, is required. University of Connecticut Libraries.

University Setting:
The University of Connecticut, established in 1881, is a Carnegie Research 1 University. It was recently ranked among the top 20 national universities and is engaged in UConn 2000, an ambitious $1 billion campus building project. The main campus, situated on 3100 acres of woodlands and rolling hills, is locatedapproximately 30 miles from Hartford, the state capital, and mixes well with the New York City environment. There are approximately 21 students per full-time professor.

University Libraries:
As a member of the Association of Research Libraries, the Libraries have been technologically and administratively advanced and recognized as an exciting center of intellectual life on campus. The Libraries are organized in team structures and are engaged in exciting strategic programs. A dynamic organization, the Libraries offer creative, service-oriented individuals exceptional opportunity for personal growth and learning.

Compensation:
Anticipated salary range of $40,000 to $50,000. These positions offer an excellent benefits package including 22 paid vacation days/year, 12 paid State holidays, excellent health and retirement plans, and tuition waivers.

Application Procedures:
Submit a letter of application addressing how previous experiences and personal qualities meet the requirements for the position; a resume; the names, addresses, and telephone numbers of three professional references to Deborah L. Mathews, Assistant Director for Collections Services, University of Connecticut Libraries, Box U-1005A, 369 Fairfield Street, Storrs, CT 06269-1005. Screening will begin immediately and continue until the position is filled.

The University of Connecticut has a strong commitment to diversity. We actively encourage minority and people with disabilities to apply.
NETWORK/SYSTEMS MANAGER
The Network/Systems Manager is responsible for implementing changes to, and maintaining the College's campus-wide 2500 port LAN, connections to the internet and other external network services, as well as maintaining the College's existing central servers, 2000 member user base and designing and implementing future systems. This person is responsible for implementing and enforcing LAN and system security procedures and solving LAN/server problems as they arise. A minimum of five years' experience in Network/Systems administration and a computer-related undergraduate degree is required.

TECHNOLOGY ANALYST
The Technology Analyst will coordinate all desktop computer hardware and software purchases for the campus including needs analysis, setup/application of standards, and bid research and will maintain databases of installed hardware, software, maintenance agreements and licenses. Also, the Technology Analyst will act as project manager for the implementation of a campus one-card ID system and conduct research in the development and publication of institutional policies, guidelines and procedures.

WEB COORDINATOR
The Web Coordinator will function as the Office of Information Technology Department's contact for any web-related concerns. Specific duties include: HTML coding, Cold Fusion development, database driven site development, and graphic design refinements; preparing log analysis and feedback on current projects; providing support for the faculty, staff and students regarding personal and departmental web sites; training, developing, site design and coordination of the department's web content providers in order to achieve a consistent, effective information flow, for Emerson's web site. Additional responsibilities include work on day-by-day basis with work-study students assessing progress on projects and distributing web-related workload evenly; meeting with department heads, web content providers, and designers for site development planning and strategy. Position requires a Bachelor's degree in related field, certification in multimedia and/or information systems, and three years' management and production experience.

Send cover letter and resume indicating specific position you are applying for to: Office of Human Resources & Affirmative Action, Emerson College, 120 Boylston Street, Boston, MA 02116. Emerson College is an Equal Opportunity/Affirmative Action Employer focused on workforce diversity. Visit our web site at www.emerson.edu.

PRESIDENT
THE CITY COLLEGE
Of The City University of New York

The Board of Trustees of The City University of New York and The City College Search Committee invite nominations and applications for the position of President of The City College.

The City College is a Free Academy committed to offering higher education to the children of the working class and immigrants. The City College of New York is one of the nation’s great institutions of higher education and has been a primary avenue of economic advancement for generations of New Yorkers.

The City College includes the College of Liberal Arts and Sciences, the School of Architecture, Engineering, Education, and the Sophie Davis School of Biomedical Education/New York Medical College. Known as a great teaching and learning institution, City College has also become internationally famous for the research conducted by its faculty in such fields as molecular modeling, laser optics and environmental protection.

The University has the largest undergraduate research program in the New York metropolitan area, giving students the chance to work side-by-side with eminent scholars and scientists. Occupying 30 acres in the historic Harlem section of Harlem, the College enrolls more than 15,000 undergraduate and graduate students.

Today City College is a microcosm of New York City, with one of the most diverse student bodies at any college in America: over half of its 11,000 students are of color. City College also has the highest percentage of non-white incoming freshmen of any public university in New York City.

City College is a leader in the urban university movement and is a multi-cultural, multi-ethnic environment.

The College's faculty comprises nearly 1000 part-time and full-time professors, with an average age of 45 years.

This is an exciting time to be a part of the City College community.

The Ideal Candidate:

- A Ph.D. in Criminal Justice or related field
- A minimum of five years' experience in college administration
- Experience in strategic planning, budgeting and management
- Strong leadership and management skills

In your letter of application, it is strongly encouraged to include a resume and a statement of what you would add to the City College community.

The review of applications will begin July 1, 2002 and continue until the position is filled.

For complete position, qualifications, and application, visit our website: www.ccc.edu

USF University South Florida

The University of South Florida is currently recruiting for various faculty and staff positions. For more information about the University's positions, please visit our Web site: http://www.usf.edu/hr/careers or call our Job Line for staff positions at 1-800-243-2291.

USF is an equal opportunity/affirmative action institution, committed to excellence through diversity and education.

INSTRUCTOR OF SPANISH

Macomb Community College is seeking a full-time instructor of Spanish plus one of the following: (preferred), French or German. A master's degree and teaching experience required. $35,000-$35,000. Submit complete application to the Chairperson, Spanish Program. Deadlines are June 30, 2002 for Fall 2002 and September 15, 2002 for Spring 2003.

PORTLAND STATE UNIVERSITY

The Division of Administration of JI

Mark Hatfield School of Government at Portland State University seeks Assistant Professor, beginning Fall 2002. The candidate will teach undergraduate research methods, public policy analysis, and public management. Position open until filled. Applications are invited from qualified candidates and should be submitted to:

Chair, Search Committee
Mark Hatfield School of Government
PO Box 752

REFERENCE/INSTRUCTION LIBRARIAN

Oakland University (Rochester, MI) seeks applications for the position of Reference/Instruction Librarian. Responsibilities include working closely with faculty by providing reference and instruction participation in collection development, and research. Applicants should have a master's degree in library science, with a concentration in reference and instruction.

For complete position description, qualifications, and application see the University of Michigan's Web site.
The General Dean's Staff (GDS) serves students, faculty, staff, and the larger university community by fairly and accurately administering, interpreting, and making appropriate exceptions to College policy; disseminating information about College policy and procedures; and assisting students to successfully complete their academic goals. GDS embraces the principles of student rights and responsibilities, fosters the integrity of the Letters and Science degree, treats individuals with respect and dignity, recognizes the importance of dialogue and critical thinking in the decision-making process, and takes a holistic approach toward student development and academic success. The successful candidate will share in the tasks of the GDS (65%) and assume significant responsibility for overseeing and troubleshooting the computer-generated degree audit program (DARS) (35%). For a detailed description, please contact:

Betty Brautrud, Search & Screen Coordinator
College of Letters & Science
B12 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706
608/262-4622
brautrud@facultyrwis.edu

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

PRESIDENT

The Presidential Selection Committee of the Brown University Corporation invites nominations and applications of qualified persons for the position of President.

The President serves as an officer of the Corporation and as the chief executive officer of the University. In these capacities he or she has the ultimate responsibility for overseeing the planning, organization, and conduct of the affairs of the University. This includes the appointment of and retention on the faculty of the best scholars and teachers; the matriculation and graduation of the highest academic standards; the maintenance of educational and medical facilities; and the provision of services, facilities, and programs to support and enhance the educational goals of the University.

Brown is a university-college with a proud tradition of providing quality education for undergraduate, graduate and medical students and of supporting faculty who are outstanding teachers and researchers. The University seeks a President who will provide strong leadership to the academic mission, the external activities and fundraising, and the administration of the University. The successful candidate should be a strong and articulate leader of proven executive ability, an educator who understands the role of a highly selective private university in an increasingly global and technological society who can lead Brown to its full potential as a university college, and who has a strong commitment to the ideals of a liberal education and to promoting institutional diversity.

In order to receive full consideration, applications, which should include a curriculum vitae and a cover letter describing the candidate's interest in the position, and nominations must be received by June 15, 2000. However, the search will continue until a President is appointed.

Please send nominations and applications to:

Barbara R. Stevens
Vice President and Director
Innovation Center
1275 K Street NW Suite 1025
Washington DC 20005

www.innovation.com

Brown University is an Equal Opportunity, Affirmative Action employer.

Visit our Website at: www.brown.edu

FARMINGDALE

STATE UNIVERSITY OF NEW YORK

SUNY Farmingdale, Long Island's oldest public college, has the following full-time tenure-track positions for Fall 2000:

ASSISTANT PROFESSOR - Dental Hygiene

Teaches didactic, preclinical and clinical dental hygiene, counseling, academic advising, participation on departmental school and campus committees.

Doctorate required to be considered for continuing appointment. Must have licensure or eligibility for licensure in New York State, teaching experience in a dental hygiene program and 3 years of clinical practice. Must submit CV and names/addresses of five references by 6/23/2000.

ASSISTANT NURSING PROFESSORS (2)

Must have Master's in Nursing, New York State license or eligibility, college-level teaching experience in multiple areas of an integrated Nursing curriculum, including Medical-Surgical nursing. Ph.D preferred. Doctorate required to be considered for continuing appointment. Must submit CV and names/addresses of 3 references by 6/23/2000.

DEPARTMENT OF CRIMINAL JUSTICE

Teaches criminal justice courses, academic advising, recruitment, scholarly activities and participation in departmental, school and campus committees, continuing education and professional organizations.


We offer a salary based on educational background and years of experience. Send resumes and references to: Dr. John Burtont, Dean, School of Health Sciences and Human Services, SUNY Farmingdale, Route 110, Farmingdale, NY, 11735. FAX: (861) 420-2269. AA/EEO.
THE UNIVERSITY OF ILLINOIS AT CHICAGO

DIRECTOR OF CAMPUS RETAIL OPERATIONS

The University of Illinois is seeking a creative, dynamic manager to be the director of campus retail operations. The successful candidate must be committed to customer service, student learning, employee development, financial success, and facility improvements.

To support the university's academic mission and enrich campus life, Retail Operations provides merchandise, services, and amenities to UIUC's 25,000 students, 12,000 faculty and staff, and the general public. The director is responsible for:

- A 73,000-square-foot traditional college bookstore (annual sales of $18 million)
- Medical, dental, and trade bookstores
- Central stores (for departmental supplies)
- Two computer stores
- Four convenience stores
- Five copy shops and numerous self-service copiers
- Miscellaneous vending services and sales areas

All of these facilities are self-operated and self-supporting. In addition, the director is responsible for leased retail operations.

The successful candidate will possess these qualifications:

- A master's degree
- A minimum of 7 years of experience as a retail professional, five of them as director of a college or university bookstore
- Experience in running a complex retail operation and creating new markets
- Familiarity with the challenges facing retail in the college market
- Strong interpersonal and communication skills

Remuneration is extremely competitive, as is the excellent benefit package, which includes a tuition waiver.

Candidates should send a resume detailing work and educational experience and a brief statement (two double-spaced pages maximum) of their philosophy for directing academic retail operations to:

Ms. Shanae Sissac
Search Coordinator
Campus Auxiliary Services Employment (MC 117)
750 South Halsted Street, Room 703
Chicago, Illinois 60667

For fullest consideration, apply by July 1, 2000.
The Hofstra University Board of Trustees invites applications and nominations for the position of President to succeed Dr. James M. Shuart, who has announced his retirement effective June 2001, after 25 years in office.

Hofstra's exceptionally attractive 240-acre campus is a nationally accredited museum and registered arboretum located just 25 miles east of New York City. The campus is home to Hofstra College of Liberal Arts and Sciences; the Schools of Law, Business, Communication, and Education and Allied Human Services; School for University Studies; Hofstra's New College for personalized, innovative liberal arts studies modeled after the original at Oxford University; and University College for Continuing Education. Hofstra's fully computerized libraries hold 1.6 million volumes. There are approximately 8,000 full-time undergraduate and 5,000 graduate and part-time students from 44 states and 64 countries and more than 1,100 faculty members. Hofstra shares its excellent facilities with the greater Long Island community and hosts a broad range of Division I athletic events in the indoor and outdoor sports complexes. The more than 500 cultural events sponsored each year include international festivals, concerts and scholarly conferences.

The University seeks a leader who will work with the Hofstra community to build effectively on the institution's strengths and to achieve a level of academic standards commensurate with its excellent facilities, fiscal management and community pride. The new President must be able to effectively articulate Hofstra's special attributes to both internal and external audiences. In order to maintain an environment that fosters student learning and a strong faculty community, the President must be able to lead and empower an effective administrative team. Hofstra's next President must demonstrate experience in fund raising, a thorough knowledge of technology and the sciences, and outstanding leadership in all areas, including community relations.

The search committee will begin to review candidates in June 2000 and will continue until an appointment is made. Nominations and expressions of interest, which will be treated in confidence, should be sent to:

Mr. Frank G. Zarb, Chair
Presidential Search Committee
101 Hofstra University
Hempstead, NY 11549-1010

The search committee is being assisted by Dr. Patricia T van der Vorm of Academic Search in Washington, D.C. Inquiries may be directed to her at (202) 263-7473 or ptv@academic-search.org. Please review the Web sites at www.hofstra.edu and www.academic-search.org for additional information.

Hofstra University is an Affirmative Action/Equal Opportunity Employer

Western Connecticut State University
Physical Education-full-time, one-year temporary position, Assistant Professor, August 2000-May 2001. Western Connecticut State University is located in Danbury, CT approximately 60 miles north of New York City. Responsibilities include assessment of physical fitness and teaching physical education courses to fulfill the core requirement. Teaching exercise physiology to Health Science majors, and graduate students teaching activity classes such as tennis, badminton, volleyball, golf, etc. Master's degree in PE or Exercise Science required, PhD preferred. Send application materials, including 3 letters of recommendation addressing teaching background, by June 15, 2000 to: Dr. John Wheeler, WCSSU, 237 Norwalk Road, Danbury, CT 06810.

Assistant to the VP of Student Affairs
Responsibilities include supervising staff, overseeing responsibilities and providing administrative support to the Vice President in a variety of areas. Minimum of three years educational administrative experience, preferably in student affairs.

Master's degree in higher education or student development required; doctorate preferred. Extensive knowledge of computer use in administrative areas with an emphasis on the BANNER student information system. Salary commensurate with education and experience, includes benefits.

For your application to be considered, applicants should reference 00-197 and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of grades and transcripts, and (4) list of three professional references (names, addresses, e-mail addresses, and telephone numbers) to:

Judy Chastanoy
Human Resources Dept.
St. Paul's School
800 West End Road
Decatur, GA 30034
GA is an Open Records State

APPLICATION DEADLINE: June 23, 2000
www.gpc.peachnet.edu

Assistant to the VP

University of Georgia

Illinois Central College
Faculty - Nursing (Tenure Track)

Illinois Central College is seeking a qualified individual to provide instruction in nursing. Master's degree in nursing, currently licensed as a registered professional nurse in Illinois, and two years experience in a clinical nursing practice is required and community college teaching experience desirable. Submit a letter of application, current resume, copies of undergraduate and graduate transcripts and a list of at least three references to: Human Resources, ILLINOIS CENTRAL COLLEGE, One College Drive, East Peoria, IL 61615-6001. A professional application can be downloaded from http://www.icc.cc.il.us/application. Otherwise, all applications will be mailed in a response to inquiries. Initial screening of candidates will begin on June 15, 2000, and will continue until a successful candidate is selected. An Equal Opportunity/Affirmative Action Employer.
Director
NUway Program, Information Services

Northeastern University is currently interviewing for a Director, NUway Program Office. Responsibilities will include directing the three major initiatives of the University’s multi-year NUway program: Web student services applications; university-wide data warehouse and decision support capability; and enterprise-wide PeopleSoft implementation and integration. The Director will also be responsible for managing related business process re-engineering efforts central to successful PeopleSoft implementation. Our current implementation spans Student Administration, Human Resources, and Advancement.

Requirements:
- Minimum of a Bachelor’s degree in a related field, preferably with continuing professional development activities and coursework.
- Minimum 10-12 years management and technical experience to include extensive program and project management at a senior level.
- Demonstrated success implementing major projects via a matrixed management structure required.
- Must have higher education functional and/or technical skills and experience.
- Re-engineering experience, particularly in higher education, highly valued.
- Strong interpersonal team building, analytical and presentation skills required.
- PeopleSoft data warehousing and Web development skills highly desirable.

If you are interested in applying for this position, please send your resume to Denise Siciliano, Northeastern University, 190 Renaissance Park, Boston, MA 02115 or fax to Denise Siciliano, 617-373-2847 or e-mail to: dsiciliano@neu.edu.

Northeastern University is an Equal Opportunity, Affirmative Action, Title IX Employer. Minorities and women are strongly encouraged to apply.

Vice Chancellor for Student Development and Enrollment Management
The City University of New York

The Vice Chancellor for Student Development and Enrollment Management advises the Chancellor on all matters regarding student services and student life. Reporting to the Executive Vice Chancellor, the Vice Chancellor is the chief advisor to the Board of Trustees, the President and the Senior Vice Presidents on student life matters. The Vice Chancellor is responsible for the planning, development, and implementation of all aspects of the recruitment and enrollment process of the University. This includes:
- Providing leadership and direction for the development, implementation, monitoring, and evaluation of comprehensive services to students, including admissions, financial aid, counseling, health care, and other services.
- Working with the Deans and Vice Presidents for Student Affairs in the development and improvement of student programs, including counseling and advisement, to ensure that policies, programs, and services are effectively implemented, and to increase student participation in campus life.
- Overseeing the activities of the University Student Senate and work with the students to professionalize student government across the University and to develop the leadership skills of student representatives in ways that are aligned with student perspectives on academic, co-curricular, and career opportunities.
- Working with guidance counselors and principals in the schools to ensure effective and accurate communication of admissions policies, procedures, and information regarding CUNY programs and opportunities.
- Overseeing all aspects of the undergraduate and graduate admission processes to ensure effective and efficient student recruitment and retention efforts.

Candidates should have:
- A record of outstanding leadership and management skills and a proven track record of academic leadership.
- A minimum of 10-15 years professional experience in student affairs, higher education, or a related field, with a demonstrated record of success in managing large and complex programs and initiatives.
- Strong interpersonal and communication skills, with the ability to work effectively with students who are culturally and economically diverse and with students, staff, and faculty on issues related to student engagement, retention, and success.
- A strong understanding of the University’s mission, goals, and the strategic priorities of the University.
- Strong quantitative and qualitative analysis skills and the ability to work effectively with data and information to inform decision-making.
- A commitment to the principles of diversity, equity, and inclusion and the ability to lead and manage in a diverse environment.

Please forward applications including a letter expressing interest, a curriculum vitae, and the names of five references to:

Ms. Cathy Martinez, Director of Office of Executive Search and Evaluation
The City University of New York
530 East 80th Street, Room 126
New York, NY 10021

Applications should include a letter of motivation and, if possible, the online application form. Review of applications will begin immediately, and positions will remain open until filled. The position is available as of October 1, 2020.

The City University of New York is an EQUAAADCA/Equal Employer with a strong commitment to racial, cultural and ethnic diversity.

Dean of Community Life and Diversity

Newly created position available for a Dean of Community Life and Diversity who will have broad authority and responsibility for fostering and nurturing a campus ethos that invites, values, and affirms diversity and promotes a healthy quality of life in community in support of the strategic plan. The Dean will provide leadership in diversity education, in institutionalizing the college's diversity goals, and in maintaining and celebrating a campus culture where students, faculty, and staff demonstrate respect, integrity, and honesty in community relations.

For more information visit our web site at http://www.stolaf.edu/services/hr

Review of applications begins immediately and continues until the position is filled. Projected starting date: August 2020. To apply submit cover letter, resume and references by fax (507) 646-3960, email resume@stolaf.edu, or U.S. mail to Employment Coordinator at:

ST. OLAF COLLEGE
1520 St. Olaf Avenue
Northfield, MN 55057 USA

St. Olaf College is an affirmative action/equal opportunity employer and actively seeks diversity in its students, faculty, and staff.

American University
Washington, D.C.

American University, College of Arts and Sciences, Department of Sociology. Seeking a one-year, full-time visiting assistant professor for the Fall 2000-Spring 2001 academic year. Ph.D. in Sociology and evidence of scholarship required. Candidate should have concentrations in Gender/Family/Sociological Theory: courses to be taught include: The Family: Major Social Theorists; American Society; Women in the Third World; and Women, Men and Social Change (Undergraduate); and Sociology of Gender and Family (graduate).

Consideration of applications will begin March 15 and continue until the position is filled. American University is an EEO/AA employer; women and minorities are encouraged to apply.

Send curriculum vitae, three letters of reference, and other relevant material to:

VISITING FACULTY SEARCH COMMITTEE
DEPARTMENT OF SOCIOLOGY
AMERICAN UNIVERSITY
4400 MASSACHUSETTS AVENUE NW
WASHINGTON, DC 20016-8077 USA

Assistant Vice President for Student Affairs and Director of the Health Center
Western Michigan University

Western Michigan University’s Division of Student Affairs is seeking to fill an Assistant Vice President for Student Affairs position. REQUIREMENTS:
- A master’s degree in a Student Affairs, Higher Education Administration, Health Care Administration or a related or a combination of significant levels of expertise, experience and education that is considered commensurate with a college health environment; five years experience in level health care management preferred; demonstrates successful track record of selflessness; and is skilled in the area of health care administration; has demonstrated high level work in a team environment within the Western Michigan University Division; must have superior communication and interpersonal skills; and the ability to effectively supervise and direct at least one Student Affairs unit. For a more complete description, visit our website at http://www.msu.edu/hr/hr_vacancies.php WMU offers a superb salary plus generous benefits. To submit resume, names, addresses and telephone numbers of three references and a description detailing your experience in implementing a student learning and personal development philosophy in a university health center, review of applications begins June 16, 2000, with a position starting date of Aug 2000. Salary is commensurate with education and experience. Fax or send credentials by June 16, 2000 to: Employment Services #1305, Department of Human Resources, W Michigan University, Kalamazoo, MI 49008. FAX 269-387-6901.
DIRECTOR, CENTER FOR CONTINUING AND PROFESSIONAL STUDIES,
The Director plans and administers the Center's broad range of non-credit and certificate programs including pre-college and international study offerings. The successful candidate will provide entrepreneurial leadership and advise the Center's goals and policies and play a key role in strategic planning, budget development and operations.

A Bachelor's degree is required; a graduate degree in an arts-related field is preferred. Applicants must have recognized standing within the field of continuing and/or professional education; administrative and marketing experience; financial acumen; and demonstrated leadership, advocacy and communication skills. Experience with pre-college and international study programs is desirable. Salary commensurate with qualifications. Please submit CV and cover letter by June 22, 2000 to: Office of the Provost, Dept. CE

ASSISTANT PROFESSOR OF ENGLISH AND HUMANITIES
The School of Liberal Arts and Sciences has two full-time tenure-track faculty openings:

COMPOSITION AND RHETORIC
Applicants should have a Ph.D. in composition and rhetoric; an A.B.D. will be considered. Refer to: Chair, Composition and Rhetoric Search Committee, WTC

GENEROUS STUDIES
Candidates should have a Ph.D. in literature with a specialty in gender studies. Course work in Western and non-Western classical/medieval literature; an A.B.D. will be considered. Refer to: Chair, Gender Studies Search Committee, English and Humanities.

Selected candidates for both faculty positions will teach electives in their areas of specialization as well as freshman composition and literature courses. Applicants must demonstrate strong teaching ability at the college level, a desire to develop unique teaching strategies and curricula for our creative student body, and evidence of scholarly potential. Familiarity with Writing Across the Curriculum and emerging technologies is a plus. Please submit CV and cover letter by June 15, 2000 as indicated.

Pratt Institute is an Equal Opportunity Employer (M/F).

INDIANA UNIVERSITY KOKOMO
DIRECTOR OF ADMISSIONS
The Kokomo campus of Indiana University seeks qualified candidates for the position of Director of Admissions. Position responsibilities include the development and attainment of annual new student goals, visiting area high schools and businesses, counseling prospective students, reviewing applications, evaluating transcripts, and planning and implementing even and activities that promote the campus. QUALIFICATIONS: Bachelor's degree, Master's preferred. Three or more years of progressively responsible higher education experience with 3 years work in an admissions office. Evaluation of candidates will begin June 19, 2000 and will continue until an appointment is made. To apply, applicants should send a thorough cover letter describing skills and summarizing success in achieving enrollment goals, a resume, and names, addresses, and telephone number of three references to: Mr. Jene Fercho, Director of Human Resources, Indiana University Kokomo, 2300 South Washington St., P.O. Box 9003, Kokomo, IN 46904-9003. Additional information about the position can be accessed at http://www.iuk.edu

Indiana University Kokomo is an Equal Employment Opportunity/Affirmative Action, ADA Compliant Employer.

West Chester University, an Excellent Place to Work,
...is actively building a culturally diverse academic community which fosters an inclusive environment and seeks a broad spectrum of candidates including people of color for administrative, faculty and professional positions.

For further information including complete job descriptions, call our job hotline or visit our website.

Job Hotline:
610-436-5400
www.wcupa.edu

West Chester University

PRESIDENT
SAINT OLAF COLLEGE
Northfield, Minnesota

The Board of Regents of Saint Olaf College announces the search for a President to assume office in the fall of 2000 or as soon as thereafter as possible. Saint Olaf, a year college at the Evangelical Lutheran Church in America, provides an education committed to the liberal arts, rooted in the Christian gospel, and incorporating a global perspective. St. Olaf College strives to be an inclusive community, respecting the differing backgrounds and beliefs. Through its curriculum, campus life, and off-campus programs, it stimulates students' critical thinking and heightens their moral sensibility. It encourages them to be seekers of truth, leading lives of usefulness to others. It challenges them to be responsible and knowledgeable citizens of the world.

We seek a leader who will continue to build the high quality and distinction of college's liberal arts programs and the vitality of this educational community for undergraduate students. The President shall be a member of the ELCA congregational
council. We encourage both those who wish to nominate others and those who wish to make nominations of other candidates directly to address correspondence to:

Jerrold Tostrud, Chair
Presidential Search Committee
P.O. Box 968
Burnsville, Minnesota 55337

The Search Committee will respond to all nominations and inquiries, with the exception of those that are received by mid-July and those that are received after the third (3rd) week of July. The committee will evaluate and select candidates for interview.

Saint Olaf College (http://www.saintolaf.edu) is an affirmative action/equal opportunity employer and actively seeks diversity in its students, faculty, and staff.

St. Olaf College (http://www.saintolaf.edu) is an affirmative action/equal opportunity employer and actively seeks diversity in its students, faculty, and staff.
UNIVERSITY OF WISCONSIN
MADISON

COORDINATOR, CHICANO/A
STUDENT ACADEMIC SERVICES

Anticipated Begin Date: October 30, 2000

The Chicano/a Student Academic Services Program's primary objectives are assisting incoming students with the transition to college, providing a welcoming experience at UW-Madison and advising and referral services for incoming transfer and continuing Chicano/a students. In addition to collaborating with the Chicano/a Studies Program, multicultural academic programs and the UW-Admissions Office to attract and retain students of color, Chicano/a Student Academic Services also helps maintain ongoing communication with communities throughout Wisconsin and the Midwest as well as nationally. For a detailed description, contact:

Betty Braitrud, Search & Screen Coordinator
College of Letters & Science
B12 Bascom Hall, 900 Lincoln Drive
Madison, WI 53706
(608) 262-4852
Braitrud@facstaff.wisc.edu

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

STANFORD UNIVERSITY

Writing and Critical Thinking Program
Andrea Abernethy Lunsford, Director

Associate Director Position

The Associate Director manages the academic and administrative activities of the WCT program office with the twin goals of expanding a collaborative University workspace and creating a compelling intellectual identity for the Program. Applications will be accepted until a qualified candidate is identified. Send letter of application and vita with names of references to Kristen Dahmen Thomas. Associate Director, Writing and Critical Thinking, Bing. 460, Rm. 223, Stanford CA, 94305-2687 (email: kthomas@stanford.edu).

We welcome applicants from all people including women, members of ethnic minorities, veterans, and individuals with disabilities. Competitive salary.

WAUBONSEE COMMUNITY COLLEGE

EXECUTIVE DIRECTOR
Teaching/Learning, Quality & Innovation

Waubonsee Community College is seeking candidates to provide leadership and direction for the Center for Teaching, Learning & Technology. Responsibilities include designing, creating, and implementing programs and systems to ensure innovative and quality teaching/learning processes throughout the college. Master's Degree in Curriculum Development, Instructional Design, Adult Learning or related field required; doctorate preferred. Five years related experience as a faculty or an administrator, preferably in a community college. Experience designing and implementing faculty development and instructional design models required.

Waubonsee Community College is a fully accredited community college with a headcount enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provide outstanding service to its students and district residents through demonstration of its core values: Quality, service, value, innovation and accessibility.

Salary $60,000 to $70,000 with generous fringe benefit package including medical insurance for employee and dependents provided at no cost to the employee.

Review of applications will begin immediately and applications will be accepted until the position is filled. To maximize the opportunity for selection, letter of interest and resume should be faxed to the Office of Human Resources as quickly as possible.

Fax: 630-466-9106
hr@mall.wcc.cc.il.us
Office of Human Resources

WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harter Road
Sugar Grove, IL 60554

Celebrating Excellence
ASSISTANT DEAN OF STUDENTS—#552483

The department of Student Life is seeking an Assistant Dean of Students to coordinate student leadership development activities, development of student volunteer internship opportunities, as well as implement the University Childcare Voucher Program. The successful candidate will serve as a resource and referral source for students seeking various types of assistance and a generalist in the Office of Student Life with specific programming responsibilities.

MINIMUM QUALIFICATIONS:
A masters or doctoral degree in education, student personnel, or related field; AND three to five years of administrative experience in related field.

ANNUAL SALARY:
$53,000-$59,000 depending on experience.

APPLICATION DEADLINE:
June 9, 2000 at 4:20 p.m.

An NAU job application is required for all Classified Staff and Professional positions. Applications and a full job description can be requested by calling the Human Resources Department, or accessing www.nau.edu/HR. Mail to Northern Arizona University, Human Resources Department, PO Box 4113, Flagstaff, AZ 86011-4113, or fax to (520) 523-2220.

NAU is an Equal Opportunity/Affirmative Action Institution.

Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

FACULTY OPENINGS

WASHIILHNAW COMMUNITY COLLEGE

A comprehensive two-year college dedicated to student, community and staff success is presently seeking individuals for the positions listed below. The College is located in the city of Ann Arbor, MI, a community of over 100,000.

MACHINE TOOL TECHNOLOGY/NUMERICAL CONTROL TECHNOLOGY INSTRUCTOR

Associate degree in Machine Tool Technology, Numerical Control Technology or related field (The successful candidate will be required to achieve a Bachelor’s/Masters degree within five years), teaching experience at the college level, two years full-time work experience related to Numerical Control/CMM technology.

PHYSICS INSTRUCTOR

Masters degree in Physics, Physics Education, Engineering or related area, teaching experience at the college level, experience of computers and computer programming.


Interested persons should send official completed WCC application form with credentials to the Chair, Chair, Machine Tool Technology/Physics Department, WashiilhnaW Community College, 6613 Washtenaw Avenue, Ann Arbor, MI 48105. For more information call (734) 794-3000.

Director of Financial Aid

BHCC seeks a committed and energetic financial aid professional who desires to work as a team member with the Dean of Students in a dynamic and changing environment. The Director of Financial Aid is responsible for all aspects of student financial aid programs offered by the College.

Responsibilities:
- Analyzing and projecting institutional and student financial need
- Preparing applications for funding under Title IV and MA state funded programs
- Coordinating annual student expense budget and financial aid award packages
- Establishing loan repayment policies and procedures and ensuring appropriate loan counseling
- Continuously implementing the BHCC Financial Aid module
- Establishing and maintaining positive relationships within the college, and with federal, state and local agencies, auditors, and banking and insurance agencies
- Developing effective processes and procedures with the Student Payment Office
- Ensuring a strong and positive customer service philosophy which delivers services to students in an accurate and timely manner
- Recruiting, selecting, supervising and evaluating personnel in the Financial Aid Office

Qualifications:
- BA degree in Higher Education, Management or a related field required; Masters degree preferred
- Administrative experience in financial aid is required
- Experience with computerized student information systems is required

Proven ability to:
- Demonstrate exemplary management, supervisory and organizational skills
- Demonstrate excellent oral and written communication and interpersonal skills
- Demonstrate a record of implementing strong, positive customer service in financial aid
- Work with a diverse student population

SALARY RANGE: $40,000.00-$60,000.00

Review of applications will begin June 14, 2000 and continue until position is filled.

To apply in confidence, interested candidates should submit a resume, cover letter, three references and statement addressing each of the qualifications and proven ability to: BHCC Financial Aid, 28540 N. Saginaw Road, Office 829, Farmington Hills, MI 48335.

Women and minorities are encouraged to apply.

"Latinos in the New Millennium: Building on the Past to Prepare for the Future" 18th Annual United States Hispanic Leadership Conference

September 28-October 1, 2000
Hyatt Regency McCormick Place
Chicago, Illinois
For more information contact: LILC 312-377-6633;
GOVERNORS STATE UNIVERSITY

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

Governors State University seeks applications and nominations for the position of Provost/Vice President for Academic Affairs. We are seeking a Provost who will be a proponent and a steward of GSU’s educational mission, a philosophy and command the respect of the University community. The successful candidate will have a strong record of accomplishment as an innovative and successful academic/manager who can build and motivate teams and work collaboratively with all levels of the University.

Governors State University is located 35 miles south of Chicago and is the fastest growing university in Illinois. GSU is an upper-division university with a commitment to baccalaureate and master’s degrees and serves over 9,000 students annually, most of whom are non-traditional, in the Colleges of Arts and Sciences, Business and Public Administration, Education and Health Professions and in the Center for Extended Learning and Communications Services. The mission of the University is teaching and providing its culturally and economically diverse, lifelong learners an affordable and accessible education.

Minimum Qualifications

- An earned doctorate;
- Record of teaching and scholarship consistent with a senior faculty rank with tenure;
- Experience in academic administration at or above the school/division level at a four-year college or university;
- Demonstrated skill in budgetary and financial management;
- Record in supporting, developing and promoting academic programs including accreditation;
- Record of promoting diversity among staff and students;
- Record of excellence in communications and human relations skills.

Application and Nomination Procedure

The review of applications will begin immediately and continue until the position is filled. The preferred start date is September 1, 2000. To apply, interested candidates should send a letter of application addressing qualifications, curriculum vitae, and the names, addresses, and telephone numbers of professional references to:

Gail Bradshaw, Search Coordinator
Provost/Vice President for Academic Affairs
President's Office – Governors State University
University Park, IL 60466

If you would like more information about the University, please visit our website at: www.govst.edu

Governors State University

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

GCCCD, located in El Cajon, CA is accepting applications for the following Academic positions scheduled to be filled for Fall 2000:

- Grossmont College
  - Coordinators: 06/10/2000
  - General Faculty: 06/08/2000
  - Coordinators, Instructional: 06/08/2000
  - General Faculty: 06/10/2000

Contact address for applications: Garcia Administration Assistant, Campus, 345 West Mission Blvd, El Cajon, CA 92020

Looking for a back article on "Hispanic Outlook???"

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues or purchased (in microfiche or reproduced copy) from the:

ERIC Document Reproduction Service (F)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1408
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov
UNIVERSITY OF WASHINGTON
DIRECTOR OF UNIVERSITY LIBRARIES

The University of Washington invites applications and nominations for the position of Director of University Libraries. The University of Washington Libraries, recognized as one of the nation's premier academic and research libraries, is an integral partner in the education, research, clinical care, and service mission of the University. It is a national leader in the development and application of innovative strategies and technologies to meet information and research needs.

The University of Washington Libraries consists of the Suzzallo and Allen Libraries, with collections primarily in the humanities and social sciences; the Odegaard Undergraduate Library, the Health Sciences Libraries; the East Asia Library; 15 specialized branch libraries; and libraries at the UW Bothell and Tacoma campuses. The collections include over 6 million cataloged volumes, several million items in microform and other formats, extensive special collections including the University's Archives, 55,000 currently received serial titles, and a large and growing number of electronic information resources. The Libraries ranks ninth in the latest Association of Research Libraries index and has nationally recognized programs in information literacy and assessment. The Libraries collaborates with Computing and Communications and the Office of Undergraduate Education to provide information technology services and resources to students and faculty, including the award-winning UWired program, and the ARL-accredited School of Library and Information Science.

The Director will have a faculty appointment in the School appropriate to his or her academic credentials. The University Libraries is a member of the Association of Research Libraries, the Center for Research Libraries, the Washington Cooperative Library Project, and several library consortia. Further information on the Libraries can be found at http://www.lib.washington.edu.

Since 1969 the University of Washington has been the nation's leading university in federal funding for research, and total external awards exceed $800 million annually. It is also the preeminent teaching institution in the Pacific Northwest, enrolling an academically selective student body of almost 46,000 undergraduate and graduate students in 16 schools/colleges. Seattle is at the center of a dynamic information industry with special ties to the Pacific Rim. Additional information about the University of Washington can be found at http://www.washington.edu.

The Director reports to the Provost and Vice President for Academic Affairs and is a key administrative leader equivalent to a dean. The Director serves on the Board of Deans and other University policy bodies. The University seeks energetic and visionary leadership committed to the highest levels of excellence in the provision of library services and information resources in support of teaching, learning, and research in an increasingly digital world. The Director must work creatively and cooperatively with the entire university community and the public to create strategic visions of the future role of the Libraries.

Candidates should have at least 5 years experience at the senior administrative level in a major research library including at least 3 years of supervisory and administrative experience. Candidates must understand the academic environment and the issues facing higher education today, have significant experience with information technologies and networked information, and have strong leadership skills, including the ability to promote cooperation and collaboration on and off campus. They must be articulate and engaging advocates, have the entrepreneurial skills to gain external funding and support, and be experienced in managing budgets and other resources. The successful candidate will be able to recruit and develop a diverse and talented staff and will understand current trends and changes in scholarly communication. A record of research, publication, and/or professional contributions is required. A MLS degree from an accredited program is required; an additional advanced academic degree is desired.

Applications should include a resume and a letter of application addressing the position requirements. Names, addresses, and telephone numbers of at least four references should be provided. Applications and nominations received by June 16, 2000, will be given preferred consideration.

Please submit applications, nominations, and inquiries to:
Search Advisory Committee on the Director of UW Libraries
Dean David C. Hedge, Chair
301 Gerberding Hall, Box 351230
University of Washington
Seattle, WA 98195-1230

The University of Washington is building a culturally diverse faculty and administration and encourages applications from female and minority candidates. The University of Washington is an affirmative action/equal opportunity employer.

Visiting Assistant Professor
School Psychology

The Psychology Department at Plattsburgh State University of New York is seeking eligible candidates for a Visiting Assistant Professor position in School Psychology for the 2000-2001 academic year. This appointment is expected to begin on Aug. 28, 2000. The Psychology Department offers baccalaureate degrees in Psychology and the MA and CAS degrees in School Psychology. To be successful candidate will be committed to excellence in graduate training and will support the learning and development of children, youth and families.

Responsibilities include conducting graduate courses in the School Psychology program, teaching undergraduate seminars in school psychology and supervising School Psychology Interns and Practicum students.

Qualifications: Earned doctorate (Ph.D., Psy.D. or Ed.D.) or ABD in school psychology from an accredited program, or a Master's degree in school psychology and substantial experience as a practicing School Psychologist. Major requirements for this position. Expertise in consultation is desirable, however, candidates with expertise in other areas of School Psychology will be given full consideration.

Salary: Dependent upon experience and qualifications, with excellent benefits.

Applications from women and minority candidates are especially encouraged. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until position is filled. Please submit letter of application, curriculum vita these letters of recommendation, graduate transcripts, and statement of teaching philosophy and evidence of teaching ability to: Chair, Search Committee (P/F# 2340-808), Office of Human Resource Plattsburgh State University of New York, 101 Broad Street Plattsburgh, NY 12901-2681. Fax: (518) 564-5600.

Plattsburgh STATE UNIVERSITY OF NEW YORK

FREDERICK COMMUNITY COLLEGE
DataBase Administrator for PeopleSoft System

Frederick Community College is seeking an experienced DBA who will be responsible to PeopleSoft Technical Team Lead for providing database administration for PCF PeopleSoft applications. Responsibilities: Support installing, configuring, optimizing and tuning database server at the core of College Business applications. The college is live with PeopleSoft HR/Payroll & Financial applications. We are in the process of implementing student applications on a PeopleSoft Campus Solutions 7.0 running in an NT environment. This position requires strong sense of ownership and commitment to customer service, technical excellence, and functional focus.

Qualifications: Bachelor's degree in Computer Science or related field, at least 2 yrs of related PeopleSoft experience on multiple, large, complex relational databases, strong SQL skills, utilizing various SQL tools (SQL/Us, SQL*Plus or equivalent). Qualified candidate will possess verbal & written communication skills; knowledge of business application software packages; PeopleSoft applications in the HRMS, Financials, & Student Administration areas. 2 yrs PeopleSoft experience & working knowledge of PeopleSoft patches, minor/major upgrade tasks & working with PeopleSoft's Custom Connection & Global Support Center.

Director of Network Services

Frederick Community College is seeking an experienced Director of Network Services who is responsible to the Chief Information Technology Officer for the leadership and management of campus computing facilities and local and wide area networks. This individual will assist the Information Technology Officer with long-range strategic technology planning and supervision and works as a team member.

Qualifications: Bachelor's degree in computer-related field and three years experience in network management is required. MCSE or MCNE certification is required. A strong understanding of local and wide area network administration experience is required. Some weekend and evening work is required. Excellent knowledge of local and wide area network administration. Experience in planning and migrating networks from Novell to NT. Network management skills are a plus. Knowledge of Microsoft 7.0 Novell network operating systems.

To apply for either position: Please consider applying to a position received by Crawford, 777 South 7th Street, Suite 300, Des Moines, IA 50309. The Position is available immediately. Comprehensive benefits, including health insurance, retirement plan, and other fringe benefits. Submit your resume and applications to Hurricanes, Frederick Community College. To apply, call 208-846-2652 or visit our website at www.fcce.cc.mwd.us
**SUGGESTED AD SIZES**

<table>
<thead>
<tr>
<th>Size Description</th>
<th>Dimensions</th>
<th>Pricing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Page Spread</td>
<td>15&quot; wide x 9.75&quot; deep</td>
<td>$3,250</td>
</tr>
<tr>
<td>2/3 Page Vertical</td>
<td>4.875&quot; wide x 4.75&quot; deep</td>
<td>$1,280</td>
</tr>
<tr>
<td>1/2 Page Horizontal</td>
<td>7.5&quot; wide x 7.25&quot; deep</td>
<td>$1,280</td>
</tr>
<tr>
<td>1/2 Page Vertical</td>
<td>3.25&quot; wide x 7.05&quot; deep</td>
<td>$1,050</td>
</tr>
<tr>
<td>1/3 Page Horizontal</td>
<td>4.875&quot; wide x 4.75&quot; deep</td>
<td>$675</td>
</tr>
<tr>
<td>1/4 Page</td>
<td>3.25&quot; wide x 4.75&quot; deep</td>
<td>$575</td>
</tr>
<tr>
<td>1/6 Page Vertical</td>
<td>2.375&quot; wide x 4.75&quot; deep</td>
<td>$450</td>
</tr>
<tr>
<td>1/6 Page Horizontal</td>
<td>4.875&quot; wide x 2.375&quot; deep</td>
<td>$395</td>
</tr>
<tr>
<td>1/12 Page</td>
<td>2.375&quot; wide x 2.375&quot; deep</td>
<td>$300</td>
</tr>
</tbody>
</table>

**MECHANICAL REQUIREMENTS**

- **TRIM SIZE:** 8.375" w x 10.875" d
- **LIVE AREA:** 7.5" w x 9.75" d
- **BIND METHOD:** Saddle Stitched
- **KIND OF PRINTING:** Two Color Web
- **PAPER STOCK:** 70 lb. opaque

**PUBLICATION DATES AND DEADLINES**

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. No cancellations or changes will be accepted after closing dates. Refer to schedule for deadlines.

**CLOSING DATES**

<table>
<thead>
<tr>
<th>Issue Date</th>
<th>Closing Date</th>
<th>Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24</td>
<td>Sept. 7</td>
<td>* Back to School Issue</td>
</tr>
<tr>
<td>October 8</td>
<td>Sept. 21</td>
<td></td>
</tr>
<tr>
<td>October 22</td>
<td>Oct. 5</td>
<td>* Hispanic Heritage Month</td>
</tr>
<tr>
<td>November 5</td>
<td>Oct. 19</td>
<td><strong>Law School Issue</strong></td>
</tr>
<tr>
<td>November 19</td>
<td>Nov. 2</td>
<td>* Publisher's Picks Issue</td>
</tr>
<tr>
<td>December 3</td>
<td>Nov. 16</td>
<td></td>
</tr>
<tr>
<td>December 17</td>
<td>Nov. 30</td>
<td>* Sports Issue</td>
</tr>
<tr>
<td>January 7</td>
<td>Dec. 14</td>
<td></td>
</tr>
<tr>
<td>January 28</td>
<td>Jan. 11</td>
<td>* Financing a College Education</td>
</tr>
<tr>
<td>February 11</td>
<td>Jan. 25</td>
<td></td>
</tr>
<tr>
<td>February 25</td>
<td>Feb. 8</td>
<td>* Women in Higher Education</td>
</tr>
<tr>
<td>March 10</td>
<td>Feb. 22</td>
<td>Council of Independent Colleges</td>
</tr>
<tr>
<td>March 24</td>
<td>March 7</td>
<td>* Community College Issue</td>
</tr>
<tr>
<td>April 7</td>
<td>March 21</td>
<td></td>
</tr>
<tr>
<td>April 21</td>
<td>April 4</td>
<td>Graduation School Issue</td>
</tr>
<tr>
<td>May 5</td>
<td>April 18</td>
<td>Top 100 Colleges for Hispanics</td>
</tr>
<tr>
<td>May 19</td>
<td>May 2</td>
<td></td>
</tr>
<tr>
<td>June 2</td>
<td>May 16</td>
<td>* Health Professions Issue</td>
</tr>
<tr>
<td>June 16</td>
<td>May 30</td>
<td></td>
</tr>
<tr>
<td>June 30</td>
<td>June 13</td>
<td>Corporate Issue</td>
</tr>
<tr>
<td>July 14</td>
<td>June 27</td>
<td></td>
</tr>
<tr>
<td>July 28</td>
<td>July 11</td>
<td></td>
</tr>
<tr>
<td>August 11</td>
<td>July 25</td>
<td>The Arts Issue</td>
</tr>
<tr>
<td>August 25</td>
<td>Aug. 8</td>
<td></td>
</tr>
<tr>
<td>September 8</td>
<td>Aug. 22</td>
<td></td>
</tr>
<tr>
<td>September 22</td>
<td>Sept. 5</td>
<td>Volume: 10 Editorial Index</td>
</tr>
</tbody>
</table>

**HOW TO PLACE ADVERTISEMENTS**

*By Mail—All materials should be sent to: Hispanic Outlook in Higher Education, Display Advertising, 210 Route 4 East, Paramus, NJ 07652*

*By E-Mail—outlook@sprintmail.com*

*By Fax—Transmit to (201) 587-9105 seven days a week.*

*To Confirm—Call (201) 587-8800 (x102 or x106)*

Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.
AUBURN UNIVERSITY
COORDINATOR OF MULTICULTURAL PROGRAMS

The Office of Multicultural Affairs at Auburn University solicits qualified applicants for the position of Coordinator of Multicultural Programs. The coordinator reports directly to the Assistant Provost for Multicultural Affairs (APMA).

Specific duties include: Supports the APMA’s efforts to recruit and retain critical mass of minority (AA/ADA) students, faculty, and staff; develops, plans, and implements year-round, campus-wide multicultural diversity programs including workshops and seminars; oversees the Minority Student Peer Mentoring Program; conducts yearly comprehensive assessment of DMD Multicultural Diversity Programs; assists other campus constituents in planning and implementing minority recruitment and retention programs; supervises some employees of the DMH; supports student, faculty, and staff multicultural diversity programming efforts; serves on various committees; performs other duties as assigned by the Assistant Provost for Multicultural Affairs.

Qualifications and Skills: A bachelor’s degree, preferably in Intercultural/Cross-Cultural Communication, Counseling, Student Personnel, or Social Work AND at least 5 years progressive experience in developing, planning, implementing, and assessing multicultural and diversity programs at a major university’s college campus OR a master’s degree and 4 years of experience. Candidates must also possess the following: strong programming and managerial skills, ability to develop and conduct effective campus wide diversity workshops and seminars at a major university while upholding strong expertise in developing advanced-caliber programming. Applicants should possess strong interpersonal and communication skills and ability to perform complex, multiple, and time-sensitive tasks without supervision. Experience and interest in working with students, faculty, and staff of diverse cultural backgrounds required. Knowledge of computer applications required.

Auburn University: To learn about the university please visit our website at http://auburn.edu.

Review Date: (No specific date) Position is available immediately and review of applications will begin after July 28, 2000. Salary is very competitive. Finalists’ current employers will be contacted for references before an offer is made. Applicants should send a letter of interest, explaining how their qualifications and experience have prepared them for the duties of the position, and the names telephone numbers, and e-mail addresses of at least three professional references to:

Search Committee-Coordinator, Multicultural Affairs Programs
Office of Human Resources, Langdon Hall
Auburn University, AL 36849

San Francisco State University

SFSU, Kinesiology Dept., Positions Available, Fall 2000

1) Graduate Teaching Assistant in swimming, weight training, and aerobics.

2) Full-Time 1 year appointment. Teach fitness program management, exercise prescription, and internships, and direct the faculty/staff fitness program. Doctorate or Masters Degree in this or related area; 2-3 years experience in fitness assessment program management in university or private setting preferred. Salary: Negotiable, dependent upon qualifications and experience.

3) Part-Time: Teach courses in physiological basis of movement to majors who are planning to teach physical education in the schools. Master’s degree in exercise science or related area, with specialization in exercise physiology required. Doctoral degree preferred. Salary determined by qualifications and experience.

Send cover letter, resume, and three letters of reference to Dr. Susan Higgins, Chair, Department of Kinesiology, San Francisco State University, 1600 Holloway Ave., San Francisco, CA 94132-1461. Application deadline: 7/16/00. Positions to remain open until filled.

SFSU, a member of the CSU system, serves a diverse student body of 27,000 undergraduate and graduate students. The mission of the University is to promote scholarship, freedom, human diversity, excellence in instruction, and intellectual accomplishment. SFSU faculty are expected to be effective teachers and demonstrate professional achievement and growth through continued research, publication, and/or creative activities.
What a wonderful surprise!” Dr. Sandin exclaimed to Dr. Lopez-Cepero. By way of the Clinical Microbiology Network (ClnMicroNet, for short)—a listserv comprised of Ph.D.- and M.D.-level directors of clinical microbiology and virology laboratories across the U.S. and abroad—he had just encountered another Hispanic microbiologist, Dr. Lopez-Cepero.

Unfortunately, this episode was as rare as it was joyful. Dr. Lopez-Cepero, too, can count on the fingers of one hand the Hispanics at her level across the entire U.S. with whom she can interact.

It is lonely at the top for Hispanics in positions of leadership as doctorate-level directors of clinical and diagnostic hospital laboratories. These include immunology, microbiology-virology, chemistry, genetics, molecular diagnostics, coagulation, toxicology, forensic sciences, and others. But there is no reason why this should remain so, given the increasing numbers of Hispanic students enrolled in graduate and medical degree programs. But what does a disciplined science student need to do to achieve the degree, certification, and license required to perform in such a position? Where’s the road map?

Let us summarize the steps required in order to become a laboratory director, using as prototypes the two laboratories directed by the authors. A histocompatibility laboratory director must have an earned doctoral degree (Ph.D.) in biological sciences, or be a doctor in medicine (M.D.) or osteopathy (D.O.) and licensed to practice medicine in the state in which the laboratory is located. Histocompatibility deals with the fields of solid organ and bone marrow transplantation. Subsequent to graduation, a Ph.D. must have four years of experience in immunology or cell biology, two of which must be devoted to formal training in human histocompatibility testing. The director then needs Board certification by the American Board of Histocompatibility and Immunogenetics (ABHI) or, if a physician, the American Board of Pathology or other Board deemed comparable by the Clinical Laboratory Improvement Act (CLIA) standards. The director must show competence in the activities in which the laboratory is engaged, as reflected by external measures such as participation in national or international workshops and publications in peer-reviewed journals. The director must also be available on-site commensurate to the workload of the lab and provide supervision of the technical personnel, develop new procedures as needed, and be responsible for the proper performance, interpretation, and reporting of all laboratory procedures. The supervised laboratory must also be successful in its participation in an external proficiency testing program.

Clinical microbiology and virology laboratory director infectious causes of human disease—such as bacteria, fungi, virus, mycobacteria, and parasites—are isolated and identified in these laboratories. The laboratory director must have an earned doctorate degree (Ph.D.) in microbiology or be an M.D. licensed to practice medicine in the state in which the laboratory is located. If a Ph.D., he/she should then complete an additional one- or two-year fellowship in clinical microbiology, in order to become eligible to take certification exams. If an M.D., he/she should complete a residency program in pathology or internal medicine, followed by an additional fellowship year in clinical microbiology in a certified laboratory program. I should make him/her eligible to sit for Boards in Medical Microbiology.

This road map has been laid out for some time now, and it wets Hispanics eager to accept the challenge and to put their dedication to the task! My wife, Dr. Lopez-Cepero, and I are willing to communicate further via e-mail with any student interested in pursuing this course. Scores of non-Hispanics have accepted the challenge; success and new joined the thrill and satisfaction that come with being able to contribute to the well-being of thousands of citizens by assuming positive responsibility in medical laboratories all across America. IT IS WORTH IT.

Hispanics enrolled in higher education programs in America are or rise. We have got the talent required to enhance Hispanic representation at the highest levels of responsibility and influence within medicine an many sub-fields in this country. We encourage interested candidates to follow the road map. The sky is the limit for Hispanics in these fields!

If interested in submitting a "Punto Final! "think piece," please e-mail us at outlook@aol.com for guidelines.
Students of Color Welcomed and Celebrated
CALL FOR APPLICATIONS AND NOMINATIONS FOR FELLOWSHIPS 2001-2002

THE INSTITUTE FOR THE ADVANCED STUDY OF RELIGION AT YALE

The Institute for the Advanced Study of Religion at Yale, established through a grant from The Pew Charitable Trusts, centers comprehensive interdisciplinary research around the broad themes of American Religion in a rapidly changing world and opens opportunities for scholars throughout the world to confront issues about the role religion has played nationally and internationally.

2001-2002 RESIDENTIAL FELLOWSHIPS

Three advanced scholars will be invited to Yale to pursue individual research and writing within an interconnected environment of seminars, symposia, lectures and scholarly presentations. Fellows will interact with Yale faculty fellows and a wide panoply of staff, students, academic centers and departments throughout Yale.

Fellows will be expected to be in residence from September through May, to attend all Institute functions and to produce significant scholarship individually or in conjunction with other fellows. Fellows will also be given the option of teaching an undergraduate or graduate course.

For the 2001-2002 academic year, the Institute's theme will be American Religion and the Family.

2001-2002 NON-RESIDENTIAL FELLOWSHIPS

The Institute will award between four and eight non-residential dissertation fellowships, research fellowships, and post-doctoral (or first book) fellowships.

Applicants for a post doctoral fellowship must have their doctorate before the application deadline of October 20, 2000. Candidates who expect to complete their doctorate after the application date but before the beginning of the fellowship year qualify for a research fellowship.

Non-residential fellows will be expected to complete their dissertations or first book during their tenure as fellows. They will also be expected to visit Yale twice during their fellowship year, first for the F Fellowship seminar and again for a national conference during the spring term.

Whitney Humanities Center Yale University P.O. Box 208280 New Haven Connecticut 06520-8280
phone 203 432 4040 fax 203 432 1087 email:iasry@yale.edu www.yale.edu
FEATURES

Minority Students “Exhausted but Inspired”
Bryn Mawr, Haverford, and Swarthmore jointly offer orientation program for first-year students of color. 6

ACT Reports Graduation Rates at All-Time Low
Mortenson faults public policy; cites legislators’ “narrow view of their social responsibilities.” 9

New President Olivarez Inspires by Example
Emphasis on community at Grand Rapids Community College. 13

Texas School Answering the Call
Austin Community College embraces diversity. 15

Hispanic Keynoters Spirited at Garden City CC Conference
Syndicated journalist and educator stir crowds as Garden City CC hosts five-state conference. 21

Santa Ana Men’s Soccer Team Voted Numero Uno
Coach Frutos’ team noted for “intelligent” play in undefeated season. 24

Seeking Diversity with MAPs and FIGs
Western Washington University, in beauty Bellingham, is set on recruiting and retaining more minority students. 27

DEPARTMENTS

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW
Lectures online enter new era 5

Honor Roll: Richard J. Daley College
City Colleges of Chicago
More than half of the students are Hispanic at this learner-centered urban institution. 16

People, Places, Publications, Conferences

Book Review: Mascaras

I PUNTO FINAL!
Be Hispanic, Educated, and Proud

BEST COPY AVAILABLE

Cover Photo Courtesy of Haverford College
Upcoming Issues

Our 10th year covering Minority Thems.

The Arts Issue

August 11th
Ad Deadline July 25th

Volume 10
Editorial Index

September 22nd issue
Ad Deadline September 5th

Call for advertising info:
201.587.8800
ext. 102 or 106
Fax: 201.587.9105

Visit our Web site!
www.HispanicOutlook.com
Lectures Online
Enter New Era

College professors on campus are trying to adjust to and take advantage of the sharing and storing opportunities that are possible thanks to the Internet. Many teach courses "online."

To support this mode of education, they have begun to post their syllabi, lectures, class notes, and other academic material on the Net. Their students are taught how to access all of that information and other class material, which is available at all hours of the day.

If technology can now make that possible for one professor and one class, why not establish a system that would collect lectures and other relevant material from thousands of teachers?

The dream of creating such a database led to the establishment last summer of lecturesonline.org by Dr. Joshua Kim from the University of West Virginia.

The Perfect Medium

Kim told The Hispanic Outlook that the Web is "the perfect medium for scholars, academics, and educators to share materials, ideas, and experiences."

The site provides the mechanism whereby a professor, regardless of place of residence, can preview, examine, and download academically focused digital work products such as PowerPoint lectures, demonstrations, figures, charts, graphs, and HTML pages.

Lectures, reprints of articles, working papers, and conference papers have been listed in a variety of academic fields. They include business administration, computer science, education, engineering, the humanities, law, and life and physical sciences as well as a number of social sciences.

Lecturesonline.org has been characterized as the equivalent of an ongoing academic conference--one that encompasses all disciplines and one that can be accessed at any time.

A Clear Need

This totally nonprofit site is intended to provide a service to the academic community. The philosophy of lecturesonline.org is modeled after that of the traditional library--nonprofit and easily accessible.

If this experiment takes hold, lecturesonline.org could eventually become a giant searchable database of thousands of digitized academic lectures, educational pages, graphs, figures, charts, and research papers.

The goal of this site is to create a community of professionals who can freely share information and build knowledge together. This site materialized from Dr. Kim's efforts to research new lectures for the demography and sociology courses that he teaches at West Virginia University.

Dr. Kim's relatively new site (creation date 7/22/99) was designed to fill a gap in the academic world: the absence of a website that allows academics to easily find, distribute, and trade educational materials that they produce for teaching.

The Internet is a natural tool for this task as increasingly the material produced for teaching is digital, and therefore easily viewed and downloaded from the Web. Examples include PowerPoint and other presentation lectures made for teaching, subject-specific teaching websites done in HTML, and animations or online tutorials.

The main reason why this site did not exist heretofore might be a classic case of market realities. Since there was no profit to be made in sharing information, nobody had set up a mechanism to do so.

Dr. Kim's hope is that his site "will grow into a place where educators look first to find the basic information and materials they need to supplement their own teaching materials."

To Participate

Educators in all disciplines are invited to submit their own lectures, demonstrations, and course-based webpages while also utilizing materials submitted by other educators.

All materials on the site have been submitted by academics. None of the materials has been uploaded without the author's permission.

You would retain ownership of any material that you submit to lecturesonline.org--it would not be sold or utilized in any way. You can also remove your material at any time. Readers can submit pictures, Web-based education materials, and demonstrations by sending them as an attached document in an e-mail to jkim@wvu.edu or by letting him know the URL he can post a link.

In the brief life of lecturesonline.org, the site has been received by the academic community and the press. Favorable reviews have appeared in MSN and the Washington Post. The American Sociological Association has included lecturesonline.org in its October issue of Footnotes.

Dr. Mellander is a project director at George Mason University.
Minority Students “Exhausted but Inspired”

Tri-College Summer Institute Held at Haverford College

BY

Inés Pinto Alicea

“The truth is, I expected very little from this program,” said Vanessa Askot, an 18-year-old Swarthmore political science major. “All of the diversity workshops I had ever participated in had proven to be complete wastes of time. Tri-Co sent me on a whirlwind tour of intense emotion. The range and intensity of emotions that I experienced within those seven days left me exhausted but inspired.

“Tri-Co truly changed me and the very foundation of my ideas and philosophies. My peers are extraordinary people. Their experience is vastly rich, and what they’ve gleaned from it, even richer. I continue to learn from them and to mold my identity and my personality using the lessons they’ve offered me.”

Askot is commenting on an orientation program that three colleges near Philadelphia—Haverford, Swarthmore, and Bryn Mawr—present jointly every year to boost the confidence of incoming first-year minority students about the college experience and to improve their retention rate.

Sunni Green Tolbert, associate dean for Haverford, says that the program helps the students “figure out how college is organized, what to expect, and what resources they can access on campus.” Tolbert is director of Haverford’s multicultural affairs office and oversees the program for her school. “It helps the students get to know other people of color. They feel very energized and strengthened by meeting and bonding with other people of color.”

The program, called the Tri-College Institute, or Tri-Co for short, is offered to all incoming minority students, but is voluntary. Each year, 75 students from the three campuses participate, and each college takes a turn in sponsoring the week-long session. Tri-Co is held the week before the general orientation for all incoming first-year students.

“The students get a better understanding of how they will function in a college environment and they learn how to deal effectively with the realities,” said Tolbert. “We want to make sure they function well, feel included, and know the resources are there for them. We want to encourage them to take leadership on campus. It gives them a sense of confidence to get through the experience.”

Karen Henry, assistant dean of Swarthmore College and the Tri-Co director on her campus, speaks about the program from personal experience as a student. She participated in Tri-Co in the 1980s and graduated from Swarthmore in 1987. The program then was geared toward exposing minority student to what college academics would be like in the coming years. It lasted six weeks. The focus today is on leadership development.

“I didn’t have a clue as to what college wa
going to be like," said Henry. "You can't prepare students for the academic work in six weeks. Still, it was a great experience for me. I met my best friends there. I was excited to work with the program."

Programming for the Institute has evolved over the years, but generally it consists of seminars, group discussions, field trips, lectures, parties, and leadership workshops that focus on the social and non-academic aspects of college life for students of color. Issues addressed include the stereotyping of races and its effects on academic performance, being labeled "minority" for the first time, leadership training, and coalition building among ethnic groups. The program invites all students of color as well as students from other countries entering their first year at college.

"We look at a number of components of diversity, and we look at it so that it is informative and fun," said Tolbert, adding that the program is one of several designed to help minority students stay at Haverford. Tolbert said that 91 percent of the students of color graduate and graduate on time compared with 93 percent of the white population.

"We feel proud of our retention rate," Tolbert said.

Henry said the program has taken a turn toward leadership development because the students were being asked to take on the role of leaders on campus and the additional training proved helpful. "All of the students who have gone through the program think it's great," Henry said. "We found that these students are leaders on campus on the issue of race, and we wanted to give them the tools to encourage them to be leaders."

Zoila Airlall, director for institutional diversity at Bryn Mawr College, said that many of the students are asked to think about their identity and that of others, an experience that is new for many. "We talk about those kinds of things—race, ethnicity, gender, religion, sexual orientation," Airlall said. "We talk to them about meeting a diverse group of people. We try to give them a better understanding of what they might encounter."

Airall said that after the program is over, the students tell the coordinators the experience was good, but as the months pass by, their excitement over the experience grows even more. "They realize the value of it as the year goes on," said Airlall.

Last summer, Tri-Co was held at Bryn Mawr, and this summer, the 204-acre Haverford College will sponsor it, at the end of August. Haverford is located 10 miles west of Philadelphia in Haverford, Pa. It is a private, coeducational liberal arts institution founded in 1833 by the Society of Friends, better known as the Quakers. Of the 1,100 full-time students, about 20 percent are students of color, according to the college. About 50 are Latino.

Swarthmore and Bryn Mawr are nearby. Bryn Mawr has about 1,200 undergraduates and graduate students. About 25 percent are of color. Swarthmore College has 1,300 students.

Tolbert said that the program involves faculty from the three campuses as well as older students of color from the campuses who serve as advisors. The student advisors are upper-class mentors who will serve as liaisons for the incoming students at each campus, and they undergo extensive training to learn to serve as facilitators. The training is held days prior to the arrival of participants, making the weeks prior to the beginning of the fall semester rigorous for all involved. "It's exhausting," said Airlall. "This is an important message to the incoming students that they are coming into a new environment and all of their hands are reaching out to help them," Tolbert said.

Airall said that an important component of Tri-Co is the work that occurs during the week. Their particular number of participants is small, so it is an opportunity to form a network of support," Airlall said. "It makes the numbers bigger begin to realize that they are not only ones undertaking difficult.

Alicia Muñoz, an 18-year-old first-year student from Los Angeles who participated in the Tri-Co program and really enjoyed the experience. Muñoz said that she attended public school in Los Angeles. She said that 95 percent of the students Mexican American like herself and spent most of her life in the majority group.

"Tri-Co really exposed me to different groups and different economic statuses," Muñoz said. "It allowed me to voice my thoughts and ideas regarding class, gender, and race. It was a wonderful experience. It allowed me to find out with other students of color who were in a similar situation. It was also in a way a real eye-opener."

Muñoz said that she had 18th birthday party during the Tri-Co program and she was depressed about being so far from her during her birthday, but the officials for the program threw her a surprise birthday party and gave her a T-shirt.

"Entering college and adjusting to it is a difficult process," Muñoz said. "Being able to..."
students of color who you can relate to before starting college really makes the transition easier, especially if you’re coming from the other side of the country, like myself, and have no family nearby.”

Muñoz said that through the program, she met two who became her closest friends on campus. Neither one is Latino. “Tri-Co helped me better understand who I am as a person and allowed me the opportunity to interact and learn from others who were not from my race or social class,” Muñoz said. “I personally got a lot out of the experience.”

Representatives from the three campuses say that they constantly reevaluate the program and discuss its future—whether it should be opened to all students or expanded to assure all students of color participate. All agree, however, that the program is here to stay since the three campuses are striving for more diversity.

“The future of the program is bright and secure,” said Tolbert. “There is a real need for students of color to engage in these types of work before getting to campus.”

Airall said that the week-long program costs the schools about $40,000 all together but that if there were a need to expand it to include more students or all students from the three campuses, there would likely be financial support. “It would be more expensive, but I think the colleges would find the money.”

Airall said that the program continues to succeed because the representatives from the three schools cooperate. “The strength of this program is that we work well together. We don’t agree on everything. Our debates last for hours on decisions that need to be made. But that ends up giving us an excellent product.”

Another important key to their success is the support they get from the top of their institutions. Haverfords...
ACT Reports Graduation Rates at All-Time Low

Experts Fault Public Policy Shortfalls

BY MARILYN GILROY

Muraskin's report also notes that these five exemplary programs were staffed by dedicated personnel with strong institutional attachments and that the project was perceived as having an important overall role on campus.

Last month, thousands of public and private two-year and four-year colleges held traditional commencement ceremonies to mark this annual rite of passage. Jubilant graduates and their families joined in celebration of the long road to graduation and the coveted college degree.

But for the most part, these graduates were anything but traditional; that is, very few earned an associate's degree in two years or a bachelor's degree in four years. In fact, for many college students, the road to a degree has gotten longer and now takes at least five years.

This finding and others regarding graduation and retention rates are part of recent and troubling news from American College Testing (ACT), Inc. The ACT report shows that the rate at which undergraduates complete their degrees continues to slide and has now reached an all-time low. The percentage of students who earn a bachelor's degree within five years has dropped to 51.6, half a percent below the figure reported last year.

At two-year schools, the percentage of students earning a degree within three years has decreased to 33.1 percent. Furthermore, of students who entered a community college with plans of earning a baccalaureate degree, only 41 percent had earned a bachelor's degree five years later.

The statistics are even more discouraging when graduation rates are examined in terms of income. Students from high-income families are graduating from college at a much higher rate (69 percent) than are students from low-income families (42 percent).

The only good news reported was that the latest study of student-to-sophomore dropouts in four-year institutions is...
### Percentage of Four-Year College Students Graduating Within 5 Years*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>450</td>
<td>48.5</td>
<td>48.0</td>
<td>48.2</td>
<td>47.9</td>
<td>46.6</td>
<td>46.7</td>
<td>46.3</td>
<td>45.6</td>
<td>46.1</td>
<td>44.6</td>
<td>44.2</td>
<td>42.9</td>
</tr>
<tr>
<td>Private</td>
<td>997</td>
<td>58.4</td>
<td>58.1</td>
<td>58.0</td>
<td>57.8</td>
<td>57.7</td>
<td>57.6</td>
<td>57.7</td>
<td>57.2</td>
<td>57.5</td>
<td>57.1</td>
<td>56.6</td>
<td>56.2</td>
</tr>
<tr>
<td>All</td>
<td>1,447</td>
<td>55.5</td>
<td>55.2</td>
<td>55.1</td>
<td>54.8</td>
<td>54.4</td>
<td>54.4</td>
<td>54.3</td>
<td>53.7</td>
<td>54.0</td>
<td>53.3</td>
<td>52.8</td>
<td>52.1</td>
</tr>
</tbody>
</table>

*Of entry. All-time low figures in bold type.

### Percentage of Four-Year College Freshmen Not Returning for 2nd Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>495</td>
<td>29.3</td>
<td>29.6</td>
<td>29.3</td>
<td>28.6</td>
<td>28.3</td>
<td>28.4</td>
<td>28.1</td>
<td>28.3</td>
<td>28.6</td>
<td>29.0</td>
<td>28.6</td>
<td>28.8</td>
</tr>
<tr>
<td>Private</td>
<td>1,125</td>
<td>24.3</td>
<td>23.8</td>
<td>23.6</td>
<td>23.8</td>
<td>23.8</td>
<td>24.0</td>
<td>24.8</td>
<td>25.2</td>
<td>25.9</td>
<td>25.9</td>
<td>25.3</td>
<td>24.9</td>
</tr>
<tr>
<td>All</td>
<td>1,620</td>
<td>25.8</td>
<td>25.5</td>
<td>25.3</td>
<td>25.2</td>
<td>25.1</td>
<td>25.2</td>
<td>25.2</td>
<td>25.9</td>
<td>26.2</td>
<td>26.9</td>
<td>26.7</td>
<td>26.4</td>
</tr>
</tbody>
</table>

Figures in bold type are all-time highs.

### Percentage of Two-Year College Freshmen Not Returning for 2nd Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>752</td>
<td>47.8</td>
<td>47.8</td>
<td>47.8</td>
<td>47.8</td>
<td>47.9</td>
<td>47.9</td>
<td>47.9</td>
<td>47.5</td>
<td>47.8</td>
<td>47.3</td>
<td>47.4</td>
<td>47.7</td>
</tr>
<tr>
<td>Private</td>
<td>141</td>
<td>28.9</td>
<td>29.2</td>
<td>28.9</td>
<td>29.4</td>
<td>28.4</td>
<td>27.6</td>
<td>27.6</td>
<td>28.4</td>
<td>29.9</td>
<td>31.1</td>
<td>31.8</td>
<td>31.5</td>
</tr>
<tr>
<td>All</td>
<td>893</td>
<td>43.9</td>
<td>43.9</td>
<td>43.9</td>
<td>44.1</td>
<td>44.0</td>
<td>44.0</td>
<td>44.0</td>
<td>43.9</td>
<td>44.4</td>
<td>44.3</td>
<td>44.6</td>
<td>45.0</td>
</tr>
</tbody>
</table>

Figures in bold type are all-time highs.

Public two-year institutions report that the percentage of students earning an associate's degree or diploma within three years has decreased to 33.1 percent, while private two-year colleges report the same percentage as the year before, 60.7. The rates are the two types of institution combine for a new record-low overall graduation rate of 37.5 percent.

### Percentage of Two-Year College Students Graduating Within 3 Years*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>781</td>
<td>39.0</td>
<td>38.1</td>
<td>38.8</td>
<td>38.6</td>
<td>38.6</td>
<td>38.8</td>
<td>38.7</td>
<td>37.8</td>
<td>36.9</td>
<td>36.1</td>
<td>35.3</td>
<td>34.4</td>
</tr>
<tr>
<td>Private</td>
<td>149</td>
<td>66.7</td>
<td>66.2</td>
<td>66.3</td>
<td>66.4</td>
<td>64.2</td>
<td>66.0</td>
<td>65.2</td>
<td>64.1</td>
<td>63.4</td>
<td>63.3</td>
<td>62.7</td>
<td>60.7</td>
</tr>
<tr>
<td>All</td>
<td>930</td>
<td>44.3</td>
<td>43.5</td>
<td>43.9</td>
<td>43.9</td>
<td>43.8</td>
<td>43.5</td>
<td>43.6</td>
<td>42.6</td>
<td>41.7</td>
<td>40.8</td>
<td>39.9</td>
<td>38.8</td>
</tr>
</tbody>
</table>

*Of entry. Figures in bold type are all-time lows.
cent, one percent below the high mark recorded in 1996. At community colleges, the attrition rate for 1999 was 44 percent, slightly better than last year. ACT computes this rate by asking institutions to report "the percent of last freshman class who enrolled this fall."

Community college leaders are quick to point out that statistics alone do not tell the story: A certain percentage of community college students begin their studies with the idea that they will transfer to a four-year school as soon as possible. Yet another component of the two-year college population enrolls in courses designed to teach skills such as the Internet, and then moves on to employment or other institutions.

Nevertheless, the ACT annual survey paints a clear picture that one Education Testing Service (ETS) policy report described as a "leak in the higher education system." The ETS report stated, "As the system operates now, higher education dips deeply into the pool of high school graduates with a sieve. The majority leak through before graduating. And it is getting worse, not better."

Moreover, behind those statistics is a trend toward inequality in higher education. ACT, ETS, and the Council for Opportunity in Education all agree: whether or not those who enter college secure a degree is very closely related to socioeconomic status. In addition, findings show that females are more likely to complete college than males, where students more likely than Black or Hispanic students, and younger students more likely than are older.

What is causing the delays in degree attainment and the continuation of large numbers of student dropouts?

"For some time, studies have shown the three primary reasons for students' dropping out of college to be financial problems, inadequate academic preparation, and difficulty adapting to college life," said Wes Habley, director of the ACT Center for the Enhancement of Educational Practices.

"Lately, universities and colleges have been addressing these problems more directly and increasing their high school graduates—now about 67 percent—going directly to college, you also have larger numbers of inadequately prepared college freshmen. These students have more academic gaps to fill before they can make requirements with such as "Consumer Math" than the traditional geometric curriculum to those who are college bound.

Habley points out that factors affecting the drop in retention rates are the increase in student enrollments and initiatives at two-year college current job-heavy market.

"Students in the first year are much less likely to a degree within five years their full-time and four-year counterparts," said Habley. "Economy plays a part by aging students to work hours and take fewer classes."

Thomas G. Mortenson, education policy analyst and scholar at the Center for Opportunity in Education, agrees with Habley. "We have published opinion on the causes of the downward trend, and students and Hispanic enrollment has not been as high as expected. Mortenson has identified barriers to higher education for students and adults, and the financial barrier is financial. The barriers are: academic preparation, socioeconomic status, cultural, genetic, and economic differences, and personal challenges."

"Dealing with any one of these barriers will be tough. Mortenson well-meaning politicians and educators may be the solution, but only part of the picture. Academic preparation, and the academic challenge need to be part of the conversation. We don't design c

"These students will not benefit from merit scholarships, tax credits, and college savings programs that are often proposed as the solution to the higher education opportunity dilemma."

Thomas G. Mortenson

"We are probably seeing the impact of all of these factors in the increased dropout rate of the last two years."

Several factors are likely influencing the continuing drop in graduation rates, Habley said. "With more effort to support and retain students, they satisfied their high school math requirements with such as "Consumer Math" than the traditional geometric curriculum to those who are college bound.

Habley points out that factors affecting the drop in retention rates are the increase in student enrollments and initiatives at two-year college current job-heavy market.

"Students in the first year are much less likely to a degree within five years their full-time and four-year counterparts," said Habley. "Economy plays a part by aging students to work hours and take fewer classes."

Thomas G. Mortenson, education policy analyst and scholar at the Center for Opportunity in Education, agrees with Habley. "We have published opinion on the causes of the downward trend, and students and Hispanic enrollment has not been as high as expected. Mortenson has identified barriers to higher education for students and adults, and the financial barrier is financial. The barriers are: academic preparation, socioeconomic status, cultural, genetic, and economic differences, and personal challenges."

"Dealing with any one of these barriers will be tough. Mortenson well-meaning politicians and educators may be the solution, but only part of the picture. Academic preparation, and the academic challenge need to be part of the conversation. We don't design c
sive public policy. We take one shot and walk away," he added.

Mortensen is especially concerned about students whose ethnic or cultural background has not included a strong tradition of understanding the value of higher education.

"Unless these students come from a community and a culture that values education and has a sense that it is important to get this generation ready for college, many of these first-generation college students might not succeed," he said.

The problem is particularly widespread in the Hispanic community, especially along southern border states such as Texas, California, and New Mexico, where 65 percent of the immigrants are Mexican Americans. Many of these immigrants come to the United States ready to work hard and believe that they will be rewarded for these efforts. However, in today's job market, it is those individuals with the best education and with technology skills who get the best-paying jobs.

Which brings Mortensen to the barrier of information technology often referred to as the "digital divide." Although some policy-makers have called the digital divide a myth, Mortensen says they are very wrong.

"The digital divide is huge and getting--it is growing along income, education, and racial/ethnic lines. The fact is that poorer, less-educated families do not have the technology access and skills that richer families do. As a group, Hispanics have been slower to learn and embrace technology.

And that has profound implications for their employment possibilities.

"Employers don't care where you are from or what your background is. They want to know--do you have the education, training, and skill necessary to contribute to the job? Are you familiar with the Internet? Can you facilitate E-commerce?"

Finding Solutions

So what can be done to increase college retention and graduation rates among the current crop of students?

With studies showing that a third of incoming first-year students are unprepared for college-level work, both two-year and four-year institutions are taking initiatives to deal with the problem. Some, like the City University of New York (CUNY) and the California State University system, have taken measures to exclude students who have failed one or more placement tests from their four-year colleges. Others have become even more vigilant about bringing students up to speed and helping them adjust to college life.

Dr. Lana Muraskin, senior scholar at the Center for the Study of Opportunity in Higher Education, has looked at models for helping unprepared students succeed in college. She examined programs throughout the country and issued a report entitled "Best Practices in Student Support Services (SSS)." SSS is one of the federally funded Special Programs for Disadvantaged Students collectively known as TRIO.

Muraskin looked for projects with statistically significant positive outcomes to see how they deliver services to students. Her study eventually identified five institutions, ranging from a small, rural community college to one of the largest state universities in the nation. The projects at these institutions made a positive difference in retention and success rates and had the following characteristics in common:

- A beginning-student year experience that helps shape the initial experience of the students it serves.
- These programs included an advisement component that encouraged students to enroll in courses where they are likely to perform well and for which academic assistance is available. In general, staff made a point of meeting with students in the summer before the start of fall registration. After school starts, project participants are tracked by what is termed "intrusive advising," meaning advisors monitor students via progress reports from faculty and offer continued career planning activities.

- Focus on academic support for developmental and popular first-year student courses.
- The five successful projects offered courses in basic reading and math skills either in the summer or during the first year. Two of the five institutions included classes in applied skills such as computer literacy and learning techniques. During the regular semester, study groups linked to specific courses and tutoring were also available.

- Maximizing student contact.
- Delivering more service per student is one of the most important characteristics of these five projects. Each one features full-time staff and advisors available for students for considerably more time than is usually allotted. These staff members do not spend large amounts of time on institutional committees or other responsibilities; rather, their time is devoted to student contact and is spent in leading study groups, workshops, and extracurricular activities.

- Targeting and motivating students to participate in student support services.
- Getting students to show up for support services and keeping them motivated is often a big factor in the success of these projects. Participation levels at the five institutions in this study were not an issue because at each site the staff managed to create support services that became a central element in the students' educational life. How? By offering rewards for attending services, by making sure that they are scheduled at convenient times, and by intervening with faculty when students face crises that can negatively affect their performance. In fact, one of the projects ensures that a student who regularly attends tutoring will not fail the course for which he or she is being tutored.

Muraskin's report also notes that these five exemplary programs were staffed by dedicated personnel with strong institutional attachments and that the project was perceived as having an important overall role on campus.

Researchers and analysts hope that more colleges will adopt similar measures to help disadvantaged students stay in school and earn a degree.

However, Thomas Mortensen cautions that even the best college programs can't make up for poor public policy that has left so many students at risk in the struggle for educational attainment. He says that legislators have a "narrow view of their social responsibilities" and feel they have ignored the "ticking time bomb" that shows that by 2012, approximately 40 percent of high school graduates will be minorities, many of whom come from low-income families and have inadequate academic preparation for college.

"These students will not benefit from merit scholarships, tax credits, and college savings programs that are often proposed as the solutions to the higher education opportunity dilemma," said Mortensen. "They represent the growing numbers who cannot pass high school graduation tests. They will continue to be casualties of the system that serves the white and affluent segment very nicely but ignores those who are being left behind because of race and family income."
NEW PRESIDENT OLIVAREZ INSPIRES BY EXAMPLE

BUILDING GRAND RAPIDS' "COMMUNITY'S COLLEGE"

BY JOE BECK

Juan Olivarez is on an incredible journey. One fueled by compassion for people, a commitment to hard work, and an unshakable belief that without community, the individual in society is lost. His life exemplifies his values.

Growing up poor in Texas and in the steel mill town of Gary, Indiana, Dr. Olivarez learned early that a quality education often translates to a higher quality of life. In fact, he is living proof of his philosophy. He now holds the president's office at Grand Rapids Community College (GRCC). He credits his family with instilling in him a respect for education and community.

"I was very fortunate to have people around me in my family to encourage me," Olivarez remembers fondly. "My mother told me to stay off the streets and study hard. My father is a wise man who was always a source of inspiration," he noted. "When a young person is encouraged and given the confidence they need to succeed, it makes all the difference."

Ever true to his values, Dr. Olivarez continues to offer the same encouragement and support he was offered as a student to GRCC students, faculty, staff, and members of the Grand Rapids community. His role as a college president enables him to give back what was given to him.

"Officially, as the CEO of the College, I report to a seven-member elected board. I see my job as a conductor of an orchestra. Our staff and community members are people who we engage in it. As the conductor, I am continually aware of what benefits the students. In this way, things are connected, and there is cohesiveness. It makes the orchestra sound good," he said.

His practice of giving back young people, particularly the Hispanic community, helped the Latino Congress 2000, an event he hosted on the GRCC campus last fall. The event proved to be the largest gathering of Latino youth in west Michigan history.

Lea M. Tobar, the Latino Congress 2000 facilitator, summed the day succinctly. "On this day, showed the larger community how powerful Latinos are, and we did so using our cultures at their best."

The vision of the Congress: to recognize and celebrate Latino youth leadership development for a better tomorrow. The goals: to empower Latino youth leaders; to bring together high school and college students as leaders to create their future; to unite Latino youth in Michigan to strengthen their sense of community; to bring together the community to create better relationships of understanding and acceptance: to celebrate Latino self-pride and self-worth.

As a leader, Olivarez understands that the best role models to follow are those who are examples. His time spent at the Congress, for example, served as a model of his commitment to young people. In Lea Tobar's letter of
Olivarez, she wrote: "Your gift of time to the students is another example of demonstrating how important you believe our youth are to our future. We look forward to seeing you next year."

Chances are, they will see Olivarez next year. His experience as a teacher stretches too far back to let him stop now. He started his career in 1971 as a teacher with the Grand Rapids Public Schools. He continued to work for the school district for twenty years, while spending two years with the Detroit Public Schools. It's a job that Olivarez loves.

"I started my career as a teacher, and I loved it. My success in education helped me to accomplish many things, like helping to continue to preserve our culture," he said.

Through these years of experience, Dr. Olivarez has held positions as a school psychologist, supervisor of special education, director of high incidence programs and services for special education, and executive director of research and development.

In 1991, he became dean of institutional research at Grand Rapids Community College and, in 1996, was promoted to CEO of the Community Learning Enterprise. Dr. Olivarez was appointed president of Grand Rapids Community College in February 1999.

Olivarez typically goes above and beyond what is required. It's in his nature. And many awards have come his way, among them 1999 Distinguished Community Trustee Award from Leadership Grand Rapids, the Executive Leadership Institute Award for potential community college presidents in 1998, and Master Presenter Recognition from the National Institute for Staff and Organizational Development.

Despite his intense schedule as CEO of a community college with an enrollment of more than 13,000 students, President Olivarez makes time to serve many state, local, and national educational and civic organizations. He is currently a board member with Delta Strategy Advisory, Kent County Workforce Development, Manufacturers Council Board, Grand Rapids Chamber of Commerce, Life Guidance Services Board, Student Advancement Foundation, Van Andel Public Museum Foundation, and Heart of West Michigan United Way; and he works too with the Woodrick Institute and the Hispanic Community Forum.

The very college where he is president represents diversity and opportunities that Olivarez welcomes. "The College is ethnically and racially representative of the community it serves," he notes. "The College is made up of approximately 13 percent minority population, which makes more than 70 percent a non-minority population. Our major focus is diversity, which makes the College experience vibrant and exciting," he concluded. In fact, contributing to the vitality of the community is part of the vision and mission of the college that Olivarez heads.

President Olivarez believes strongly that the community's ownership of the College is an important element of its future success. In the January 2000 issue of the College newsletter, he commented on the board trustees' approval in November '99 of the new "Mission, Vision, Ends at Values," calling them "defining statements of who we are, what we do, how we will accomplish our mission and our shared sense of values." And in his comments, the facilitator and communicator in Olivarez comes to the surface. "These statements represent the work of many community members, students, and employees who participated in the Board's ongoing Strategy Conversations." He also conveys his vision of the role of the College.

"To meet the needs of the future, we must grow beyond being the "community college" to becoming "the COMMUNITY'S COLLEGE.""

"Through the years," he wrote, "our open enrollment policy has greatly diversified the students we serve. We remain committed to offering diverse opportunities and to creating winners for every individual who chooses to invest in their futures with our institution."

"[W]e must find new ways to create educational opportunities for even greater numbers of individuals, removing whatever barriers stand in the way of developing winners."

Olivarez's message also includes the promise of personal and institutional accountability, as did his inaugural address on October 20, 1999.

"The COMMUNITY'S COLLEGE must be held accountable for providing a workforce that is large enough and dynamic enough to meet and exceed economic demands. The COMMUNITY'S COLLEGE must take a leadership role in: retraining the existing workforce for new jobs; bridging the transition from grades K-12 into postsecondary education; and preparing retirees to re-enter the workforce in new roles."

The community, and all the parts that comprise it, must work together according to Dr. Olivarez. "No single organization can ever do it all, but the COMMUNITY'S COLLEGE must act as a catalyst to connect all the pieces of the lifelong educational cycle. This will require moving side by side with new levels of collaboration and relationships," he states.

Dr. Olivarez's closing comments reflect the character and humanist values that continue to propel him on his fantastic journey.

"At the COMMUNITY'S COLLEGE, our shared values challenge us to focus on innovation, creativity, diversity, and collaboration. Our vision is focused enriching the lives of people and contributing to the vitality of the community.
Texas School Answering the Call

Austin Community College Embraces Diversity

BY
ELVA CONCHA ALLIE, PH.D.

A few months ago, I was at a lunch meeting with a group of Hispanic professionals and community leaders. Present were a college president, a college administrator, a public school administrator, two attorneys, a banker, and a city official. The purpose of the meeting was to identify possible solutions to increasing the graduation rate of Hispanics from secondary and postsecondary schools.

As we went around the table sharing our own educational experiences, our stories were remarkably similar. We had been poor as children, we struggled to adapt to the public school culture, some of us had to learn English, and all of us started our postsecondary education at a community college. Our reasons for attending community colleges were also very similar. The community colleges provided a quality education for the lowest cost, the open-door policy meant that students at different levels of readiness for college-level coursework had a chance to earn a postsecondary degree, the student population was more diverse, and college personnel and services were student-oriented. The community college experience gave us a chance to learn about other cultures, to acquire a better understanding of our culture while obtaining the knowledge and skills needed to move ahead in our education and careers.

Having said that, we still have a long road ahead of us in terms of educating our Hispanic population. Hispanics are greatly underrepresented in colleges and overrepresented in dropout rates from secondary schools—and in poverty. Increasing the number of Hispanics who graduate will benefit everyone because diversity is a resource. The power of creators rises with diversity and diverge.

Recently, Stephen Sore, Dominic Brewer, Stephen C., and Eugene Bryton release a RAND report entitled "Increasing Hispanic Participation in Education: A Desirable Investment." The report quotes 1990 U.S. Census as having that 78 percent of native Hispanics ages 22-24 completed high school, compared to...
84 percent for whites and Blacks. According to the authors, only 12 percent of Hispanic 22-year-olds have earned a bachelor’s degree. That is less than half the rate of whites. The report went on to state the obvious: direct correlation between low high school graduation rates for Hispanics and low enrollment rates in higher education, which has a residual effect on enrollment rates in professional or terminal degree programs.

Austin Community College (ACC) shares a common belief with other community colleges that diversity in their students, faculty, and staff is important for them to fulfill their primary mission, which is to provide a quality education. The College is currently attempting to increase diversity on its campuses in order to mirror the rest of the community.

In education, we frequently talk about the issue of readiness to learn to change attitudes and eventually change behavior. All of the variables have come together in creating this readiness to view diversity as an asset. ACC is taking several measures in addressing this important issue.

First, the board of trustees and top-level administrators have shown leadership and taken bold steps. They are committed to the mission of the college, which centers on the values of quality, flexibility, accessibility, and diversity. The board of trustees and the president continuously communicate the importance of recruiting minorities, and they address resistance to the frequently heard statement that “qualified minorities are difficult to find.” Clearly, top management is having to be courageous, hire minorities, and work toward giving them the support they need to be successful. The results have been significant in that of the three executive vice presidents at ACC, two are Hispanic women. The overall percentage of administrators is 66 percent white, 17 percent Hispanic, 14 percent Black, and three percent Asian. In terms of the faculty with supervisory responsibilities, the College is 62 percent white, 25 percent Black, and 13 percent Hispanic.

The board of trustees also expresses its commitment to diversity through policy. The purchasing policy, for example, directs that “In all purchasing and contracting decisions, employees shall make diligent efforts to include Historically Underutilized Business (HUB) vendors and shall, where practicable, avoid practices that tend to exclude the participation of minority-owned and women-owned firms in all phases of its procurement processes, supporting their efforts to compete for college business.”

Second, at the grass roots level, College personnel from student activities began a diversity initiative called “Campus Dialogue on Race and Diversity.” While the entire college community was invited, the program organizers envisioned students as being the primary participants and events to recruit students from diverse backgrounds. One example is the Latino Literary and Arts Festival held each fall. This past year, poet Arlene Sze, journalist Ruben Martinez, and film documentarian Hector Galan were keynote speakers during the two-week festival.

• appointed the Taskforce on Minority Recruitment and Retention to develop, implement, and evaluate a plan to improve the recruitment and retention of minority students.

• established academic links with secondary schools by initiating Early College Start programs that allow students to earn college credit prior to completing high school. Students from area public schools may take these college courses free of cost, which makes postsecondary coursework accessible to everyone. These academic links with secondary schools ensure a seamless transition from secondary to postsecondary institutions. Students who have earned some college credits prior to enrolling as a full-time student are more likely to continue their education.

• initiated articulation agreements with four-year institutions to facilitate the transferring of college credits. As community colleges make a deeper commitment to serve the needs of all of their students, articulation agreements are becoming more prevalent. Established between two institutions, the agreements identify which community college courses will transfer for credit to the other institution. For many students, the community college is just the beginning point for
their higher education. Articulation agreements help to ensure that it is not their stopping point.

- initiated participation in the Texas High-Tech Workforce Partnership, a consortium of higher education institutions working in collaboration with the private sector to address the training, education, and applied research needs of high-tech firms. The initial focus of the partnership includes colleges and firms from Waco to Laredo. Partnerships such as this one can potentially provide access to workforce education in high-tech for Hispanics and other minorities.

- encouraged young Hispanics and other minorities to participate in team building programs such as "If I Had a Hammer" to ensure that our college campuses are part of their comfort zone long before they reach college age.

Fourth, Austin Community College is increasing its ESL and Foreign Language programs. ACC is addressing the increased demand for ESL in several ways—through adult basic education, continuing education, and credit courses that prepare students for college-level work. During academic 1997-98, Hispanics made up 59 percent of the 10,106 adults registered for ACC's adult education program. Hispanic immigrants in the workforce have increased substantially, creating interest and a need on the part of many native English speakers to learn Spanish.

Fifth, Austin Community College has a strong commitment to workforce education and has strong partnerships with business and industry. Organizations throughout Austin are very aware that they cannot afford to overlook talent, whatever the color or creed. They agree that talent is talent and must be nurtured, rewarded, and cultivated. Consequently, business and industry are supporting ACC's diversity efforts. Our workforce education programs, such as the semiconductor manufacturing technology and nursing programs, have student populations that are very diverse and mirror the community.

While the commitment to diversity is clearly present, the College still has much to do before reaching its goals of having a community that is comfortable with diversity and looks like the population that becomes more and more diverse. When you have diversity, you also might have individuals working together who have fundamental differences in the way they view the world. The positive aspect is that you will come up with superior solutions to challenges because collective intelligence is far more powerful than one person making a decision.

REFERENCES


Dr Elva Concha Allie, vice president for instm. affairs at Austin Com College since July 1999, re B.S., Masters in Educati Ph.D. at the University of Texas. She completed post work at Texas A&M Univer participated in leadersi grams sponsored by the Community College Council of the At Association of Colleg Schools and the Wharton University of Pennsylvania.
There have been great changes at Richard J. Daley College in recent years. Even alumni do double takes when they return to their alma mater for a reunion. First, there are small new touches. Today, hallways are decorated with large plants. Photographs, art reproductions, and historical maps decorate the walls. And there are more prominent alterations. The cafeteria is lavishly painted in bright colors, highlighting copies of major twentieth-century works of art. New laboratories and specialized classrooms have appeared. There is even a new faculty and staff of tearing down the Polaski Road fence, taking out a few tennis courts, and creating a landscaped urban campus.

Richard J. Daley College is about transformation—and about growth on so many levels. It's had a good reputation and has long been a highlight of Chicago's Southwest Side, but new ideas and opportunities, and changes in demographics, make for development in the physical campus as well as in the educational programs. And the new look on campus is in many ways related to the new look among the student body for whom the school has instituted new projects and programs. A fact is that Richard J. Daley College has moved in recent years from an institution of predominantly African-American students to one serving a majority enrollment of Hispanic students. Most were born in Mexico and other Spanish-speaking countries.

The Southwest Side of Chicago is a focal point of cultural and Daley College has been adapting. Once the College was partly "South Side Irish" or European in family origin. Now the idea is multicultural in nature. The enrollment—at 56% Hispanic, 22% African American, 19% Caucasian, and two percent Asian American—makes for a unique urban environment, a great story, and a most worthy Honor Roll inductee.

Dr. Mark A. Warden says that serving as interim president of College "is an enjoyable and fascinating experience." He adds, "Not only do I enjoy the college community, but as a nearby with extensive experience with Hispanic language and culture, I appreciate the opportunity to serve College at this important time in its history." Warden says that students College are "a portrait of Chicago"—they range, he says, from school kids to mothers whose are now in school, from working adults upgrading their skills to citizens with a lively interest in immigration. Immigrants from Mexico, Central and South America, and Poland—and with long-timers whose families came to try two or three generations ago—Warden notes that he is
Mark A. Warden, Richard J Daley College interim president

about the faculty at Daley College and impressed by the energy and enthusiasm they bring to the classroom. "We have been especially fortunate in adding to the faculty this year," says Warden, "One of our new hires is Dr. Ricardo Lorenz, a Venezuelan-born composer and musicologist with his doctorate from the University of Chicago. Dr. Lorenz has a splendid background as a composer—his works have been performed in Europe and South America as well as in the United States. Working with the Chicago Symphony Orchestra, the Mexican Fine Arts Museum, and the Hispanic community, he has developed a program that brings together the classical European tradition of music and the folk music of Mexico. It was through this program that we had a performance this year of the Chicago Symphony Orchestra Brass Quartet with Sones de Mexico, a traditional Mexican band. Also, he notes, "he is another bilingual addition to our staff and faculty."

Richard J. Daley College was founded as Bogan College, established as a Southwest Side branch of the City Colleges of Chicago in Bogan High School in 1960. This was a modest beginning, with slightly more than 1,000 students mostly part-time, taking evening classes taught by part-time instructors. Bogan's expansion was rapid. It quickly outgrew its limited space, spreading east along 79th Street in trailers and storefronts. Demands for day classes were increasing. In 1970 having acquired fourteen acres on Pulaski Road, the City Colleges of Chicago opened its full-time school on an "interim-campus" of six prefabricated buildings and four trailers. The school was named Southwest College because it was a college for the Southwest community, a school for the neighborhood, for those whose jobs and families prevented them from seeking a college education on a university campus. Plans were in place for a $20 million facility that now serves only the Southwest community but the entire City of Chicago.

In 1977 the institution was named for the man who laid the plan and broke the ground for the school—Chicago's six-term mayor Richard J. Daley. It was Daley's commitment to the residents of Southwest community that made the College a reality. Mayor Daley did not live to dedicate the new building when its doors opened 1981. It was named for him one week after his death. But his ideals and aspirations for the institution and for the people of Chicago are said to be "embedded in its walls."
Daley College has committed itself to the changing workplace by major investments in computer technology and computer-assisted instruction. Fifteen Pentium computer labs at the main campus support students with cutting-edge technology. For this effort, the Illinois Community College Board recognized the College with the 1998 award for Excellence in Learner-Centered Instruction.

Top graduates of area high schools enroll at Daley for its honors program. Its honor society is rated among the top 20 Phi Theta Kappa chapters in the nation. Daley College maintains close ties to its surrounding communities. Hospitals throughout the area are staffed with graduates of its highly rated nursing and allied health programs.

Local Industries depend on Daley for graduates trained in manufacturing technology. The West Side Technical Institute, a satellite campus, has extended its technology-based programs to growing communities of Chicago’s West Side. Seventeen hands-on labs at the Institute prepare students for employment in fields ranging from horticulture to computer-assisted design and manufacturing.

Full-time faculty number 79 members, and the school has 2,810 credit-earning students. There are also 609 pre-credit, 416 continuing education, 1,665 special interest, and 333 adult special skills program, 245 vocational skills, and 157 manufacturing technology students. That makes for an unduplicated total of 11,219 residents served. Daley College ‘offers university-bound students a solid liberal arts education in their own neighborhood at a cost that working people can afford.’ Through its many programs, it continues to respond to the changing needs of Chicago and its people by augmenting traditional studies with the technical, career, and occupational curricula needed for today.

Another important service to the community is the Adult Learning Skills Project, offering free literacy and bilingual English classes that help more than 5,000 students. The ‘Amigos!’ Project is a program at Daley for enhancing cross-cultural learning in the urban community college. The ‘Amigos!’ Project brings together English as a Second Language (ESL) students and Spanish-language students, combining classroom and PC instruction with personal conversation—the oldest form of language instruction. Students are prizing this method, while achieving high grades. Equally important, ‘Amigos!’ creates a positive social dynamic, which promotes cross-cultural understanding.

Essentially, ‘Amigos!’ brings together students with complementary educational needs. One group is composed of college-credit stu-
dents who wish to learn Spanish. Most of these students were born in the United States. The second group contains ESL students, primarily Hispanic, born in Mexico or Central America. The students in this group have emigrated here and need to learn English. ESL students are in a non-credit program in preparation for college. It has found that the College and ESL students have much in common; a combination of traditional instruction, peer interaction, and real-world learning forms a strong learner environment—a solid foundation for both student groups.

Daley’s Bilingual Engineering Program, one of only four nation-wide, works with two universities in Puerto Rico to train bilingual engineers. The program has a "two plus two" bachelor's degree, which students begin by achieving a two-year degree at Daley College by completing the program in Puerto Rico. The high demand for bilingual professionals by corporations in America and the international business community continues to make for opportunities for students trained in such programs.

The National Bilingual Engineering Program, in cooperation with the Hispanic Alliance of Chicago and Universities, is currently recruiting students from public schools for the Bilingual Engineering Program and Associate in Arts in engineering at College, students on either Turabo University or at the Polytechnic Universities in San Juan, Puerto Rico. Scholarship aid is available.

Students from Daley College recently won the "Outstanding Delegation" award at the annual Model Illinois Governor Competition, held in Springfield, Illinois. In the 22-year history of the program, Daley is the only school to win in its first year of competing. Four of the five students in the delegation are Hispanic, especially proud of this accomplishment," said Dr. Warden, a physicist. "Most people know very little about state government and many of the crucial issues affecting Chicago are decided at the local level. This award shows that our faculties are not only addressing issues in the classroom but are involving students in the real world's level of how government works. The delegation includes Joseph Barnett, Alfonso Santon, Maria Centeno-Claudy and Mildred Grange and one faculty advisor, Constance instructor of chemical science.
Hispanic Keynoters Spirited at Garden City CC Conference

By Steve Quakenbush

"If there's anything that's important in America today, it's learning how to work together. That's linked to the quality of life for every child in this country, regardless of any element of culture." Dr. Jeannie Chavez-Martinez opened the 9th Annual Five-State Multicultural Conference with those words March 30 in the ethnically diverse Southwest Kansas community of Garden City.

The conference is hosted annually in the town of 30,000 which has grown dramatically over the past 20 years, due primarily to immigration from Mexico, Central America, and Southeast Asia. People are drawn to it to learn ways of thriving on diversity as their own communities change, and Chavez-Martinez had plenty of advice to share.

This year's event attracted 250 from all across the nation to focus on Garden City's success in adapting to ethnic and cultural diversity. The primary conference sponsor was Garden City Community College. Co-sponsors were Unified School District 457, Garden City, Finney County Research and Extension, an affiliate of Kansas State University; GCCC TRIO Programs; the Garden City Cultural Relations Board; and the Finney County Convention and Tourism Bureau. Support also was provided by Blue Cross-Blue Shield of Kansas.

Speaker Chavez-Martinez leads the Multicultural Resource Center at Pittsburg State University, the opposite side of Kansas, and has built a reputation both for discovering the roots of prejudice and working to eliminate them. "We are the past, we are the present, we are the future," Chavez-Martinez said. "Our challenge is to determine the direction of that future. You are the change makers."

In illustrating the diversity of her listeners, the professor had each person list five elements of his or her own "identity molecule," ranging from family, heritage, and education to religion, gender, and age, as well as personal values such as non-violence.

"If I've learned anything over the years," the scholar and grandmother explained, "it is that everything is connected. The things we are and the things we learn are not all programmed."

Prejudice is a learned trait. Often, she added, the facts that an individual picks up from experiences of childhood and later life might be facts at all, but simply well-enforced beliefs that provide comfort in the face of change.

"Don't be afraid to step outside your comfort zone into new experiences," she urged. "Change is on the way."

Among the most dramatic changes will be the face of America's population. The proportion of those projected for the year 2040, when 40 percent of the nation will be non-white. At that 50-year period, she said, the Euro-American population will rise by 13 percent the same time, African Americans will increase 50 percent; Hispanic Americans, 200 percent; and Asian Americans, 400 percent.

Prepare for the Future

While the population changes, the world is shrinking and growing more interdependent due to advanced travel, telecommunications, the Internet. "So," she said, "we must prepare our children. That preparation includes:

- Throwing out the idea that one language per person is enough. "The U.S. is one of the few countries where the majority of residents are not bilingual," she said, asking, "Why do we at a having a second language as something that's not an asset?"

"Our kids and grandkids won't be able to compete in the future if they're not bilingual, so economic issues," she said. She expects bills to find better job opportunities, as well as higher pay, and believes that everyone should work toward greater language diversity in schools.

- Breaking down barriers. The speaker daughter was told years ago by a seventh vice principal that her Hispanic name was a handicap and that she could be more successful changing it. "That," Chavez-Martinez said when I decided to stop accepting barriers that children start n
differences between people at the age of two and began to internalize reactions to those differences by five. One example of the wrong messages that these children receive, she said, are television programs that characterize minorities and the poor as the individuals most likely to be handcuffed and taken away by police.

The experiences of a Nigerian student at PSU, she said, serve as another example. Fellow students were dead serious in asking him whether he wore a loincloth at home and whether lions roamed there at will. "That's what the TV shows them," she explained. "A lot of students even think of Africa as a country, rather than as a continent."

- Realizing that shame is a mortal wound—Stereotyping by race can become a self-fulfilling prophecy and can prevent people with minority backgrounds from succeeding. The speaker said she came to that realization when appearing in a panel discussion with women of Latino, African American, and Jewish backgrounds. All of them, she recalled, shared accounts of pain and suffering as members of minorities.

"The question isn't really why more Latino kids don't graduate," she said. "It's—excuse my language—how the hell do so many of them graduate?" Besides telling minority children that their names were handicaps, school officials have also created numerous other barriers, she said.

In the case of the presenter's grandchildren, one teacher even assigned classroom grades on the basis of what friends each student associated with. To combat this, Chavez-Martinez suggested that each parent evaluate his or her own beliefs, as well as involve children in their communities and make them proud of that involvement.

"We shouldn't just tolerate diversity," she said. "We should embrace it."

- Avoiding top-down solutions and approaches—The educator pointed out the way schools tend to ignore differences among children and their heritage, too. Her own schooling included pre-conceived history book explanations about America, but those clashed with her true background.

"My father was from Mexico. My mother was born in Wales, had family from Dublin, and was raised in London," she explained. "What they told me about the Alamo in school certainly wasn't the same as what I learned at home. What they told me about the American Revolution wasn't the same either."

Chavez-Martinez also disputed the textbook notion that no significant history took place before the arrival of Columbus in what is now the U.S. "I'm sorry, but there were people here before 1492, and our kids know nothing about them," she said. "When you study history in school, and your history isn't there, it gives you the impression that you're a non-item—that you're not important." She cited the example of her own father, a veteran of World War II and the Korean War. He fared poorly in traditional school, largely because of language and other barriers. But it was the schooling, rather than the student, that deserved the blame. The same man went on to earn his GED, and also to graduate from college.

- Appreciating race and religious diversity as a means of success for all—Chavez-Martinez lives the stories of children's lives in the ghettos of today.

"We had better do something about it, or it's going to impact not just us, but the lives of o children," she said. Chavez-Martinez concluded by outlining her personal response to the 20th Census form. When it came to questions about race, she simply wrote down "human."

"Don't accept all this stuff that divides us," she said. "We are all one people."

Defining Themselves in America

Hispanics are changing the nation, and the nation is changing Hispanics. That was the message brought by the March 20 keynote speaker, Rog Hernandez, a syndicated columnist whose King features column is carried by 50 U.S. newspapers.

The nation's political right and left have damaged the interests of Hispanic America, Hernandez said. Conservatives have stereotyped Hispanics as gang members, welfare cheats, illegal immigrants, while liberals have portrayed them as poor, oppressed, and unable to compete or succeed.

Both views, he emphasized, are invalid stereotypes that serve someone else's political interest. Both will continue, he added, unless Hispanics stop allowing themselves to be defined by others.

Cultural Group, Not Racial

Hernandez, whose presentation took place in a community known nationally for diversity, said that Hispanics themselves are a cultural group, not a racial group such as African Americans, white Americans, or Asian Americans. He cited examples of diversity within Hispanic ranks, such as Hosto, San Antonio's President Benito Juarez, whose background was native Indian; President Albe Fujimori of Peru, who is Hispanic with Japanese ancestry; and Carlos Menem, former president Argentina, who is Hispanic with Arab ancestry.

"Hispanics can be black, white, Asian, or of combination," he told the crowd. "They can Mexican, Cuban, African. They can be Jewish. "

The terms Hispanic and Latino mean different things. One is in explaining the need for Hispanics to define themselves. Someone who is Hispanic shares the language and cultural characteristics of Spain, even though he or she might differ greatly from people in other Hispanic groups or nation.

"Cinco de Mayo is a Mexican holiday, but means absolutely nothing in Bolivia," he pointed out. Latino is a broader term. Latin American countries derive what they have in common from a European heritage, as far as the more Roman Empire, mixing that heritage with indigenous elements.
culture. Latino culture in Cuba, he said, might include African and Spanish influences. While in Argentina, the mixture could incorporate Spanish and Jewish heritage. Mexican culture, meanwhile, is a mixture of Spanish elements and those of indigenous peoples from the era before Columbus.

Columbian Commonality

It is the legacy of Columbus—which he described as a mixture of pride and pain—that all Hispanics have in common. "I think of October 12 as the birth of Latin America," he explained. "It was a painful birth, but it is our birth. Latin America did not exist before Columbus arrived."

Among the common inheritances of Hispanics is the Spanish language, he said. While the language and culture of Spain were forced upon pre-Columbian cultures in Central and South America, the culture also produced artistic and literary giants such as Picasso and Cervantes.

Beyond defining themselves and taking pride in their heritage, Hernandez said, Hispanic Americans need also to make their place known in America. He told the story of going as a child with his family from New York to Philadelphia because his father wanted to see Constitution Hall and the Liberty Bell.

Standing before the great bell, he said he sensed the freedom it symbolized. At the same time, still clear in his memory were images of machine gun-toting soldiers who had intruded into the family's former home in Cuba. The troops had been sent to inventory the households possessions once the Castro government learned that the family planned to leave for the U.S. The soldiers literally counted and listed every item in the house, right down to the number of forks in a kitchen drawer. The contrast is still clear to Hernandez. Despite racism and patronization in the U.S., liberty remains a promise that can be fulfilled.

Attaining that fulfillment requires the definition and understanding that Hernandez advocates. He sees opposition to bilingualism as nothing more than hostility toward immigrants, but also believes affirmative action is a damaging and misguided effort.

He spoke strongly against English-only initiatives, calling them "nativism," as well as useless. "English does not need to be made the official language," he said, "because it is already the most widely used language and is in absolutely no danger of the national language." He also pointed out that in 1900, the foreign-born percentage of the American population stood at 15 percent. In 2000, it was just eight percent. He acknowledged that affirmative action has protected individual rights. "But it's not worth the price," he added. "Because it labels people in certain groups as more disadvantaged than others." In reality, he said, an individual Polish immigrant, an Appalachian high school dropout, and an immigrant from Mexico might share equal challenge and adversity, so it's wrong to apply affirmative action only to the Mexican immigrant.

"But the end of affirmative action should not mean the end of equal opportunity," he stressed. "So the thing to do is refocus affirmative action on the disadvantaged, regardless of race." That, he said, would meet opposition from both left and right ends of the American political spectrum.

Hernandez also shared reflections a answered a number of questions from his listeners:

- The Garden City community, with near percent of its residents from Hispanic backgrounds, was a surprise to the journalist. "East, people don't think of Kansas as a diverse place," he said, drawing knowing laughter from the crowd. "But my impression is that people are really trying to get along and it's not something you see in many diverse communities." The town is said to have a long-established families and immigrants with Mexican heritage, as well as a Mexican-American, Vietnamese, and Latinito presence.

- "Hyphenated Americans"—such as those define themselves as Mexican American, American, or African American—amend to participate in culture. Instead, they're simply being part of their heritage. "We've had hyphenated Americans since this country was born," he said.

- Urban gang members have accepted the notion, wrongly, that being Hispanic is being part of a gang.

- On Cuban-American relations: "The nation should not be how we can improve relations with Cuba. Our task should be in helping bring democracy to the people of Cuba."

- On Cuban tourism by Americans against anything that strengthens Castro's regime: "I am in favor of American vacations in Cuba," he said.

- On presidential politics, Hernandez disagreed with Bob Dole's statement that immigration during the 1996 election would be a major issue. He perceived as catering to the right rather than encouraged to see and hear George W. Bush's newly announced policies.

- Hernandez himself suffered little discrimination as a child, at least from what he called "good old boy racism." Today, he receives letters from ultra-right proponents attacking what he writes in his column. The discrimination that he did face, Hernandez said from the left. "I got it from people who thought that because of my name, I needed extra help." What he realized while growing up, Hernandez said, was that people can offer assistance and more confidence and respect. Today, he explained, he doesn't have to paper to carry his column because he thinks he needs the support, but because others want to hear what he has to say.
Santa Ana Men’s Soccer Team
Voted “Numero Uno”

BY ED BRENNEN

Some people celebrate a national championship by going to Disney World. Others simply take a few days off to enjoy the fruits of their labor. But not Justo Pastor Frutos.

One day after his Santa Ana College men's soccer team put the finishing touches on its first-ever community college national championship, on November 28, 1999, Frutos was back on the soccer field, scouting high school talent for the 2000 team. "That gives you an idea of the kind of work that you have to put forth to get these kind of young men," says Frutos, who has been working at Santa Ana for the past 17 years.

But to Frutos, it doesn't always seem like work. To the 58-year-old native of Asuncion, Paraguay, having the ability to influence young lives seems more like a privilege. Winning a national championship is certainly a nice reward, but it isn't what motivates Frutos as a coach. He is much more concerned about what becomes of his players long after they've hung up their Santa Ana uniforms.

After the Dons wrapped up the 1999 national crown, one of Frutos' players, midfielder Jose Retiz, seemed to understand this perfectly. While he was thrilled to have won the national title, he understood that there was still so much more to accomplish. "It was just our year," Retiz said. "This is the happiest moment of my life...so far."

Put It to a Vote

Unlike many college sports, there is no national championship game to determine the top men's community college soccer team. Instead, at the end of the season, a vote is taken by two-year college coaches to establish the final national rankings. And when the National Soccer Coaches' Association of America/Adidas Men's Div. III rankings were released Dec. 10, 1999, Santa Ana was the unanimous No. 1 pick, thanks to its perfect 25-0-0 record.

"It's extremely gratifying to see that somebody notices and that effort is rewarded," Frutos says of the national title, the first ever for a junior college in California. "We're very, very pleased with that." Especially since Frutos and the Santa Ana program know how tough winning the national title can be.

The year before, in 1998, Santa Ana had finished an impressive 22-1-3, good enough to win its second state championship in four years but not good enough to be voted national champions. Heading into the 1999 season, Frutos and the Dons knew there was little, if any, margin for error.

"We worked very, very hard, and our goal from the very beginning was to win the conference and win the state, but we weren't sure about the nationals," he says. "It's a very competitive area. Our hope was to go undefeated, and that, by rights, would give us the title."

The Dons took care of their first goal last season by breezing to their sixth consecutive Orange Empire Conference title with a 12-0-0 record. Sophomore forward Tomas Serna, who would finish the season with a school-record 41 goals (and a two-year total of 75 goals) earned his second straight conference MVP honor. Teammates Andres Arroyo, Keith Buckley, Fernando Rico, Jose Bartillas, Carlos Rangel, Victor Lieva, and Jose Retiz were all named All-Conference, while Frutos, along with assistant Frank Rea and Jose Vasquez, were voted conference coaches of the year.

From there the Dons advanced to the Southern California Regional play-offs, where they beat Rio Hondo, 4-1, and Pasadena, 3-2, to earn a trip to the state semifinals. It was there that Santa Ana ran into its toughest obstacle of the season—Santa Rosa Junior College. The two schools battled to a 1-1 tie through 90 minutes of regulation play, but in the two 15-minute overtime periods, Santa Ana scored a pair of goals to escape with a 3-1 victory.

"It was the most difficult game of the year in the sense that we hadn't gone to overtime the whole year," Frutos says. "That was the biggest test of the year."

Indeed, in the state championship game on Nov. 28 at the Arcos Olympic Training Center in Chula Vista, Calif., Santa Ana stormed past Canada College...
That locked up the Dons' third California crown in five years and, as they would officially term several weeks later, their first national championship. Not only were the Dons voted national champions, but Serena received his second straight All-American honor. While the rest of his teammates were also declared All-Americans by virtue of their No. 1 ranking.

"[Santa Ana] is not a typical team," Canada coach Frank Mangiola said after the title game. "They're very well organized in all areas of the field... Our kids are not used to that kind of intelligence behind the ball."

To Frutos, that is perhaps the highest compliment that someone can pay his team. While he is proud of his players' skill and conditioning, it is their intelligence—both on the field and in the classroom—that he is most concerned with. "We have some outstanding players who could have played on any professional team," Frutos says, "but they were also good students, and we emphasize that. They don't come to Santa Ana College to play soccer; they come to go to school. And part of their experience in school is to play soccer."

A Familiar Path

it is a path to success that Frutos knows first-hand. As an impoverished youth growing up in Asuncion, Frutos joined a citywide soccer league at the age of seven. But as he began to develop as a soccer player, he also began to deteriorate as a person. Like so many kids around him, Frutos began smoking cigarettes and drinking alcohol at a young age, habits that quickly threatened his hopes and aspirations.

But fortunately for Frutos, he encountered someone who could put him back on track. Halver Skinner was a professor of agricultural engineering from Montana who was assigned to the U.S. Agency for International Development office in Asuncion. He was also a member of the CI Jesus Christ of Latter-day Saints. Frutos served as an interpreter for and quickly latched onto him as a mentor. Raised a Catholic, Frutos so far as to convert to Mormonism and serve on a mission for the in neighboring Uruguay. He also, as fate would have it, fell in love with Skinner's daughter Kathryn, whom he trained in Spanish.

In 1964, Kathryn returned to the U.S. to attend Brigham Young University. At the same time, Frutos, then 22, decided that he needed to leave Paraguay and carve out a better life for himself. The president of the University had visited Paraguay some years before and let Frutos, and that is where he decided to go.

"That was a way of getting out of a dead-end street," Kathryn says. "At the time, there was no industry; there was nothing to look to. There was a tremendous need to get out."

In the summer of 1966, while a student at Utah State, Frutos married Kathryn. Two years later, in 1968, he graduated from Utah State with a degree in education. Frutos and his new wife then moved to California, where he was recruited by the Santa Ana Unified School District to teach Spanish and English as a Second Language at the junior high school level. He later taught at Santa Ana High School, where he taught math and coached soccer.

Then, in 1983, Frutos joined Santa Ana College as a full-time faculty to teach. He teaches soccer classes, as well as the weightlifting and fitness classes he is also involved with, the school's continuing education division, the curriculum and teaching classes on both self-esteem and parenting.

Along the way, Frutos and his wife have raised six children—one chemistry and physics who works for Dow Corning in New York, o
play soccer professionally. In fact, in the recent Major League Soccer draft the Los Angeles Galaxy selected a pair of Santa Ana players—Retitz in the third round and Serna in the fifth.

As for next year's Santa Ana team, Frutos is already hard at work at bringing in a new first-year student class. The work began the day after clinching the national championship. "This afternoon, I met at Santa Ana High School with five young men, and they're all very interested in the college," Frutos said after a recruiting visit in early March. "We showed them the national championship ring and last year's (state championship) ring, and they really want one."

To get one, they first have to survive a rigorous tryout process. When the Don's first begin training during the summer, Frutos says, more than 10 players usually turn out. After the first month, he and his assistants trim it down to 40. By the end of July, the team is whittled down to its final count of 22. And to make things even more competitive, even returning players from the previous year must try out for the team again.

"Our policy is, even though you have been here, you have to earn your spc. Everyone starts even," says Frutos, who has a good feeling about the potential of next year's team. "We feel we're going to have even a stronger team next year. We're looking forward to it. I can hardly wait to get started and get going."

When asked if he ever considered moving on to a bigger school, coach soccer. Frutos does not hesitate in answering. "They need a Someone in Santa Ana to be the pied piper, to bring our youth in, and I think I've worked long enough there to know what their needs are, how to attract the students," he says. "And that's my contribution to the community."

---

**Chairperson**

**The Department of Anthropology**

**The Ohio State University**

The College of Social and Behavioral Sciences at The Ohio State University invites applications and nominations for the position of Chair of the Department of Anthropology. The position would begin July 1, 2001.

The Department of Anthropology currently has 12 full-time faculty, with additional hires pending or planned for the near future. Some 160 students are enrolled as undergraduate majors and approximately 80 students are pursuing degrees in the department's M.A. and Ph.D. programs. The department seeks to further develop its existing strengths in ecological anthropology, evolutionary anthropology, medical anthropology, and related fields of study.

The Department is part of the College of Social and Behavioral Sciences. The College includes nine academic units, including the departments of Economics, Geography, Journalism, Communication, Political Science, Psychology, Sociology, Speech and Hearing Sciences, and Public Policy and Management, as well the Department of Anthropology.

The Ohio State University is among the nation's premier research universities with a student population of 50,000 and 3,300 faculty. As Ohio's land grant institution Ohio State offers 12,000 courses to 19 colleges. The University is located in Columbus, Ohio, state capital; and a major metropolitan area with a population of 1.5 million.

Applicants for the position should have a record of scholarly excellence in Anthropology, including academic credentials warranting appointment as a Full Professor. Prior academic administrative experience is highly desirable. Applicants should submit curriculum vitae and the names, addresses, and phone numbers of three references to:

Nancy E. Betz, Ph.D., Professor
Chair, Search Committee
College of Social and Behavioral Sciences
The Ohio State University
1010 Derby Hall, 154 N. Oval Mall
Columbus, OH 43210
(614) 292-1165
(614) 292-9530 (fax)
betz.3@osu.edu (e-mail)

Review of applications will begin March 31, 2001 and will continue until the position is filled.

---

**Assistant Dean for Diversity**

The Graduate School at the University of Utah is seeking nominations and applications for the Assistant Dean for Diversity, a 12-month professional staff position reporting to the dean of the Graduate School. Candidates must have demonstrated writing ability and excellent interpersonal communication and problem-solving skills. Experience with diverse student populations is preferred, and a master's degree in a related area is required. Primarily responsibilities are recruitment and retention for groups historically underrepresented in graduate education. Administration of undergraduate summer research opportunities, development of externally funded grant proposals for graduate education, and other related duties.

Founded in 1850, the University of Utah is the flagship institution in the Utah System of Higher Education. It is accredited by the Northwest Association of Schools and Colleges with a graduate enrollment of over 9000 students in 11 colleges. The University is located in Salt Lake City, a metropolitan area with a population of almost a million students in the greater Salt Lake Valley. The University of Utah is an affirmative action/equal opportunity employer and encourages applications from women and minorities and provides reasonable accommodation to known disabilities of applicants and employees. Notification letters and letters from applicants with two copies of a curriculum vitae, plus names, addresses, e-mail, phone and fax numbers, to three referees should be sent to David S. Chapman, Dean of the Graduate School, 310 Park Building, University of Utah, 201 South President's Circle, Salt Lake City, UT 84112-9016; 801/581-7642. This position is available upon receipt of application.
Seeking Diversity with MAPs and FIG

Unusually Innovative Western Washington University

BY ADALYN HIXSON

Bellingham, Washington, is 87 miles north of Seattle and 55 miles south of Vancouver, British Columbia—some of the most beautiful country in North America. In Bellingham, you can even hop on the public ferry to Alaska, an affordable transport that's great for spotting the whales and seals and otters and eagles that inhabit the seas and skies of the renowned "inside passage."

And Bellingham offers another kind of transport, one that has its own rewards—Western Washington University (WWU), a 100-plus-years-old institution that one guide to American colleges cites as "unusually innovative."

That innovative spirit has been put to work in the wake of Initiative 200, the state's anti-affirmative action legislation, as WWU strives to develop and promote "a culturally rich and diverse environment."

HO's guide for this feature was admissions counselor Rafael Gomez, a very winning college graduate with a recent degree in politics and government. He's in the first year of his job at WWU, but clearly not in his first year of multicultural reflection. Gomez reports that Washington is not the most diverse state in the nation. It certainly has far fewer Latinos than his home state of Arizona, where Hispanics were nearly a third of the population ten years or more ago, but several of Washington's populations are on the rise. "The Russian population is steadily increasing," he said, "and there is a small but growing Asian and Latino population. I think the Latino population is growing very quickly," he said, "even in Bellingham." The Census folks would agree with him.

The U.S. Census reported Washington as having 215,000 people of Hispanic origin in 1990, an estimated 350,000 in 1998, and a projected 560,000 this year, growing to 750,000 by 2010. Projected votes in Washington in 1998 total 3,590,000. Ninety percent of WWU's students.

A constant barrier, said Gomez, is the limited pool of students of color within the state, the pre-existing competition between all the state universities for those students, and now, with the state passing anti-affirmative action regulations, the competition for those same students from outside the state.

He mentions "expanding the pool" as one possibility. "We are in the development phase of starting some new outreach efforts for students who start at a school with specific transfer relations."

"I think there is a lot of opportunity for us to increase out of state students," said Gomez. Given the beauty location and what seems an unprecedented commitment to diversify President Karen Morse and the entire university, attracting out state students seems quite feasible.

MAP Scholarships

"Just to give you a little background," Gomez said, "the Initiative 200 Arship, known as the Mit Achievement Program scholarships in which outstanding minority students were recognized with year tuition waivers." Since Initiative 200 took effect, however illegal to grant scholarships on race. But Western still offers scholarships to students who are "culturally rich and diverse environment."

One result is the Multicultural Achievement Program scholarship, awarded to students who demonstrate "solid academic abilities, strong leadership qualities and a commitment to multicultural activities in school or the community."

Ninety MAP scholarships $2,000 each were awarded: continuing Western students last compared to 71 at $1,800 the previous year. And 20 more were awarded to incoming first-year students, for a total of 110.

Karen Copetas, WWU's admissions director, explained the rationale. "Leadership, persistence, and GPA are important..."
overcoming diversity, understanding of multicultural issues, devotion to community—all of these contribute to a successful university experience and success in an increasingly multicultural nation. Students who exhibit these qualities and strive for academic excellence deserve to be recognized.

As expected, more specific examples of how a student might qualify, Gomez said, "by demonstrating leadership in campus organizations promoting diversity—through forums, conferences, campus awareness activities." Often, he said, MAPS awardees are students who've been presidents of cultural clubs in the community.

"A lot of high schools have cultural awareness programs that require mentors and moderators, and so oftentimes it is students who have been involved in those areas. Also students who in their essay express a unique cultural identity or approach to multiculturalism, whether it is a unique family experience, bringing a new perspective to our campus—or they've lived an extended period of time in another country or culture, have had the advanced study of language. Things of that nature. It is very broad because we want to recognize a lot of different kinds of contributions. I don't think there is one that we consider more than another."

"I asked about students who've had to work hard to earn money, in high school or in college, perhaps precluding extra-curricular activities. The scholarship does allow for working students to be eligible by considering unique personal or family experiences. Many scholarship essays include discussions on the immigration experience, the complexity of cultural identification as a child—i.e., dual cultures, family vs. school—and/or the experience as a bilingual and bicultural person. Awards are most commonly given to students who have been heavily involved in activism and community, and to those students who have had rich bicultural or immigration experiences. A number of other scholarships are given based upon a combination of involvement, perspective, and cultural experiences.

**Castellon and Vicente**

"A couple of examples from this year. Abe Castellon, a senior at Squallicum High School, who has worked to help support his family. His family, originally from Guadalajara, has slowly moved northward to settle in Bellingham. He began breaking dance with friends at Squallicum and has since per-}

formed at assemblies, during lunch, danced with other breakers around the region, and, most recently, organized an assembly at Whatcom Middle School. Abe and his friends took the time to talk to students there about how the activity has helped him feel confident, stay positive, and stay out of trouble.

"In his essay, Abe spoke about his family's move and adjustment to the States and his evolution as a person. I met Abe when he was selected for a Multicultural Achievement Award in February. I have to say, he is an incredibly respectful and thoughtful person." The same, in this reporter's view, could be said of Rafael Gomez.

"Alvaro Vicente, a senior at Ferndale High School, is both an excellent student and an important leader in the Hispanic student community," said Gomez. "I met him at the U.S. from Guatemalan at age six, Alvaro family were migrant workers for a number of years. Alvaro has been involved with the Mecha club at Ferndale High School and was elected president this year. According to his counselor, he has been a key element in unifying Guatemalan, Chicano, and Mexican elements of the Hispanic community at Ferndale.

"There are tons of other examples, but I don't really have the freedom to share the contents of their files. These two students were both given Multicultural Achievement Awards in February and later awarded MAPS.

"Beyond GPAs"

"The most important thing to mention is that we do consider the students' entire circumstances when evaluating their application. We informally factor AP courses, involvement, etc., but we also give our counselors the freedom to factor in personal circumstances and hardships. If a student expresses the necessity of working during school, then we keep that factor in mind when evaluating transcripts and activities.

"Western has always been after the individual rather than the GPA rating, so we look very closely for personal factors and motivations that reveal the person behind the grades. A progressive, active, and critical student body is what we're after. I think it is a very open process and allows for us to find some very talented and perhaps hidden students.

"I think the MAP scholarship is a great program that is really quite unique, but it is only a small part of a larger puzzle. Western struggles like a lot of other institutions with figuring out how to appeal to and keep students of color and first-generation students, and WCC, like most college campuses, needs to be very cog-
nizant of the many challenges we have to overcome in recruitment, campus life, and curriculum. We also have to be proactive, persistent, and creative in our attempts to increase students of color on campus.

"As far as our efforts, they are going more concerted in terms of reaching outside the bounds of traditional recruitment methods." And as for the one-on-one counseling, he said this to say:

"There is a real fine line in this business between being able to relate and just being plain ridiculous catering to the traditional high school mentality. For most people—we are all about the same things, nothing what age a person is. If you are down to earth with them, keep your guard down, and are honest, they are going to relate."

**FIGs a Success**

Recruitment, whether traditional or unorthodox, is just one element of university success. Retention is another that is of special interest to Hispanics. One WWU program that impacts retention and GPAs is FIGs, the Freshman Interest Group Pilot Project, explained to HO by Dr. Kris Bulcroft, special assistant to the provost for teaching and learning, who team-taught a FIGs course with his husband, who, like she, is a professor in the sociology department. "She is great," said Karen Copetas, and can be reached at kris.bulcroft@wwu.edu if you have specific questions. And FIGs has its own website: figs.wwu.edu.

"The Freshman Interest Groups pilot project," said Bulcroft, "started last fall with four clusters of general education courses." One course that HO had asked about, The Politics of Language and Ethnic Identity, was developed, she said, "by linking two large lecture sections of general ed requirements—Political Science 101 and Sociolinguistics 204."

"Fifty freshmen were co-enrolled in these two courses and also in one of two smaller integrative seminars. Library 125. In the seminar, they explored the common themes across these general ed courses and worked on a website that explored the politics of language by using library resources."

"We just completed a review of the first year of the program, and I am pleased to report that it seems to have been a great success on all counts. The program assessment was conducted by Gary McKinney in the Office of Assessment and Testing."

"We did some pre and post measures of student skills and attitudes. We also had the faculty submit narratives about their experiences in the program. And we compared GPAs and retention rates for the freshmen in the FIGs versus those who were in the large GUR courses but were not part of the FIGs program."

"Essentially, what we found was that the GPA was higher for the FIGs students and that retention was good for both groups but slightly better for FIGs students. The students seemed to most enjoy the learning community that the FIGs fostered, as well as learning to some of the technologies associated with doing a research project and creating a webpage. There were other strong elements of the program as well, but these stand out. As for the faculty, I believe it is a testament that all who participated in Year 1 of the FIGs will be joining us again this fall."

The most positive experience for the faculty, she said, seemed to be "the cross-disciplinary opportunities for faculty development in course enhancements, coupled with the technical support from the Center for Instructional Innovation."

"In terms of my own professional development, participating in the FIGs has been one of the best experiences in my professional career here at WWU. It has given me a better understanding of the richness that comes from interdisciplinary learning communities and has helped me better understand how my own teaching relates to the learning I hope will occur in my classes. I have an interesting and varied career here at Western, but the FIGs is definitely one of the highlights of it all."

FIGs is expanding to include linked courses, which vary across departments, and to accommodate 350 first-year students. "Two of the seminars will be also be residentially based," said Bulcroft. "This means that 50 students will co-enroll in a FIGs cluster of three courses and will live at a floor dedicated to the FIGs students in that cluster at Fairhaven Residential Complex."

Part of this year's FIGs faculty development will center on teaching about diversity, said Bulcroft. "There has been a growing interest on the part of the faculty here at WWU to learn from each other about what works and how questions that lead to better understandings about the world we live in. I think it is time that we help each other along."

Programs such as the said, require the cooperation of academic units—Support Services, Admissions Registrar, and Residence Hall—to help begin training the faculty and students. "All of us work toward this goal to be moving us closer to this end."

"That I'll gladly share with you" is what Rafael Gomez told HO when asked about his background—and with good reason. "My father is from Mexico, from Texas, my mother is Italian, from Northern California. They met in Brownsville where my dad was raised. My mom went to school in a big town, but it was very small. She grew up in Texas and pretty rare for a girl to leave California."

"In my family, I have been raised so that first of all, education is of very high priority. It's necessary in order for you to develop not just professionally but individually as a person—to develop your beliefs, to develop your understanding of the world. And frankly, I've had an example of two parents who have worked hard my entire life. My mother went to school when she was three years old. My father has worked his way up to be the director of a nonprofit health center."

"So I had a wonderful example—and also there was a healthy but of fear to go to finish—that was the expe-

"That I'll gladly share with you" is what Rafael Gomez told HO when asked about his background—and with good reason. "My father is from Mexico, from Texas, my mother is Italian, from Northern California. They met in Brownsville where my dad was raised. My mom went to school in a big town, but it was very small. She grew up in Texas and pretty rare for a girl to leave California."

"In my family, I have been raised so that first of all, education is of very high priority. It's necessary in order for you to develop not just professionally but individually as a person—to develop your beliefs, to develop your understanding of the world. And frankly, I've had an example of two parents who have worked hard my entire life. My mother went to school when she was three years old. My father has worked his way up to be the director of a nonprofit health center.

"So I had a wonderful example—and also there was a healthy but
Hispanic Caucus Honors Rowan Professor

The Hispanic Caucus of the American Association for Higher Education presented Dr. Yvonne Enid Gonzalez Rodriguez, an elementary education/early childhood professor at Rowan University (N.J.), the Hispanic Caucus Award for Outstanding Latina/o Faculty in Higher Education.

Rodriguez, a Rowan faculty member since 1973, has written close to 30 refereed journal articles, book chapters, monographs, and technical reports; conducted a wide range of research; and has been an educational consultant for many school districts, colleges, and other organizations.

Rodriguez has a bachelor's degree from Rutgers University, a master's from then-Glassboro State College (now Rowan), and a doctorate from Temple University.

Romero Presents Poetry at Purdue-Calumet

Poet, narrator, and critic Armando Romero—a native of Colombia who has lived in Chile, Mexico, and Venezuela—presented his work at the 12th annual poetry reading, “Todos Somos Poetas” (“We are all poets”), at Purdue University-Calumet in Indiana.

Romero, born in Cali in 1944, was part of the Vanguard Movement, “El Nadaismo,” during his youth. After leaving the country in 1967, he published many works in Latin America and Spain. Today, Romero is a professor of Spanish at the University of Cincinnati. He has a doctorate from the University of Pittsburgh.

Texas-Austin Museum Opens Summer Exhibitions

“Just Another Poster? Chicano Graphic Arts in California,” a groundbreaking exhibition of more than 100 works by 57 Chicano/a artists, recently opened at the University of Texas-Austin’s Blanton Museum of Art. Bold, intense, and colorful, the art of posters has long been used to express the Chicano experience. These powerful graphic messages, originally transmitted from building walls, telephone poles, and other surfaces on the urban landscape, are created to raise awareness and rouse conscience.

Complementing the poster exhibition, Blanton is also presenting “Pressing the Point: Parallel Expression in the Graphic Arts of the Chicano and Puerto Rican Movements,” organized by El Museo del Barrio in New York and featuring works from El Museo and from the Gilberto Cárdenas Collection on loan from the Blanton.

Both exhibitions extend to August 13.

Miami-Dade Student Wins State Award

Carmen Cardenas, a sophomore at Miami-Dade Community College’s North Campus (Fla.), was one of three students chosen by the Florida Office of Collegiate Volunteerism as 2000 Excellence in Service award winners. A statewide panel of community service and service-learning professionals honored her involvement and awarded her $1,000.

Cardenas reads to children at the Miami Rescue Mission every week, is an America Reads volunteer, and helps with shelter programs at Camillus House in Miami.

Mural at Portland Community College

During ESL Awareness Week festivities, Portland Community College (Ore.) unveiled a special mural created by ESL students, staff, and a local artist over three months.

More than 30 students from the multicultural alternative program and ESL helped sketch, design, and paint the mural. With help from local artist Angelina Marinc, the students were able to develop a colorful pattern sure to catch the eyes of passersby. The celebration saw cultural performances by Rafaela “Patty” Gillette, Flamenco Puro, and Portland Community College ESL Instructor John Cochran.

Valenzuela at UT-Austin Gets Award

Dr. Angela Valenzuela received the Outstanding Book Award for Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring at the American Educational Research Association's annual meeting, in New Orleans. The award was established for the best book-length publication in educational research and development.

P. David Pearson, head of the selection committee, said that the book "takes a provocative cluster of issues in American education—race, power, and language—beyond the usual rhetoric and adopts a fresh and thoughtful perspective."

Valenzuela, who earned a doctorate at Stanford, is an associate professor in curriculum and instruction and Mexican American studies at the University of Texas-Austin. Her current research interests include sociology of education, urban education, race and ethnicity in schools, multicultural education, and public policy.

California-San Diego Graduate School Part of Trade Mission

The University of California-San Diego's Graduate School of International Relations and Pacific Studies (IR/PS) played a pivotal role in last year's trade mission to Argentina, Brazil, and Chile (ABC Trade Mission), organized by the San Diego World Trade Center.
and the San Diego Regional Economic Development Corporation.

IR/PS was home to the mission’s kickoff event in early 1999, and it sent IR/PS doctoral student Ricardo Tavares on the trip to the South American countries.

Said Tavares, a Brazilian native who provided multilingual assistance and contacts to the delegation, “You learn about the foreign markets in a supportive environment, with the assistance of international organizations and experts who have previously visited and done business with those countries.”

Bardach Comments on Cuban Affairs at California-Santa Barbara

UCSB Officials at the University of California-Santa Barbara welcomed Cuban expert Ann Louise Bardach’s opinions on the Elian Gonzalez affair during the spring semester. The author, a visiting professor of international journalism at the university, shared her insights on Fidel Castro, his opponents in Miami, Elian, and his leading family as she has been doing in the national media since the six-year-old was rescued off the Florida Coast last last year.

During her 20-year career in journalism, Bardach has interviewed the Cuban leader twice and has written about both him and his country for many prominent newspapers and magazines in the United States. Broadcast news programs often invite Bardach’s commentary on Cuban affairs.

Life University Mobile Unit Launched in Costa Rica

Life University (Gz.) founder and president Dr. Sid Williams took part in the inauguration ceremonies for the first international Mobile Chiropractic Field Unit just outside San José, Costa Rica, in April.

Said Williams: “This mobile unit is the forerunner of the fleet of mobile units that Life International will dispatch around the world in the years to come.”

The First Lady of Costa Rica, Lorena Claire de Rodríguez, the Minister of Health, Dr. Rogelio Paredes, and the director and representative of Servicios Médicos Costarricenses, Bernal Aragón, joined Williams at the ceremony.

Cotrell Named First Lay President at St. Mary’s

Dr. Charles L. Cotrell, a tenured professor of political science, was named the first lay president at St. Mary’s University (Texas) 148-year history.

St. Mary’s is the largest Catholic university in Texas and the Southwest, and the oldest, founded by the Society of Mary (Marianists) religious order in 1852. Dr. Cotrell became its 12th president when he was elected to a three-year term in April.

Well known for his expertise on election systems, Cotrell has received many honors, including the Henry B. Gonzalez Hispanic Achievement Award. He holds a bachelor’s and a master’s degree from St. Mary’s, and a doctorate from the University of Arizona.

Esquivel Achieves a First at Wyoming

Lisa Renee Esquivel is the first Hispanic female ever elected vice president of the Associated Students of the Uni of Wyoming.

An elementary education junior, Esquivel has been a student senator. Her campaign for the office she won in April centered on recruitment and retention, classroom programming, and classroom climate.

Esquivel has been a committee member and student mentor with the university’s Minority Student Leadership Initiative and other campus and community activities. A member of various honor societies, she has made the Dean’s List three times.

University of Michigan in Collaborative Research

University of Michigan Associate Professor of Education Sylvia Hartado is principal investigator of a project that she says is “important in revitalizing higher education’s mission to prepare a diverse student body for future democratic citizenship.”

“Preparing College Students for a D Democracy” involves 10 public research universities: Arizona State University, University of California-Los Angeles, University of Maryland, University of Massachusetts-Amherst, University of Michigan-Ann Arbor, University of Minnesota, University of Michigan-Dearborn, Texas Southern University, University of Washington, and University of Vermont.

The project will examine how different campuses achieve goals for student life and address the skills needed for participation in a democracy.

U.S. Hispanic Leadership Institute News

July 1, 2009, is the deadline for students wishing to apply for the Juan Andrade Scholarship Young Hispanic Leaders. Applicants must be citizens or legal residents, enrolled or enrolled for enrollment as full-time students in four-year college/university in the United States or territories, and demonstrate a need for financial support. Interested students should call (312) 427-8683.

The U.S. Hispanic Leadership Institute (USHLI) can now be accessed via its website, www.ushli.org and www.usb Updates on USHLI events news, pro and publications are available, as is the reports, studies, and documents.

California-San Diego Exhibits Esposito Installation

The University of California-San Diego (UCSD) Art Gallery, in collaboration with UCSD Department of Visual Arts, recently presented an installation by Diego Esposito, an artist-in-residence and visiting faculty.

Esposito’s installations focus on space and time, the void that exists between objects, and the importance of placement. He uses experimental material, color, and form. Esposito calibrates a tension among these elements, achieving a synergy of internal and external spatial relationships, and meaning.
Marti Leads Queensborough Community College

Dr. Eduardo Marti, a respected educator with more than two decades of senior-level administrative experience, is the new president of Queensborough Community College in New York.

A biologist, Marti is currently president of the Association of Presidents of Public Community Colleges in New York and since 1994 has been a member of the Commission on Secondary Schools, Middle States Association of Schools, Colleges, and Universities. He has a bachelor's degree, masters, and doctorate from New York University.

Herman Badillo, chair of the board of trustees of the City University of New York (CUNY), said, "Dr. Marti is a prominent educator who has led three community colleges with distinction and ability."

Coors Honored for Providing Opportunities for Latinos

Coors Brewing Company was named to Hispanic Magazine's list of 100 companies providing the most opportunities for Hispanics. Each year the magazine honors companies that excel in recruitment and hiring, minority business development initiatives, and funding efforts for scholarships, grants, and organizations.

"We are proud of our ability to keep our commitments to the Latino community and maintain our quality relationships with groups that make a difference by helping people in need," said Carlos Soto, director of corporate relations for Coors Brewing Company. "Coors is aggressive in searching out and actively recruiting talented people from diverse communities."

Yale Student Receives Humanitarian Award

A Yale University (Conn.) senior majoring in Latin American studies was one of five recipients of the 2000 Howard R. Sweater Student Humanitarian Award for his commitment to community service, awarded at the National Youth Leadership Council conference in Rhode Island.

Gregory Duff Morton, of Riverside, Calif., was honored for his work in understanding and improving the lives of disadvantaged members of the New Haven, Conn., community. In the fall of 1998, he created a program called Outreach through which he helped train Yale students to work with the homeless, connecting people with shelters, food, drug rehabilitation, and job programs.

Miami-Dade Offers Free Refugee/Entrant Vocational Education

A new free program at Miami-Dade Community College (Fla.), the Refugee/Entrant Vocational Education Services Training program, helps refugees of all nations, Cuban and Haitian entrants, and Ameasians in vocational English training, high school equivalency preparation, vocational skills training, employability seminars, and other programs.

Classes provide job training for careers in international marketing, accounting, administration, computer programming, and customer assistance, and for occupations such as secretary and computer support specialist, among others.

St. Mary's Writer Honored by Journal

Diane Gonzales Bertrand, writer-in-residence at St. Mary's University in Texas, won ForeWord Magazine's second annual Book of the Year Award in the children's/young adult category for her fictional work Trinos's Choice.

A dramatic story, set in the barrio, about the obstacles confronting teenagers today, Trinos's Choice is Bertrand's sixth novel and eighth book, published by Arte Publico Press, University of Houston. Trinos's Time, Bertrand's sequel to Trinos's Choice, is due in May 2001.

The Michigan-based ForeWord Magazine, a leading trade and review journal of independent publishing, began its national awards program in 1998 to recognize vital books published by independent and university presses.

Texas-San Antonio Commends Service to Undergraduates

The University of Texas-San Antonio (UTSA) presented Richard S. Howe Excellence in Service Awards to Eva Perez, associate director of the UTSA Alliance for Education, and the staff of the UTSA College of Business undergraduate advising office—specifically staff members Amy Ramirez, Jane Cavazo, Beverly Ostmo, Linda Chalmers, Laura Harcock, and Nicki Phillips. The awards honor longtime engineering faculty member Professor Richard Howe.

President of El Salvador Speaks at Hartford Commencement

President Francisco Guillermo Flores Pérez of El Salvador, a 1979 graduate of the University of Hartford's Hillyer College, was the featured speaker at the university's 43rd commencement ceremonies. Flores received an honorary doctor of laws degree.

A member of the generation dedicated to renewing the political life of El Salvador after years of civil war, Flores was elected president by a substantial margin on March 7, 1999, as a candidate of the National Republican Alliance (Partido Alianza Republicana Nacionalista), commonly known as ARENA. Prior to his election, Flores was one of the youngest leaders ever of El Salvador's legislative assembly.

Flores has an associate's degree from Hillyer College (then known as the College of Basi Studies) a bachelor's from Antwerp, and spent year of his postgraduate studies at Harvard.

News from University of New Mexico

The University of New Mexico (UNM) Center for Southwest Research (CSWR) celebrated the work of graduate student fellows who have developed their own research skills while holding fellowships, and the University of New Mexico archives held by CSWR. Joseph Sanchez of the Spanish Colonial Research Center, a branch of the National Park Service, presented a microfilm containing copies of Spanish and Mexican documents to CSWR.

- Dennis Chavez Fellow Mark Valenzuela presented "Tomatanz Land Institute: Defended Traditional Land, Water and Sovereign
Rights," which concerned the rights of indigenous peoples.

- Juan and Virginia Charon Fellow Kari Schmidt explored the Albuquerque and Cerrillos Coal Company Manuscript Collection, which contains information on mining conditions, social activities, and more.

- George I. Sanchez Fellow Veronica Arias spoke on the Columbian Quincentenary Manuscript Collection, which documents how Christopher Columbus' 500th anniversary in 1992 was commemorated on both the scholarly and popular levels.

Salud.com Forms Full-Service Health Community

Salud.com, a Miami, Fla.-based Internet company, has been launched to produce a comprehensive, full-service health community for the Spanish-speaking consumer. It claims to be the first website to cross borders to the Spanish-language world by offering high quality medical and health content and aims to become the market-leading provider of original and proprietary health-related content for more than 550 million Spanish-speaking consumers and health care professionals in the U.S. Latin America, and Spain.

Jose Velez-Silva, chief marketing officer, has extensive experience with The Bravo Group, a Hispanic communications agency, in telecom technology, and the Spanish-language online audience, both domestic and international.

Bravo Group Managing Partner Honored by Advertising Publication

Linda De Jesús, senior vice president and managing partner of The Bravo Group, was named one of the "Women to Watch" by the editors of Advertising Age.

The Bravo Group, a Hispanic communications company with more than $200 million in billings in 1999, maintains a staff of 200 communications professionals, mostly of Latino descent, and has offices in New York, Miami, and San Francisco.

As its director of business development, De Jesús built and solidified the agency's No. 1 ranking in the industry and is now spearheading Bravo's newest off-line and online unit, Bravo 21. De Jesús has a bachelor's degree from the University of Puerto Rico in Puerto Piedras.

San Diego State's Pre-College Institute Sponsors Mural Painting

SDSU Celebrating its 30th anniversary, Chicano Park in San Diego, Calif., heralded the participation of Talent Search students from Sweetwater and San Diego Unified District middle schools, along with their mentors and counselors, in a mural painting project. Talent Search is one of three federally funded TRIO programs housed in the Pre-College Institute at San Diego State University (SDSU). Local artists and SDSU graduate Victor Ochoa worked with the Talent Search students in painting the murals, as did college-age mentors from the Pre-College Institute—a tradition that began in 1976.

Dr. Cynthia Park, executive director of the Institute, said, "Engaging students in a collaborative mural painting celebrates community and diversity through creativity."

Texas Wesleyan Student to Attend Conference in Puerto Rico

Texas Wesleyan University senior biochemistry major Nadia Martinez is one of 10 students from across the country selected to represent the U.S. mainland during the American Chemical Society's Pan-American Conference in San Juan, Puerto Rico, from June 29 to July 3.

Martinez was chosen because of her active membership in the Wesleyan chapter of the American Chemical Society Student Affiliates and her fluency in English and Spanish, which is mandatory for the conference. Martinez will present research she conducted at the University of North Texas Health Science Center on cellular-level nicotine addiction.

National Hispania Leadership Institute Elects New Chair

Linda Mazón-Gutiérrez, a longtime government and health care official, was elected chair of the board of directors for the National Hispania Leadership Institute.

Mazón-Gutiérrez, the administrative officer for intergovernmental relations in the Arizona Health Care Cost Containment System, is president of the Hispanic Women’s Corporation and a member of the Arizona Commission, Arizona Chief Action Alliance Advisory Committee. Mazón-Gutiérrez received her bachelor’s and master’s from Arizona State University.

Martinez Joins Latin Celebra at Hobart and William Smith Colleges

U.S. Deputy Assistant to the President and Speaker at the annual Cuban American Extravaganza at Hobart and Smith Colleges in New York, the American Organization, a diverse group of students, raises awareness of Latino issues and on the campus, organized the event.

Martinez has spoken extensively on the range of subjects, including the C. The project, which addresses health disparities, Head Start and the Welfare Reform Act, has received attention and support nationwide. Martinez has been quoted in the Los Angeles Times, New York Times, The Washington Post, and the Wall Street Journal.

Xochitl Palacios, a well-known Hispanic advocate, received a co-sponsor of the event.

Long Island-Brooklyn Catch Puerto Rican Bomba Dance

The second annual Bombazo, a bomba party in which drummers face off in Puerto Rico, was held in New York City. The event, held on the campus of Long Island University (LIU) Brooklyn.

LIU-Brooklyn anthropology professor Albert Aronson, a bomba performer, described the cultural expression of commu
emerged in Puerto Rico about 400 years ago from the children of African and Indian slaves and Spanish slave-owners and reflects the many cultures that landed in Puerto Rico.

Orange Coast College Professor Receives Honor

Orange Coast College (OCC) Associate Professor of Mathematics Dr. Eduardo Arismendi-Pardi won an Individual Achievement Award for outstanding leadership in faculty and staff diversity, at the annual Board of Governors and California Community Colleges Conference. California Gov. Gray Davis honored Arismendi-Pardi for "contributing to the promotion of affirmative action in the California Community Colleges."

An OCC faculty member since 1991, Arismendi-Pardi developed a national reputation as a proponent of ethnematematics, an emerging academic discipline. "Ethno-mathematics is not 'Brown Mathematics;' and it is not political correctness to the extreme," said the popular professor. "It is about the fact that there are historical, social, and cultural dimensions to math."

Arismendi-Pardi has a bachelor's degree from California State University-Long Beach, a master's from West Coast University, and a doctorate from Nova Southeastern University.

Purdue-Calumet Shows Romantic Cuban Comedy

Guantanamera, a romantic Cuban comedy, was shown at Purdue University-Calumet (Ind.) as part of an international film series sponsored by its Department of Foreign Languages and Literatures. The 1995 film, directed by Tomás Gutiérrez, is about Yolita, a world famous diva who returns to her hometown of Guantánamo for an elegant reception in her honor and a surprising reunion with her once beloved, Candido. It has been described as "a fluid and easygoing that viewers might not immediately realize that it is a bold overview of contemporary Cuba." Gutiérrez also directed the popular film Strawberry and Chocolate.

Dominican College of San Rafael Announces New Identity

Joseph R. Fink, president of Dominican College of San Rafael, announced that the 100-year-old institution will become Dominican University of California. The change was announced at the dedication ceremony for the new Sister Samuel Conlan Recreation Center. The college will officially become a university at the beginning of the 2000-2001 academic year.

In the past decade, Dominican has grown considerably. Enrollment has doubled, finances are more stable than ever before, revenues have tripled, and plans for significant future development are well under way. In addition, for many years, Dominican has been an institution with a global perspective, a diverse student body, and several graduate degree programs.

Hispanic Education Forum Held in Washington

Education and workforce development was the focus of the Hispanic Association of Colleges and Universities (HACU) Election Year 2000 National Capitol Forum on Hispanic Higher Education in Washington.

Members of Congress and federal agency leaders joined national minority and labor rights advocates in addressing issues ranging from the impact of the Hispanic vote on this year's presidential election to the lack of federal funding for those college campuses that are home to the largest concentrations of Hispanic students.

"Congress each year fails to adequately address the education needs of Hispanics," said HACU President Antonio Flores. HACU outlined new proposals for record federal funding increases for programs directly addressing the education needs of Hispanics from kindergarten through graduate school.

Subalternity and Representation: Arguments in Cultural Theory

By John Beverley

The term "subalternity" refers to a condition of subordination brought about by colonization or other forms of economic, social, racial, linguistic, and/or cultural dominance. Subaltern studies is, therefore, a study of power. Who has it and who does not? Who is gaining it and who is losing it? The author examines the relationship between subalternity and representation by analyzing the ways in which that relationship has been played out in the domain of Latin American studies.

Subject of Crisis: Race and Gender as Disease in Latin America

By Benigno Trigo

Described by intellectuals as a "sick continent," a racially handicapped people, a hysterical female body, or an unbalanced psychological subject, Latin America has materialized as a region in crisis. Disease has emerged as both a
Doña Inés vs. Oblivion
By Ana Teresa Torres

Doña Inés, an old matriarch of aristocratic family, is obsessed with finding her title to a piece of land. Searching through 300 years of Venezuelan history, she witnesses the fate of her descendants through the earthquake that devastates Caracas in 1810 and the War for Independence in 1814. She also witnesses the rise of the despised Domingo Sanchez, descendant of Cariepe slaves, who takes part in the civil wars of the 1850s and 1860s. Translated by Gregory Rabassa. Winner of the 1998 Pegasus Prize for Literature.

Power, Race, and Gender in Academia: Strangers in the Tower
Shirley Geok-lin, Maria Herrera-Sobek, and Genaro Padilla, eds.

The civil rights movement of the 1960s and the affirmative action programs enacted in the 1970s held great promise for people of color, women, and gays and lesbians seeking careers in higher education. Now, at the beginning of the 21st century, what is the status of these traditionally underrepresented groups in English and foreign language departments across the United States? This volume describes individual experiences in academia.

Voices of Resistance: Testimonies of Cuban and Chilean Women
Judy Maloof, ed.

Here are the testimonies of 13 women who fought for human rights and social justice in their communities. Some of the women played significant roles in the Cuban Revolution of 1959 that overthrew Batista, while others organized grassroots resistance to the 17-year Pinochet dictatorship in Chile.

El Camino del Río: A Mystery
By Jim Sanderson

Presidio, Texas, is hard country and hardship duty for U.S. Border Patrol Officer Dolph Martinez. When circling buzzards lead him to a corpse in Red Wing boots with a .22 bullet hole in an expensive haircut, Dolph realizes that this is no norteno trying to cross the border. It job and his destiny to unravel this my world where nothing is what it seems

Beyond the Binary: Reconstructing Cultural Identity in a Multicultural Context
Timothy R. Powell, ed.

This book proposes new critical models to engage the dilemmas posed by multiculturalism. The essays eschew the polarizing rhetoric of culture wars as they present the lived perplexities of specific historical moments.

Conversations with Picasso
By Brassaï

The noted photographer Brassaï by Picasso in the 1940s to doc painter's work. What emerged from the s was a series of extraordinary
tions about personalities, art, history, and contemporary events. Join Brassai as he sits in the cafes and studios of war-torn Paris, arguing with Picasso and his colleagues about slippers, flashlights, and Cezanne, all recorded in this new translation of the 1961 masterpiece. Translated by Jane Marie Todd.


Writing in Multicultural Settings
Carol Severino, Juan C. Guerra, and Johnella E. Butler, eds.

The 20 essays and four responses (“cross-talks”) in this volume confront the challenges presented by the racial, ethnic, class, gender, religious, age, and physical-ability differences among today’s writing students. The contributors discuss their immersion in students’ discourses and cultures and balance descriptions of their teaching experiences with careful and critical reflection.


Loving in the War Years: lo que nunca pasó por sus labios
By Cherrie Moraga

In a collage of essays, stories, and poems, Cherrie Moraga explores the political and personal meaning of being a Chicana and a lesbian in the U.S.


The Last Generation: Prose and Poetry
By Cherrie Moraga

Cherrie Moraga bravely and eloquently argues for a reconceptualization of gender, sexuality, race, art, rationalism, and the politics of survival. Crossing literary genres and moving freely between Spanish and English, Moraga illuminates her identity as a lesbian writer/activist and her role in the Chicano community.


Zapata’s Revenge: Free Trade and the Farm Crisis in Mexico
By Tom Barry

Visions of modernized and industrialized Mexico competing in the global market clash with the sobering reality of a desperate peasantry and falling agricultural production. Tom Barry views the crisis that confronts Mexico as alarming evidence of the incapacity of neoliberal and free trade policies to foster broad economic development.


VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
PO Box 2053
Princeton, NJ 08543-2053
(800) 257-5126

Day of the Dead
The Day of the Dead, an ancient cultural tradition, still flourishes in modern-day Mexico. On this day when the dead are believed to revisit the temporal realm, the program allows viewers a glimpse into Mexican life as they follow the preparations—including bountiful food offerings and wax statues—and observe the unique holiday.

(5 min., color) Item #FFH 2305

The Prehistory of Spain
The Hall of Prehistory at Madrid’s National Archeological Museum is the site for this voyage to Spain before recorded history. Covering Stone Age sites and the development of agriculture in the Iberian peninsula, this program shows a range of artifacts and traces the various cultural stages of Spain, concluding with the arrival of a new Indo-European people with different customs and styles.

(25 min., color) Item #FFH 2305

CONFERENCES

Latin American Educational Foundation Golf Tournament
June 21

The Latin American Education Foundation hosts its annual Golf Tournament in Sedalia, Colo.

Contact (303) 46-0541

University of Hawaii Curriculum Workshop
June 21-30

The Center for International Business Education and Research at the University of Hawaii-Manoa presents: ‘The Development
Intercultural Coursework at Colleges and Universities." At U of H-M in Honolulu.
Contact: Javna Reynon, (808) 956-3256; e-mail, javna@cbu.hawaii.edu.

American Association of University Administrators Annual Assembly
June 22-25
“A Discussion of Major Issues in Higher Education.” At George Washington University
Inn, Washington, D.C.
Contact: (972) 248-3957; e-mail, info@allianceedu.org.

NAWE—Women Leaders Institute
June 24-28
“Institute for Emerging Women Leaders in Higher Education.” At University of Maryland
Inn and Conference Center in College Park, Md.
Contact: (202) 659-9330; website, www.nawe.org.

Books in Spanish for Young Readers: Summer Workshops 2000
June 26-28, July 10-12, and July 31-August 2

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for
Children and Adolescents at CSU-San Marcos, announces three three-day summer
workshops: “Books and Reading Strategies for English Language Learners in Grades K-8,”
“Current Issues: Books in Spanish for Young Readers,” and “Literature in Spanish for
Children and Adolescents/La Literatura en Español Dirigida a los Lectores Infantes y
Juveniles” (the latter conducted in Spanish).
Contact: e-mail, ischon@mailhost1.csusm.edu.

National Council of La Raza 2000
Annual Conference
July 1-5

NCLR’s annual conference provides a
forum for information exchange and experi-
ence-sharing on current issues important to
the Hispanic community, and training and
professional development in programs relat-
ed to nonprofit management and advocacy;
and provides multiple, diverse networking
opportunities; and more in San Diego, Calif.
Contact: (800) 311-NCLR; website, www.nclr.org.

“Teaching about Latin America:
Focus on the Caribbean.”
July 10-14
International Studies Summer Institute
presented by the Yale University Center for
International and Area Studies.
Contact: (203) 432-3110; e-mail, pier.centre@quickmail.yale.edu; web
www.yale.edu/psi/pieris.

CORRECTION:
In the May 5, 2000, issue (page 52), Sagin
Valley State University was mistakenly cited
being located in California. In fact, SVSU
is located in Michigan. We regret the error.

American University
WASHINGTON COLLEGE OF LAW
LEGAL WRITING POSITIONS
American University’s Washington College of Law seeks applications for full-time Legal Writing Positions for the upcoming academic year 2000-2001. These positions will report to the Director of Legal Writing. Details on requirements are below.

(1) Required qualifications and experience include: J.D. degree or equivalent, demonstrated excellence in legal research and writing skills; strong team work, interpersonal and oral and written communication skills, administrative and/or experience

(2) Additional qualifications and experience include: experience in teaching legal research and writing, legal research and/or legal writing skills; legal research and/or judicial clerkship experience and/or law-related work experience; teaching or experience and/or qualifications, familiarity with recent scholarship in the legal research and writing fields

(3) Core responsibilities and duties include: Teach legal research and writing in the two-credit, two-semester course in Legal Writing. Develop and deliver a high-quality, coordinated first-year Legal Writing program, undertake selected administrative tasks delegated by the Director of Legal Writing and the Dean

All inquiries should be sent by June 1. Applicants should submit a cover letter and resume to

American University
Washington College of Law
Office of the Dean, Suite 301
4801 Massachusetts Avenue, N.W.
Washington, D.C. 20016

Harold Webb Associates, Ltd.

Stephen F. Austin State University invites applications and nominations for the position of President. With an enrollment of about 12,000 students, SFA is a comprehensive university offering baccalaureate, master’s and doctoral degrees.
Expericence in higher education administration at the Department Chair, Dean or Vice President level is preferred. Substantial experience with budgets, personnel administration, and government regulations strongly desired. Application review will begin in August; a decision will be made November 1. Include applications, nominations and references to:

PRESIDENT
STEPHEN F. AUSTIN
UNIVERSITY

Harold Webb Associates, Ltd—SFA
Suite 201, 6532 Lost Horizon
Austin, TX 78759
Telephone 512-342-9777; e-mail: info@haroldwebb.com
Complete information is available at: www.haroldwebb.com.
Stephen F. Austin State University is an equal opportunity employer.
Harford Community College

EMPLOYMENT OPPORTUNITIES

HARFORD COMMUNITY COLLEGE is seeking applicants for the following full-time positions. HCC seeks applicants whose interests and presence will enrich and broaden the cultural and ethnic diversity of our campus and classrooms.

- Academic Advisor (starting salary: $29,030 - $33,385)
- Coordinator for Learning Support Services (starting salary: $37,984 - $43,682)
- Learning Support Specialist (starting salary: $32,886 - $37,819)
- Developmental Math/Engineering Faculty (starting salary: $28,000 - $35,000)
- Recruitment & Outreach Specialist (starting salary: $29,030 - $33,385)
- Statistical Analyst (starting salary: $37,984 - $40,000)

Request the required application and detailed vacancy announcement by calling the Human Resources Office at (410) 836-4415 or send an e-mail request to Vayhner@harford.cc.md.us. RESUMES ARE ENCOURAGED BUT WILL NOT BE ACCEPTED IN LIEU OF AN EMPLOYMENT APPLICATION. For best consideration, the completed application materials, signed in all areas, should be returned by July 19, 2000. Only those candidates receiving further consideration will be contacted.

HCC is an EEO/ADA Employer Committed to Diversity in the College Community

www.harford.cc.md.us

Capella University

SCHOOL OF PSYCHOLOGY

ADJUNCT FACULTY

Capella University's School of Psychology is hiring adjunct faculty in the following areas of specialization: Addiction Psychology, Clinical Psychology; Educational Psychology; Family Psychology, Health Psychology, Organizational Psychology, and Sport Psychology.

Context: Capella University is a regionally accredited institution of higher education which offers undergraduate and graduate degree programs, certificates, and continuing education to adult learners who seek to integrate advanced study with their professional lives.

Responsibilities: Adjunct faculty are part-time faculty who serve as independent contractors. Adjunct faculty teach graduate courses in the core and specialty curriculum, mentor graduate students in their specialty area, and serve as residency faculty at academic sessions. They serve on School and program committees and share full voting privileges in academic matters. With members of the full-time core faculty, adjunct faculty are responsible for assuring the student's educational experiences are consistent with the pre- and post-doctoral standards for the education of professional psychologists.

Qualifications: 1) Earned doctorate. 2) Interest in and commitment to teaching in an online environment. 3) Proficient in the use of Internet tools. 4) Have prior graduate teaching experience.

Salary: Commensurate with experience and qualifications.

Starting Date: April 1, 2000

Deadline: Review of applications will continue until positions are filled.

Application Procedures: Send letter of application, vita, three letters of recommendation and transcripts to:

Janet Korpi
Human Resources
Capella University
330 2nd Avenue South; Suite 550
Minneapolis, MN 55401
Phone: (612) 252-4290 Fax: (612) 337-5396
E-mail: jkorpi@capella.edu
http://www.capellauniversity.edu

GEORGE MASON UNIVERSITY

LIBRARIES

SCIENCE REFERENCE/LIAISON LIBRARIAN

Qualifications: Position requires an ALA-accredited MLS degree, advanced graduate degree in relevant subject area highly desirable. Other specific requirements for the position are available by visiting "Employment Opportunities" on the GMU Libraries Website: http://library.gmu.edu/

Appointment/Benefits: 12-month administrative faculty appointment Salary commensurate with qualifications and experience. $40,000 minimum. Excellent benefits, health plan options and paid life insurance, several retirement plans, including TIAA-CREF, 24 vacation days and 11 paid holidays; tuition waiver for self.

The University: George Mason University is a doctoral-level, state-supported institution in Northern Virginia with campuses at Arlington, Fairfax, and Prince William counties, with an enrollment of more than 26,000 students and 1,300 faculty. The University participates in the Virtual Library of Virginia Project, the Washington Research Library Consortium, the Association of Southeastern Research Libraries, and is an associate member of the Center for Research Libraries. For more information about the University and its libraries visit http://www.gmu.edu/

Application: Send letter of application and resume, names, addresses including e-mail, and phone numbers of three current references to:

Chair, Science Reference Search Committee
Library Administration, MSN 2FL
George Mason University
Fairfax, VA 22030-4444

Review of applications will begin June 30, 2000

AA/EO

ANTIOCH UNIVERSITY

COMMUNITY/CLINICAL PSYCHOLOGY

Antioch Univ. LA M.A. Psych program seeks a 35-100% faculty person (unranked system) with focus on diversity and psychology in the community. Responsibilities include course and curriculum development, teaching, advising. This is a student-centered, eclectic, clinical program with collaborative faculty culture, preparing 250 adult students for doctoral study and/ or Calif MFT licensure. Antioch LA, a campus of Antioch University in Yellow Springs, Ohio, has a long tradition of experiential learning and supporting social justice. Ideal candidate is an excellent teacher/communicator, with multicultural expertise, administrative talent and established networking in community settings. Accredited degree in psychology or related field, teaching experience, multicultural competence, community work required. Doctorate and clinical/professional experience valued. Year-round position with 1 day/ wk free for clinical/community work. Salary dependent on experience, excellent fringe. Antioch welcomes applications from people from underrepresented ethnic, racial and cultural groups, and people with disabilities. Screening begins 7/5, continues until position filled. Send letter, resume, 3 tel refs to Joy Turch, MAP Fac Search Committee, Antioch Univ. 15274 Fiji Way, Marina del Rey, CA 90292. EOE
Book Review

By Elizabeth Coonrod Martinez


Of the books and essays published by and about Latinas and Chicanas writing and publishing in the U.S., none has yet provided what this anthology achieves: a revelation of the creative spirit and background of many of these women, i.e., what instills and guides their writing. *Mascaras (Masks)* might not be easily found in bookstores, but it should be sought and considered for various classes—sociopolitical, literary, or historical.

*Mascaras* consists of intriguing and moving accounts of how 15 different writers create their craft, whether novels, short stories, or poetry. Each account invokes different ways the influences of cultural background and upbringing in determining who they are and how they write. And each account is an inspiring model for aspiring writers.

There has been little available on women writers and the nature of their writing, especially about women writers of color. In the early 1990s, collections of translated excerpts and interviews with popular Mexican and Latin American women writers appeared, but this is the first book that documents their motivation in their own words. (The University of New Mexico Press is currently publishing a book of interviews, *Latina Self-Portraits*.)

What makes this collection unique is that each writer tells her own story, in her own way, by means of her respective anecdotes and histories. Several talk about why they write in English and about how Spanish influences their writing, in dreams or in culture. Some, like Roberta Fernandez and Marjorie Agosín, explain that sometimes they write in Spanish, then re-write to English, while at other times their creative spirit flows in English. Cecile Pineda and Alma Villanueva tell about the lives of their grandparents, whose last names they use and whose stories inspired their writing. They write that they only came to understand their mothers’ lives once they were adults; their mothers immigrated to the U.S. as children and led difficult lives working to provide for their children.

Pineda’s professor-father asked her: “Why do you think there are no female Beethovens, no Mozarts? No Goys, no Rembrandts? Why?” Although his statement was meant to explain the “nature of women,” Pineda was influenced by the impression that women should not strive for greatness. Still, she knew she had things to accomplish. She left home and began supporting herself at age 18.

Villanueva lived in near poverty until early adulthood. She feels that her heritage is divided in several directions, much like the native-American sense of balance in life. Her father, who grew up in the South, is German-English, her mother is Yaqui-Indian and Spau Mexican, her grandmother nearly full Yaqui and, like the tribe, totally conquered, neither by the Spanish in Mexico nor the U.S., w she lived from early adulthood.

Agosín is inherently aware of her Jewish heritage, while Pineda learns of hers only as an adult. Bernice Zamora is keenly aware those without rights and privileges; her voice in writing calls atten to them, and she also strives for a genuine Chicana voice without incence from those who would be critics of Chicano writing. Villar and Helena María Viramontes speak of destruction/creation life/death as twin motions that inhabit any novel as they do our Their accounts come closest to attempting an explanation of that motivates creative production. Viramontes demonstrates the cooking symbology to reach her message: “From a small mound of flour dough, the rhythmic roll of the rolling pin, the bobs appear before me like my mother’s perfect tor. They begin to take on a shape that is beyond me, be that is directly connected to my hand.”

While this anthology includes the famous Castillo, Sandra Cisneros, Cherrie Moraga, and Alvarez, the other writers are less known and, in ways, are treated more thoroughly. Accounts by the tendency to be longer and to explain facets of their while the aforementioned writers’ accounts are req. But even the less-known have been publishing for a two decades. Some, like poet Naomi Quinonez, de: their work in writing groups with women. All are accomplished, having received literary and national awards. Ma: university professors.

There is one talented Tejana who also belongs in the group: Norma Elia Cantú. I would recommend her semi-autographical novel *Cacicuca: Snapshots of a Girlhood in la Fe* (University of New Mexico Press, 1995) to accompany the anthology. The two books, read together, would provide any reader with a nating sense of the life of the Chicana/Latina, mixed-breed, mixed-nationality, women of this country.

I strongly urge this type of reading for young women colleque: who have not seen their lives and those of their mothers’ grandmothers depicted in books. Such reading can greatly influence their development at the college stage of life.

Elizabeth Coonrod Martinez, Ph.D. assistant professor of Spanish and Latin American Literature at Sonoma State University, in the CSL system, has written four books for children: a history, three biographies of great Hispanic/Latino figures, and journal articles on Chicana and Latin American writers.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers’ Guidelines.
Mt. San Antonio College

Mt. San Antonio College (Mt. SAC) is a place where you can achieve your goals whatever they may be! At Mt. SAC, you can explore the many career options available, participate in a variety of campus activities, and achieve your academic goals.

a vision for your future

- Weekend Business College
- Upgrade Your Job Skills
- A.S. Degrees in over 90 Fields
- Over 100 Certificate Programs
- Transfer Agreements with Four Year Colleges and Universities
- Over 35 Student Clubs and Organizations
- California's Largest Community College
- Highest Quality Education
- Fraction of the Cost of a Four Year College

access to quality

MT SAN ANTONIO COLLEGE
1100 North Grand Avenue
Walnut, CA 91789-1399
(909) 594-5611 Ext. 5409
www.mtsac.edu

UNIVERSITY OF WISCONSIN MADISON

Student Service Coordinator
Dean of Students/
Multicultural Student Center
PVL # 37370

UW-Madison invites qualified individuals to apply for a full time position as Student Service Coordinator (Assistant Director) of the Multicultural Student Center (MSC). This individual will provide the Multicultural Student Center (MSC) with planning, development and organization of programming to facilitate cross-cultural dialogue among students, faculty and staff. Coordinate allocation of Multicultural Council (MCC) programming funds. Serve as MCC advisor, supervise Program Assistant 2 MCC employees and student interns assigned to work at the MSC. Assist student organizations in planning, organizing and coordinating academic, cross-cultural and social programs/events that will contribute to the multicultural enrichment of the University community. Publicize cultural events by designing, maintaining and distributing monthly campus/community calendar as well as developing and maintaining email list serve. Oversee operation and maintenance of MSC/SOCC Computer Infobahn. Supervise assigned trainee student computer lab employees. Assist Director and advisory board with implementation and enforcement of Center policies and procedures. Supervise/attend program/meetings during evening and weekend hours when needed. Other duties as assigned.

Qualifications: B.A./B.S. degree required. Master's degree preferred. Minimum 2 years experience working with student organizations/leaders. Experience working with students of color populations. Professional experience in student services at a large university preferred. Strong interpersonal skills and experience in public speaking and editing writing skills are required.

Minimum Salary: $33,906

Deadline: June 23, 2000

Please send letter of application, resume and three references to:

Candace McDowell, Director
UW-Madison Multicultural Student Center
2nd floor, Red Gym
710 Langdon Street
Madison, Wisconsin, 53706

MSC Website: www.wisc.edu/mcs

Note: Unless confidentiality is requested, information regarding the applicant must be released upon request. Finalists can be guaranteed confidentiality.

The University of Wisconsin-Madison is an Equal Opportunity/Affirmative Action Employer.
BOWLING GREEN STATE UNIVERSITY
OFFICE OF RESIDENCE LIFE

The Office of Residence Life at Bowling Green State University is seeking creative, dynamic professionals for the following key positions:

ASSISTANT DIRECTOR OF RESIDENCE LIFE FOR OPERATIONS (NEW POSITION)

The Assistant Director will be responsible for the management of the day-to-day operations for the Office of Residence Life. This includes ongoing maintenance and repair needs as well as assistance in the planning and implementation of upgrades to the residential facilities. Minimum qualifications include a bachelor’s degree in Engineering, Business, and training in construction technology. A master’s degree in College Student Personnel with appropriate experience would also receive consideration. Starting salary range is $32,600 to $41,244. Full benefit package available. To apply, submit a letter of application, resume, and three names, addresses, and phone numbers of professional references to Office of Human Resources (Search 5-006), Room 100, College Park Office Building, Bowling Green State University, Bowling Green, OH 43403. http://www.bgsu.edu/offices/ohr. Review of applications will begin on June 23, 2000 and will continue until the position is filled.

ASSISTANT DIRECTOR OF RESIDENCE LIFE FOR HOUSING ADMINISTRATION

The Assistant Director will manage the residence hall assignment process for all on-campus residents. As the primary contact person for student, parent, or advisor questions and issues related to the housing assignment process. In addition, he will coordinate all prospective visitation programs that occur during the academic year, oversee the production of all housing-related publications, and be the primary residence life representative in the summer orientation and registration program. Minimum qualifications include a master’s degree in College Student Personnel or related field, and 3-5 years of full-time experience in housing or residence life. Starting salary range is $32,600 to $41,244. Full benefit package available. To apply, submit a letter of application, resume, and three names, addresses, and phone numbers of professional references to Office of Human Resources (Search 5-007), Room 100, College Park Office Building, Bowling Green State University, Bowling Green, OH 43403. http://www.bgsu.edu/offices/ohr. Review of applications will begin on June 23, 2000 and will continue until the position is filled.

COORDINATOR OF GREEK AFFAIRS (SEARCH EXTENDED)

The Coordinator of Greek Affairs will be responsible for the administration of all fraternities, sororities, and educational services for all University-recognized fraternities and sororities. Responsibilities include the selection, training, and supervision of Graduate House Directors and House Assistants; program coordination and development; organization; counseling; advising; and, serving as a liaison between the Office of Residence Life and other University departments. Minimum qualifications include a master’s degree in College Student Personnel or related field, and one year of professional, full-time experience with fraternities or sororities, preferably in a residential setting, or in residence life. Starting salary range is $29,694 to $37,695. Full benefit package available. To apply, submit a letter of application, resume, and three names, addresses, and phone numbers of professional references to Office of Human Resources (Search 5-004), Room 100, College Park Office Building, Bowling Green State University, Bowling Green, OH 43403. http://www.bgsu.edu/offices/ohr. Review of applications will begin on June 23, 2000 and will continue until the position is filled.

Bowling Green State University is an Affirmative Action/Equal Opportunity Institution.

VICE PRESIDENT OF STUDENT SUPPORT, PLANNING AND RESEARCH

This position reports directly to the President and is responsible for student activities, student leadership, childcare, counseling, student government, international student programs, minority programs, career placement, and student center. The Vice President is a member of the President’s Executive Committee.

The successful candidate will have significant progressive leadership experience in student affairs, institutional planning and research, and be expected to lead a team that is committed to student development, and to prepare students to be successful and effective leaders. In addition, the successful candidate will be an individual with demonstrated management skills, collaborative working style, excellent written and verbal interpersonal skills, a commitment to diversity, and the ability to establish a partnership between student affairs and academics in order to achieve the educational mission of the college.

Annual Salary: $111,726 • Closing Date: July 7, 2000

Long Beach Community College District
Academic Selection Committee
4901 E. Ocean Boulevard
Long Beach, CA 90808

To be considered in the initial committee review, all materials requested in the vacancy notice must be received no later than 5 p.m. on the closing date. Submission of these materials is the applicant’s responsibility. Long Beach Community College District is an EEO/AA Employer.

Director of Multicultural Programs
Affirmative Action and Multicultural Programs

The director assists in the development of programs that have an impact on a diverse faculty, staff, and student body with special emphasis on African American and Latino students at the University of Delaware. Reporting to the assistant vice president for affirmative action and multicultural programs, the director provides sustained leadership to the Center for Black Culture, including training student leaders who are directly involved in multicultural student organizations. In addition, the director is expected to offer a balanced schedule of educational, social, and developmental programs for African American and Latino students. Important also is a commitment to building strong partnerships with the larger Wilmington and Newark communities. The equivalent of a Master’s degree in Student Personnel or Liberal Arts plus study of the field is required. The position requires an understanding of the experience in dealing with particular programmatic needs of African American and Latino students. Previous experience should include administrative duties, methodology research, and supervision of staff. Demonstrated experience in similar responsibilities at a four-year institution of higher education is preferred. Extensive training and experience in diversity education are expected as is the demonstrated ability to manage a well-maintained faculty, staff, and budget. Interested candidates should submit a letter, resume, and the names of three references to Mr. Andrew Turner, Jr., Search Committee Chair, University of Delaware, 124 Hulihan Hall, Newark, DE 19716. The deadline for submission of materials is July 3, 2000.

The UNIVERSITY OF DELAWARE is an Equal Opportunity Employer which encourages applications from Minority Group Members and Women.

The UNIVERSITY OF DELAWARE is an Equal Opportunity Employer which encourages applications from Minority Group Members and Women.
PORTLAND STATE UNIVERSITY invites applications for a nine-month, 1.0 FTE, tenure-track position as an Assistant or Associate Professor of Accounting effective September 16, 2001. Rank determination is subject to applicant qualifications and school needs. Applicants should possess a Ph.D. in accounting or equivalent or expect completion of Ph.D. program by December 2001. Priority will be given to candidates with a primary commitment to teaching and research in the area of auditing and a secondary teaching interest in financial accounting or accounting information systems. A commitment to community service appropriate for an urban university is desired. Preference will be given to applicants whose research interests are compatible with existing faculty. Review of applications will begin November 15, 2000. Position is open until filled. Send letter of application, complete curriculum vitae, three letters of recommendation, and samples of recent scholarly work to: Dr. Donna Philbrick, Chair, Search Committee, School of Business Administration, Portland State University, P.O. Box 751, Portland, OR 97207-0751. PSU is an affirmative action/equal opportunity institution.

Puente
THE UNIVERSITY OF TEXAS AT EL PASO
STUDENT DEVELOPMENT SPECIALIST III
GREEK LIFE, STUDENT DEVELOPMENT CENTER

Responsible for all aspects relating to Greek Life & assist in the coordination of a comprehensive student development program in a progressive Student Development Center. Will also be responsible for the following programs & initiatives: Rush, Greek Week, Greek Council, Inter-freshman Council, Inter-sorority Council, annual production & dissemination of Greek Affairs Handbook, & recruitment workshops & risk management workshops. Additional responsibilities include assisting with leadership development programming & student organizations. Bachelor’s Degree & one yr exp in Greek Life, student activities/organizations, & leadership programming req. Master’s Degree pref. Must have strong written & oral communication skills, & strong facilitation & presentation skills. Ability to work evenings & weekends. Must possess ability to work with diverse student population, faculty, & staff. Submit cover letter, resume, & listing of three professional references to UTEP, Human Resource Services Office, Administration Bldg, Room 216, El Paso, Texas 79968-0507.

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment or the provision of services.

DEAN
THE NEW SCHOOL

New School University invites applications and nominations for the position of Dean of The New School. The originating unit of the University, which now has seven schools, The New School was founded in 1919 as a center for "discussion, instruction and counseling of mature men and women." Today, The New School serves a substantial undergraduate and graduate population in four degree programs (Bachelor of Arts, Master of Arts in Media Studies, Master of Fine Arts in Creative Writing and Master of Science in Teaching) and 25,000 adult education students annually. It has several research and policy centers including the World Policy Institute and the Vera List Center for Art & Politics. New School University is located in the heart of Greenwich Village in New York City.

The University seeks a Dean with the capacity to identify and respond to the educational needs of a rapidly changing, global, adult urban community. The Dean will have demonstrated leadership experience in higher education, at a foundation or at an art, cultural or other non-profit institution. An earned doctorate or its equivalent is preferred. He/she will have a keen sense of the changing educational landscape, and a strong fundraising experience. He/she must possess intellectual breadth and openness, the ability to articulate publicly the role of adult education in the 21st century, and a deep appreciation of the need for an informed citizenry in a democratic society.

Inquiries, nominations and applications should be directed to: Elizabeth Dickey, Provost, The New School, 666 Broadway, New York, NY 10012. The New School is an affirmative action/equal opportunity employer.

The New School

Director of Development

Temple University, Ambler Campus, located in suburban Montgomery County, is seeking an individual to be responsible for overseeing all development activities relating to the promotion and advancement of Ambler’s funding initiatives. Temple’s Ambler campus offers the best of two worlds: the coziness of small college campus plus the excitement and vast resources of a great University. The selected candidate will work closely with the Dean, members of the faculty, college administrators and staff to plan strategy, identify major gift prospects and solicit major gifts for all Ambler Campus projects. Plan and staff major donor and other special events to promote Ambler’s funding initiatives.

Bachelor’s degree and a minimum of 3-5 years demonstrated successful fund raising experience in high education required. Candidate should be well versed in the areas of prospect identification and management, personal solicitation, stewardship, planned giving and events management. Must be computer literate and possess strong organizational, managerial leadership, interpersonal, and motivational skills.

We offer a competitive salary and benefits package, including 100% tuition remission. To learn more about Temple University or to submit your resume online, go to www.jobnet.com/temple or e-mail (referencing Req. #803-9) to Temple@jobnet.com (no attachments please). You may also send a resume to:

Harry Young, Ass' VP, HR
1601 N. Broad Street, 203 USB
Phila., PA 19122
EOE. M/F/V.

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment or the provision of services.
THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
NEWARK

CRIMINAL JUSTICE FACULTY

The School of Criminal Justice at Rutgers University-Newark has approved to hire a tenure-track faculty member to join us in Fall 2001. The appointment can be made at any rank. The School seeks a candidate of exceptional promise as a scholar and as a teacher. Expertise in the area of race/ethnicity, urban studies, and crime is preferred.

The School of Criminal Justice is a graduate program offering M.A. and Ph.D. degrees in Criminal Justice. The School also directs a criminal justice undergraduate program which is part of the College of Arts and Sciences. In January 2000, the School moved into a new building on the Newark campus, which also houses the Rutgers-Newark Law School, the Center for the Study of Crime Prevention and Social Policy, and the Criminal Justice/NJCOD library. This library is widely regarded as the best specialist criminal justice collection in the nation, and it regularly attracts international visitors as part of its Fellows Program. The campus at Rutgers-Newark was ranked by U.S. News & World Report as #1 in the nation in 1998 and 1999 for student diversity. Research support is excellent. Women and minorities are strongly encouraged to apply.

Applications, including curriculum vitae and addresses of three references, should be sent to:

Dr. Mercer L. Sullivan, Chair
Search Committee
School of Criminal Justice
Rutgers University
123 Washington Street, 5th floor
Newark, NJ 07102-5094
mrsravc@adm.comc.rutgers.edu

Rutgers, The State University of New Jersey, is a member of the Association of American Universities and is committed to excellence in scholarship. Rutgers is an equal opportunity/affirmative action employer.

REVIEW OF APPLICATIONS WILL BEGIN NOVEMBER 1, 2000

Assistant to the Director

The Office of International Student Services and Programs at Plattsburgh State University of New York is seeking applicants for the position of Assistant to the Director. This is a full-time, twelve-month position.

Responsibilities: Perform, in a team setting, a variety of logistical projects and assignments in support of the Office of International Student Services and Programs. Duties would include: organizing and processing of inquiries, applications and admission files; organizing orientation programs and workshops; coordinating host and friendship family programs, student social & communication plan; coordinating with various student service providers including the Bursar, the Registrar, Housing, Student Life, and Financial Aid to facilitate student services. This position may require some evening and weekend commitments.

Qualifications: Bachelor's degree required. Master's degree preferred. Applicable disciplines: Business, Education, Social/Behavioral Science or a related field. Strong written, verbal and computer skills; three years related experience; and the ability to work in a fast-paced environment and meet deadlines are required. Ability to communicate fluently in a foreign language(s) and experience with technology, including web page and Access database design and management preferred. Experience working with people of diverse cultural, racial, ethnic and socioeconomic backgrounds and ability to work in a fast-paced, multitask environment is desirable.

Salary: $27,174 to $32,000, dependent upon qualifications and experience with an excellent benefits package.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until position is filled. Please submit cover letter; resume; and the names, addresses and telephone numbers of three references to: Chair, Search Committee (PJH 2431-808), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2581. Fax: (518) 564-5000

CWRU

DIRECTOR
Office of Multicultural Affairs
Case Western Reserve University
Cleveland, Ohio

The Mission of the Office of Multicultural Affairs is to develop and implement a University-wide strategy signed to increase the enrollment, success, retention, graduation of underrepresented undergraduate (African American, Latino/Hispanic, Native American, Pacific Islander) enrolled at CWRU. To fulfill this mission the Director will initiate, implement and supervise un graduate and pre-college programs. Will develop provide activities that will improve and support the cultural, social, emotional success, and graduation of students designated as underrepresented. Provide ideas guidance to the University and its initiatives focused or needs of underrepresented students. Collaborate with colleagues and other offices to ensure that all offices support the needs of underrepresented students, and develop the most positive experiences. Provide programs to elevate and enrich the CWRU community to embrace the importance of building an inclusive, appreciative, welcoming environment. Promote to the CWRU community (students, faculty, and staff) the utilization of the Office of Multicultural Affairs as a community resource.

Requires Master's degree with a minimum of 5 years progressive responsibility in higher education, preference directing a college or university department/prof for underrepresented students. Must have understanding/expertise in working with issues face underrepresented students; demonstrated teaching public speaking ability; ability to speak Spanish or understand the language is a plus; excellent interpersonal/moral skills; outstanding leadership skills; team building and inclusive philosophy; strong oral and written communication skills; grant writing experience; good problem skills/information technology understanding.

CWRU offers a competitive salary and benefits package including tuition benefits for employees and their dependents. Qualified candidates should mail or fax a cover letter, resume and list of at least 4 professional referes to: Elizabeth Jaszczyk, Human Resources, Western Reserve University, 10900 Euclid Ave, Cleveland, OH 44106-7047. Fax: 216/368-4678.
J. Donald Kennedy Endowed Chair In E-Commerce
College Of Business

The College of Business at St. John's University, one of the largest Catholic universities in the United States, invites nominations and applications for the J. Donald Kennedy Endowed Chair in E-Commerce. An international search is underway to identify a faculty member who has demonstrated excellence in teaching and research in the e-commerce field. Candidates must bring a track record of excellence, a record of attracting external research funding, and the ability to contribute to the College's programs. Selected candidates will be appointed to an endowed chair position.

Dr. Nejdet Delen, Associate Dean for Academic Affairs
St. John's University
College of Business
6000 Utopia Parkway
Jamaica, NY 11439

St. John's University is an equal opportunity employer and encourages applications from women and minorities.

PUBLIC POLICY RESEARCHER
Full-time
Centro de Estudios Puertorriqueños

The candidate will conduct research and disseminate findings regarding public policy issues affecting Puerto Rican/Latino communities in large metropolitan centers in at least one of these areas: family policy, immigration, political participation, welfare and employment training, economic policy and development, tax policy and development, health, education, criminal justice, and environmental policy. The successful candidate must be well-versed in the latest social science research methods and have a strong commitment to the Puerto Rican/Latino community and knowledge of the socioeconomic conditions of Puerto Rican/Latinos, as well as of policies seeking to improve their economic well-being. Other qualifications include: professional and/or academic experience with local and economic policy; familiarity with Census demographic data and analysis; excellent research, quantitative, and writing skills; ability to handle a number of different projects simultaneously, with varying degrees of responsibility and priority; willingness to work long hours and accept, and build on, feedback. Candidates should have strong familiarity with Microsoft Word, Excel, PowerPoint, or similar software, as well as with the Internet. A BA degree is required. A Master's degree of Ph.D. in public policy or in relevant discipline is preferred. Bilingual Spanish/English writing skills and a pleasant personality are desirable. Applicants should send a letter of interest, resume, and the names of three references to: José de Jesús, Administrativo Unidad Head, Centro de Estudios Puertorriqueños, Hunter College, 685 Park Avenue, New York, NY 10021 (212) 772-7600; (212) 650-3975

DEAN OF ADMISSIONS AND FINANCIAL AID
Seton Hall University School of Law
Newark, New Jersey

Seton Hall University School of Law invites nominations and applications for the position of Dean of Admissions and Financial Aid.

The Dean of Admissions and Financial Aid is responsible for the recruitment and enrollment of a well-qualified and diverse first-year class. The Dean will direct the overall operations of both admissions and financial aid including: the development of effective marketing strategies; the management and evaluation of the professional and support staff; preparation of the budget; and supervision of the application and decision-making process.

Founded in 1856, Seton Hall University is a Catholic University and offers a wide range of undergraduate and graduate/professional programs. The main campus is located in South Orange. The Law School is housed in a new, state-of-the-art building in downtown Newark, just one block from Penn Station. It is the only private law school in the state and it is fully accredited by the American Bar Association and the American Association of Law Schools.

SETON HALL UNIVERSITY
ENRICHING THE MIND, THE HEART AND THE SPIRIT

The School of Law has had an unprecedented success in its recruitment efforts in recent years, attracting students from throughout the US. The total student enrollment of its Day and Evening divisions is approximately 1,050.

Send a current resume and letter of interest to:
Dean Patrick Hobbs/Code: A-0004138
Seton Hall University School of Law
One Newark Center
Newark, NJ 07102-3520

Equal Opportunity/Affirmative Action Employer

No telephone inquiries, please. Salary is competitive and commensurate with experience. Applications will be considered on a rolling basis until the position is filled.

HUNTER CITY UNIVERSITY OF NEW YORK
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/IRCA/AMERICANS WITH DISABILITIES ACT EMPLOYER

Assistant/Associate Professor of Health Education/Community Health

This is a one-year temporary appointment that could lead to a tenured track position. The school year starts on September 1 and runs through May 31.

The successful candidate must possess a Doctorate in Public Health, Health Education, or Community Health. Preference will be given to candidates with academic preparation and demonstrated interest in health promotion and education.

Yo. will be required to teach 4 undergraduate courses in Health Education or Community Health. Opportunities exist to teach graduate courses.

Salary is competitive and based on education and experience. To apply, please send letter of intent, resume, and three letters of recommendation by May 31.
Assistant Director
TUFTS FUND

Develops, identifies, cultivates, and solicits leadership gifts from alumni; organizes and manages volunteer committees; develops and implements fundraising plan for classes and constituency groups; writes and edits mail appeals; travels to meet with alumni to solicit their support; Bachelor's degree with 1-3 years related experience required. Master's degree preferred. Ability to handle multiple concurrent tasks, meet tight deadlines and pay close attention to details. Must have entrepreneurial spirit as well as excellent oral, written, time management, planning, and organizational skills, and an interest in work with diverse constituencies. Knowledge of word processing and database programs.

Please apply by fax (617) 627-3725, email hresumes@tufts.edu, or mail your resume and cover letter to Tufts University, Human Resources, 169 Holland St., Somerville, MA 02144. For more information on this and other job opportunities please visit our web site. Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.

Tufts University

Librarian

Responsible for supervising circulation, reserve and bookstacks; providing reference service, assisting with library instruction and collection management. MLS degree from an accredited ALA institution required. Must have a working knowledge of online library systems and experience with automated circulation systems, preferably Voyager system. Two years exp. in circulation management in a public service environment is required. Salary $37,564+, commensurate with education and experience. Excellent benefits. Start ASAP.

Reference position number 01-39 and send the following as a single packet: (1) letter of interest (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers) to:

Human Resources
3251 Panthersville Road
Decatur, GA 30034

APPLICATION DEADLINE: 7/7/00

www.gpc.peachnet.edu

DEAN
COLLEGE OF BUSINESS AND MANAGEMENT

The University of Illinois at Springfield invites nominations and applications for the position of Dean of the College of Business and Management.

Located in the state capital, the University of Illinois at Springfield is the third campus of the University of Illinois. The UIS campus serves over 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and an increasingly technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students.

The dean will be expected to lead the college in the achievement of several newly endowed priorities. Foremost among these is the successful completion of the accreditation by the American Assembly of Collegiate Schools of Business.

Reporting to the Provost and Vice Chancellor for Academic Affairs, the dean is responsible for the progress of the college. The dean provides leadership for the college in developmental initiatives; assists in faculty recruitment, development, and evaluation; directs resource allocations of the college, and assumes responsibility for the institutional program of the college. The dean also provides liaison with the external community and relevant professional associations.

Candidates must have an earned doctorate in a business related field with academic qualifications necessary for a senior appointment in the college. Candidates must also have a distinguished record of teaching and scholarship; administrative experience in higher education which demonstrates innovative and effective leadership; professional achievements relevant to the responsibilities of this position; experience with AACSB accreditation standards; an administrative style which contributes to a sense of academic community; a demonstrated ability to foster strong links with the business community; and a sensitivity to diverse students, staff, and faculty.

Applications and nominations should be sent to:

Chair, Search Committee
Office of the Provost
Public Affairs Center, Room 530
University of Illinois at Springfield
P.O. Box 19243
Springfield, Illinois 62794-9243

Applications should include a vita; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone numbers of five references. Consideration of applications will begin on September 11, 2000, and continue until an appointment is made. The appointment will commence prior to the 2001-02 Academic Year.

The University of Illinois is an affirmative action/equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.

ALBUQUERQUE ACADEMY
Head of School

The premier independent school in New Mexico, Albuquerque Academy is a coeducational, non-denominational day school serving 1,037 students in grades 6-12 with a comprehensive program of rigorous academics supported by strong offerings in athletics, arts, and extra-curricular activities.

An extraordinary endowment of $200 million allows the Academy to seek out talented students, employ an outstanding faculty, and maintain a superb 312-acre campus. Committed to sustaining a diverse community, the Academy invests $2.6 million a year in financial aid.

The school is seeking an energetic and visionary educational leader to shape this institution in exciting and lasting ways and to oversee its educational outreach into New Mexico and Beyond.

Applicants should submit by August 7, 2000, a cover letter; résumé; statement of educational philosophy; and the names of five references. Send to:

James & Martha Wickenden
Wickenden Associates
1000 Herrontown Road
Princeton, NJ 08540.

Albuquerque Academy is an Equal Opportunity Employer.

THE OFFICE OF STUDENT SERVICES IS SEARCHING FOR AN
On-Site Manager (all ages)

Candidate will be responsible for: Overseeing maintenance of facility, maintaining and updating calendar of events, coordinating advertising/promotional materials, organizing mailings, assisting faculty and staff in project development, job fairs and career workshops, initiating social and cultural activities for students, overseeing reception desk personnel. Responsible for emergency referrals for personal counseling for students. Responsible for general academic advising, supervising and training new and continuing staff, peer advisors and college work-study students. Teaching orientation seminars. Liaison between students, faculty and administrative offices. A Bachelor's degree required. Master's degree in Higher Education Administration or related field preferred. Must have at least two years experience in the field of higher education. Salary: $25,312 $44,254 (Commensurate with experience). Resumes should be sent by 8/15/00 to:

Sylvia Fishman
Vice President, Student Affairs
Hunter College, 695 Park Avenue,
Room 1103E, New York, NY 10021.

HUNTER
CITY UNIVERSITY OF NEW YORK

AN EQUAL OPPORTUNITY/AFIRMATIVE ACTION
EMPLOYER
CLARION UNIVERSITY

DEAN OF ENROLLMENT MANAGEMENT

Clarion University of Pennsylvania

Clarion University invites nominations and applications for the newly created position of Dean of Enrollment Management.

Responsibilities:
The Dean of Enrollment Management reports to the Provost and Academic Vice President and is responsible for the development, coordination, and direction of the university's enrollment management program. Responsibilities include developing strategic and operational enrollment management plans, establishing enrollment management strategies and priorities, participating in university planning, and ensuring program success. The Dean oversees admissions, financial aid, scholarship administration, student retention and advising functions, and is responsible for working with faculty and staff to create a positive enrollment management environment throughout the university.

Qualifications:
A doctoral degree in an appropriate field is preferred. A master's degree with three years experience in an enrollment management environment is the minimum qualification. A thorough knowledge of strategic enrollment management principles and the ability to apply these effectively in a highly competitive market are required. A positive attitude and creativity in promotion of institutional image, an understanding of technology applications in enrollment management, a commitment to diversity, and the ability to work well with people are necessary characteristics. Competitive candidates will have significant marketing and research experience and will have previously supervised staff in at least one of the functional areas of responsibility for the position. Completion of a successful on-campus interview is required.

Applicants and Appointment:
Candidates for Dean of Enrollment Management must submit the following materials: a letter of application addressing qualifications for the position, resume, and three current letters of reference. The evaluations of references must be based upon personal knowledge of the applicant's professional performance. Application materials and requests for additional information concerning the position should be addressed to Ms. Bobbi Heeter, Search Committee Coordinator, 115 Carrier Administration Building, Clarion University, Clarion, PA 16214. Applications received by August 1, 2000, will receive full consideration; review of applications will continue until the position is filled. Salary and benefits are competitive; appointment could be as early as October 15, 2000.

The University:
Committed to a strong teaching mission complemented by research and service, Clarion University of Pennsylvania takes pride in the accomplishments of its students, who graduate from programs recognized for quality and that have earned the most prestigious accreditations including, AACSB, ALA, AOTA, ASHA, NASM, and NIMH. Located in a region of western Pennsylvania, the university enrolls approximately 6,000 students who attend classes at campuses in Clarion and Oil City, the Pittsburgh site, and the various distance education locations throughout the state. Clarion University, as one of fourteen comprehensive public universities in the Pennsylvania State System of Higher Education, offers a substantial general education core and makes the latest in technology available to its students who pursue associate, undergraduate, and graduate degrees. Academic programs are conducted through the Colleges of Arts and Sciences, Business Administration, and Education and Human Services, and through the School of Nursing.

More information on Clarion University of Pennsylvania is available at:
http://www.clarion.edu

Information on this search can be found at:
http://www.clarion.edu/admin/humanresources/employment/emp_recru.htm

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply.
Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across contexts, and across centuries. Founded in 1889 by Presbyterians, Agnes Scott is a diverse and growing residential community of scholars with one of the largest endowments per student of any U.S. college or university.

Associate Director of Enrollment provides leadership and training to staff as it relates to information technology to manage and maintain admission information systems. Requirements include: bachelor's degree plus minimum of five years work experience in admission, considerable knowledge of systems operations, high school curricula, and student concerns; working knowledge of multi-relational databases, Datatel software experience preferred. Qualifications include: strong quantitative and analytical abilities, organizational and training skills, proficiency in Windows, Word, Excel, PowerPoint and electronic mail, ability to travel, work regular hours, and possess or have ability to obtain a valid state driver's license.

Admission Representative assists in the recruitment activities of the office of admission by managing all aspect of recruitment within an assigned geographic territory. Requirements include: bachelor's degree, volunteer or employment experience in selective, private college admission is a plus, proficiency in Windows, Word, Excel, and electronic mail, proficiency in public speaking and outstanding communication skills, ability to travel, possess or have ability to obtain a valid state driver's license and work irregular and evening hours.

Assistant Director of Financial Aid coordinates various federally funded grant programs and performs federal and institutional needs analysis and financial aid awarding. Requirements include: bachelor's degree, minimum of three years financial aid experience, considerable knowledge of federal aid programs and compliance issues, excellent working knowledge of financial aid software and fund management, proficiency in Windows, Word, Excel, electronic mail, and database management, excellent communication, organizational and leadership skills, and ability to work frequent overtime and occasional weekend hours.

Send a letter of application designating position of interest, resume, salary requirement and professional references to the Office of Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030. Review begins immediately and continues until positions are filled.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age or disability in its employment.

Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply. An Equal Opportunity Employer.

WWW.ANGESSCOTT.EDU

Sarah Lawrence College
SOCIOLOGY

Sarah Lawrence College invites applications for a full-time tenure-track position in Sociology to begin September 2000. We are seeking candidates with teaching and research interests in poverty, race and class and international issues. We are particularly interested in candidates who can combine a substantive interest in one of these areas/interests. Teaching responsibilities in the area of race and class may include a course in social research methods. Teaching responsibilities in the area of international issues may include courses in comparative society, international social policy, and/or international development. Teaching responsibilities in the area of poverty and race may include a course in poverty and race and one course in comparative society. Teaching responsibilities in the area of poverty and race may include a course in poverty and race and one course in contemporary society. Teaching responsibilities in the area of international issues may include courses in comparative society, international social policy, and/or international development. Teaching responsibilities in the area of international issues may include courses in comparative society, international social policy, and/or international development.

Sarah Lawrence College is an independent liberal arts college located in the religious community of the Bronxville, New York, 10708. Candidates should submit their curriculum vitae and a letter of interest (including a statement of teaching and research interests) to Dr. Nancy Blenderman, Chair of the Department of Sociology. The application deadline is January 31, 2000. For more information, please go to www.slc.edu. We encourage applications from women and minorities.
DIRECTOR
OFFICE OF STUDENT LIFE

California State Polytechnic University, Pomona invites applications for the position of Director, Office of Student Life in the Division of Student Affairs. Cal Poly Pomona, noted for its scenic 1,400-acre campus, is located 30 miles east of downtown Los Angeles and is part of one of the mostdynamic economic and cultural regions in the country. The University is comprised of approximately 2,000 faculty and staff personnel educating over 18,000 students, and has an increasingly diverse ethnic, cultural, and international character.

The Director, Office of Student Life provides administrative oversight for the management of the office. Responsibilities include staff supervision, budget control, external fundraising activities, advising of Associated Students Inc. (ASI), and administration of university policies, which affect student clubs and organizations. The overall responsibility of the Director is to manage operational programs to include the planning, organizing, directing and controlling of projects; and to provide innovative, collaborative and goal-directed programs that complement the University’s in-class learning experiences.

The successful candidate will have a Bachelor’s degree from an accredited college or University (Master’s degree in a related field preferred) AND five years of related student services experience in a public four-year university or college, including three years of professional supervisory experience. Excellent written and oral communication skills and knowledge of student and leadership development theory and practice, with a multicultural emphasis is desired.

The position will remain open until filled. First consideration will be given to completed application packages received no later than June 26, 2000. All candidates must submit a 1) completed formal application, 2) resume, 3) letter of interest which includes a narrative detailing how the candidate satisfies the position, and 4) the names, titles, addresses and telephone numbers of three references who can provide current assessments of the candidate’s qualifications for the position.

For information and/or application materials, please call (909) 369-3733; visit Human Resource Services, Cal Poly University, 3801 W. Temple Avenue, Pomona, CA 91768 -CLA Building 98, Room B1-20; or visit our website at http://www.csupsomona.edu/hrsc.

ASSISTANT PROFESSOR OF HIGHER EDUCATION
Department of Educational & Psychological Studies

Assistant Professor non-tenure track faculty position in Higher Education master's program that has a focus on enrollment management

Qualifications: Qualifications include a) a doctorate in Higher Education, b) demonstrated experience in teaching graduate courses and obtaining student achievement, and c) experience in creating a distance learning component.

Responsibilities: Duties include teaching traditional higher education graduate courses including: distance learning courses, and administering and evaluating of the same.

Application: Applicants should forward a letter of interest and evidence of a letter of interest and evidence of a letter of interest and evidence of a letter of interest.

Preferred qualifications include:
- An understanding and knowledge of the field
- A commitment to student learning and professional development
- A proven record of success in teaching and administrative roles
- An earned doctoral degree

The position is available immediately. To apply, send your curriculum vitae and names and addresses of three references to the Search Committee Chair, Department of Educational and Psychological Studies, PB: Box 21665, University of Miami, Coral Gables, FL 33124-2165. All applications will be reviewed on a rolling basis until the position is filled.

For more information, please contact:
John Kohnle, Managing Director
Korn/Ferry International
900 19th Street, NW, Washington, DC 20006
Fax: 202/323-4127
E-mail: hypatia.kingsley@kornferry.com

The University of Miami is an AA/EEO Employer.
Assistant Director
Office for Minority Student Affairs

The California Institute of Technology is seeking an individual to be responsible for assisting in the creation of a community that supports underrepresented students in degree completion at Caltech. Duties include: developing and implementing outreach and retention programs, responding to day-to-day issues and concerns that arise with students; sponsoring educational and leadership development programs; assisting in designing, implementing and evaluating retention programs; coordinating Academic Workshops, Mentoring Program, Saturday Academy and other outreach programs as developed; assisting with the coordination of Freshman Summer Institute; organizing social events; assisting student organizations with the planning and coordination of special events and programs; monitoring student academic success; serving as a representative of the Office for Minority Student Affairs; assisting and participating in the selection and training of student staff members; serving as advisor, counselor and mentor to students and student groups; participating in minority-related conferences; contributing to and assisting with department newsletters and reports; and performing additional duties as assigned.

Requires a Master's degree in College Student Affairs or a related field and minimum 2 years' experience working with minority student programs or equivalent. Must possess excellent communication skills, written, interpersonal, problem-solving and customer-service skills; demonstrated experience with designing, coordinating and implementing programs and retention programs; and ability to work with a variety of constituencies. Will require some weekend and evening work. Candidates with minimum of 3-6 years’ experience working with minority student programs will be given preference.

Please send your resume & salary requirements, referencing Job Code STA-1892-1, to July 16, 2006, to jobs@hr.caltech.edu (ASCII text only, no attachments), Fax: 626-792-0547, or mail: Caltech Employment Dept., 239 S. Holliston (MC 133-84), Pasadena, CA 91125.

Caltech is an AEO/EO/AA employer, committed to diversity.

Assistant Director
University Relations

Rowan University is seeking a media relations specialist who can promote faculty, staff and student activities, regional and national media. The person will also undertake internal and external communication plans as well as manage the office web site and state database. Bachelor's degree in appropriate field is preferred with three to five years' experience required. Screen writing, communications, and computer skills necessary. Salary range: $33,400. Send resume and three references to Diane Sulli, University Relations, Rowan University, 201 Mul Hill Rd., Glassboro, NJ 08028.
PRESIDENT
University of Miami

The Board of Trustees of the University of Miami invites nominations and applications for the position of President to succeed Edward T "Tad" Foote, who has announced his intention to retire after nineteen years of distinguished service. The President is the chief executive officer of the University and reports directly to the Board of Trustees. The successful candidate for President will be an individual who can build upon President Foote's considerable accomplishments and provide leadership that will expand the vision of the future of a dynamic, emerging, urban research university.

Founded in 1925, the University of Miami is one of the largest, most comprehensive, private research universities in the Southeast, located in one of the leading international cities in the United States. The University's four campuses include the suburban Coral Gables campus, the School of Medicine in downtown Miami, the Rosenstiel School of Marine and Atmospheric Science on Virginia Key, and the South Campus in southwest Miami-Dade County.

The youngest of the 26 private research universities in the United States that operate law and medical schools, the University of Miami is known for its outstanding faculty and research, diverse student body, athletic excellence, and community service. The University enrolls over 13,000 students, employs more than 8,000 faculty and staff, and has an annual operating budget of $893 million. The University of Miami/Jackson Memorial Medical Center, the largest in the Southeast, is ranked by physicians as one of the nation's top 25 medical centers, serving the health care needs of the community.

Nominations and expressions of personal interest will be accepted until a new President is selected, and should be forwarded to the following address:

University of Miami
Presidential Search Committee
500 N. Akard Street
3232 Lincoln Plaza
Dallas, Texas 75201

The Search Committee and Board of Trustees are being assisted by R. William (Bill) Funk, the Managing Director of Korn/Ferry International's Education Practice.

"The University of Miami is an equal opportunity/affirmative action employer."

UNIVERSITY OF MIAMI
COMPUTING INSTRUCTOR, SPOKANE FALLS COMMUNITY COLLEGE: Full-time/tenure track. Must be able to teach a wide range of computing subjects including classes in programming, networks, applications in a laboratory environment, and e-commerce. Must demonstrate an ability to convey computing skills to students of different skill levels and be able to design and implement new curriculum for changing technologies. Master’s degree in CS, CIS, IS, Engineering, Computer Education or related field and two years minimum experience in the computer field as well as teaching/training experience. Must be proficient in one or more of the following languages: C++, Object Oriented programming, Java, or Java Script. Two years full-time equivalent secondary/post secondary teaching experience desirable. $37,132. Closes July 7, 2000.

ENGLISH AS A SECOND LANGUAGE INSTRUCTOR, INSTITUTE OF EXTENDED LEARNING: Full-time, tenure track. Will teach beginning, intermediate and advanced levels (0-4) of Adult Basic Education English as A Second Language to adult immigrants and refugees. Will provide instruction in listening, speaking, reading, grammar, writing and computational skills within the guidelines of an established curriculum and defined program objectives. Master’s degree in teaching English as a Second Language (ESL) or a Master’s degree in Adult Education in English as a Second Language and two years full-time instructional experience in teaching ESL to adult immigrants and refugees. Five years full-time instructional experience in teaching ESL to adult immigrants and refugees desirable. $37,132. Closes June 30, 2000.

For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-5499 at (509) 533-7429; TDD (509) 533-7466 or access our Web site at http://ccs.spokane.cc.wa.us.

ASSOCIATE DEAN Student Services

Reporting to the Vice President for Student Affairs and Dean of Students, the incumbent is responsible for oversight and supervision of the directors of three (3) units: Career Center, Office of Disability and Student Services, and the Office of International Student and Scholar Services. She/he also serves as the college’s Judicial Officer, coordinates sexual assault prevention and counseling services, development and dissemination of college alcohol and drug policies, computer technical support services, and electronic communications for the Division; and administers the division’s tax-levy budget. The position is available on or before September 1, 2000. Review of applications begins 6/23/00. Applications (letter of interest, CV, contact information for (3) professional references) and nominations should be submitted to: Associate Dean Search Committee, Administration Building 201, The City College, CUNY, Convent Avenue @ 138th Street, New York, NY 10031.

An EO/AA/IRCA Employer M/F/D/V.
BE HISPANIC, EDUCATED, AND PROUD

The face of America is changing. Ethnic communities, once anomalies, are now the majority culture in towns, rural and urban, across the land. Where commonalities are strongest, transnational groups gain enormous strength in all aspects of community life—economic, social, and political. And so long as those diaspora communities are young and frequently renewed, immense energy is generated. In no small way, the public institutions are similarly impacted among them, local schools.

At Washington State University, I live and work among towns where hundreds of Hispanic students, largely of Mexican heritage, attend and graduate from regional high schools, and where mid-life adults seek new opportunities. Community colleges have responded commendably to both realities. But the large research universities have remained somewhat aloof. At the same time, students candidates themselves seem less than proactive in their efforts to open the doors to those institutions.

There is great debate over the breakdown between potential Hispanic students and higher education. Stereotypic perceptions punctuate the rhetoric. The oft-cited tradition vs. education dichotomy rings hollow in a modern society where jobs and opportunities abound. Financial constraints to university resident study are critical to many. But work-study programs and student loans seem as substantial as ever. Accounts by first- and second-generation school-leavers of cultural and language discrimination in the rural schools of the Southwest take on the flavor of folklore at this juncture. And the persistent opinion that inadequate language skills are a deterrent to successful college studies is no more true for Hispanic students than for any other sub-group.

Conventional wisdom applied to potential Hispanic college students is no longer valid, if it ever was.

I tend to feel that the mismatch between young Hispanic persons and the pursuit of higher education is of a complex sub-cultural nature. Young people might try to distance themselves from certain conditions related to their ethnic roots—to the labor of their parents, to poverty; to the pain of imposed stereotypes or second-class status. In their effort to become something different, a sub-culture or transitional identity emerges, sustained by numbers and like-mindedness and outwardly manifested in dress, speech, music, consumer goods, and attitudes. Too often parents see this interim identity as inconsistent with traditional values. Neither is it well accepted by mainstream university society. Thus, those symbols that created an identity cushion in the locus high school years are out of sync with college expectations. The specter of reverse alienation looms large.

Earlier years might have generated a different interim identity cushion, or sustained and supported by Latino movements, civil rights legislation, affirmative action, and soft money. Those supports ushered in exemplary Hispanic leaders through higher education and into regional and national prominence. But the popularity of all that has since waned, along with the strength of its heritage and all its traditions. Today's young Hispanic persons are expected to compete successfully. And a great deal of cultural richness has been lost in resultant attempt by some to mainstream at all costs.

I detest a growing assumption by young Hispanics that breaking into mainstream university life and/or society at large must be achieved at the expense of the mother culture, a mindset I challenge and dispute. I feel deeply that one can be fully Hispanic and fully American. To a considerable degree, they are one and the same. My own bilingual, bicultural family resided throughout Latin America for many years, enriched by the several cultures among which we lived. At one time we were obliged to discard our own values in order to "belong."

The richness of Latin American languages, literatures, art, history, music and intellect is a heritage that should never be sacrificed. To be bilingual is a bicultural or cross-cultural is to be better endowed for the times and for the future. Role models for Hispanic students were once hard to find. Now other that true. Hispanic people have arrived. No student should hesitate to claim place in the sun. I encourage all to be who they are—but strive for excellence. Everyone respects excellence.

The university campus can be impersonal. It is not home, nor barrio, nor village, but a stepping stone to the wider world. I constantly encourage my university to recognize the wealth of the Hispanic culture, to embrace the presence of students on campus, and to help them reinforce the strengths of the heritage so that they in turn might enrich our own.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloulook@aol.com for guidelines.
Don't be left in the dark and miss these important issues!

For more information please contact us at:

Phone: 201.587.8800
Fax: 201.587.9105
E-mail: Outlook@sprintmail.com
FEATURES

Coca-Cola Investing Millions in Education
Its 100 bottlers throughout the country support projects in local communities, many of them Latino. 6

Wall Street Discovers the Hispanic Market
Only three to nine percent of Hispanics now invest in stocks, and many business owners are not yet buying IRAs. 9

Lucent Foundation Targets Preschool through Grad School
It funds initiatives at 11 universities to improve K-12 education. 12

$28.7 Million from Kellogg to Build Safety Net for Latino Youth
San Antonio-based IDRA, the managing partner with HISIs eligible for funding 18

Hispanic Leadership Institute at UCLA
Anderson School targets Latinos, African-Americans and women. 21

USC’s Latino Alums Fund 4,600 Scholarships
Frank Cruz, Al Zapanta, and Raul Vargas are three who helped raise $7.1 million so far, with support from USC. 24

Latino Education Programs Receive Boost from Nellie Mae
Adult ed., workforce development, and students “5-14” are chief interests of this foundation. 26

Joys of Capitalism at South Mountain
Community college pairs business owners with at-risk high school sophomores in its ACE Entrepreneurs program. 29

OUTLOOK ON WASHINGTON:
A CAPITAL VIEW
Corporate Philanthropy: An American Tradition 5

Honor Roll: Michigan State University
More than 600 faculty members are minorities and its study abroad program is the largest in the nation. 15

People, Places, Publications, Conferences 31

Book Review: Invisible Privilege: A Memo about Race, Class, & Gender 40

Translator: A Meaningful Career for Hispanics 41
Upcoming Issues

Our 10th year covering Minority Themes

The Arts Issue
August 11th
Ad Deadline July 25th

Volume 10 Editorial Index
September 22nd issue
Ad Deadline September 5th

High visibility advertising for staff and faculty recruitment

Call for advertising info:
201.587.8800 ext. 102 or 106
Fax: 201.587.9105
Visit our Web site! www.HispanicOutlook.com
Corporate Philanthropy: An American Tradition

BY GUSTAVO A. MELLANDER

United States, unlike many other countries, has a long history of philanthropy. People give away their hard-earned money freely and with a degree of panache unheralded throughout history. The tradition goes back to America's very earliest days. Even during the colonial period, the idea of sharing was woven into the region's fabric. Higher education was an early benefactor, and millions of students have benefited from that tradition.

Nineteenth-Century Philanthropy

About a hundred years ago, a man who'd come to America from Scotland years earlier, Andrew Carnegie, began to write another chapter in America's philanthropic history. Having accumulated millions, when a million dollars was not the paragon of your next door neighbor, he announced that a man who died wealthy died disgraced.

He began to build and furnish thousands of libraries throughout the world. Later he turned his attention to higher education endowed scholarships, funded academic programs, and assisted scores of colleges and universities. Shocked by the penurious circumstances of retired faculty members, he decided to create a retirement organization to provide them with dignity and ease in their final years. Today, hundreds of thousands of college teachers and administrators are protected by his Teachers Insurance and Annuity Association and its partner, the College Retirement Equities Fund, better known as TIAA and CREF.

Carnegie's many philanthropic endeavors were not always appreciated. His reputation and thus his money were tainted by the harsh and exploitative 19th-century labor practices that prevailed in many of his business ventures. Some institutions and communities refused to accept his largess. Nevertheless, he persevered, and his positive monuments are legion.

The 20th Century

In Fall of 1999, billionaire Bill Gates, Microsoft's CEO, unveiled his largest philanthropic education initiative to date. Conscious of the small number of minorities in leadership positions in the burgeoning electronics, high-tech field, Gates felt that efforts had to be made to guarantee a diversified leadership in the new century. He felt that too much talent was not being developed.

Thus he pledged one billion dollars for total-cost college scholarships. These funds will be specifically targeted for African American, Hispanic, and Native American students. Although most will be utilized for undergraduate studies, graduate education, including doctoral studies, may be funded as well. Information is readily available at every college campus about this unique program.

Now another billionaire has stepped forward with a revolutionary idea. One that could not only benefit millions of students but challenge the very underpinning of higher education. MicroStrategy CEO Michael Saylor recently stunned those attending the Greater Washington Business Philanthropy Summit. He announced that he was going to establish and fund a free online university to serve the entire world.

To start the ball rolling, he formally announced that he will deposit $100 million to create the world's first totally free Internet university. Saylor's dramatic, ambitious plans envision free tuition for everybody. Courses will be offered by the best faculty in the world through the Internet. That's the plan in a nutshell.

He has already appointed three high-powered Washington, DC, advisers: Stephen Joel Trachtenberg, president of George Washington University; James Dyke, former Virginia secretary of education; and Bobbie Kilberg, president of the Northern Virginia Technology Council.

They have begun explaining the university to several Washington-based groups. At one of those meetings, Saylor noted he could have done something more conventional. In fact, a few months earlier, a college colleague from the Massachusetts Institute of Technology had pointed out that $1 billion would fund scholarships for every student there forever.

But that, Saylor said, only triggered his imagination on what the Internet might allow him to do. It occurred to him that a whole new system could be established to offer a college education to everyone, for free and forever. In the coming months, he will establish a studio in the Washington area to videotape lectures by today's best teachers—lectures that will form the core of his university.

In a perfect world, I could sit down and hear Michelangelo's sculpture, hear Beethoven about the Seventh Symphony, and Lincoln on the Civil War; he a Washington press conference when they launched the technology to capture great minds did not exist does today, and he is determined to seize the moment. Saylor is grateful for having been attend MIT on a scholars notes that a single year's was more than his family's savings. Knowing how close b to missing out, and know hundreds of thousands of well, he has carefully crafted his plan so that he will finance his desire to higher education free, ubiquitous, and available to all.

His university, he said, intended to replace those one by one but to expand beyond the others in the trenches. He is different, maybe even feels. He readily admits university will not offer the quality of a traditional campus—"which eating club to Harvard" is a decision that all of people will never get to. He added, at least Harvard-quality curriculum: A brave new experience in watching—and perhaps exporting.

Dr. Mellander is a prof.
George Mason University
Coca-Cola Investing in Education
And Bottlers Support Community Projects Nationwide

BY JEFF SIMMONS

Adrian Contreras-Rosenfeld settled into a job as an archivist at the Matthew Marks Gallery last year, maintaining photographic records of artists' works and addressing press requests. The 25-year-old doesn't entertain the notion of leaving anytime soon.

"This is a dream job," said the El Paso, Texas, native. "It's extremely dynamic, one of the premier galleries in the world."

It's a position that he most likely would not have achieved, he says, if it weren't for the financial foundation laid a few years back when he received a prestigious scholarship that allowed him to attend college. The scholarship program also strengthened his confidence.

"The most important thing the scholarship did was give me the confidence to go after really big things," he said. "My family wasn't well off, and growing up in one of the poorest cities in the nation, you don't really shoot for the stars as much as you should. This scholarship gave me the green light to dream a little."

Contreras-Rosenfeld has since been able to realize his dreams. He credits the Coca-Cola Scholars Foundation with charting him a brighter future. It's a corporate investment, he believes, that exceeds other scholarship programs because Coca-Cola maintains close ties with recipients even after college.

This spring, the $1.8 million program awarded scholarships to 200 students, bringing to 2,000 the number of recipients since it was founded in 1986 by Coca-Cola Bottlers and the Coca-Cola Company. The goal isn't to reward academic achievement as much as civic and community responsibility—to recognize students who are making contributions to their neighborhoods and to society.

Foundation president Mark Davis said that Coca-Cola has pursued well-rounded students, those who volunteer or have started organizing to raise awareness of local problems. And the students last year. And it's extremely competitive: more than 17,000 students applied for this year's scholarships, and 250 finalists were summoned to Atlanta for interviews. Of that group, 50 received $20,000 scholarships, and 150 were handed $4,000 ones.

The program has made a significant effort to encourage Hispanic students to apply, but their numbers have remained consistently low. Of the 117,000 applicants, only 8,300, or seven percent were Hispanic, and (by press time) 29 of the finalists, or 12 percent, were Hispanic.

That represents a trend, because over the last decade, the highest percentage of Hispanic applicants were eight percent in 1988. Davis couldn't explain why the number of Hispanic applicants has not increased, but he hopes that the future will draw greater numbers.

Reflecting on the growing Hispanic population nationally, he said, "From a business standpoint, corporations look for the type of worker they are going to need in the future. Organizations want to identify and help create the kind of workforce that comes out of college in the future, plus those are the consumers of the future."

He adds, "At Coca-Cola, we've always said that an educated population is the best kind of consumer for us. So Coca-Cola, as an organization, and not only our program, has committed $1 billion to education in general in the nineties."

That has ranged from donations to individual schools to supporting campus activities to reach in impoverished neighborhoods. In New York City, for instance, bottlers have supported anti-graffiti efforts and Little League teams. Atlanta, Coca-Cola recently organized a golf outi

Dr. J. Mark Davis, Coca-Cola Scholars Foundation president
Tucker said that Coca-Cola also targeted funds to aid Hispanics where they often need it most—to transfer from a two-year community college to a four-year institution. “We know that more than 50 percent of Latinos who start college do so at a community college, but few actually transfer to get their bachelor’s degree,” she said.

Coca-Cola provided the lead $100,000 gift to the fund’s community college program one year, a gift that got the ball rolling on other contributions. “We were then able to go to other corporations and get them to support the program,” she said.

Since then, the fund has been able to grant scholarships to 80 community college students to enable them to attend four-year schools.

Involvement has exceeded simply doling out money to encourage involvement. Coca-Cola hosted and organized the fund’s first golf tournament, the Coca-Cola Classic, in early April. The 18-hole event at the Atlanta Country Club raised $93,000. “They know that Georgia [has] the fourth fastest-growing Latino population in the nation,” said Tucker, who says that the money raised—and $93,000 in matching funds—will go to Hispanic students in Georgia.

She said that she is not leery of corporate involvement and acknowledges that often, when corporations become involved, it is to spur brand loyalty in the future. “When these same companies give me money and allow me to pick the best students, I’m grateful: I’m not leery,” she said.

“I know that Coca-Cola believes education is an important priority for this country. They seek partners that are innovative and creative in working with them to support students in unique ways. I think it’s a smart investment on the company’s part.”

HACR, a coalition of the 10 largest Hispanic organizations in the country, works with Fortune 1000 companies to create partnerships and assist them with employment, procurement of Latino businesses, philanthropy, and governance. HACR is now attempting to strengthen its ties with Coca-Cola.

“Organizations understand that unless they deal with issues that confront our nation’s Hispanic youth, you’re going to have an enormous problem,” she said. “There’s no way to circumvent that, because not enough kids will go to college and too many will drop out of school.”

Much of the grassroots work is performed by the 100 Coca-Cola bottlers across the nation. The Coca-Cola Bottling Company of New York, Inc., has dispatched volunteers to graffiti-plagued neighborhoods in New York City to clean up buildings. It has created Little League tournaments; donated computers to students to assist...
them in college, and even arranged a neighborhood Halloween party.

“We try to get involved in outreach as much as possible,” said Ed Diaz, sales manager for community marketing for the New York company. “When it comes to helping kids and being involved with kids, we’re more than likely will entertain those opportunities.”

Last year, the company spent $14,000 to award laptop computers, printers, and leather cases to five needy students who received either scholarships or tuition assistance but couldn’t afford the necessary equipment to thrive.

“We selected students with very high potential who were looking to move back into the community once they finish college,” Diaz said. Many of the students who were reviewed by the committee are Hispanic. This year, he hopes to double the number of recipients to 10.

Diaz noted that officials surveyed parents at a Halloween roller-skating party, a Coca-Cola-sponsored event that drew about 1,900 kids from 20 community centers in the Bronx, Washington Heights, and East Harlem.

“We asked them what was the most important thing they wanted us to be involved in, and the No. 1 thing that was dear to their hearts was to give to education,” Diaz said. He then added, “I’m seeing this computer thing being contagious from one bother to another.”

“We do value urban kids reaching their potential. We want to do anything to make sure that they are on the right track,” Diaz said.

He also dismisses criticism that such involvement could be viewed as a marketing ploy designed to boost sales, but he admits that that is a benefit. The move comes at a time when Coca-Cola and PepsiCo have lobbied school districts across the nation to be a district’s soft drink of choice (New York City, for instance, recently rejected offers from both).

“It’s more than just selling sodas,” Diaz said. “There’s a huge company, one of the number one companies in the world, the No. 1 recognized trademark, and they’re taking a very grassroots approach, especially the independent bottlers, to help kids. We are doing things that are very relevant to each neighborhood.”

In the Bronx neighborhoods of Hunts Point, Soundview, and Southern Boulevard, the Hispanic population has exploded in recent years, and so has Coca-Cola’s involvement. “We didn’t have to solicit them,” said 75th District Assemblyman Ruben Diaz Jr.

“We have to be pragmatic about this,” he said. “I’m sure Coca-Cola does this to boost their sales, but there is a genuine concern and interest in the community. We as the Latino community have tremendous purchasing power, and we make up about a third of Coca-Cola’s sales. But it’s good to see that they say thank you and give back to the people who have helped them become successful.”

He is especially pleased with Coca-Cola’s efforts to support local Little League baseball teams in the area. The company supplies players with equipment and posts food carts at games, with most of the proceeds given to the teams.

“I would like to see other corporations make this kind of contribution. I hope they look at Coca-Cola and follow suit,” he said.

Mark Davis of the Scholars Foundation said that the bottlers are responsible for initially fueling the Foundation, for getting it on its feet. The program has evolved to encompass more winners, and Coca-Cola is reaching out more to Hispanic youth to attract their applications.

Recently, posters in Spanish have been distributed in New York City, New Jersey, and Florida. Staff have been dispatched to schools to talk with students about the program. And this year, previous winners have been encouraged to return to their schools to talk about life after graduation.

That life includes monitoring by Coca-Cola to check up on winners’ career paths.

“When a student receives a scholarship, it’s not really about giving him or her a check saying ‘Good luck with your education. It’s about creating a relationship and tracking them through the rest of their lives, when they Assume leadership in their communities,” Davis said.

Adrian Contreras-Rosenfeld originally wanted to become an international corporate attorney when he enrolled at the University of Texas at Austin. His dreams shifted during his studies, as he came to appreciate art. His mother is an accomplished Mexican painter.

“This scholarship allowed me to travel, to get out of the city and see as much of the world I could, and not settling for a typical job working for corporations. America. It really let me explore my options,” he said. “The scholarship made me realize I could attain things I were off the beaten path.”

He is moved by Coca-Cola’s outreach officials have contacted him several times a year since graduation, and have even informed him of other scholars’ moves to other areas.

“Lots of people give money away, but to actually do follow-up and stay with us takes more of an effort,” he said. “They see it as more of an investment than a donation.”
Several studies conducted by the securities industry last year revealed that only nine percent of English-speaking Hispanics owned stock, bonds, or mutual funds compared to 49 percent of non-Hispanics in the U.S.

Having ignored the Hispanic market for years, Wall Street is finally paying attention to Latino/Latina investors.

A combination of factors, including the rising Hispanic population, the increased affluence of many Hispanics, and an increasingly competitive marketplace, is encouraging firms to reach out to Hispanics.


"The affluence of Hispanics has grown to the point where it can no longer be ignored. The economics have caught up with the recognition that Hispanics are an important market," said Tom Acosta, one of the highest-ranking Hispanics at Salomon Smith Barney and its director of U.S.-Hartley Marketing. Acosta was the introductory speaker at the Los Angeles symposium.

"The seminar was only one part of a much larger initiative to reach out to the Hispanic/Latino community throughout the U.S. and increase their awareness of financial services and opportunities in the financial sector," explains Ivon Silva, managing director of the Hispanic/Latino business at Salomon Smith Barney, in New York. Silva is bilingual and was born in Ecuador and raised in New York. She has a degree in economics from Brooklyn College. Hiring Hispanic employees is an increased opportunity for Wall Street.

Merrill Lynch, the largest brokerage firm in the U.S., followed by Salomon, is also targeting Hispanic investors through its more than 300 local financial counselors in the states, explains Juliane Parker, vice president of Word Minority Marketing at Merrill Lynch, based in New Jersey. The firm already produces a series of bilingual brochures on investing. Encouraging the Hispanics to invest in stocks "is an educational process," Parker says, "as they discuss return versus risk, and how stocks have a higher yield than cash equivalents," she added.

"In the past," Silva candidly admits, "Hispanics haven't been a key player. Increasingly, Hispanics are becoming an important community." Various studies indicate that only three to five Hispanics invest in the stock market, and most keep their savings in income, risk-free investments, said Silva. "Hispanic are losing gro..."
continued. “If you’re earning three percent in a savings account, fees and cost of living will negate that savings.”

What Hispanics need is access to more information. “Without information, Hispanics won’t develop the habit of keeping money in stocks and bonds. It’s a learning process,” Silva said. It’s her opinion, too, that since Hispanics don’t have a long history of relationships with financial counselors, “there’s less trust. Trust must be earned over time so Hispanics feel more comfortable” with financial services advisors and investment companies.

But some people are skeptical about the long-term commitment that financial companies will make to Latinos and other ethnic groups. “My experience has been that targeting Hispanics can easily become a flavor of the month,” said Charles Gonzalez, who spoke at the Hispanic symposium in Los Angeles and is the author of *Yes You Can! Every Latino’s Guide to Building Family Wealth* (Chandler House Press, 1998) and president of the Mileso Financial Services Group in the Bronx, New York. “I’d like to see in a year or two if the commitment is there,” he said. As of now, Ricky Martin and Christina Aguilera are at the top of the music charts, and the Latino explosion has begun, but Gonzalez wonders whether financial services companies will sustain their targeting of Hispanics when the publicity and hoopla fade.

Companies are targeting Hispanics because “asset-gathering is hugely competitive. The low-hanging fruit is no longer there,” said author Gonzalez. But why were Hispanics in the past content to keep their savings in safe investments like money market accounts? “Hispanics have had lower incomes. Fifty percent of Hispanics [in the U.S.] [is] born elsewhere, so you have language issues and culture disconnection. Many Hispanics hail from countries where stock markets weren’t mature and where they had no trust in the banking system,” Gonzalez noted. Immigrants wanted to protect their savings and hence took few risks. Furthermore, financial institutions ignored them, targeting only professionals and entrepreneurs with six-figure incomes—“high net worth individuals.”

“Hispanics,” Gonzalez said, “offer an untapped market.” He points to a couple that he recently advised who are both school principals, with a joint income of $90,000 but were ignored by major financial analysts. More than 1.4 million Hispanics own businesses, and one-quarter of a million Hispanics own businesses in Los Angeles alone, Gonzalez said. Many of them have not invested in IRAs, so the market is waiting to be discovered.

One way to overcome this penchant for conservative investing is to establish a relationship with a financial counselor or advisor. Silva advised that Hispanics interested in finding a financial advisor seek out recommendations through word-of-mouth of family or friends. “Ask about the advisor’s track record, see a record of what stocks or mutual funds they advise and what their rate of return was in the previous few years, ask their philosophies on investment (risky high-tech stocks versus large cap mutual funds), and see how their goals coalesce with yours.”

Experts agree that you don’t have to be earning six figures to start investing. Hispanics need to realize, Silva suggests, “that you don’t need large amounts of money to invest. You can start with a smaller nest egg.” Hispanics who invest in IRAs (Individual Retirement Accounts), for example, “are putting their money back to work for them,” she said. Instead of paying higher taxes, their investments will grow, and their taxes are reduced. Investing depends on each individual’s particular circumstances, including age, earnings, and retirement goals. Silva noted that younger Hispanics, reared at a time of a stock market boom, would likely be more receptive to more aggressive investing. “If you’re closer to retirement, you’re likely to be more cautious,” she added.

But critics suggest that financial services companies like Salomon Smith Barney, Merrill Lynch, and others promote certain stocks that the company has underwritten and often fail to look out for an individual investor’s interests. Rejecting that notion, Silva replied that “all financial counselors are trained that the client’s goals and needs have to be met first. Financial counselors are trained to see what benefits the client and not simply to suggest a buy.” But Gonzalez added that “individuals need to take responsibility for educating themselves.” Ask if the company has financial information and brochures of their products in Spanish. He noted that most companies do not, and he knows only two that have distributed bilingual financial information, State Street Research and Aetna. “Many counselors find it frustrating dealing with Hispanics because of the education that is required and overcoming that conservative nature,” he said. But Gonzalez said that most financial service companies offer mutual funds with solid credentials and are not out to exploit their clients.

Will financial services companies target middle-class earners not ju-
affluent professionals? Gonzalez felt that even the recent symposium was aimed at high-net individuals and ignored middle-class earners. "Wirehouse brokers target the most highly affluent professionals, business owners, managers, and executives," said the author. Indeed, even a Salomon Smith Barney representative explains. "Generally investors come to us when they've reached a certain level in their assets. Our average client has assets of $300,000, but we also have clients with less than that and more than that," noted Mary Connolly of its public relations staff. But will its investment brokers be empathetic to teachers, firefighters, social workers, and administrative assistants who can invest only a limited amount each year? That question remains critical for middle-class Hispanic and middle-class investors in general.

Merrill Lynch appeals not only to high-net-worth individuals but is known for bringing "Wall Street to Main Street," Parker noted. Any client can purchase a stock online for $30, and investors can enroll in automatic savings plans for as little as $30 a month. Parker said that investors can open a Merrill Lynch cash management account with $20,000.

Asked what special programs Merrill Lynch has designed for Hispanic investors, who aren't used to forming relationships with financial counselors, Parker again mentions the role of its 300 local financial counselors. Clearly there aren't any special programs, other than bilingual brochures.

Merrill Lynch is leaving reach an untapped Hispanic market, the resources of its broker network. Nonetheless, experts see the growth of Hispanics by financial services companies as a positive step. "When a powerful resource-rich organization taps Hispanics, it can have a dramatic positive impact on the ability of Hispanic families to create financial independence," said Gonzalez: predicted that a "ripple effect would lead one Hispanic family had a successful investing experience to recommend a financial plan to another...." One Spanish investor with 20 family members and friends generate myriad recommendations to a financial counselor. "But the issue is the need for Hispanics to have access to information and knowledge, not only at the top 10 percent of earners, but for the huge middle class," Gonzalez asserted.

---

**UNIVERSITY OF NEW HAMPSHIRE**

**Forest D. McKeary Professorship**

**Health Services Research**

The University of New Hampshire invites nominations and letters of application for the inaugural appointment of the Forrest D. McKeary Professorship in an appropriate department of the School of Health and Human Services with the opportunity for a joint appointment (e.g., Economics in the Whitemore School of Business and Economics or Sociology in the College of Liberal Arts) and participation in doctoral programs. The responsibilities of the position include teaching, graduate and/or undergraduate courses, conducting applied research in health policy analysis relevant to the State of New Hampshire, and providing leadership in the development and implementation of health services research at the University of New Hampshire. The candidate is expected to have an earned doctorate in an appropriate discipline, e.g., health economics, policy, public health, epidemiology, or sociology. Candidates must have a strong record appropriate to their rank in teaching, scholarship, and health policy grants. This position is expected to work closely with the School of Health and Human Services Institute for Health Policy and Practice, a newly created cooperative effort of the State of New Hampshire, Dartmouth Medical School and UNH.

Letters of application should include curriculum vitae and name, address, telephone number and e-mail address of five references. The Committee will begin reviewing applications immediately and will continue until the position is filled.

McKeary Professorship Search Committee

School of Health and Human Services

217 Hewitt Hall, 4 Library Way

University of New Hampshire

Durham, NH 03824-3563

UNH is committed to enhancing the diversity of its faculty and staff and encourages applications from women, persons of color, persons with disabilities and veterans.

---

**THE UNIVERSITY OF UTAH**

**ASSISTANT DEAN FOR DIVERSITY**

The Graduate School at the University of Utah is seeking nominations for the Assistant Dean for Diversity: a 12-month professional position reporting to the dean of the Graduate School. Candidates must demonstrate writing ability and excellent interpersonal communication skills. Experience with a diverse student population for recruiting and retention is preferred, and a masters degree in a related area is required. Primarily responsibilities are recruitment and retention for groups historically underrepresented in graduate education, administration of graduate summer research opportunities, development of externally funded grant proposals, graduate education, and other related duties.

Founded in 1850, the University of Utah is the flagship institution in the U system of higher education. It is accredited by the Northwest Association of Schools and Colleges with a graduate enrollment of over 900 students in 16 colleges. The University is located in Salt Lake City, a metropolitan area with a population almost a million citizens in the greater Salt Lake Valley. The University of Utah is affirmative action/equal opportunity employer and encourages applications from women and minorities and provides reasonable accommodation to known disabilities of applicants and employees. Nomination letters and letters from applicants with copies of a curriculum vitae plus names, addresses, e-mail, phone, and fax number three referees should be sent to: David S. Chapman, Dean of the Graduate School 310 Park Building, University of Utah, 201 South President's Circle, Salt Lake City, UT 84112-9016; 801/581-7642. This position will remain open until filled.
Lucent Foundation Targets Education

From Universal Preschool to Grad School Access for Minorities

BY AMALIA DUARTE

You might know Lucent Technologies as a premier high-tech company, as home of the renowned Bell Laboratories, or as the people who "make the things that make communications work." But did you know that there's another side of Lucent that last year gave away nearly $40 million around the world to programs benefiting young people?

In less than four years since spinning off from AT&T, Lucent has become one of the largest givers of corporate philanthropy in the country. In fact, just in the past two years, its giving has increased nearly fivefold, from $106 million in its fiscal year 1998 to an anticipated $500 million this year (Lucent's fiscal year runs from Oct. 1 to Sept. 30).

Barely off the ground in 1998, Lucent's Foundation already was ranked by the Foundation Center as No. 47 in dollars donated among U.S. companies and will probably improve its ranking on future lists. "We will probably jump up that list even higher," said David Ford, president of the Lucent Foundation, "now that our programs are really getting off the ground."

The Foundation's quick growth mirrors the fortunes of the company itself. The Foundation was created after Lucent officially split from AT&T to become an independent company. At the time, Lucent was viewed as a stodgy manufacturer, but now Lucent is focused on high-growth areas such as optical and wireless networks, Internet infrastructure, semiconductors, and fiber optics. Today its stock is among the most widely held in the country, and it posted $39 billion in revenues in 1999, growing 20 percent over the previous year.

Lucent's CEO and Chairman Rich McGinn also chairs the Foundation's board of trustees, which is comprised of Lucent corporate officers. And the company earmarks 1.2 percent of its pretax income for the Foundation.

The Foundation started off on a strong footing with some seed money from AT&T and a legacy of decades of charitable giving. In its debut week as a new company,
some 6,000 Lucent employees volunteered during a Global Day of Caring at more than 100 community service projects worldwide. But Lucent took a decidedly different tactic to giving than did AT&T. While AT&T funds everything from the arts to community groups to the environment, Lucent decided to take a more focused approach and concentrate on young people and education. As a business-to-business company, the Foundation had the freedom to follow a narrower path.

"If you think about it, education is key. If you can solve the problems in education, then you can solve a lot of societal issues," said Phyllis McGrath, vice president of the Lucent Foundation. "And that's been the focus and commitment right from the beginning."

Its mission statement and six priorities underscore the Foundation's focus on youth. "Our mission is to help young people prepare to meet the challenges of our changing global society. Education is the key." And its priorities underscore that message. The six priorities are: improving public schools; developing and supporting teachers; preparing youth for a diverse world; inspiring excellence in science, math, and engineering; engaging Lucent employees; and supporting Lucent's communities.

Based in Murray Hill, N.J., the Foundation casts a wide net in its giving activities, reflecting its influence around the world. Nearly one quarter of its 15,900 employees are located in countries other than the United States. It supports hundreds of organizations through its grantmaking and has been announcing new efforts at a head pace.

One of its flagship efforts, the Global Scholars Program, now awards more scholarships to young people outside the United States than to U.S. students. Last year's crop of 80 students included three from Argentina, five from Brazil, and five from Mexico. And this year the Foundation will award even more scholarships—107 in total—including 34 to first- and second-year students at technical universities in 19 countries and regions outside the United States. "When we decided to start this program, I said, 'Let's make it global. And we've been under pressure ever since from our colleagues around the world to add more countries and regions to the program,'" said Ford.

The Foundation has committed $20 million over 10 years for the Scholars Program, which is designed to encourage the world's youth to pursue careers in communications technology. Scholarship recipients spend a week in the summer at the Lucent Global Science Scholars Summit, meeting with Bell Labs scientists and learning about exciting new technologies. In addition, scholars get a one-time award of $5,000 and opportunities for internships at Bell Labs locations around the globe. "We are not trying to build a future pool of employees," said Ford. "Although... if they regard us with affection, that would be great."

As a result of the Foundation's focus on preparing youth for a diverse world, many of its initiatives touch the lives of minority and Hispanic students here in the U.S. "Most of our educational programs are aimed at those who are needy," said Ford. "So a very significant portion of our efforts address Hispanics."

One of its most recently announced programs hopes to improve the educational prospects for disadvantaged children by reaching out to them before they are on foot in a real classroom. Starting in January, the Lucent Universal Preschool Initiative is designed to encourage universal access to quality early childhood education. Its first year, the initiative is giving million in grants to 13 programs that provide early childhood education and care to preschool children.

The Foundation also will sponsor a national conference on universal preschool this year to share with national audiences the knowledge and experience of these programs. To implement this program, the Foundation has partnered with Child Care Action Campaign and Families and Work Institute, two nonprofit organizations based in New York City.

During the past few years, the Foundation has been building for univer...
University students from Mexico met with Lucent researcher Horst Stormer, a recipient of the 1998 Nobel Prize in Physics, to discuss his experiences in the field of research.

The Lucent Foundation got on board. Brain research has proven that children are like sponges during those first few years of life and will fail to expand intellectually if left in an unstimulating environment. And some studies have concluded that most pre-school and day care settings are not of good quality.

"We know that too many children are starting school already behind in their development," said Ford. "We've got to get children away from sitting in front of the television and being neglected in warehouse day-care settings."

The Foundation's effort helps build support and keeps the spotlight on universal preschool. "We're extremely excited about Lucent's involvement. To have a major foundation and major corporation aligned in the goal to provide universal, quality pre-school is powerful," said Faith Wohl, president of the Child Care Action Campaign.

"You don't often get a partner with that kind of clout and credibility."

On the other end of the educational pipeline, last fall, the Foundation gave grants to 11 universities in support of initiatives aimed at improving K-12 education. Recipients include Hunter College of The City University of New York (CUNY), McGill University (in Montreal), Montclair State University (N.J.), North Carolina State University, the University of California at Los Angeles, and the University of Texas at El Paso. At most Foundation efforts are not specifically targeted at Hispanics or minorities, but two important exceptions are the legacy programs based at Bell Labs. Each year, the Bell Labs Cooperative Research Fellowship Program (CRFP) for minorities and women selects six students majoring in science, math, and engineering to receive four-year doctoral fellowships. Students

**Students get college tuition, an annual living stipend of $17,000, a book allowance, university fees, related travel expenses, and summer employment at Bell Labs.**

UTEP, the money will support a project called Literacy in Action that allows all children in grades six to nine to complete a high-level course in reading and writing. Get college tuition, an annual living stipend of $17,000, a book allowance, university fees, related travel expenses, and summer employment at Bell Labs. A parallel program called the Graduate Research Program for Women (GRPF) offers the same benefits to six female students each year.

Both initiatives are designed to provide encouragement and financial support to students who have demonstrated high potential for pursuing a career in technology. "You can count the number of minorities who get Ph.D.s each year on one hand. So this program really has a tremendous impact," said McGrath. "And it's a natural for Bell Labs, where there is a real, deep-rooted interest in pulling the next generation along."

As Lucent continues to grow as a business, its Foundation will undoubtedly expand its reach even further. "We're in it for the long term and for what we can do for the community," said Ford. "We're not in it for the publicity or the self-aggrandizement. We're in for a simple reason: to help young people."

Amalia Durante is an editor in public relations at Lucent Technologies.
First, let's give the MSU Spartans their due as the reigning NCAA Division I Men's Basketball Champions, a title that the team recently won, defeating Florida in the high-profile, prime-time nationally televised event. Congratulations are in order for this distinction, and for many proud achievements in the arena of higher education. President Peter McPherson reports, "We are a comprehensive, internationally recognized center for learning, research, and service. Our work has a tremendous impact on today's global needs: K-12 education, agribusiness, human and animal health, food safety, biotechnology, and international connections." He adds, "Nearly a century and a half after its founding, Michigan State University continues to build its success on the land-grant tradition of public service, teaching, and research. Yet, we're doing so in new and innovative ways, using technology to meet the diverse needs of our students, for example, and offering more cost-effective options for students to study abroad."

"Michigan State," he says, "has embarked on the new century with academic strength, fiscal stability, and tuition restraint. The University remains committed to an affordable education for the next generation of students, extending its innovative Tuition Guarantee, for the sixth year, in 1999. In fact, MSU's average tuition increase for those years is 2.7 percent, far below the national average." The president notes that today's MSU students participate in an "active learning environment with a large spectrum of academic opportunities." He notes that undergraduates can engage with world-class faculty in their classrooms, in special living and learning programs, and in the University's growing undergraduate research program. Through MSU's Technology Guarantee, he adds "undergraduate students can access the latest educational technologies as they prepare for careers in the digital age."

Founded in 1855 as the nation's pioneer land-grant institution, Michigan State University is a dynamic community of 33,800 undergraduates and 9,000 professional students. Twelve baccalaureate degree-granting colleges offer more than 150 programs of study. Two residential options, Lyman Briggs School and James Madison
Honor Roll Facts in Brief

INSTITUTION
Michigan State University

LOCATION
Office of Admissions and Scholarships
250 Administration Building
East Lansing, MI 48824-0590
(517) 355-1855

ESTABLISHED
1855

ENROLLMENT
43,038 (1,073 Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$50,435 undergraduate, resident

FACULTY
4,244 faculty and academic staff (2.6% ranked: 600 minority)

SEVERAL DEGREE PROGRAMS
Environmental Biology
Human Resource Management
Music Therapy
Merchandising Management
Urban and Regional Planning

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Coalition for Multicultural Education
Cultura de Las Razzas Unidas
Men and Women of Color

INTERNET ADDRESS
www.msu.edu

Peter McPherson, Michigan State University president

College offer a small-college atmosphere within a large, world-class university. Undergraduate education is a primary mission of the institution. MSU’s campus is a unique blend of the traditional and the innovative within a park-like landscape. The Red Cedar River flows through the campus and makes a great backdrop for springtime walks and summer concerts. North of the river’s tree-lined banks and grassy slopes is the older, more traditional heart of the campus. The ivy-covered brick buildings house academic offices and include the MSU Union and ten residence hall complexes. Spartan Stadium, the world’s most powerful superconducting cyclotron, the medical complex, and sophisticated scientific research laboratories. The University’s newest facilities are also found on this side of the river, including Jack Breslin Student Events Center, the Wharton Center for Performing Arts, the Pavilion for Agriculture and Livestock Education, the MSU Detroit College of Law, and two intramural buildings devoted to student sports activities.

Undergraduate students come from every county in Michigan, every state in the U.S., and more than 120 countries. These students represent many ethnic, racial, political, economic, and religious backgrounds. Approximately 6,500 undergraduates are members of ethnic minority groups (15.3 percent), and international students make up nine percent of the school’s enrollment, which totaled 50,288 for 2000-2001. Total Hispanic enrollment is 1,073. Black non-Hispanics number 1,350; Asian Pacific Islanders, 1,33; and Native Americans, 257. There are 4,244 faculty and academic staff, including 2.6% ranked faculty and 73 executive management employees. More than 600 faculty members are minorities.

Many MSU colleges and departments offer special programs for minority students, including Minority Students in Engineering Minority Business Program, Vetward Bound, the Charles E. W. Science Enrichment Program, the McNair Program, the M Phyaical Education Program, the S and the University Student Program-Excellence Required (USPER) MSU is a national leader in the study of diversity. With more than 140 programs in 52 countries, The
grams are offered every session, including winter break, and in many instances do not exceed the costs of a semester's study on campus.

As part of its mission to increase diversity and global learning, the University has created study abroad experiences for all students, with a goal that by 2006-07 percent of its graduating seniors will be taking part. The senior advisor to the president for diversity has been working with the study abroad program to ensure that students of color are actively recruited.

Undergraduates can also participate in one-of-a-kind research projects, mentored by MSU professors from many disciplines. Students are currently working on areas ranging from wearable computers to microbiology, from Holocaust memorial designs to breast cancer.

MSU has championed the creation of a strong academic and social environment for all students, particularly for minorities, by creating support/educational groups within each residence hall. Shin hokai had the first such caucus on campus, and it now sponsors scholarships for female students of color. There are also strong Greek and social organizations for minority students, such as the Cultura de las Raza's Unidas, Men and Women of Color, and the Coalition for Multicultural Education.

Early this year, three major corporate contributions to MSU were announced within a two-week period. The gifts enhanced research and teaching initiatives for students and faculty. The gifts—one of cash, one in-kind, and one of property—show the diversity of corporate support to the University, according to Chuck Webb, vice president for University development, and are significant in providing leadership for MSU's capital campaign. These gifts illustrate the great value that our corporate spon- sors place on MSU's educational and research activities, Webb observes. "This recognition and support from our corporate partners clearly enhances MSU's ability to maintain its standing as a world-class institution."

The in-kind gift, valued at more than $36 million, is from General Motors, Unigraphics Solutions, Sun Microsystems, and EDS. Part of the Partners for the Advancement of CAD/CAM/CAM Education (PACE) initiative, the gift ensures that MSU students will have "the most relevant leading-edge technology available in the engineering curriculum." A cash gift of $5 million over five years from Ford Motor Co. will support construction of two new laboratories. The first will be located inside the Biomedical and Physical Sciences Building, currently under construction, and the second, in a new structure to be housed in the Automotive Research Experiment Station of the College of Engineering, Ford, which annually supports a variety of scholarship and fellowship programs with MSU, notes that the two labs will contribute toward essential improvements in the auto industry, as well as enhance the University's educational goals. The third gift, property from the Kalamazoo-based Pharmacia & Upjohn, is in process. A preliminary agreement between the company and the University paved the way for a donation of the 80-acre Brook Lodge property and 85 acres of land surrounding the lodge, to be used as an environmental and conference resource. The land is located just south of MSU's Kellogg Biological Station.

"When state-based industries step forward in leadership roles such as these, it can't but help have a positive impact on those industries in return," says President McPherson. "We're grateful for their faith in our faculty and our students, and for their willingness to show that faith in the form of such important contributions."

Government, corporation, and foundation support for MSU's international development projects exceeded $20 million in 1998-99. MSU now has ongoing projects in 100 nations on six continents and formal links with 150 overseas institutions. In 1998, MSU broke ground for the new $93 million Biomedical and Physical Sciences Building, one of the largest academic buildings on campus. It joins such facilities as the National Superconducting Cyclotron and the National Center for Food Safety and Toxicology as focal points for exciting new collaborative and interdisciplinary research initiatives. MSU research awards increased 22 percent this past year. Funding from federal grants amounted to 25 percent.

President McPherson says that MSU is proud. 900, of its international strengths, including its African Studies Center, and of its being named by the Institute of International Education as the nation's leader in study abroad. "It is our belief," says McPherson, "that an international experience is an important part of a 21st-century education."
Kellogg Grant to Build Safety Net for Latino Youth

IDRA the Managing Partner

BY INÉS PINTO ALICEA

Eighteen Hispanic-Serving Institutions have been given grants by the W.K. Kellogg Foundation to get more Latino students into and through college.

“The Foundation believes this project is important because it joins a growing number of efforts to address the disparities in educational attainment being experienced by Hispanic young people, and the impact that these disparities have on communities and the larger society,” said Betty Overton-Adkins, the Foundation’s director of higher education programming.

The Foundation, based in Battle Creek Michigan, is providing a $28.7 million grant over six years to projects that link colleges, K-12 schools, community groups, businesses, and other organizations in a collaborative effort to improve opportunities for Hispanic students. By working together, these partners will give Hispanic students the support they need to succeed from kindergarten through high school and beyond.

“Partnerships are crucial—because no one institution or community can succeed in this effort alone,” said Overton-Adkins. “We have come to understand that effective education is not the sole responsibility of educators. We know that for colleges to do a good job of educating a broader and more diverse group of students, our K-12 systems must do a better job of preparing those students. In order for K-12 systems to be more effective families and communities must be more involved with the education of young people.”

Kellogg officials say that they want the program Engaging Latino Communities for Education (ENLACE) to help communities weave together elements of existing programs and introduce new ones to create much stronger safety nets for Latino students.

“We understand that this program alone will not solve the educational issues within Latino communities,” said Overton-Adkins. “We are hoping this small effort will be a catalyst for other programs and will serve as linkage and leverage to other K-16 efforts.”

The term enlace is from the Spanish word enlazar, which means to link or weave together or connect in such a way that the new entity is stronger than its parts.

ENLACE will strengthen the
educational pipeline so that more Hispanic youth will enter and complete college," said Overton-Adkins.

"And, it can improve the performance of students who are already attending Hispanic-serving institutions [HSIs]."

Antonio Flores, president of the San Antonio-based Hispanic Association of Colleges and Universities (HACU), praised the initiative. "By engaging HSIs as lead and anchoring institutions to work in collaboration with community-based organizations and K-12 schools, the bulk of the Latinos in the project areas will be served by innovative and effective ways," said Flores. "It is an excellent initiative that HACU intends to continue supporting fully and to leverage for greater funding and involvement by other prospective funders. We also plan to use the data generated by ENLACE to prepare policy briefings and articles that could influence education policy at the local and national levels."

The Kellogg program will have three phases. In the first, 10 to 15 colleges will win one-year planning grants of up to $100,000 to create coalitions that include schools and other organizations. Eight to 10 of those coalitions will be selected for four-year grants of up to $2 million to carry out their plans during the second phase. Those grants are scheduled to be awarded in December.

"Partnerships selected for Phase II funding will be based on strong designs to create systemic change for improving access and success of Latino youth in higher education," said a pamphlet on the program.

In the third phase, participants will examine the work of the coalitions and share information about successful programs with other educators and policymakers. The third phase will begin in January 2005.

"One of ENLACE's greatest impacts will come in the last impact, lessons learned, and best practices may be widely disseminated to inform institutional and public policy, and where the models can be institutionalized and sustained through innovative strategies and activities," said the program's brochure.

"We're very enthusiastic about the efforts to date," said Dr. Rosar G. Rodriguez, IDRA's director of community engagement, who helped develop the ENLACE program while she worked at the Kellogg Foundation. "While the focus is on Hispanic students, we hope that the lessons learned and the models created will benefit the broader community as well and have a positive effect on policy-makers."

Participating HSIs had to be two-year or four-year institutions, and large proportions of Latino student and have at least 2,500 students enrolled. The HSIs also had to have documented history and commitment to the education of Hispanic students and outreach to Hispanic communities.

HSIs are colleges and universities with 25 percent or more Hispanic enrollment. The program was concentrated in states with large Hispanic populations such as Arizona, California, Colorado, Florida, Illinois, Michigan, New Mexico, and Texas.

"The initiative, which was approved by the Foundation's board in 1998, targets these [HSIs] as co-resources for stimulating community efforts to strengthen the educational pipeline for Latino young people," noted the application packet.

ENLACE's five objectives are:

- to strengthen selected HSIs and other institutions to serve as catalysts and models for educational change;
- to support higher educational/community coalitions and partnerships that increase educational success and community involvement for Latino and other students;
- to support the creation and development of educational models based on best practices that improve enrollment, academic performance, and graduation of Latin high school and college students;
- to facilitate sustainable impl-

"There is not a great track record in the country of communities, K-12, and colleges working together to design programs."

BETTY OVERTON-ADKINS, W.K. KELLOGG FOUNDATION DIRECTOR OF HIGHER EDUCATION PROGRAMMING

The San Antonio-based Intercultural Development Research Association (IDRA) is the managing partner for the ENLACE initiative and The Council will determine whether the overall objectives and goals of the initiative have been achieved, what lessons have been learned, and what

The San Antonio-based Intercultural Development Research Association (IDRA) is the managing partner for the ENLACE initiative and
programs through strategic planning, networking, leadership development, and policy efforts; and
- to infuse into key stakeholder groups information and models that stimulate changes in policies and practices related to the education of Latinos.

"Leadership is an important cross-cutting theme throughout the ENLACE effort," said Rodriguez.

The educational level of Latinos in the United States is the lowest of any group, according to the Kellogg Foundation.

"Because Latinos/Hispanics remain the most undereducated population in America, we need to increase this success rate dramatically and rapidly or have a national crisis due to the scarcity of well-prepared workers, technicians, and professionals needed by the U.S. economy," said Flores.

Latinos have the highest dropout rates of any student groups—as high as 30 percent at some levels. Barely half of Latinos ages 25 and older have earned high school diplomas. Only two percent of all doctorates are awarded to Latinos. Hispanics earn only 39 percent of all graduate degrees.

"The educational gap is serious and growing," said Rodriguez, adding that a community-wide effort is needed to address the issue.

"Kellogg has always recognized the importance of community," Rodriguez said. "The community has much to offer."

The program faces a number of challenges. Overton-Adkins said that program officials will have to choose among current recipients for the next phases of funding and that picking the best programs that will have the most impact will be challenging.

"There is not a great track record in the country of communities, K-12, and colleges working together to design programs," said the challenge of effective leadership that can keep the process moving, keep people excited about the goals and potential of the work, broker the differences between the partners, and keep an eye on the end product—better education for Latino youth. No small task."

Rodriguez said one of the challenges that lies ahead is the need to get others to help fund the projects so that they can be sustained over time and so others can be created based on the models developed by the Kellogg project.

The Kellogg Foundation was established in 1930 to "help people help themselves through the practical application of knowledge and resources to improve their quality of life and that of future generations." The Foundation targets its grants toward specific areas, including health, food systems and rural development, youth and education, and philanthropy and volunteerism.

There were 112 applicants for the initial grants, and 18 applicants were nominated to receive those initial grants. Those 18 recipients are eligible to compete for the second phase of ENLACE. The recipients for the initial grants are: Arizona State University, University of Southern Colorado, The University of New Mexico, Santa Fe Community College (N.M.), New Mexico State University, Santa Ana College (Calif.), California State University-Los Angeles, University of California-Santa Barbara, California State University-Fresno, University of South Florida, Florida International University, Miami-Dade Community College-North, Northeastern Illinois University, CUNY-Lehman College (New York, N.Y.), CUNY-Hostos Community College (Bronx, N.Y.), Saint Edward's University (Austin, Texas), Southwest Texas State University, University of Texas-Brownsville/Texas Southmost College.

\[\text{Kellogg officials want the program, ENLACE, to help communities weave together elements of existing programs and introduce new ones to create much stronger safety nets for Latino students.}\]
years ago, the National Society of Hispanic MBAs added a new category of honoree to its Brillante Awards, which are given “in recognition of exceptional contributions to the Hispanic community.” That new category was “educational institution,” and the very first award therein went to the Anderson School at UCLA.

The selection of Anderson is especially significant in that NSHMBAs came into being, back in the 1980s, to address the lack of Hispanics in corporate boardrooms. And the official mission of NSHMBAs is “to foster Hispanic leadership through graduate management education and society.” Members of NSHMBAs, and there are more than 1500 of them in more than a dozen chapters, do the nominating, with final selections by the Society’s national board of directors.

In lauding the school, NSHMBAs specifically cited Anderson for increasing the Hispanic community’s awareness of and opportunities for earning an MBA.

This year, the Anderson School took further steps vis-a-vis Hispanics by conducting its first Latino Leadership Institute, under the aegis of its Executive Education Programs, and in collaboration with NSHMBAs and the California Hispanic Corporate Council.

UCLA’s Executive Education Programs told the Institute is part of what they call the Leadership Suite. “The African American Leadership Institute has been offered since Spring 1998, the Women’s Leadership Institute, since Fall 1999, and the Latino Leadership Institute was offered for the first time in Spring 2000.”

Research-based

The Leadership programs, she said, “are based on the research of Professor William Ouchi. Professor Ouchi conducted research in the early 1980s on the state of Asian American in management.”
corporations, Professor Ouchi found that when minorities and women managers reached a certain management level, they had extremely high rates of voluntary termination.” His research identified several underlying reasons: “They did not have the tools to navigate their way around the organization nor the peer or support system to help them advance through the corporation.”

“Professor Ouchi,” said Materman, “launched a program called LEAP—Leadership Education for Asian Pacifics, which has since been spun off from UCLA to its own nonprofit organization. The LEAP program has been running since 1982.”

Dr. Ouchi is vice dean and faculty director of Executive Education Programs, and the Sanford and Betty Sigoloff Professor in Corporate Renewal at the Anderson School, which has twelve endowed chairs. He also chairs Anderson’s Riordan Programs, which serve minority high school and college students in Southern California, and chairs LEARN, the Los Angeles school reform organization. Ouchi was once chief of staff to Los Angeles Mayor Richard Riordan, the first person to receive the NSHMBA Brillante Award in the category of “individual.”

Co-chairing the Latino Leadership Institute with Dr. Ouchi is Dr. David Hayes-Bautista, a professor of medicine, director of the Center for the Study of Latino Health, UCLA School of Medicine, and a previous director of LEAP.

Studies Research at UCLA. He recently published the first directory of California Latino/Hispanic physicians and has written a book on culturally effective healing. Healing Latinos: Realidad y Fantasia.

Who Attends?

Asks us to be the typical Institute attendee, Materman said that the average age is about 35. “Most are mid- to senior-level managers and executives who are considered ‘high potential’ managers in their organizations.”

“Participants come from all across the country... There is good representation of both male and female—perhaps slightly skewed toward male for a few reasons. First, there are more male executives in corporate America. And second, some Latinas would prefer to attend our Women’s Leadership Institute.

“The program is designed for and attracts executives from many different Latino/Hispanic cultures and ethnicities, and finding one word to describe them all is nearly impossible. The program deals with the Latino community as a whole and the diverse groups that comprise it.”

Asked who’s the competition, Materman said, “The Anderson School at UCLA is the only business school in the country conducting a suite of programs aimed specifically at these three groups of executives."

HO asked, “Are there any industries left where someone could start young and unskilled and hope to ascend?” Materman answered, “There are many organizations that have corporate universities—Sun Microsystems, GE, Motorola, among them."

But, as noted in The Anderson School history posted on its website, it’s been a while since American executives and business owners could rely on intuition and experience alone in grappling with complex problems.

It is the mission of her office, says Materman, “to elevate the corporate community.” The Institute, she said, provide attendees with the skills and tools they require to “bring more value to their organizations and advance their careers.”

The Office of Executive Education Programs, she continued, is in the business of conducting open-enrollment, i.e., public, programs. One being the Latino Leadership Institute, and in the business of offering custom programs for organizations based on their specific needs.

The leadership programs have been so customized. Typically, several senior-level executives, such as CEOs, will be involved with the program also. We can conduct these custom programs at UCLA or at a location of the organization’s choice.”

“For the first time,” said Materman, “next summer we will offer the African American Leadership Institute in Washington, D.C., in conjunction with Howard University. We haven’t identified another university partner or other geographic location for the Latino Leadership Institute at this point, but that is entirely probable in the longer term.”

First Impressions

Isis B. Peralta, program manager of the Latino Leadership Institute, or LLI, is a relative newcomer, a management consultant who joined UCLA Executive Education early in January. Latina, she is originally from Guatemala and graduated from San Diego State University.

HO asked Peralta for a brief assessment of
the April Institute.

"I am very pleased," she said, "with the outcome from our first LLI. The curriculum was very strong to begin with, and we had some powerful speakers."

"But all the planning in the world couldn’t have prepared us for the intangible energy that was present during the program. Our participants bonded in a way they never could before."

"Very few of them had ever been in a room full of business professionals who also happened to be Latinos," she said. "It gave them the opportunity to discuss topics that before they had never been able to broach because their groups were just Latinos or just business groups."

"We graduated 23 participants from the program and have already surpassed that in our enrollments for November." A second LLI is scheduled for November 13 to 17. Like the first, held April 3 to 7, it will take place at The Anderson School on the UCLA campus.

"We had a nationwide recruitment and, therefore, enrollment," said Peralta. "We even had a participant from Puerto Rico. We were able to have very diverse points of view."

Asked about feedback, Peralta said, "Our participants are currently staying in touch almost daily. They have created an e-mail forum where they go to bounce ideas off each other."

Peralta said that LLI alums would be invited to an evening reception "at all of our Latino leadership Institutes." And she said that follow-up would be an integral part of the program.

Program Content

"In all of the leadership institutes, we address common themes and unique topics. All programs address such topics as leadership, power, mentoring, career development," said Materman, adding that the programs also offer tools for navigation and for increasing the individuals’ impact on their organizations.

"One of the major themes of the Latino Leadership Institute is the discussion of the growing power of the Latino population and exploring ways to harness this power," said lawyer Gerald Lopez, who earned the distinction "Professor of the Year" both at UCLA and at Stanford; visiting assistant professor Robin Johnson, whose research includes issues of multiculturalism and U.S. corporations; and Robert Spich, visiting associate professor, a Fulbright Scholar in Chile in 1996 and co-author of Management: An International Perspective.

Faculty

UCLA faculty at the April LLI included co-chairs Ouchi and Hayes-Bautista; civil rights

Faculty recruited from without UCLA inc
ed Univision President Henry G. Cisneros, The magazine’s Man of the Year; Vilma Martínez, former president and general counsel of MALDEF and current board member of Anheuser-Busch, Shell Oil, and other lea
corporations; Vanna Novak, LEAP faculty n
der and co-founder of The Exec
Development Institute; Jerry Po
director of Stanford’s Exec
Program in Leading and Mana
Change, and Brillante Award-wit
Frank J. Quevedo, chair of MAI
and vice president of equal oppor
for Southern California Edison
Danny Villanueva, Sr., chair of a
ture capital firm, Bastion Ca
Corporation, owner of the L.A. Gs
a major league soccer team, and
mer player with the Los Angeles I
and Dallas Cowboys.

And speaking of sports figures
Anderson School is named after a
ormer graduate and athlete who
did as well as a businessman th
was able to make what was at the
largest individual donation to
U.S. college or university.

Attendees also heard about
ative strategies for getting notice
promoted, courtesy of a panel di
sion by members of the Calif
Hispanic Corporate Council.

Strength through Diversity

Asked to comment on the ratio
tion of today, which seems so d
ent from the gold-watch-giving
long employer of a few decades
Materman said that now "orga
ations know that a diverse workf
a source of competitive advant
reflective of the consumers the
ning to reach."

"It is critical," she said, "that or
izations provide the atmosphere
skills required for women and m
ites to move up the corporate ladder so th
management team becomes more reflect
society and is able to represent the diverse ne
organizational stakeholders—employees,
sumers, and shareholders."

Anderson’s Leadership Suite works to
that end, and so do other of the 40 or sc
grams of its executive education office.
USC’s Latino Alums Fund 4,600 Scholarships

$7.1 Million Raised and More to Come

BY INÉS PINTO ALICEA

In 1974, Raul Vargas and seven friends from the University of Southern California (USC) decided to host a dinner to raise some money for scholarships to attract Latinos to the private university in Los Angeles.

“We weren’t development officers, but we figured other places have a dinner when they want to raise money, so we decided to have a dinner,” said Vargas, executive director of USC’s Office of Mexican American Programs.

Their efforts were rewarded. They raised $5,000 for scholarships. The University gave an additional $32,000, after promising to match whatever they raised two-to-one. Initially, the group offered $1,000 to each recipient. Now the group, officially known as MAAA, the USC Mexican American Alumni Association, offers scholarships ranging from $400 to $6,000, and it awards about 200 each year.

“We didn’t know what we were doing, but it seemed to go well, so we just kept doing it,” Vargas said. “We are a financial aid program. The Latino students who get these scholarships have what it takes to be here. They just didn’t know how they were going to pay for it.”

Yasmin Davidds-Garrido, a 1995 graduate of USC and a MAAA board member, said she would not have been able to finish her studies in business entrepreneurship without MAAA help.

“I was really stuck in a situation,” she said, and went to see Raul Vargas about what might be possible. “He said that MAAA could help, and he wrote me a check. It saved me and allowed me to stay at USC.”

Today, Davidds-Garrido is working on a book about empowering Latinas, which she expects to publish this summer, and she keeps busy too serving on the alumni association’s board. She is a strong advocate for the organization and for Vargas, whom she said is the core of MAAA and the key figure in its success. She said she is amazed at how much he raises by himself, often without asking directly for money.

“Many alumni feel a loyalty,” she said. “He is someone everyone can go to.” MAAA, she said, “is like a family. I want to do everything I can to raise money to help students like myself.” Vargas, she said, “will say we need to raise $10,000 and we need to find 10 alumni who are willing to give $1,000 each—and you automatically want to start writing a check to help.”

The organization’s success has been phenomenal. The group has offered scholarships to 4,600 Latinos and raised more than $7.1 million over the years—much of it through the annual dinners each February but also through an annual golf tournament in June. This year, it added a Latina Golf Classic to its fundraising events.

“Frank Cruz, a founding MAAA board member, founder of Telamundo, the Spanish-language network, and the current chair of the board of the Corporation for Public Broadcasting, the largest funder of 790 public radio stations and 363 public television stations, said that the original fundraising events were held at the campus and were small functions.

“Now, they are big functions at big hotels,” said Cruz, who got his undergraduate degree from USC in 1966 and a master’s there in 1969.
its main campus and several satellite campuses. Some 3,033 are Latino, Vargas said. The Latino student population has grown to nearly 11 percent of the total student population, from six percent in 1990. Tuition at the school is about $20,400 annually.

MAAA initially offered scholarships to undergraduates only but has since expanded to medical, master's degree, and law students.

"When you get a MAAA scholarship, we fund you until you complete your degree," Vargas said. "We are firm believers in re-funding our recipients."

Vargas and some of the other alumni said that the secret to their success in fundraising is the people involved in the effort.

"In our alumni group, we have some very prominent people," Vargas said. "We have a judge, a neurosurgeon, a CPA, and other very prominent people."

Davidz-Garrido added that the alumni are very united and that those who received scholarships feel very indebted to MAAA for helping them finish their degree. "The people who got scholarships really want to raise money for other students," she said.

"There also is a lot of unity among the board members. I know I can call any board member at any time. We are all there for the same purpose—to raise money for the MAAA."

Cruz added that the alumni value education and want to "foster the educational perspective. The graduates are highly motivated and entrepreneurial in their areas of expertise."

But Cruz added that the University itself plays a vital role in the program's success, primarily for two reasons. It matches every dollar that MAAA raises with $2 of University funds. And the University pays for the salaries of Vargas, his staff, and their offices so that none of the money raised is used for expenses.

"If you have somebody at the top who actively encourages it and pushes it, that helps a lot," said Cruz, speaking of the USC administration. "If someone from the top values it, then it trickles down."

Cruz said the University's financial commitment was key. Many universities have left fundraising to part-time alumni volunteers and have not "I tell donors, "You give me a donation, and it goes straight to scholarships," he said. "There is no overhead. Other universities use volunteers, and that doesn't work often. USC plays a big role in the support system because they pay my salary, my office staff's salaries, and so on."

Applications for scholarships are available March of each year, and the deadline to submit the application is in June. For information, contact Raul Vargz, director of the Mexican American Programs, at (213) 740-4735.
Latino Education Programs Receive Boost from Nellie Mae Foundation

The Nellie Mae Foundation has funded 18 New England-based nonprofit programs that promote educational access and quality for Latinos and other minorities. The grant recipients, located in Massachusetts, Connecticut, and Rhode Island, provide educational services that range from encouraging parental participation in schools to better preparing students for college.

"Despite the country's strong economy and job growth, many Latinos are not prepared to enter the workforce," said Sylvia Salas, Nellie Mae Foundation director of grants and programs. "These programs are preparing young students and adults to pursue higher education and ultimately have the ability to fill these jobs."

The Nellie Mae Foundation supports innovative programs for underserved New England students, many of whom face economic and social adversity that interferes with their ability to attend college and benefit from the resulting economic gains. The foundation strives to break that cycle by supporting alternative, creative solutions committed to educating deserving students and adults.

"What we are trying to do is serve the needs of a population often 'resource poor' but trying to improve its future and its communities," said Salas. For example, last year, Nellie Mae funded the Hyde Square Task Force in Jamaica Plain, a Boston-area neighborhood with a significant Latino population troubled by high crime rates and gang violence. The task force, originally formed by merchants and parents who were concerned about unsafe conditions for the neighborhood's young people, hoped to establish a "drop-in" center where students could go after school.

Nellie Mae advised the task force to think in broader terms and develop long-range goals, such as providing counseling and educational programming for students. Subsequently, task force members created a learning center, dubbed the "Hyde Square College Program," which offers support to help middle and high school students successfully prepare for a college education. Latino students serve as mentors in the program, offering tutoring and SAT preparation, among other services.

A similar project in Roxbury, labeled "Mission Safe," originally began as a safe place for children to "hang out" after school. But eventually, the site went beyond its original purpose and added a computer center and an arts center. This concept further expanded to become the "Explorer Academy," which provides academic support and leadership training for middle and high school youth. It is a community partnership involving local college students who work as tutors and mentors and also serve as role models for those who hope to enter college.

The evolution and success of the Hyde Park and Roxbury projects are examples of Nellie Mae's philosophy of working very closely with local organizations to build an effective program. Rather than awarding...
grants based on corporate largesse, Nellie Mae delves deeply into the educational needs of the community and ensures that there is solid commitment to the project.

“...You may have a strong desire to help someone, but if they don’t want to be helped, you can’t make a difference,” said Salas.

For this reason, Nellie Mae’s grant process begins at the grassroots level. The Nellie Mae staff visits communities in every state in New England to identify those that might benefit from grant support. Salas and her staff not only attend local meetings but they also hold public information sessions where they learn more about the educational needs of the community.

“These sessions are very helpful,” said Salas. “We get as much information as we give. As a matter of fact, the information sessions helped us establish our vision for the foundation.”

Nellie Mae staff members also attend seminars and workshops sponsored by organizations that support public education. As a potential funder for these organizations, Nellie Mae helps members think through the process of applying for grants and getting assistance for projects.

When an organization decides to apply for a Nellie Mae grant, the proposal is examined to make sure it fits into the foundation’s funding priorities. There are two primary categories that NMF funds, says Salas.

“We are basically looking to fund projects that deal with what we call ‘5-H,’ that is, students from fifth grade level to the first two years of college. Our second priority is adult education programs, especially those addressing literacy and workforce development.”

Once an application has been deemed appropriate, it is then evaluated on the basis of five criteria: opportunities created, student progression, community linkages, sustainability, and organizational effectiveness.

Nellie Mae staff will often interview the project director and will even make a site visit, if necessary. After a grant has been awarded and approved by the Foundation Board, Nellie Mae staff will also provide assistance in helping the results of the funded projects, which requires examining the work being done and measuring the outcomes.

The Nellie Mae Foundation, located in Braintree, Mass., has managed to encourage and maintain a great many projects, even though it is relatively new. The Foundation was launched on July 1, 1998, becoming one of New England’s largest independent charitable organizations focused exclusively on education. Created from the assets of its predecessor—The New England Education Loan Marketing Corporation $250+ million nonprofit Nellie Foundation (NMF) carries or expands the work done previously by Nellie Mae Fund for Education. Its mission is to promote access to higher education to all ages (preschool through postsecondary), especially for underserved populations.

Last year, the Foundation marked $5 million for grants; this year, it has targeted $8 million for worthwhile projects.

Sylvia Salas says that projects funded by Nellie Mae are all have a common denominator. “If you at the portfolio of what we funded, every single program helps to create access to education,” she said. “Even our programs are geared toward the possibility of earning a college degree.”

Adult education is becoming increasingly important in parts of New England that are experiencing high concentrations of immigrants who lack literacy and the technical skills needed to enter the workforce.

“We are seeing this trend everywhere—from Portland, Maine, to there are a large number of grants from the Middle East—Burlington, Vermont, where there has been an influx from Southeast said Salas. “Our surveys show that 2022, 25 percent of the population of New England will be minority.”

But the push for educational, especially critical for the Latino population, which has the lowest level of academic attainment of any minority group, according to research by the Nellie Mae Foundation.

Accordingly, the Foundation aims its efforts not just at underserved students but also at parents, who are coming from cultures that do not necessarily understand the value of higher education. This was the case in the Boston’s Latino Parents Association's known as "La Escuela de Pio (The Parent's Institute);" the goal is for this organization is to improve.
quality of education for Latino youth in the Boston public schools by increasing parents’ awareness of the importance of knowing about and being involved with their children’s education.

“Many Latino parents are from Central American countries, and they are not familiar with the democratic process, especially when it comes to their child’s education,” said Salas. “We have to teach them to go to school and participate in their child’s education.”

Salas says that the goal is to make parents understand that it’s all right to meet with teachers and make demands of the school system. But most of all, project leaders encourage parents to understand that their children must be sent to school and that parents should also participate in the process.

“The right to an education is an accepted middle-class value here in the United States,” said Salas. “But many of these people are coming from countries where this is not so. We are trying to help the parents and the children succeed in the system.”

In the past few years, Nellie Mae has funded a tremendous variety of projects, including the following:

**New England Board of Higher Education**

“Project Reach” selects middle school students with disabilities to participate in an after-school reading program and a seven-week academic enrichment summer program. The programs reinforce reading and comprehension skills and provide students with math and science curricula that include pre-biology, pre-algebra, and study skills.

**Consilio Hispano, Cambridge**

The AHORA program for Latino youth fosters academic achievement, develops leadership, and strengthens cultural awareness by helping students develop long-term educational and career plans.

**Brandeis University, Massachusetts**

The Transition Year Mentor Component is a tuition-free one-year course of study that prepares educationally disadvantaged high school students for college-level work. Brandeis students who work in the program receive practical experience and contribute to the community while the mentees receive training and guidance to help them succeed in higher education.

**Bridgeport Public Education Fund**

“MAACS” (Motivation for Academic Achievement and College Study) is a one-on-one mentoring program that pairs college student tutors with high school students who possess college potential to focus on the college selection, admissions, and financial aid processes.

**Boston Schoolyard Initiative**

The “Experiential Education Curriculum Development” program supports the organized efforts of 48 Boston neighborhoods to plan, design, and construct safe, attractive play spaces for approximately 70 Boston public schools. These improvements go well beyond simple beautification projects to creating playgrounds that are also learning centers. Teachers use the spaces as outdoor classrooms to teach several disciplines. For example, a class might plant a garden and then learn literacy skills by keeping a garden journal. By counting seeds and measuring the harvest, the students use math skills.

The Nellie Mae Foundation is still growing, both in net assets and in its efforts to provide accessibility of education at all levels. Its work holds great promise for New England and especially for the Latino population. “We are targeting communities with a high number of Latinos,” said Salas. “We want to cement our relationship with leaders in that community and ensure that Latinos get access to postsecondary education.”
In addition to taking college courses on the weekends, students participate in three five-week summer entrepreneurial institutes at South Mountain Community College.

Once an at-risk kid raised in a tough part of Phoenix, Gary Trujillo admits, "I was always looking for trouble; it was the typical thing you do when you're growing up. Only in my neighborhood, it was easier to find."

Today, this fifth-generation, 38-year-old Arizona native is chairman and CEO of quepasa.com, an Internet portal and online community for U.S. Hispanics, and is founder and president of Southwest Harvard Group. Now a venture capital firm, the Southwest Harvard Group at one time had revenues of more than $400 million and employed more than 400 persons in seven states.

So, how did a guy with such a childhood progress so far? Trujillo credits his success largely to a mentor in high school who helped him harness his energy and talents in a positive direction.

Hoping to help other young people, Trujillo became an adviser and mentor for the South Mountain Community College ACE (Achieving a College Education) Entrepreneurs Program. The pilot program recruits high school sophomores of diverse backgrounds in the Phoenix and Tempe Union High School districts who have expressed an interest in owning their own businesses. Most are at risk of dropping out of high school. The average age is 17, and 15 students are currently enrolled in the program.

Entrepreneurs Are Advisers

Meanwhile, 12 successful entrepreneurs from around metropolitan Phoenix, two South Mountain Community College faculty members, and a representative of Junior Achievement make up the ACE Entrepreneurs Program Advisory Committee. Several of these members also serve as mentors to students and/or have recruited fellow businesspersons to serve as mentors. Students gain hands-on experience in a variety of entrepreneurial environments through the area business owners and mentors.

Launched through The Maricopa Community Colleges Foundation in Summer 1996, the ACE Entrepreneurs Program provides scholarships to cover tuition expenses. Funding is provided by The Fleischer Foundation and the Franchise Finance Corporation of America (FFCA).

"The ACE Entrepreneurs Program offers a wonderful opportunity for young people to begin to understand entrepreneurship and its relationship to democracy in a capitalistic system," says Morton H. Fleischer, chairman, president, and CEO of the FFCA. "From this base, the students have the opportunity to discover the joys and benefits of beginning and operating one's own business—and the hard work involved. The program offers students a chance to succeed. That success might result in a long-term career or enterprise that helps individuals, families, communities, and the economy. I am pleased to be a part of this effort."

In addition to taking college courses on the weekends, students participate in three five-week summer entrepreneurial institutes South Mountain Community College, learning skills essential for successful careers as independent businesspersons. Participants improve basic academic skills, and they earn college credits while still in high school.

Training Young Minds

It's never too early to think about entrepreneurial possibilities. Children learn at every age and will be driven by the environment around them, the adults around them, the people they work with, the teachers they have. Children will always want to do what they see others doing. Children are dynamic beings who will always want to imitate what they see. They are always seeking ways to be like the adults around them. Children thrive on support, on encouragement, on praise, on attention, on understanding, on role models. Children need to know they can be anything they want to be, that they can do anything if they believe in themselves. Children must be taught to dream. Children must be taught to believe in themselves. Children must be taught to believe in others.

At the age of 26, after work on Wall Street as an investment banker, Trujillo returned to school and soon earned an MBA from Harvard University. "I started thinking, if I'm going to work 80 hours a week, I might as well work for myself."

The ACE Entrepreneur Program helps at-risk students recognize opportunities. "Many lack direction, and that's what this program is so powerful. It helps them focus on leveraging skills to do something product. Trujillo notes.

A quote on the wall of Trujillo's office summarizes the philosophy: "Entrepreneurs are those with ability to seize opportunities that others have not yet imagined." He adds, "If I had had the opportunity to attend a program like this during my high school days, I would have had the chance.
a much younger age to understand my abilities and put them into a framework for productivity.

Learning about Realities

However, everyone must understand the demands of becoming a self-starting entrepreneur—and they must know their limits, he says. "Harvard Business School taught me about myself—both my strengths and weaknesses. Entrepreneurs—aspiring and otherwise—should employ or seek advice from others whose abilities complement their own."

Overall, the program supports and motivates at-risk students who have shown an interest in entrepreneurship. "These two aspects go hand in hand," says Barbara Khalsa, ACE Entrepreneurs Program director. "Students who are at risk of dropping out of school often find the enthusiasm and momentum to finish when presented with other opportunities that interest and motivate them."

Students in the program quickly learn to evaluate opportunities. "We encourage students to identify someone they admire and then to develop such qualities in themselves," Khalsa adds. Those qualities include the courage to take a stand.

"We encourage students to identify someone they admire and then to develop such qualities in themselves."

BARBARA KHALSA, ACE DIRECTOR

business sense, the ability to think critically and creatively, and the ability to follow through on projects.

Personal Freedom. Achievement

Meanwhile, surveys indicate that increasingly youth are thinking about careers as entrepreneurs.

One ACE Entrepreneur has launched his own business: Snip, Snip, Mow and Clip Already. Michael Lynd, a senior from North High School, is seeing how he can expand his yard-service business. He hopes to sell ponds for backyards. Eventually, Lynd wants to do all of this on his off-duty time when he becomes a firefighter.

"I'm learning to recognize opportunities and seeing that some things will work better than others," he says. The teen looks forward to learning how to develop a business and marketing plan, understand legal aspects of a business, and even how to invest profits.

Sonny Acevedo and Mark Mullins, seniors at South Mountain High School and friends since second grade, say the ACE Entrepreneurs Program has given them a boost into the future. They also credit their mentor, John Chavez Corella, president and CEO of Corella Companies (maker of telecom wire for cable manufacturing).

"He was one of our first speakers. He told us his life story and about his business and about looking at things from different angles. We visited his plant, and he showed us the business," Mullins explains.

Following high school, Mark plans to study graphic design and multimedia production. The ACE Entrepreneurs Program "conditions me for business, I get insight about what people are really doing. From books you can get the numbers together, but it's the small things, the philosophy—like never giving up on yourself, like turning around a bad situation by seeing it from the right angle. Also, I have learned that networking—making the right contacts—helps you to succeed."

Acevedo plans to attend a community college after high school and then go on to a university. He hopes to begin his own record label, promoting and selling music. Through the program and Corella, "I've learned a lot about legal documents, accounting, and taxes. I learned about the stress accountants go through and about how John Corella runs his business and how other businesses are run."

For more information about the ACE Entrepreneurs Program, please call Barbara Khalsa at (602) 243-8508.
Conference Honors Texas A&M-Kingsville Achievers

Stephanie Salinas, graduate student, and Joe Valenzuela, academic coordinator/ supervisor of the Ronald McNair program at Texas A&M-Kingsville, received TRIO Achiever awards at the Texas Association of Student Special Services Programs annual conference.

Salinas, who has enjoyed the benefits of Student Support Services, tutored students in history and English and was an educational and personal academic needs mentor in college. Valenzuela, introduced to the Upward Bound program while a high school sophomore, worked as a counselor in college, advising other Upward Bound students. Both Salinas and Valenzuela have a bachelor’s degree from Texas A&M-Kingsville.

Texas-Austin to Preserve Rare Mexican Newspapers

The National Endowment for the Humanities awarded The General Libraries at The University of Texas-Austin $191,436 to support a two-year project, the microfilming of 551 rare Mexican newspapers published between 1900 and 1929. These materials, held in the Nettie Lee Benson Latin American Collection, include some issues that are the only surviving copies. Many are too brittle for researchers to handle.

Most of these newspapers were published in the Federal District of Mexico, but a significant number were published in Mexican cities, in 24 different states. Of particular interest are the titles published during the pivotal decade of the Mexican Revolution, 1910-1919, many from cities other than Mexico City.

Suárez Speaks at Chicano Awareness Events in Nebraska

Dr. Omoro Suárez, chancellor of California’s Grossmont-Cuyamaca Community College District, was a keynote speaker at two University of Nebraska events celebrating the 30th anniversary of the University’s Mexican American Student Association, part of Chicano Awareness Week.

Suárez grew up in a migrant worker family in Nebraska, one of 15 children. Typical of many farm labor families, no English was spoken at home, and there was no history of pursuing higher education. At an early age, however, Suárez recognized the value of education and was the first in his family to go to college. He earned a master’s degree from the University of Nebraska and a doctorate from the University of Oklahoma.

After graduation, Suárez, a strong role model, helped his younger siblings with their education. He went on to become a schoolteacher, a dean, a college president, and a chancellor.

Central Michigan Minority Journalists Receive Funding

Central Michigan University (CMU) President Leonard Plachta solidified the University’s support of its Dow Jones Newspaper Fund high school journalism workshop by committing $15,000 annually to help with operational costs.

Each summer, about 30 students of color with a passion for writing and a nose for news stay at CMU for a two-week workshop that teaches basic writing, interviewing, and photography skills. The program introduces students to the college environment and exposes them to everything from college residence halls and classrooms to professors and university professionals.

The financial commitment means that the journalism workshop will have at least one permanent partial-funding source throughout its life span. It costs about $70,000 to run the program each year.

Allan Hancock Counselor Encourages Students to Consider College

Adriana Perez reached a turning point in her life after graduating from high school in California. “I realized that there weren’t many jobs available without a college education, and I didn’t want to end up as a field worker like my parents,” said Perez. So she decided to attend Hartnell College (Calif.), where a counselor pushed her to transfer to a four-year university.

Today, with an associate’s degree from Hartnell, a bachelor’s from the University of California-Santa Barbara, and a master’s from the University of California-Pepperdine, Perez is a new school outreach and unive transfer counselor with Allan Hancock College in California.

Many students view college as inac cessible, are confused about how to apply, and simply overwhelmed. “My job is to simp for them,” Perez said.

Abraham Baldwin Receives College Board Grant

Abraham Baldwin Agricultural College (ABAC) in Georgia received $60,000 College Board grant to support Hispanic students at Tift County High School.

In a joint effort of ABAC’s Educational Outreach and Youth Connection office, members of the Center for Bicultural Awareness, the money was used to create the Hispanic Outreach Program, designed to provide support for and give encouragement to Hispanic students attending Tift County High.

The ultimate goal is to encour Hispanic students to pursue post secondary education.

Cal State-San Marcos Spanish Book Center Receives Gift

A California State University Marcos center will be named the $100,000 gift from the family of Gaby and Richard Sulphio center will be named the Barahona Center the Book of Books in Spanish for Children and Adolescents, in honor of Gaby Sulphio parents; Flor Barahona, who lives in José, Costa Rica, and her late husband, Francisco. The gift enhances an endowment
fund for the Center, which has a fund-raising goal of $1 million.

"Because of this wonderful gift, the Center will be able to continue its efforts in the scholars-in-residence program, the reading partners program, and other activities to promote literacy and understanding among all children," said Dr. Isabel Schon, Center director.

**Texas-Austin Graduate Students Win Mellon Fellowships**

Catherine A.J. Molineux and Victor J. Rodriguez were awarded Andrew W. Mellon Fellowships in Humanistic Studies. The fellowships, awarded to first-year doctoral students, are aimed at helping exceptionally promising students prepare for careers in teaching and scholarship. All tuition and fees plus a $14,750 stipend are paid. Molineux graduated from The University of Texas (UT)-Austin with a degree in microbiology and history. Rodriguez, a UT-Austin English major, earned his first degree in international studies at Florida State University.

**MALDEF Attorney Speaks at Texas-San Antonio**

Al Kauffman, regional counsel of the San Antonio Mexican American Legal Defense and Education Fund (MALDEF) office, presented a lecture, "The Urban University and Civil Rights Advocacy — Working Together?" at The University of Texas-San Antonio. Appearing as part of the Communities and Institutions of Higher Education "Partners of the New Millennium" Downtown Campus Lecture Series, Kauffman gave his presentation during an ethnic politics class.

Kauffman is a graduate of The University of Texas School of Law in Austin. His career in civil rights litigation spans 23 years. He was the lead counsel for the successful statewide challenge to the Texas School Finance System and a challenge to Texas' high school exit test.

**La Verne Program Supports First-Generation Students**

A three-year study by the University of La Verne in California of students from minority groups found that the obligations of college life often collide with family expectations and that the impact is negative.

As a potential solution, in 1996, La Verne began the First-Generation Student Success Program, which has served 166 La Verne students, many of them Hispanic, particularly women.

"Student success depends upon how much the family is supportive," said Derek Vergara, program director. "We teach them how to do it. They learn why college is important and what it takes to be a student."

**Western Association Re-Accredits Cal State-Bakersfield**

The Western Association of Schools and Colleges (WASC) notified California State University-Bakersfield President Tomas Arzinciega that the University has been re-accredited for 10 years.

The re-accreditation was the culmination of an innovative two-year self-study that Cal State-Bakersfield conducted, as well as a visit by an accrediting team. WASC commended the University for its development of the self-study, which enabled it to reflect on the ways in which it is using assessment and technology to enhance student learning.

WASC also recognized the University's commitment to diversity, and encouraged it to "expand its efforts on diversity and assessment to ensure that the learning environment is supportive of all student populations."

**Texas-Austin Hosts Día de los Libros 2000**

Hundreds of children and their families shared in the wonder of literacy at Día de los niños/día de los libros 2000, hosted by The University of Texas-Austin's Texas Family Literacy Center.

Dr. Lorie Ochoa (pictured L), co-director of the Texas Family Literacy Center, described the event as part of a growing national effort to celebrate books, reading, and family learning. Lillie Elizondo-Limass (pictured R), the Center's research associate, advised residents on how to earn GED high school diplomas and solicit English- and Spanish-language children's books, to be distributed to needy children and families. Elizondo-Limass teaches English as a Second Language classes locally to help immigrants obtain certificates via a special Mexican Consul's program, the Instituto Nacional Educación para Adultos.

**Fresno State to Establish Journalism Mentor Program**

FRESNO STATE The Mass Communication and Journalism Department at California State University-Fresno has received funding to create a journalism mentor program beginning in the fall.

The three-year program is designed to create one-on-one mentoring relationships between journalism students and local media professionals. Program participants will spend one hour, once a week, with a trained professional journalist to discuss writing, reporting, photography, and career advising. The program targets minorities and other budding journalists.

San Francisco State University is working together with Fresno State and four other colleges to strengthen the pipeline of journalism students of color entering the nation's newsrooms by developing mentor and coaching programs.

**Texas-Austin's Galvan Awarded Truman Scholarship**

University of Texas-Austin student Sara Cecilia Galvan received a $30,000 award that might help her realize her dream of making cities more livable. Galvan, a Plan II Honors Program and architecture major, was chosen from among 600 students nationwide to receive one of 60 Harry S. Truman Scholarships. Recipients are selected for their commitment to public service and leadership potential.

Galvan believes that the architecture and infrastructure of cities can change people's attitudes. After a visit to St. Petersburg, Russia, last year, she noted how the citizenry alleviated its problems—terrible economic conditions and a harsh political climate—by interacting with one another "in the context of the city." She also thinks that the development of suburbs in America is problematic, causing people to become separate and insular.

**Gonzalez Gives Multimedia Presentation at Rockland**

State University of New York Community College and the Rockland Center for Holocaust Studies presented "Double-Crossed: The Saga of the St. Louis," a thought-provoking multimedia presentation by Dr.
David Gonzalez, a nationally renowned performance artist.

Gonzalez was commissioned by the Discovery Theater of the Smithsonian Institution in Washington, D.C., to create “Double Crossed,” which tells the story of the St. Louis, a luxury liner carrying 930 Jewish refugees who escaped from Nazi Germany and traveled to Cuba, only to be denied entry. Using archival video clips, movement, poetry, and narration, Gonzalez explores themes of intolerance, racism, and hope.

Having earned critical acclaim as the writer, composer, and performer of the popular Broadway musical “¡Sofrito!” Gonzalez also enjoys success as a master storyteller, educator, and musical therapist.

Bustos Flores Enhances Bilingual Education

With nearly half of the nation’s school districts enrolling limited-English-proficient students, Dr. Belinda Bustos Flores knows that her award-winning doctoral research at the University of Texas (UT)-Austin’s College of Education will be put to good use.

A former bilingual program coordinator at UT-San Antonio (UTSA), Bustos Flores earned her doctorate at UT-Austin last year, having studied how 15 San Antonio teachers related to bilingual education students, as part of her dissertation research. Her work subsequently won the Outstanding Dissertation Award when the National Association for Bilingual Education met for its annual convention in San Antonio, just months after she returned to UTSA as a newly minted assistant professor.

Mexican Educator Visits Grossmont

Mexican educator Higinio Ordoñez Suarez spent six weeks learning the community college system at Grossmont College (Calif.), part of the first Fulbright Administrators Exchange between the U.S. and Mexico. Earlier, Ordoñez hosted a Grossmont College vice president for six weeks at his college in Atlacomulco, about 5 miles from Mexico City.

This exchange provided a foundation, benefiting students and faculty through new understanding and cooperation between the colleges, said Dr. Ted Martinez, Jr., Grossmont College president.

Ordoñez is subdirector académico Normal de Atlacomulco. He has a bachelor’s degree from the State of Mexico University, a master’s from the State of Mexico Superior Teachers Training College, and a secondary degree from the State of Mexico University.

Barry Wins $120,000 Grant from Microsoft

Microsoft Corporation awarded a three-year $120,000 grant to Barry University in Florida. The grant provides cash awards of $40,000 per year and also makes available more than $748,000 worth of Microsoft software, allowing the Microsoft Exchange environment to reach Barry’s nearly 8,200 students, both on the main campus and at 13 satellite sites throughout Florida. Barry is one of five Hispanic Serving Institutions in the nation to win such a grant, won with the help of HACU, the Hispanic Association of Colleges and Universities.

Barry’s 10 schools offer bachelor’s, master’s, and doctoral degrees. The Dominican Sisters of Adrian, Mich., founded the University in 1940, and it became coeducational in 1975. Barry and its subsidiaries employ more than 1,700 full- and part-time faculty and staff, and operate on an annual budget of more than $100 million. Sister Jeanne O’Laughlin is in her 9th year as president.

President of Pentecostal Pastors Visits Erie Community

In an effort to reach out to the Hispanic community, Erie Community College (N.Y.) President William Mariani (picture 1) met with the Rev. Casimiro Rodriguez (r.), president of the Hispanic Pentecostal Pastors of Western New York.

A talk by Rodriguez, one of a series of events attended by Mariani with Hispanic community leaders, advised on how to model programs to reach area Hispanics. Topics included new approaches to education, bringing programs into the community, creative course scheduling, and the need to offer information in Spanish. Plans for a forum of Hispanic community leaders, organizations, employers, and educators highlighted the meeting.

Other college participants included Dan Penfold, executive vice president of student affairs, John Sullivan, director of recruitment and Dr. Eleanor Paterson, director of bilingual program.

Ramos Receives Prestigious Network Award

The Latina Leadership Network (LLN) presented Dr. Enriqueta Ramos, vice president of the Rancho Santiago Community College District (Calif.) board of trustees, with the Madrina Award at the Network’s annual conference in Oakland. Each year, the award is given to individuals who contribute time and energy to promote the interests of Latinas within California’s 107 community colleges.

Ramos has worked as a Spanish language and literature instructor, social activist, and community leader for more than 30 years at the University of California-Irvine, she developed the first Chicana studies curriculum incorporating history, culture, and anthropology, and helped develop a community center, hosted by Santa Ana College, that integrates college learning to young students.

Ramos is the first Latina to receive a doctorate in comparative culture from California. She also is the first person to receive Madrina, LLN’s most prestigious award, twice.

Texas A&M-Kingsville Engineer Wins Prize

Andy Narango, senior civil engineer major from Texas A&M University-Kingsville won first prize in the student technical paper competition at the Texas conference of the American Society of Civil Engineers.

Narango’s award-winning paper, “Alkaline-Silica Reaction in Pre-Stress Concrete” explains a deterioration reaction
concrete bridge structures. Dr. Mohammed Faruqi, assistant professor of civil engineering, helped his student with the paper.

Approximately 34 Texas A&M-Kingsville students attended the conference. As a group, they won a “best spirit” award.

Trinity Hosts Congress of Latin American Students

Nearly 300 college and high school students attended the 11th annual conference of the Congress of Latin American Students of Connecticut, held at Trinity College.

The Congress was established in 1989 by Latino college student organizations, Latino higher education professionals, and community leaders to engage college and high school Latino students in programs and activities that foster leadership, higher educational attainment, career awareness, self-esteem, civic-mindedness, and peer support.

The conference, with the theme “Continuing Our Latino Legacy,” featured workshops led by college students, Latino professionals, educators, and community leaders.

Temple Student Wins Truman Scholarship

Stephen Smith, the son of grassroots activists, is the second Temple University (Penn.) student in the last three years to win the prestigious Harry S Truman Scholarship.

The Truman Scholarship Foundation identifies college juniors with exceptional leadership potential who are committed to careers in government, the nonprofit or advocacy sector, education, or other types of public service. A standout in the classroom, with a 4.0 GPA, Smith is interested in the relationship between U.S. security policies and underdevelopment, particularly in Latin America. He hopes to pursue a graduate degree and eventually work with the State Department in Washington, or with a Latin American advocacy organization.

Smith was born in Chile, where his parents worked for the American Friends Service Committee. His mother became the coordinator of the organization’s Latin American Development Program.

Rhode Island Presents Spanish Drama

Spanish Theatre of Rhode Island College presented its 20th annual spring Spanish drama, Rosaura a las diez (Rosaura at Ten O’clock). Argentine writer Marco Devei wrote the play, which is set in Buenos Aires and has plots and subplots of intrigue, love, and fantasy.


MCI WorldCom Promotes Minorities in Workforce

MCI WorldCom Minority students will be able to enter the high technology workforce more easily under a package of initiatives announced by MCI WorldCom. The programs—which include MCI WorldCom has committed $10 million over the next 10 years—are designed to promote excellence in the skills most in demand by 21st-century employers.

"We will be encouraging minority participation in America's rapidly expanding technology sector while helping to ensure that there will be more qualified American workers in areas most critical to our operations," said Bernard J. Ebbers, MCI WorldCom president and chief executive officer.

MCI WorldCom is in partnership with the National Action Council for Minorities in Engineering (NACME).

Rodriguez Assumes New Position at Scranton

Dr. Reuben Rodriguez recently became the dean of student life at The University of Scranton (Penn.), a new position in the division of student affairs. He is responsible for the administration and supervision of programs for residential, commuter, off-campus, and international students.

Rodriguez was director of student activities at the University of Central Florida, assistant dean of students and director of student activities at Whitmer College, and assistant director of student activities at Emory University. He has a bachelor's degree from Emory, a master's from Georgia State University, and a doctorate from the University of Central Florida.

Telemundo CEO Visits Yale

Roland Hernandez, chair and chief executive officer of Telemundo Inc., the nation’s largest Spanish-speaking television company, visited Yale University (Conn.) as a Gordon Grand Fellow. At the School of Management, he presented a lecture, "Traditional Media and the Internet: Transition, Convergence, and Best Guesses about the Future."

Hernandez sets the strategic direction and vision for Telemundo Group, Inc., a company committed to broadcasting bicultural programming that reflects the lives of Latinos living in the U.S. He has a bachelor's and law degrees from Harvard and served on the board of advisors of its Rockefeller Center for Latin American Studies and Law School. He is the director of the Annenberg School of Communication at the University of Southern California.

The Gordon Grand Fellowship at Yale promotes dialogue between business leaders and students at Yale.

Escalante Speaks at New Mexico Highlands

Jaime Escalante, the high school teacher who was the model for the movie Stand and Deliver, was the speaker at New Mexico Highlands University's Spring 2000 commencement.

Escalante, who has a bachelor's degree in mathematics and many honorary doctorates, is known for his work at Garfield High School in California, where his efforts in teaching math led the inner-city school to become ranked 7th in the country in calculus. He was inducted into the Teachers Hall of Fame in 1999. "I do not believe in the gifted," said Escalante. "If they have the game, I can make them do it."
A math teacher in Bolivia for 11 years, Escalante emigrated to the United States in 1964 and began teaching at Garfield High in 1974.

**Manhattan College Student in Hispanic Caucus Internship**

Daisy Rodriguez, a junior at Manhattan College (N.Y.), is participating in the Congressional Hispanic Caucus Summer Internship (CHCI) program.

Established in 1986, the CHCI program is designed to heighten Hispanic students' awareness of the U.S. political system and enhance their leadership skills by giving them the opportunity to work in congressional offices and by providing them with a forum in which to strengthen their leadership abilities through workshops and presentations.

Rodriguez is president and co-founder of the Latino Support Group at Manhattan College, which provides mutual support, empowerment, and cultural self-identity in order for Latino students to reach their full leadership potential. She also works for the Brotherhood/Sister Sol Liberation Program at Teachers College, Columbia University.

**Hernandez Chairs Council on International Intercultural Education**

Dr. Edward Hernandez, chancellor of the Rancho Santiago Community College District (Calif.), is new chair of the American Council on International Intercultural Education. The Council's mission centers on infusing global information into the curriculum of all academic disciplines. Its membership includes educational leaders from throughout the U.S., Canada, and Mexico, with connections to the Middle East, Africa, and Asia.

Hernandez is on the board of several national organizations, including the American Council on Education, International Consortium for Education and Economic Development, and Community Colleges for International Development. At the state level, he is a member of California Community Colleges' committee for economic development.

**Santa Ana Newspaper Receives Gold Medal**

The Santa Ana College (Calif.) newspaper *el Don* earned its 11th consecutive Gold Medallion Award from the Columbia Scholastic Press Association. The staff received 20 individual awards, making Santa Ana the only community college in California so honored by Columbia's Graduate School of Journalism.

*el Don* scored 949 points out of a possible 1,000. The judges lauded the newspaper as one of the best collegiate publications they had seen in years and praised the staff for its quality use of writing, headlines, color usage, and editorial comment.

Theresa Salinas and Ismael Arellano shared a first-place prize for sports page design of two or more pages. Salinas also won in the news page design and magazine humor categories, while Arellano placed third for an illustration. Numerous other awards went to Rick Ho, Bonnie Darocha, Robert Resendez, Mike Lopez, Alice Kerr, and Sandra Robbie.

**Dumas Discusses Ethnic Leadership at North Carolina-Chapel Hill**

A nationally recognized nurse-scholar, a member of President Clinton's National Bioethics Advisory Commission as well as former deputy director of the National Institute of Mental Health, lectured on ethnic diversity and leadership within academia at the University of North Carolina-Chapel Hill (UNC-CH). "Unraveling the Complexities of Leadership" was the title of the talk given by Dr. Rhetaugh Dumas, vice provost emerita, dean emerita, and Lucile Cole professor of nursing at the University of Michigan.

Dumas' talk highlighted a week-long visit to the UNC-CH School of Nursing. It was the first in a planned series of visits by ethnic minority nurse-scholars. Dumas met with faculty, students, and staff and discussed creating a culture of acceptance for ethnic minorities within academia.

**Long Island-Brooklyn Students Perform Blood Wedding**


The play, translated by Langston Hughes, explores the tragic intensity of lived, instinctual passion. "This is a tragedy with a range of emotions that provides opportunity for incredible growth in the training of our acting students," said Professor John Sannino, who directed the play. The production included flamenco guitarist Marija Temo and flamenco dancer Joaquin Encinas.

**Multicultural Student Admissions Rise at Washington State**

Washington State University (WSU) is experiencing a small rebound in its numbers of multicultural students applying to the University compared to a year ago, according to statistics from the WSU Office of Institutional Research.

The number of applications from first-year multicultural students as of April 24, 1,235 compared to 1,054 last year at the same time. 1,141 in 1998, and 939 in 1997. Of these, total of 888 students have been offered admission, compared to 811 last year, 921 in 1998, and 772 in 1997.

WSU student recruiters have been developing and implementing strategies to establish new community contacts, identify and prospective students, and build trust within multicultural communities.

**Gephardt Tours Houston School**

Pictured (l. to r.): Thelma Garza, ar superintendent for the Houston Independent School District in Texas; U.S. Minority Lead Dick Gephardt; and Roy Zermeno, an office with Southwestern Bell. Telephone visit Tijerina Elementary School in Houston. Gephardt was in the area to tour the school which had received computers that were donated by Southwestern Bell.
Multicultural Resources on the Internet: The United States and Canada

By Vicki L. Gregory, Marilyn H. Karrenbrock Stauffer, and Thomas W. Keene, Jr.

This is a timesaving guide for those seeking information about diverse populations in the United States and Canada. Designed as a research aid for educators and students in high school or college, the book gathers and organizes valuable information about Internet and Web sources that deal with multicultural issues.


Critical Passions: Selected Essays

By Jean Franco

Recognized for her feminist critique of Latin American writing, Jean Franco participated in major debates in Latin American studies—beginning with the "boom" period of the 1960s and continuing through debates on ideology and discourse, Marxism, mass culture, and postmodernism. These essays demonstrate Francois ability to reflect on and judge with equal seriousness all spheres of expression.


Sofia: Poems

By Joan Logue

Among the Spanish people who settled New Mexico four centuries ago were Jews forced into exile during the Inquisition. This series of 30 poems reveals the life of one of these "crypto" Jews, a Hispanic woman with a Sephardic background. These poems, written in English and translated into Spanish, are presented bi-lingually. Translations by Claire Joysmith and Arturo Salinas.


Fascism in Spain, 1923-1977

By Stanley G. Payne

A comprehensive history of Spanish Fascism, this authoritative study offers treatment of all of the major doctrines, personalities, and defining features of the Spanish fascist movement, from its beginnings until the death of General Francisco Franco in 1977.


Memoirs of a Militia Sergeant

By Manuel António de Almeida

Recognized as a turning point in Brazilian literature, this entertaining novel of urban manners follows the ne'er-do-well Leonardo through romantic liaisons and frequent scrapes with the law. The book comprises a series of humorous vignettes, held together by the adventures and misfortunes of this young rogue and his father, also named Leonardo. Translated from Portuguese by Ronald W. Sousa.


Iracema

By José de Alencar

First published in 1865, this classic of Brazilian literature is perhaps the most widely known piece of fiction within Brazil, and the most widely read of José de Alencar's many works. Set in the 16th century, it is a passionate tale of doomed love between a beautiful young Tabajara Indian woman, Iracema, and a Portuguese soldier, Martim, who together undertake an odyssey that will determine the future of a newborn nation. Translated from Portuguese by Clifford E. Landers.


Insurgent Cuba: Race, Nation, and Revolution, 1868-1898

By Ada Ferrer

In the late 19th century, in an age of ascendant racism and imperial expansion, there emerged in Cuba a movement that unified black, mulatto, and white men in an attack on Europe's oldest empire, with the goal of creating a nation explicitly defined as antiracist. This book tells the story of the 30-year unfolding and undoing of that movement.


In the Shadow of the State: Intellectuals and the Quest for National Identity in Twentieth-Century Spanish America

By Nicola Miller

This book explores the roles played by intellectuals in the creation of popular national identities in 20th-century Spanish America. Spanning the intellectual centers of Argentina, Chile, Cuba, Mexico, and Peru, it
In the Shadow of the State

Inequity and Intervention: The Federal Budget and Central America
By Joshua Cohen and Joel Rogers

This pamphlet explores the relationship between President Ronald Reagan's domestic and foreign policy initiatives, with special reference to the Reagan administration's policies in Central America.

1986. 66 pgs. ISBN 0-89608-325-X. $5.00
paper. South End Press. (800) 533-8478.

Charcoal and Cinnamon: The Politics of Color in Spanish Caribbean Literature
By Claudette M. Williams

This book explores the continuing redifinition of women of African descent in the Caribbean, focusing on the manner in which literature has influenced their treatment and contributed to the formation of their shifting identities. Claudette Williams bases her analyses on poetry and prose from Cuba, Puerto Rico, and the Dominican Republic and compares the writings to the literature of the English- and French-speaking Caribbean territories.


Stories in Red and Black: Pictorial Histories of the Aztecs and Mixtecs
By Elizabeth Hill Boone

The Aztecs and Mixtecs of Ancient Mexico recorded their histories pictorially in images painted on hide, paper, and cloth. The tradition of painting history continued even after the Spanish Conquest, as the Spaniards accepted the pictorial histories as records of the past. This copiously illus- 
ted book offers the first comprehensive ar of the Mexican painted history.

cloth. University of Texas Press. (800) 252-

Many publications featured in section are available at amazon.com.
Puerto Ricans in the USA: A Hundred Years

This two-volume CD-ROM features more than 50 digital audios and videos, rare historical images, original documents, music of the migration, and oral histories documenting the experience of Puerto Ricans in the United States and their contributions from 1898 to the present. Produced by The Center for Puerto Rican Studies at Hunter College (N.Y.), the program provides links to relevant Web pages for more information on the topics presented.

Individuals $59.00. Institutions $79.00. Contact: Ms. Josephine Ubilla, Administrative Unit, Center for Puerto Rican Studies, Hunter College, 695 Park Ave., New York, NY 10021; (212) 772-5686.

CONFERENCES

National Council of La Raza 2000 Annual Conference

July 1-5

NCLR's annual conference provides a forum for information exchange and experience-sharing on current issues important to the Hispanic community, and training and professional development in programs related to nonprofit management and advocacy; provides multiple, diverse networking opportunities; and more. In San Diego, Calif

Contact: (800) 311-NCLR; website www.nclr.org.

Books in Spanish for Young Readers: Summer Workshops 2000

July 10-12 and July 31-August 2

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSU-San Marcos, announces the final two of three three-day summer workshops. "Current Issues: Books in Spanish for Young Readers" and "Literature in Spanish for Children and Adolescents/La Literature en Espanol Dirigida a los Lectores Infantiles y Juveniles" (the later conducted in Spanish).

Contact: e-mail, ischon@mailhost1.csusm.edu.

"Teaching about Latin America: Focus on the Caribbean"

July 10-14

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.

Contact: (203) 432-3410; e-mail, pier.resource@quickmail.yale.edu; website, www.yale.edu/pieris.

"Understanding Global Issues: Women, Health, and Development"

July 10-20

International Studies Summer Institute presented by the Yale University Center for International and Area Studies.

Contact: (203) 432-3410; e-mail, pier.resource@quickmail.yale.edu; website, www.yale.edu/pieris.

2000 Summer Institute for Intercultural Communication

July 12-14, 17-21, 24-28

Now in its 24th year, The Intercultural Communication Institute is again offering a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting.

Contact: (503) 297-4622; e-mail ici@intercultural.org; website, www.intercultural.org.

20th International Conference on Critical Thinking and Educational Reform

July 22-25

For its 20th International Conference, Sonoma State University presents "Teaching Students to Think Deeply Within and Across the Disciplines." At SSC in Rohnert Park, Calif.

Contact: (800) 833-3645 or (707) 828-9000; e-mail ccr@criticalthinking.org; website, www.criticalthinking.org.

CSUSB International Congress

August 30-September 1

California State University at San Bernardino and others are sponsoring "Challenges to Education: Balancing Unity and Diversity in a Changing World." In Mexico City.

Contact: (909) 880-5977 ext. 210; e-mail dwalker@csusb.edu.

Kiva’s Mexico 2000 Education Tour

September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Annene Wright, (363) 770-3663; e-mail, kivaexpo@mindspring.com.

International Society for Luso-Hispanic Humor Studies

International Conference

September 28-30

At Delta Hotel, Montreal.

Contact: K.M. Sibbald, Department of Hispanic Studies, McGill University, (514) 398-6683; e-mail ksibbalk@leacock.lan.mcgill.ca.

15th Annual U.S. Hispanic Leadership Conference

September 28-October 1

The LSHLJ has as its conference theme this year: "Latinos in the New Millennium: Building on the Past to Provide Promise for the Future." At the Hyatt Regency, McCormick Place, Chicago.


Hispanic Women's Corporation

15th Annual Conference

October 5-6

The 15th Annual Hispanic Women's Conference, presented by the Hispanic
Woman's Corporation. At the Phoenix Civic Plaza in Phoenix, Ariz.
Contact: (888) 388-4HWC or (602) 954-7995; e-mail, hwc@wpmail.at.net.

New Jersey Project Fall 2000 Conference
October 13

The New Jersey Project for Inclusive Scholarship, Curriculum, and Teaching has as its Fall 2000 conference theme "Now You See It, Now You Don't: Class in America." Speakers include Barbara Ehrenreich, Manning Marable, Holly Sklar, Mark Ellis, Lisa Vogel, and Leonard Vogt. At Essex County College in Newark, New Jersey.
Contact: (973) 720-2296; e-mail, sjp@wpunj.edu.

AACU's 3rd Bi-Annual Diversity and Learning Conference
October 26-29

"Diversity and Learning: Identity, Community, and Intellectual Development" is designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.
Contact: (202) 387-3760; e-mail, meetings@aaacu.aw.w.org; website, www.aaacu.edu/Meetings/divlearn00.html.

The College Board Centennial Forum
October 28-November 1

Networking and professional development opportunities: sessions on cutting-edge, field-specific research and development; keynote addresses by world-renowned speakers. At the Marriott Marquis Hotel, New York City.
Contact: (212) 713-8050; website, www.collegeboard.com.

HACU 14th Annual Conference
November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Letter to the Editor:

The following is an excerpt of a letter from Daniel Segura, assistant director of admissions, Alma College, Alma, MI, expressing his concern regarding our Top 100 issue.

Dear Editor:

Your ranking of the "Top 100 Colleges for Hispanics (May 5, 2000)" brings up some points to consider. In that issue, colleges and universities were ranked solely by the number of degrees that they award. Numbers do not always tell the whole story. In many cases listing the number of students graduating from a particular university gives no indication of the rates of retention, graduation, programs or support systems in place.

The May 5 [issue] was also distributed to High School Guidance Counselors who will pass the results of your ranking on to their students. The problem, as I foresee it, that arises is that many of the students who receive this information will not question it at all. When I go our school in the fall to tell them about the many opportunities available for them at a small private institution like Alma College, they will likely cross-reference our name with those on the Hispanic Outlook ranking and immediately write us off their list.

[Many] Hispanic students are used to having someone who is always available to talk about both personal and academic issues. That kind of relationship is one of the cornerstones of the liberal arts education. It is a shame that students may now miss out on the chance for that kind of opportunity because of your one-sided reporting.

I will continue to read your magazine and to recommend it to colleagues, so that they can see that there are others out there that are fighting and winning some of the same battles that we are. Your magazine is a credit to our ethnicity.

Dear Mr. Segura:

Thank you for your letter. We appreciate feedback from our readers. As we indicated in our Top 100 issue, these data were compiled by the U.S. Department of Education. As the Hispanic population continues to grow, it is important to reflect quantitative data to gauge how this group fares, in this case, in education. This compilation, while by no means presented as final, does enable us to pinpoint those schools with the most Hispanic graduates at the bachelor's, master's and doctoral levels.

Like with the subject of admissions where that decision should be based on a variety of criteria, not just GPA, we realize that there are a plethora of institutions of higher education serving the Latino community. Throughout the years our pages (such as in our regular spotlight the Honor Roll or in featured articles) have showcased large research institutions, private and public universities as well as small independent colleges. Most recently, we highlighted Haverford, Swarthmore and Bryn Mawr Colleges, three small institutions, for their innovative programs aimed at students of color. Am it is our mission to continue to do so. We would be remiss not to.

How do we find these schools? Our office regularly receives fax and emails from universities informing us about their programs or campus events. We also developed relationships in the last decade through our attendance at and coverage of education conferences; or school are brought to our attention by readers like yourself.

Again, thank you for considering us a "credit to our ethnicity" on your continued readership. Stay in touch.
By Cecilia Rodríguez Milanés


This book narrates the author’s journey from her origins in an upper-middle-class New York Orthodox Jewish family to becoming a radical educator at the forefront of the culture wars of the early ’90s. Paula Rothenberg is a professor of philosophy and women’s studies at William Paterson University and the director of the New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching.

I read Invisible Privilege enthusiastically, especially the early chapters dedicated to her childhood, adolescence, and education in New York, because I grew up working-class [in a small New Jersey city], believing that New York was the center of the universe. I was impressed by Rothenberg’s narrative shifts in points of view from naïve to coming-to-consciousness to mature and intellectual. She admits deliberately using a “prideful, insensitive, cruel—even racist…” voice at times to underscore that “it is necessary to hear, see, touch, taste, and smell the way the world looks to people who are blind to their own privilege…” Because we “mean well,” it never occurs to us that the choices we make may have devastating consequences for others.”

She discovers the flaws in the system of privilege when her schooling is relegated to less than first-rate because she is a female. It was intriguing to note how someone with so much going for her could fail. But her gender betrayed her at the university, where even entitled white women are thwarted. Her story affirmed for me, once again, how remarkable it is that even six percent of higher education faculty are people of color—there are so many more strikes against us.

Rothenberg illustrates how higher education often upholds race, class, and gender bias. While many scholars of color have known about, discussed, and even personally experienced this bias for years, it is always more impressive for an insider like Rothenberg (though a female, she’s white) to critique the system.

The chapter entitled “Getting It Right” chronicles her experience as a beginning teacher. As a woman in higher education, she expresses the familiar doubt—“lurking somewhere in the back, and occasionally at the front, of my mind… the belief that I was somehow a fake and the fear that I would one day be found out.” Teachers of color will likely smile in recognition of how a well-meaning white teacher such as Rothenberg can’t seem to engage working-class students of color. She discovers that “part of the job of teaching working-class students is finding ways to empower them enough so that they have the confidence required to be able to understand, but I disagree…” Rothenberg describes her students’ discomfort with Descartes as a “turning point” in her intellectual life. She re-adopted her colleagues’ assumption that the students’ difficulties with sign of their inadequacy: “I decided to operate from the premise that discomfort was a sign of Descartes’ inadequacy.” How rewarding to Rothenberg’s engaged struggle to develop the pedagogy and praxis transformed curriculum and worldview.

Rothenberg’s fifteen minutes of fame came when her edited book, Racism and Sexism in a Changing America (1987) was cited for a new writing course at UT-Austin to increase students’ awareness of difference and then rejected, along with the course, because reviewers considered it to be “thought control… sparking what can only be known as the culture wars.” Rothenberg appears on TV and radio shows to explain and defend the new curriculum imperatives.

I was impressed by the African American student who said that she took Rothenberg’s course in hopes of understanding white people: “She said she had a, wondered how it was possible for whites to carry on atrocities committed against Black people during slavery and speculated that there might be something, client in their moral sensibilities that allowed the commit such unspeakable acts.” It is satisfying to know how much teachers can learn from their students the classroom climate is democratic.

Maybe what I like best about Rothenberg is her tenacity: she won’t let well-meaning progressives off the hook: “Because they are committing terrible things.” They believe they do so…[T]hey have never taught the difference between simple prejudice and the more complicated intermittent forms of oppression signified by the words racism and sexism.” They do not understand that racism and sexism are perpetuated by people who are carrying on business as usual.” An interesting note is that Rothenberg never benefited from Rothenberg’s business.

Rothenberg’s life story shows how deeply personal the interpersonal is. Teachers of color will leave the book with the knowledge that they are an ally in academia who does “get it” and whose struggle on behalf of those less privileged is marked by wisdom, passion, and integrity.

Cecilia Rodríguez Milanés, associate professor of Latino/a literature, writing, and women’s studies at the University of Central Florida, is co-chair of the National Council of Teachers of English’s Latino Caucus and editor of its newsletter. Capriola.

If interested in submitting a book review, please e-mail us at outlook@outlook.com for Book Reviewer’s Guidelines.
CALL FOR PAPERS
Fifth National Conference
On Family and Community Violence Prevention
THEME: Families Building Bridges: Strategies To Prevent Violence
DATES: April 5-7, 2001
PLACE: Marriott-Los Angeles Airport, Los Angeles, California

The Family and Community Violence Prevention (FCVP) Program at Central State University, Williamsport, Ohio, in conjunction with the Office of Minority Health of the U.S. Department of Health and Human Services, will present the Fifth National Conference on Family and Community Violence Prevention - April 5-7, 2001 - at Los Angeles, California. Students, educators, social service providers, community members, and community participants are invited to submit papers for presentation.

Papers must be appropriate to the theme and apply to one of the following categories:
1. ongoing research
2. previously unpublished research or evaluation of demonstration programs.

Submission Guidelines:
1. Provide one copy of a cover sheet listing the title of the paper, the category into which the presentation is submitted; the name (s) of the author(s); and a mailing address, phone and fax number, one e-mail address for the primary submitter.
2. Provide three copies of a typed, one-page abstract of your paper or poster. If possible, include a brief abstract on a Post-it Note or WordPerfect. The abstract should contain the title, name(s) of the author(s), name(s) of the institution(s), and affiliation(s).
3. Submissions may be made electronically via e-mail to: fcvpinfo@csu.edu or on the FCVP World Wide Web at: fcvp.org.

Please send submissions to:
Dr. Linda Reynolds
Program Director, FCVP Program
Central State University
Williamsport, OH 43093
Phone: (740) 376-6667 or (800) 455-7367
Fax: (860) 376-0100
E-mail: lrenson@csu.edu
Website: www.fcvp.org

Abstracts and letters are due by August 31, 2000.

Abstracts will be evaluated for the following:
1. Originality
2. Relevance to the theme
3. Quality of presentation

The abstracts will be the basis for evaluating all papers. The abstracts will be returned to the authors.

Papers and Abstracts should be submitted to:
Dr. Linda Reynolds
Program Director, FCVP Program
Central State University
Williamsport, OH 43093
Phone: (740) 376-6667 or (800) 455-7367
Fax: (860) 376-0100
E-mail: lrenson@csu.edu
Website: www.fcvp.org

The deadline for submission is August 31, 2000.
STUDENT DEVELOPMENT SPECIALIST - Educational Opportunity Fund (EOF)

One of the nation’s premier community colleges, Brookdale Community College is an innovative and comprehensive open admissions two year college, proud of its dedication to the highest standards and to the community. We seek colleagues who share our commitment to quality instruction, collaborative relationships, and who value service, diversity, innovation, and technological literacy. We invite applications for the following position for September 2020. This is a full-time, tenure track entry level position.

Master’s degree in Counseling or closely related field required. Related work experience with at-risk populations preferred. Counselors employ a variety of individual/group counseling methods to provide a full range of professional counseling and advisement services. There is an increasing emphasis on planning and implementing innovative programmatic strategies and interventions to support student growth and development, and facilitate academic success in today’s highly transitional and diverse educational environment. A highly flexible team orientation, faculty with current technology applications in counseling, a collaborative organizational approach, and an understanding of the diversity of today’s student population are essential. Some evening work and travel within Monmouth County (NJ) will be required. Position may require participation in community-based activities. Salary range for Instructor level is $33,923-$39,011. Position is entry level and salary is commensurate with qualifications and experience within the identified range. Counselors working in the summer receive additional compensation.

APPLICATION PROCESS: Applicants interested should submit a letter of application, curriculum vitae, copies of graduate transcripts and three letters of recommendation to Human Resources via fax at (732) 224-2970, or by mail to the address as noted below. You may also apply in person at the Human Resources Office, 8:30AM to 5:00PM, Monday through Friday. Our Email address is hrdept@brookdale.cc.nj.us, and our Job Hotline telephone number is (732) 224-2821.

APPLICATION DEADLINE: Materials must be received no later than July 5, 2020.
EXECUTIVE DIRECTOR

The National Council of Teachers of English (NCTE) seeks applications for the position of Executive Director.

RESPONSIBILITIES INCLUDE:

- Enacting policies of a 17-member Executive Committee;
- general administration and operational management of the 100-member headquarters staff in Urbana, Illinois;
- internal liaisons with volunteer officers, editors, governing bodies, and 80,000 members and subscribers;
- sponsorship of 120 regional, state, provincial, local and student affiliates;
- external liaisons with related organizations, governmental units, funding agencies, and the media that require some periods of travel.

APPLICANTS MUST HAVE THE FOLLOWING:

- Graduate degree(s) in an appropriate area;
- demonstrated competence in administration and budget management skills;
- commitment to the work of professional organizations to strengthen teaching, learning, and research;
- commitment to cultural diversity;
- some familiarity with information technology;
- and superior skills in speaking, writing, and listening.

A three-year renewable contract is offered, effective October 1, 2000 to September 2003. Salary is negotiable, fully competitive including a benefits program.

Qualified individuals should submit a letter of application expressing interest and qualifications; a list of five references, preferably including those from voluntary leadership; a resume; and a one-page statement of the applicant’s vision for NCTE to the following:

Leila Christenbury, Chair
NCTE Search Committee
214 Old Orchard Lane
Richmond, VA 23226

The selection process will begin August 15; however, applications will be accepted until the position is filled.

The National Council of Teachers of English is an equal opportunity/affirmative action employer by choice.

---

STETSON UNIVERSITY
Florida's First Private University

Stetson University
DeLand, Florida
Vice President for Enrollment Management

Stetson University seeks nominations for and expressions of interest in the position of Vice President for Enrollment Management.

The first private university in Florida, Stetson University is an independent comprehensive institution of about 2,500 students in DeLand, Florida, a small city located between Orlando and Daytona Beach. The university offers highly personalized undergraduate study in liberal arts, music, and business, as well as in selected graduate programs.

The University seeks a Vice President who will have broad-based responsibility for implementing student recruitment, admission, financial aid and retention programs. The new Vice President will oversee a staff of 24, manage a combined admissions and financial aid budget of $24 million, and supervise the Directors of Admissions and Student Financial Planning. As an officer of the University, the Vice President will report to the President and serve as a member of the President’s Staff and the Council of Vice Presidents.

The successful candidate will demonstrate knowledge of current and strategic enrollment management theory and practice, the ability to develop and implement marketing and recruiting plans, strategies, leadership and supervisory skills that foster collaboration, experience in and commitment to private higher education, and excellent interpersonal and communication skills. An undergraduate degree is required; an advanced degree preferred.

Review of credentials begins immediately and will continue until the position is filled. Letters of nomination or application, including curriculum vitae, may be submitted, in confidence, to:

Vice President for Enrollment Management
Stetson University
98 Old South Road
Nantucket, MA 02554-6000

Stetson University, an equal opportunity employer, affirms the values and goals of diversity and strongly encourages the applications of women and candidates from historically underrepresented groups.

Educational Management Network, a division of Witt/Kieffer is supporting Stetson University with this search. Requests for a copy of the Position Specification or questions may be directed to Lucy Lesk via e-mail at stetson@wittkieffer.com. Additional information about Stetson is available at the University's Web site, www.stetson.edu.

---

USF University of South Florida

The University of South Florida is currently recruiting for various faculty and staff positions. For more information about the University's vacant positions, please visit our Web site at http://usfjobs.usf.edu/softwaresearch.html or call our Job Line for staff positions at (813) 974-2879.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 1-2821 E. Fowler Ave. Tampa, FL 33620

Institution: University of California, Berkeley
Department: Institute of Business & Economics
Employer Type: Academic
Position Type: Research

Position Description:

The University of California, Berkeley seeks applicants for a 1-year appointment as Assistant or Associate Professor of Kinesiology, with emphasis in the field of exercise physiology; a Ph.D. in an appropriate discipline is required. The position begins July 1, 2003. The department seeks candidates who have demonstrated scholarly potential and have experience in teaching and research. Applications are being accepted for the 2002-2003 academic year. Review of applications will begin on February 16, 2003, and continue until the position is filled. Applications should include a letter of interest, curriculum vitae, recent publications, and the names of three current references. Please send applications to: Department Chair, Kinesiology, University of California, Berkeley, CA 94720-7373.
SUNY Rockland Community College

Rockland Community College, located thirty miles north of New York City, is an open diverse, multi-ethnic student population. The College is known for its outstanding faculty, academic programs, and service to the community. Dedicated to excellence in instruction, Rockland seeks faculty who wish to contribute to a history of achievement and innovation.

FACULTY POSITIONS
Fall 2000 Tenure Track
10 Month - Full Time

Full time faculty positions require a demonstrated ability to teach students from a wide range of academic backgrounds. College level teaching experience is required, with Community College experience preferred. Equivalencies for any requirement will be evaluated. Duties include curriculum development and innovation, as well as mentoring and advising students. Participations in academic and professional activities are required. Positions start September 1, 2000 and are subject to available funding.

• DIETETIC TECHNOLOGY
  Coordinator Dietetic Technology Program
  Teaching and fieldwork supervision of nationally accredited Dietetic Technology Program. Registered Dietitian, Master's Degree required, minimum three years experience as Registered Dietitian, administrative and organizational skills.

• BUSINESS
  Teach a wide variety of courses including: Business Ethics, International Business, Small Business Management, Economics, Finance, E-Commerce, Marketing and Management. Lead program development in e-commerce and entrepreneurship. Experience in Grant writing to support new programs a plus. MBA or equivalent degree required.

• COMPUTER STUDIES
  Teach a wide variety of courses including: Web Development and Multimedia, Programming, Systems Analysis and Design, in addition to software applications. A willingness to work with industry to develop internship opportunities is highly desirable. Minimum of a Master's Degree in Computer Information Systems or a closely related field. Industry experience is a plus.

• LOCAL AREA NETWORK
  Teach courses in Microsoft Windows 2000, and Cisco. Assist with lab planning, setup and maintain certification status as required for teaching. Bachelor's Degree required, Microsoft Certified Product Specialist Certification, knowledge and experience of computer and Local Area Network, hardware and software.

• SOCIOLOGY
  Teach a wide range of introductory and upper level courses. Responsibilities will be to engage in major curriculum review and development, including the expansion of computer-assisted instruction and on-line courses. Master's Degree in discipline and Ph.D. preferred.

• MATHEMATICS
  Teach courses in mathematics ranging from developmental level to differential equations. Program development in all areas of mathematics; incorporation of graphing calculators into the curriculum, computer assisted instruction and competency-based education. Master's Degree in Mathematics required; Ph.D. preferred.

• POLITICAL SCIENCE LECTURER
  (Non Tenure Track)
  Teach a wide range of introductory and upper level courses. Master's Degree in discipline is required. Ph.D. preferred.

To apply, please submit letter of application indicating desired courses, resume, and names, addresses and telephone numbers of three business references by July 10, 2000 to Mr. Edward Thayer, Director of Human Resources
ROCKLAND COMMUNITY COLLEGE
145 College Road • Suffern, NY • 10901-3699
Rockland Community College is an equal opportunity employer.

ENGINEERING CENTER DIRECTOR

The College of Engineering of the University of Maryland invites applications for the position of Director of the newly formed Small Smart Systems (S3) Center. The College of Engineering ranks among the top public universities in the nation with a faculty that has an international reputation in education and research. This center has been formed with long-term institutional funding. Construction of a new Engineering and Applied Sciences Building, which will house much of the activity of the Center, is expected to begin soon. The new facility will have extensive fabrication, characterization and integration facilities, including a large clean room. Faculty in several engineering departments, including Aerospace, Chemical, Electrical and Computer, Materials, and Mechanical, participate in the S3 Center, and the Director will have a faculty appointment in one of these departments. The Director will also participate in hiring new faculty and will work to build a cohesive interdisciplinary team with new and existing faculty. The mission of the Center is to develop the sciences, technology and educational infrastructure (both hardware and software) for small, highly integrated and/or hybrid smart systems. We seek a highly motivated individual with an established track record of outstanding research and the ability to stimulate and foster new projects. The Director's responsibilities will include: advancing, articulating and implementing the vision for the center, coordinating research activities, and obtaining external funding. The credentials of the candidate must be commensurate with a senior faculty position and include an earned doctorate degree in one of the engineering disciplines. Experience in managing a research center is desirable. For best consideration, applications should be received by August 15, 2000. Please send resume, list of publications, and the names of at least four references to:

Dr. D.F. Babie, Associate Dean
College of Engineering and Chair of Search Committee
Froebel Building
University of Maryland
College Park, MD 20742

The University of Maryland is an equal opportunity, affirmative action employer with a strong commitment to the principle of diversity. In that spirit, applications from minority groups and women are especially invited.

FERRIS STATE UNIVERSITY

College of Education and Human Services

The School of Education is seeking candidates for the following tenure-track faculty (9-month) positions:

Elementary Education (JOB CODE HO-108010): The successful candidate will assume primary responsibility for the implementation of an innovative new Elementary Education Program beginning Fall 2000. Ph.D. or Ed.D. in Education or related field (A.B.D.s will be considered) and a minimum of three years successful K-8 public school teaching experience required. Academic preparation and experience teaching courses in the areas of language/literacy and/or special education preferred. Experience incorporating instructional technology and collaborating with Arts & Sciences faculty and public school teachers in the delivery of methods courses highly desirable.

Early Childhood Education (JOB CODE HO-25): Future plans for this expanding program include a Bachelor's degree and collaboration with the new Elementary Education program. Candidates who are excited about making decisions that will enhance our innovative offerings are encouraged to apply. Ph.D. or Ed.D. with expertise in Early Childhood Education, experience teaching in early childhood settings, and the ability to work collaboratively as a team member are required. Additional expertise in elementary education, special education, or teaching reading is preferred. Experience teaching adults at the college level desirable.

Salary is commensurate with qualifications. Screening of applications will begin June 16, 2000, and continue until positions are filled. Interested individuals should submit a letter of application, resume, three current letters of recommendation, and copies of college transcripts (finalists will be required to submit official transcripts). Please send materials to: JOB CODE HO-108010, Human Resource Development, Ferris State University, 620 Oak Street, PRK 150, Big Rapids, MI 49307. For more information about Ferris State University, visit our web site at www.ferris.edu.

An Equal Opportunity/Affirmative Action Employer
CHANCELLOR
UNIVERSITY OF WISCONSIN-MADISON

The University of Wisconsin System invites applications and nominations for the position of chancellor of the University of Wisconsin-Madison. UW-Madison is one of the world's outstanding public research universities. It is one of two doctoral universities in a public higher education system that also includes eleven comprehensive institutions, a system of freshman-sophomore transfer colleges, and a statewide extension. The chancellor of each institution reports directly to the president or the UW System.

The university is located in south central Wisconsin. Madison has been consistently ranked as one of the top mid-west cities in the United States, and is one of the top 10 in the nation.

Founded in 1848, UW-Madison one of the premier land-grant universities in the United States, has the largest concentration of graduate, professional, and research programs, as well as the broadest array of undergraduate majors in the UW System. Academic programs offered include 146 majors, 150 master's, and 152 doctoral programs. The enrollment of 40,100 includes 27,000 undergraduates, 8,500 graduate students, 2,100 professional students, and 1,700 special students. The graduate and 3,000 graduate and 6,800 professional degrees are awarded annually. UW-Madison ranks second nationally in the U.S. News & World Report.

The university employs 17,110 people, including 7,076 faculty, 5,567 academic staff, and 4,857 classified staff. It has an annual operating budget of $1.4 billion, with $14.5 million coming from funding for research and development and $236.4 million from annual gifts and trust fund revenue. Among public universities, UW-Madison ranks third in funding for research and development and first in revenues from annual gifts and trust fund revenues.

UW-Madison seeks a chancellor with the capacity to lead an energetic Research 1 land-grant institution within a large and dynamic public higher education system. Candidates will be evaluated on the following professional and personal characteristics:

- A commitment to scholarly values and an understanding of the diverse missions of a major public research university, including undergraduate and graduate instruction, research, public service, and outreach.
- Academic and administrative professional accomplishments, including:
  - Academic scholarship and teaching credentials and accomplishments, or equivalent professional credentials and accomplishments, which will command the respect of the academic community and be tenable at the level of full professor or associate professor.
  - A successful record of leadership, including experience in higher education, or equivalent professional administration.
- Commitment to promoting continued success in securing funding for the university through:
  - Federal, state, and other grants and contracts;
  - Alumni development and fund raising;
  - Ongoing renewal of revenues derived from research patents and licenses.
- Outstanding leadership qualities, including:
  - Personal integrity, intellectual curiosity, compassion, resilience, and energy.
  - A collaborative leadership style that emphasizes openness and fairness.
  - A commitment to Wisconsin's strong tradition of shared governance, which includes active participation in policy-making by faculty, academic staff, and students.
  - Desire and ability to advance the university's mission in undergraduate and graduate programs; to provide leadership and support to the faculty in teaching, scholarship, public service, and curriculum development for the people of Wisconsin, and to extend the school's research and community service.
  - Ability to provide leadership to faculty, staff, students, administrators, and other constituents in implementing the current and future strategic plans.
  - Demonstrated leadership in national higher educational organizations.
- Talent and energy to build and support an institution at local, state, national, and international levels, including:
  - The ability to represent the institution effectively and professionally to a variety of constituencies, including the Board of Regents and administration of the University of Wisconsin System, community and business leaders, other educational institutions and the second- and post-secondary levels, alumni, media, and legislative and other governmental bodies.
  - The ability to work collaboratively with the other UW System campuses.
  - A commitment to continuously improve the university experience for students, faculty, and staff, including:
    - Enhancing the quality of student life and strengthening the delivery of services to students.
    - Enhancing educational opportunities through appropriate use of new technologies.
  - Ensuring the diversity of students, faculty, and staff as detailed in the University of Wisconsin System's diversity plan.
  - A commitment to the university's responsibility for public service through dissemination of the results of scholarly and creative inquiry, including:
    - Support of the faculty mission of public service that benefits the state, nation, and the larger society.
    - Ability and interest in promoting the state of Wisconsin's economic development, through educational programs and knowledge and technology transfer.
  - Support of the Wisconsin idea.
- Understanding of and an interest in implementing appropriate use of new technologies to improve continuing education and outreach.

Compensation will be competitive and commensurate with qualifications and experience. The position is available January 1, 2001.

Candidacy materials should include a letter of interest which addresses how the candidate's strengths and experience match the qualifications for the position, and what she sees as challenges and opportunities, and a current and complete curriculum vitae. Upon request, candidates will be asked to provide the names, addresses, e-mails, and telephone numbers of at least five references. These may include trustees, administrators, faculty, students, and community leaders.

Applications and nominations must be received by July 31, 2000, to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations from women and persons of underrepresented groups.

In accordance with Wisconsin's open records law, written requests for confidentiality by nominees and applicants may be honored, except that names and titles of the analysts must be disclosed if so requested.

Further information about the search and UW-Madison is available at: www.wisc.edu/search/chancellorsearch

Requests for information and written nominations and applications should be directed to: Professor Verne Durand, Chair; Chancellor Search and Screen Committee; 133 Bascom Hall, 500 Lincoln Drive, Madison, WI 53706-1300.

Email: chancellorsearch@wisc.edu; www.wisc.edu; 608 265-3277. Confidential Fax: 608 265-7895

Confidential inquiries may also be directed to the search consultant retained by the committee: R. William Funk; Horn/Funk International; 3222 Lincoln Plaza; Dallas, TX 75201. email: bill.funk@hornfunk.com

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

GOVERNORS STATE UNIVERSITY

PROFESSOR OF CRIMINAL JUSTICE

Governor's State University seeks nominations and applications for a University Professor of Criminal Justice in its College of Arts and Sciences, beginning Fall 2000. Candidates should demonstrate a strong commitment to excellence in teaching and the potential for scholarship and service. We are interested in candidates with a broad grasp of the field of criminal justice and criminology. Responsibilities include teaching upper-division courses in Corrections, Criminology, Juvenile Justice, Women in Criminal Justice, and in the interdisciplinary graduate program in Political and Justice Studies. The successful candidate will also be expected to teach both on-campus and off-campus distance learning sites. Familiarity in the delivery of Criminal Justice courses with the use of new technology is desirable. Qualifications: Ph.D. Criminal Justice, Criminology, or related field; college teaching experience preferred; professional experience in criminal justice agencies or related programs is desirous with information technology in the delivery distance learning is desired. The position is available August 1, 2000. The review of applications will begin immediately and continue until the position is filled. Interested candidates should submit a letter of interest addressing qualifications, a statement of your teaching philosophy, a curriculum vitae, copies of graduate and undergraduate transcripts; the names, addresses, and telephone numbers of at least three professional references to N. L. Talamo/Professor of Criminal Justice, Search Committee, College of Arts and Sciences, Governors State University, University Park, IL 60466.

If you would like more information about the University, please visit our Web site at www.pors.edu

Governors State University

UNIVERSITY PARK, IL 60466-6977

ADMISSIONS RECRUITER

The successful candidate will report to the Director of Admissions and Recruitment, and will be responsible for planning and implementing recruitment initiatives that will serve to attract diverse groups of new students. This person will be expected to establish an ongoing working relationship with key community groups, school officials, and other public agencies to secure enrollment through a special emphasis placed on recruitment efforts.

Requirements: A Bachelor's degree, excellent speaking and writing skills, at least two years' experience in higher education, and experience in admissions or student services. Experience working with a multicultural population. Position also requires a valid driver's license; own transportation; strong computer skills desirable; some evenings and weekends work required.

Starting Salary: $34,166

Please send your resume with cover letter and names and addresses of three references to:

Ms. Belinda Cagnacci
Department of Human Resources

ROCKLAND COMMUNITY COLLEGE

145 College Road
Suffern, NY 10901

Rockland Community College is an equal opportunity employer.
Vice President of Academic Affairs

The College of Aeronautics, an independent college offering bachelor and associate degrees in aviation, computerized design and engineering technology, seeks candidates for the position of vice president of academic affairs. With the main campus at LaGuardia Airport in New York City and an extension site at Stewart International Airport in Newburgh, New York, the vice president will provide leadership for the institution's six academic departments, the library, the Academic Resource Center and distance education programs. As the chief academic officer for the institution, the vice president will report directly to the president and serve as a member of the College's senior staff.

The College will look to the vice president to provide direction in the areas of:
- strategic planning (process in progress)
- academic program development both on campus and via new technologies
- faculty recruitment, development, retention and evaluation
- creating an environment dedicated to student learning and teaching effectiveness

Qualifications: The successful candidate will preferably have an earned doctorate from a regionally accredited institution, a minimum of five years of administrative experience (including budgeting and planning), a background in aviation, technology or engineering, demonstrate achievements in teaching and scholarship to merit appointment as a professor and demonstrated experience in quality distance education programs. ABD doctoral candidates with extensive administrative experience will be considered. A detailed job description is available on the College's website at www.aero.edu.

To apply: Applications will be accepted until an appointment is made. Please send letters of application with a curriculum vitae and salary history to:

Director of Human Resources
College of Aeronautics, LaGuardia Airport
86-01 23rd Avenue, Flushing, NY 11369
or fax to 718.651.2553.

An EEO/AA Employer

The University of Connecticut Libraries seek a forward-thinking, energetic individual to build upon an already strong existing program and to help lead the Libraries into an increasingly electronic future. Working in a team environment and under the general direction of the Area Head of Archives and Special Collections, the Digital Collections Librarian is responsible for:
- planning, developing, and implementing an infrastructure that enhances access to the intellectual resources of the University Libraries through local digitization projects
- collaborating with appropriate digitization efforts at other institutions
- integrating digital content and access tools into a coherent set of library services.

As leader of the University Libraries' digital initiative, the Digital Collections Librarian provides vision that moves the University Libraries toward a content-rich and coherent suite of electronic products and services that complement traditional library print services. She/he identifies potential digital collections and potential partners on campus and off campus and coordinates with subject Librarians and Library teams responsible for acquiring and organizing digital content. The Digital Collections Librarian works closely with system and server administrators and cataloging staff to select technical solutions that integrate digital collections with appropriate access tools and with other digital resources already supported by the Libraries. The Digital Collections Librarian also seeks an integrated approach that involves all Library areas in the digital effort resulting in programs and projects that meet the widest needs of the academic community.

The complete job description is available at: http://www.lib.uconn.edu/jobopp/
For information on the University of Connecticut see http://www.uconn.edu

Required Qualifications: MLS with a minimum of two years pre- or post-MLS experience using technology for the delivery of digital information; knowledge of and experience with standards and practices for organizing information; an understanding of the scholarly use and development of library collections and services and laws governing intellectual property in the digital environment; excellent oral/written communication skills; ability to prepare reports and procedural documentation; ability to work in a team environment with diverse groups of library staff and faculty to build consensus on new programs, ability to plan, coordinate, implement and evaluate projects; and to communicate effectively and openly with colleagues and customers in a variety of settings and presentation modes.

Desirable Qualifications: Experience with different computer operating systems, digital imaging, differing file formats and Internet protocols, and a variety of software applications; knowledge of SGML, HTML, PERL scripting, database programming, and the ability to learn new mark-up languages such as XML; ability to initiate and adapt to change, analyze/solve problems and work collaboratively.

Compensation: Anticipated hiring salary, $36,500 to $49,488 depending upon experience. University benefits include 22 paid vacation days/year, 12 paid state holidays, excellent health and retirement plans, and tuition waivers.

Application Procedures: Submit a letter of application that addresses how previous experience and personal qualities meet the requirements for the position; a resume; and the names, addresses, and telephone numbers of three professional references to Deborah Stanbury Sunday, Administrative Librarian, University of Connecticut Libraries, Box U-1005A, 369 Fairfield Road, Storrs, CT 06269-1005. Screening will begin immediately and continue until the position is filled.

The University of Connecticut has a strong commitment to diversity. We actively encourage minority and people with disabilities to apply.
State University at Stony Brook
Director of the Academic Advising Center

The Center: Stony Brook is a leading national research university with a current student population of approximately 19,000, of whom some 12,000 are undergraduates. The Center provides undergraduate academic counseling for the University’s non-declared major, pre-health, and pre-law student populations, counseling on University graduation requirements for students in the College of Arts and Sciences (CAS), and mandatory academic counseling for students in CAS who are not in good academic standing. The Center has a staff of 12 professional advisors, 6 part-time faculty advisors, undergraduate peer advisors, and 2 office staff.

The Position: The Director is responsible for planning and administering the daily activities of the Center, implementing new services and programs, identifying and implementing innovative models based on national trends, and developing and maintaining collaborative working relationships with faculty advisors and academic departments. The Director will utilize technology to effectively provide advising services and information to students, track and analyze academic trends, and partner with other student services offices in meeting the comprehensive needs of Stony Brook undergraduates.

Qualifications: Master’s degree with considerable undergraduate interaction, either teaching or advising, and preferably both; at least 5 years’ advising experience in a college or university; and administrative experience which includes the supervision of a sizeable advising staff. Important selection criteria include demonstrated initiative and leadership skills, professional involvement, excellent written and oral communication skills, and comfort with information technology and its application to advising services.

Application: Include a resume, cover letter, and the names, addresses, and phone numbers of three professional references, and send application materials to:
Ms. Diane West
Office of Undergraduate Academic Affairs
E-2360 Ward Melville Library
University at Stony Brook
Stony Brook, NY 11794-3351
Phone: (631) 632-7081
E-mail: dwest@notes.cc.sunybro.edu

STONY BROOK
STATE UNIVERSITY OF NEW YORK

BROWARD COMMUNITY COLLEGE

MINORITY VENDOR PURCHASING COORDINATOR, #595

High school/GED required. College degree preferred. Four years responsible purchasing experience required. Experience with minority programs plus Good verbal and written communications skills ability to work well with outside groups, make presentations, and computer literate in mainframe and PC applications required. Duties include, but not limited to, recruiting Minority Vendor monitoring minority participation, preparing a minority report, assisting buyers as needed. Downtown center. Salary $29,265 - $46,541.

Please forward official applications with positive title/ & copies of transcripts & licenses to:
Broward Community College
225 E. Las Olas Blvd., Human Resources
 Ft. Lauderdale, FL 33301
Please call (800)682-3646 for an official application. Applications must be received by July 15, 2000.

EEO Institution

DIRECTOR OF INTERNATIONAL PROGRAMS

Trinity College invites applications for the position of Director of the Office of International Programs within the Office of the Dean of the Faculty. As part of its strategic plan for globalizing the curriculum and campus, Trinity is redefining its commitment to international education for its students and to fostering global awareness within its classrooms generally. The College seeks a qualified individual who will administer the Office of International Programs (OIP) as well as assist faculty appropriate faculty committees and the administration in the development of opportunities and programs that promote the understanding of world-wide issues and multicultural concerns.

Principal Responsibilities:

- Serves as leader and team leader of the staff of OIP and its responsible for the efficient functioning of International Programs, a U.S. service, and as a faculty administrator for the non-academic staff program.
- Responsible for creating an integrated community of international students at the College, including recruitment, advising, student life programming, and exchange student administration.
- Collaborates with and assists faculty in the preparation of Global Studies course proposals and their ongoing administration.

To apply, please send your letter of application, resume, and three letters of reference to:
Trinity College
Office of Human Resources
320 Summit Street
Hartford, CT 06106-3100

Deadline: Applications will be considered by the Committee on a rolling basis until August 15, 2000.

Trinity College is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply. Applicants with disabilities should request any needed accommodation in order to participate in the application process.

TRINITY COLLEGE
Hartford, Connecticut

DIRECTOR OF INTERNAL AUDITING

Finance and Administration
BOWLING GREEN STATE UNIVERSITY

Evaluates controls, performance and business risks partnership with the Truex Audit Committee, the Vice President and the President. Designs, develops, executes a comprehensive program of internal auditing the total University's financial processes, and oversees audits of high-risk areas, such as mainframe information systems and related issues security for personnel and financial data.

MINIMUM QUALIFICATIONS:
Bachelor of Science Business Administration with major in Accounting, and MBA or Master's in Accounting. CPA or CIA required to 7 yrs. of auditing experience, 3 yrs. supervisory experience, 2 to 3 yrs. experience with large financial systems. Full-time administrators staff position. Administrative Grade Level 19, salary: commensurate with education and experience. Full-time package available.

TO APPLY Send letter of application, resume, names/diabes/telephone numbers of 3 professional references by mail or fax by August 4, 2000 to the Office of Human Resources, Bowling Green State University, Bowling Green, OH 43403.

BGSU is an AA/EEO educator/employer.
WESSTERN CONNECTICUT STATE UNIVERSITY

Fall 2000 Faculty Openings

wwwwcsu.edu

WCSU is establishing a campus in Waterbury. Connecticut beginning in the Fall 2000 semester. We are looking for faculty who are interested in serving on the new campus as part of its inaugural faculty. Waterbury is one of the four comprehensive universities that comprise the Connecticut State System. WCSU is divided into the Schools of Arts & Sciences, the School of Educational Studies, and the Allied Health School of Business.

WCSU invites applications for the faculty positions listed below. Rank and the appointment rank and salary will be dependent on the final candidate's qualifications.

Application Deadline: All applications must reach the following address:

Western Connecticut State University, 181 White St., Danbury, CT 06810

Application Deadline: All applications must reach the following address:

Western Connecticut State University, 181 White St., Danbury, CT 06810

MANAGEMENT - Tenure track positions

The Management Department seeks a candidate to teach Administrative Behavior, Human Resource Management, Managerial Economics, and Statistical Analysis. Applicants must have at least two years of teaching experience at the college level. Rank and salary are dependent upon qualifications. Send letter of interest, curriculum vitae, and three references to:

Dr. Julio Vazquez, Chairperson, Business Administration, Western Connecticut State University, 181 White St., Danbury, CT 06810

NURSING - Two full-time/tenure track positions

The Nursing Department seeks two individuals to teach medical-surgical and related nursing courses such as health assessment, pharmacology, research, and leadership to undergraduate students. Applicants must have a Master's degree in nursing, evidence of relevant teaching experience, and eligibility for Connecticut RN licensure. Send letter of interest, curriculum vitae, and three references to:

Dr. Barbara Picone, Chairperson, School of Nursing, Western Connecticut State University, 181 White St., Danbury, CT 06810

Women and minorities are encouraged to apply.

FULL TIME POSITIONS

This position will remain open until filled, however, the interview process will commence on the respective closing date. Additional details on each position are available at our Website: www.bmcc.cuny.edu

Director of Development and Alumni Affairs (Higher Education Officer)

The primary responsibilities of the position include: planning and implementing a comprehensive plan for development and giving relationships with 30,000 alumni of BMCC; working with the Dean for Development to implement an effective fund raising strategy for this dynamic public community college; coordinating the annual fund appeal to include direct mail, phonathon, alumni involvement and solicitation events; identifying and developing relationships with faculty and students as the alumni liaison to the college; managing database files and the publication of alumni newsletters; and attending development officer responsibilities as required.

Bachelor's degree required (Master's preferred) with a minimum of eight (8) years of relevant experience. The candidate must have excellent interpersonal communication skills, computer literacy, and the ability to interact with people in a professional manner. Please send résumé to:

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
150 Chambers Street, New York, NY 10007

Admissions Representative (Assistant to Higher Education Officer)

The BMCC admissions representative serves as an outreach admissions recruiter and advisor for High School students and undergraduate students. The candidate must have a minimum of two years experience. Excellent written and verbal communication skills required. Recruitment schedule may include evenings and weekends. Salary: $26,312-8A - $48,294-9A. Veh #322. Closing date: 6/21/00

REFER TO THE ABOVE BMCC VACANCY # AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
150 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER. CIRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE.
GOVERNORS STATE UNIVERSITY

Governors State University, chartered in 1969, is an upper division public university annually serving over 9,000 predominately non-traditional students. Located 35 miles south of Chicago, GSU is one of the fastest-growing universities in the State of Illinois, offering junior and senior level courses leading to a bachelor's degree and graduate level courses leading to a master's degree. GSU is proud of its strong commitment to cultural diversity, which is evident in every facet of university life.

NETWORK ADMINISTRATOR

The successful candidate will serve as the senior resource responsible for the planning, design, installation, maintenance, training, support, security, and implementation of all network operating system software (NT, Novell, UNX), application software, hardware, telecommunications, and databases. This position requires developing software standards, capacity planning, and allocation of in-house system resources. **Qualifications:** Bachelor's degree or degree-seeking; five to seven years' demonstrated experience with network operating systems; appropriate technical certifications; strong interpersonal and communication skills; the ability to program in an administrative language; experience configuring and maintaining Cisco routers, switches, and firewalls; solid understanding of networking/distributed computing environment concepts and TCP/IP networking protocols.

COORDINATOR OF WEB DEVELOPMENT AND MAINTENANCE

This position is divided equally into hands-on technical expertise and project management. The Coordinator is responsible for site redesign and management. The position requires demonstrated management excellence and the ability to problem-solve. The Coordinator works closely with administrative, academic and IT professionals. **Qualifications:** Bachelor's degree or degree-seeking; minimum three years' professional Web development and maintenance experience; demonstrated knowledge of UNIX and current Web development tools; demonstrated knowledge of Web-based development that is database driven; demonstrated project management experience; team-oriented, with strong communication and interpersonal skills; excellent technical research and analytical skills.

HELP DESK MANAGER

This position requires the management of technical personnel who resolve end-user problems. The qualified candidate will have experience with successful design/installation/implementation of a state-of-the-art help desk system. The candidate must be proficient with data analysis and management reporting. **Qualifications:** Bachelor's degree or degree-seeking; one to two years' management experience; demonstrated experience in an information technology environment; strong troubleshooting for customer service; excellent oral and written communication skills; demonstrated knowledge of networks, microcomputers, and peripherals from both a hardware and software standpoint; experience with a high-level reporting package.

Review of applications is ongoing until the positions are filled. Applicants should send a letter of interest addressing qualifications and specifying position desired, a current resume, and the names, addresses, and telephone numbers of three professional references to: Erin Reed, ITS, OTS Building, Governors State University, University Park, IL 60466 or e-reed@govst.edu.

If you would like more information about the University, please visit our Web site at: www.govst.edu

Governors State University

University Park, IL 60466-0975

AA/EOE

RESEARCH SCIENTIST AND RESEARCH SCIENTIST-COORDINATOR

The University of Wisconsin-Stout Research and Training Center is recruiting for two positions: Research Scientist and a Research Scientist-Coordinator. The University of Wisconsin-Stout is an equal opportunity/aaffirmative action institution located in Menomonie, Wisconsin.

Minimum qualifications for these positions are: (a) a doctorate in rehabilitation, counseling, psychology, special education, sociology, economics or related field; (b) a master's degree in research; (c) five years of research experience in community-based services or state vocational rehabilitation agency; (d) training in research design, measurement, and statistics; (e) experience in conducting research (five years for coordinator); (f) evidence of research productivity; (g) ability to travel independently; and (h) experience in coordinating research (for applicants for the Scientist-Coordinator position).

For further information, contact: Charles Williame E-mail: cwal5@uwstout.edu; phone: (715) 232-2236 view 715-232-5025 TDD; 715-232-2351 FAX, or visit our website: www.renc.uwstout.edu

DEPARTMENT OF SOCIAL WORK
RESEARCH ASSISTANT PROFESSOR

The Research Assistant Professor will design and coordinate evaluation of the Title IV-E Foster and Adoption Parent Training Project. The position is full-time with benefits. Annual reappointment contingent upon continued research funding. **Minimum Qualifications:** MSW degree and doctorate in social work or related field (ABDSF will be considered); three years of experience in program evaluation; demonstrated expertise in evaluation and research in a range of evaluation methodologies, including both quantitative and qualitative approaches; excellent writing and interpersonal skills. Submit: cover letter, curriculum vitae, and the names, addresses and telephone numbers of three references to: Dale Barkard, Director, Department of Social Work, 225 Waverly Building, Burlington, VT 05405-0163. Applications will be reviewed until the position is filled.

The University is an Equal Opportunity/Affirmative Action Employer. The Department encourages applications from women, people from diverse ethnic backgrounds, and people with disabilities.

ELGIN COMMUNITY COLLEGE

"To Improve People's Lives Through Learning"

Located 40 miles west of Chicago's education and cultural events and institutions.

For further information see our web site: www.elgin.cc.il.us

Persons committed to working in a multicultural environment are encouraged to apply. Seeking full-time faculty instructor to begin January, 2001.

COMPUTER INFORMATION SCIENCE INSTRUCTOR

Bachelor's degree with 2+ years' hands-on experience with hardware and data communications and networking.

Please submit a letter of application, all transcripts, resume and 3 letters of reference to Student Representative/FT Faculty Search, ECC 17C, Spartan Dr, Elgin, IL 60123. Our faculty enjoy an excellent beginning salary-$32,755-$51,600 plus excellent benefit package. Applications will be accepted until position is filled.
ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY is an innovative, residential, undergraduate liberal arts and sciences college along with six graduate programs, with a student body of 3500 and a recognized record of recruiting a diverse student body, faculty, and staff. The College is located on a 1600-acre wooded campus in the Pinelands of New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia, and 2-1/2 hours from New York City. One of only six public colleges classified by the Carnegie Foundation as a Liberal Arts Institution, Richard Stockton College is nationally recognized for its record of academic innovation and excellence. To continue this tradition of innovation and excellence, Stockton College seeks nominations and applications for the position of Associate Vice President for Academic Affairs.

As part of the leadership for Academic Affairs, the Associate Vice President has the following responsibilities: 1) Under the guidance of the Vice President for Academic Affairs, to prepare, manage, and monitor budgets within Academic Affairs including budgetary review of all grants and contracts; 2) Primary responsibility for instructional planning and program development. In this capacity, the Associate Vice President conducts analyses to guide decision making, as well as assess the Vice President for Academic Affairs with initiatives in program and faculty development; 3) Monitor all major policy and programmatic initiatives; 4) Maintain all articulation agreements with graduate and professional schools, including oversight of the activities of the pre-med, pre-law, and pre-engineering coordinators. In collaboration with academic programs develop additional agreements with graduate and professional schools; 5) Oversight of the College’s grants and contracts activity; 6) Have primary responsibility for coordinating all assessment activities within academic affairs; 7) Manage the 5-year program review cycle, program proposals, and individual grant proposals.

QUALIFICATIONS

• An earned doctorate
• Evidence of successful teaching and scholarship
• Experience in managing a budget spanning multiple units
• Evidence of significant administrative experience in the areas of faculty, and program development
• Evidence of the capacity to oversee multiple tasks and bring them to successful conclusion
• Ability to use technology effectively
• Familiarity with recent trends in assessment
• Familiarity with a collective bargaining environment
• A commitment to diversity and
• Excellent interpersonal and communications skills.

This is a non-tenured management position. Salary is commensurate with qualifications and experience. Screening will begin immediately. Position is available July 1, 2000. Applicants must include a letter of interest and curriculum vitae. Nominations, applications and three letters of reference should be sent to Dean William Jannes, Chair, Associate Vice President Search Committee, Office of Academic Affairs, The Richard Stockton College of New Jersey, AAS1, PO Box 195, Pomona, NJ 08240.

Stockton College is an AFFEOE. Women and minorities are encouraged to apply.

ASSISTANT DEAN
College of Humanities and Social Sciences (CHSS)

Works with the dean to develop, manage and improve college activities and functions that include academic support, faculty issues, budget, external funding, staffing, enrollment enhancement, curriculum and facilities. Supports faculty and staff in obtaining and managing externally-funded grants and contracts. Works closely with department chairs and program directors on routine administrative projects as well as innovative projects requiring support of the Dean’s Office. Provides input and support as needed to other staff professionals in the dean’s office. Works with other University officers and offices to support the mission of CHSS and Montclair State University.

Qualifications: Master’s degree (or professional equivalent), Ph.D. preferred. A minimum of four years’ experience working in a college/university as a member of the faculty or staff. Demonstrated ability to work cooperatively and effectively with faculty, staff and students. Demonstration of knowledge of current computer hardware and software. Evidence of being well-organized, efficient and timely in completing work.

The assistant dean position is a renewable, 12-month staff appointment.

Salary Range: $50,000 - $62,500 depending upon experience and qualifications.

Starting Date: August 1, 2000 or as soon thereafter as possible.

Send letter and resume (include V#) to: Richard J Giguetti, Dean, College of Humanities and Social Sciences, Montclair State University, Box C316-V/#4/HOME, Upper Montclair, NJ 07043

Apply by: Screening of applications will begin July 3, 2000 and continue until the position is filled.

An Equal Opportunity/Affirmative Action Institution

WILLIAMS COLLEGE

Director of the Budget/ Assistant Provost
Williams College

Williams College seeks experienced candidates for the position of Director of the Budget for the College. The position reports directly to the Provost and functions as a member of the Provost’s staff charged with the financial management and planning of the College. Responsibilities include planning and coordinating preparation of the operating budget; maintaining spending controls; preparing recommendations for departmental allocations and funding; participating in the Provost in planning and policy sessions; representing the Provost on College committees; and serving a key role in the financial management of the College’s new administrative software system (PeopleSoft).

The position requires a minimum of a Master’s degree in an allied field and at least three years of progressive experience in a budget office or similar function at a college or university or an equivalent combination of experience and education. Applicants should be able to demonstrate strong analytical skills, significant experience with budget planning and financial management, and the ability to work as both the leader and member of a team. Previous experience with PeopleSoft is required, as is a strong background in budgeting and planning. The anticipated starting date for the position is September 1, 2000 or as soon as possible.

Williams College is a privately endowed liberal arts college located in the Berkshire Hills of western Massachusetts. The College’s operating budget is approximately $17 million with an enrollment of slightly more than 2,000 students. Williams consistently ranks among the top liberal arts colleges in the nation.

Questions regarding the position may be directed to Catherine Hill, Provost, Williams College, P O Box 666, Williamstown, MA 01267. Email: Catherine.Hill@williams.edu. Resume review for the position will begin on July 10, 2000.

Please send a letter of interest with job number, a resume and the names, addresses and telephone numbers of three professional references to:

Employment Manager
15 Park Street
Williamstown, MA 01267
Phone: (413) 597-2681; Fax: (413) 597-4060
E-mail: hri@williams.edu
www.williams.edu/admin/hr/employment

An Equal Opportunity/Affirmative Action Institution
ASSOCIATE DIRECTOR OF GRADUATE ADMISSIONS

The California Institute of Technology is seeking an individual to further develop the Institute's program to identify and admit outstanding graduate students. Will be responsible for developing and implementing strategies for recruitment and matriculation of graduate students, with particular emphasis and responsibility for underrepresented student populations with an interest in the fields of Math, Science and Engineering. Duties include assisting in developing strategies, supporting material and publications and effective approaches for recruiting students for each option; representing Caltech in graduate student recruitment activities and related conferences; assisting in developing graduate admission publications, including Web-based materials; building and maintaining relationships with high-quality undergraduate institutions; evaluating and tracking graduate applications through the admission's process; assisting with the planning and implementation of retention activities for current graduate students; participating in developing and implementing the goals and objectives of the Office of the Dean of Graduate Studies, overseeing the flow of application materials and records; contributing to and assisting with generating admission-related reports and studies; assisting with programs for entering graduate students; working in close collaboration with other Student Affairs departments in programming and performing additional assigned duties.

Requires a master's degree in a related field; minimum 6 years of successful experience working in admission-related areas or equivalent; excellent communication (verbal/written), interpersonal and organizational skills; experience working effectively with individuals of diverse ethnic, socioeconomic, linguistic and cultural backgrounds in an academic setting; and a demonstrated record of development of recruiting and retention activities at an American university as an in-depth knowledge of cultural and gender issues that face students at research universities. Position will require extensive travel.

Please send a letter of application, a resume and name and contact information of three professional references by Friday, July 14 to: Admissions Search Committee, Office of the Dean of Graduate Studies, 02-31, California Institute of Technology, 559 S. Holliston, Pasadena, CA 91125. Caltech is an AA/EOE. Women, minorities, veterans and disabled persons are encouraged to apply.

ANNOUNCEMENT OF FACULTY POSITIONS

PETER F. DRUCKER GRADUATE SCHOOL OF MANAGEMENT

The Peter F. Drucker Graduate School of Management at Claremont Graduate University is dedicated to advancing the theory and practice of management. It offers MBA, Executive MBA, Financial Engineering and Ph.D. programs as well as non-degree Executive Education programs. To accommodate future growth, nominations and applications are sought for two faculty positions from among the following areas:

- Financial Accounting and Cost Management, with particular emphasis on financial accounting and/or cost management, and the strategic challenges faced by chief financial officers
- Marketing, with special emphasis on consumer behavior, innovation, and research methodology as they relate to marketing strategy formulation
- Finance, with a focus on financial management, the interface between strategy and finance, the use of derivatives in a managerial context, or real options

Candidates must have a doctoral degree; a strong record of scholarship; an interest in diverse approaches, students and populations; and a demonstrated ability to make their intellectual contributions accessible to experienced managers through teaching and published work. Executive level management or consulting experience is desirable. Appointment at all ranks will be considered, but preference will be given to candidates with the requisite experience.

These positions will remain open until filled. Review of nominations and applications, however, will commence on October 1, 2000. Please direct nominations, applications and inquiries to:

Office of the Dean
Peter F. Drucker Graduate School of Management
Claremont Graduate University
1021 North Dartmouth Avenue
Claremont, CA 91711

Claremont Graduate University is an Affirmative Action and Equal Opportunity Employer and actively seeks applications from women and members of minority groups.

For further information about the Peter F. Drucker Graduate School of Management, visit our website at www.drucker.cgu.edu.
Bates College

Organic Chemistry — Tenure Track

The Department of Chemistry at Bates College (www.bates.edu), a selective liberal arts college of 1,650 students, invites applications for a tenure-track position in Organic Chemistry at the Assistant Professor level to begin September 2001. Teaching expectations include a two-semester organic chemistry course with laboratory and at least one additional course in an area of interest to the successful applicant. The applicant will be expected to develop a research program that will involve undergraduates. Major departmental equipment holdings for teaching and research include: 300 MHz NMR, EPR, FTIR, ICP, GC-MS and UV-vis spectrometers, as well as HPLCs, ultracentrifuges, IBM workstations (with SPARTAN software) and a Nd: YAG-pumped dye laser. A Ph.D. is required; postdoctoral experience is desirable. Review of applications begins October 2, 2000, and will continue until the position is filled. Applicants should provide a curriculum vitae, undergraduate and graduate transcripts, brief statements of teaching philosophy and research interests and three letters of recommendation to:

Professor T. Glen Lawson
Department of Chemistry Search Committee Chair (R23 34)
c/o Bates College Secretarial Services
2 Andrews Road, 7 Lane Hall
 Lewiston, ME 04240

Email inquiries may be directed to: lawson@bates.edu

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

Washington State University

TITLE: Assistant Agronomist/Assistant Professor, Weed Scientist/Crop Ecologist.

LOCATION: Washington State University, Pullman, WA.

POSITION: Annual appointment, tenure track, 75% research and 25% teaching.

REQUIRED QUALIFICATIONS: Ph.D. in weed science, agronomy, genetics, weed ecology or an allied discipline. Experience in biochemistry, physiology, plant ecology, weed-crop interference and management is essential.

DESIRED QUALIFICATIONS: Understanding of population genetics and molecular genetic techniques.

TO APPLY: Screening of application materials begins Sept. 29, 2000 and continues until a suitable applicant is found. Submit a letter addressing pertinent qualifications, a vita, copies of college/university transcripts, and candidate should arrange for three letters of recommendation to:

Dr. Thomas A. Lumpkin, Chair
Dept. of Crop and Soil Sciences
Washington State University
PO Box 646420
Pullman, WA 99164-6420

509/335-3471
FAX: 509/335-8674
dlumpkin@wsu.edu

COLUMBIA COLLEGE CHICAGO invites applications for a tenure track faculty position in the Arts, Entertainment & Media Management Department to teach in the area of Fashion/Retail Management, beginning in Fall 2000 or Spring, 2001. The department emphasizes management for the business of the arts, entertainment, media, and fashion. Review will begin immediately and continue until the position is filled. Responsibilities include teaching Fashion/Retail Management and courses in the Management core curriculum; assisting in training professional part-time faculty; participating in new curricular initiatives; advising undergraduates and possibly graduate students and developing assessment programs and procedures. Teaching and/or work experience in the fashion and retail industry, an advanced degree or equivalent professional experience and working knowledge of current technology in the field is required. A network of local and national contacts in the field is highly desirable.

Columbia College is a diverse, open admissions, urban institution of 8,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Submit a letter of application, curriculum vitae, salary history and the name, addresses and phone numbers of three references to:

Management Search, FFM-1
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

AA/EOP/ADA
Napa Valley College

Situated in the heart of the world famous Napa Valley wine-producing region, Napa Valley College’s tree-lined campus sits on a 180-acre site overlooking the Napa River. Located 50 miles northeast of San Francisco, the college serves 10,000 students and offers outstanding facilities, including a producing vineyard and wine-making curriculum. The college is currently looking for qualified applicants for the position of:

Vice President
Business & Finance

The Vice President, Business and Finance is responsible for leadership, planning, organizing, directing, supervising, and evaluating Business and Finance, including Budget, Accounting, Payroll, Bookkeeping, and Food Service Operations. The position serves as the college’s Chief Financial Officer; advises and keeps the President and Board of Trustees informed concerning the financial condition of the college district, maintains fiscal responsibility and budgetary controls, develops the district budget and, in conjunction with the President and other staff, a long-range financial plan for the college; develops annual and long-term plans in conjunction with budget development and program management.

Minimum requirements include an earned Bachelor’s degree from an accredited college or university in accounting, finance, or related field and professional senior level business management experience in an institution of higher education or California K-12 district. The demonstrated ability to lead and manage employees from diverse backgrounds, levels of experience, and perspectives is also required. An earned Master’s degree in Business Administration or CPA and/or experience in a California Community college district are desired.

Annual salary $95,042 - $110,427

Excellent fringe benefit package.

FILING DEADLINE
FRIDAY, SEPTEMBER 1, 2000, 5:00 P.M.

For application materials contact:
Office of Human Resources, Napa Valley College, 2277 Napa Valley Highway, Napa, CA 94558
or Tele: (707) 259-4020 (voice mail) to request an application packet or view our web site at www.nvcc.cd.us

Application forms must be postmarked completed, signed, and any non regular mail sources. Email and faxes are not accepted. Napa Valley College does not fax or e-mail application materials.

An Equal Employment Opportunity/Affirmative Action Employer, Napa Valley College maintains a drug-free workplace and requires that employees abide by that policy.

DEAN OF STUDENTS
THE UNIVERSITY OF TEXAS AT BROWNSVILLE
AND
TEXAS SOUTHMOST COLLEGE

The University of Texas at Brownsville and Texas Southmost College is seeking an academic leader who will be responsible for the overall administration of the student life program, including Student Activities, Student Government, Student Health Services, Judicial Affairs, Career Services and Placement, and Student Publications. The position is a tenured, full-time faculty position at the level of Associate or Full Professor. For more information please contact: Dr. John W. McGreevey, Vice President for Student Life. The University of Texas at Brownsville and Texas Southmost College is an equal opportunity/affirmative action employer.

FILING DEADLINE
FRIDAY, SEPTEMBER 1, 2000, 5:00 P.M.

For human resource materials contact:
Human Resources, The University of Texas at Brownsville, Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8208 / Fax (956) 922-0175

ROWAN UNIVERSITY
Educational Opportunity Fund
Assistant Director, Camden Campus (Bilingual)

Responsibilities include counseling, advising and other academic and personal support to ROF students. A Rowan’s Camden Campus. Contributes to the EOD summer program, student organizations and clubs state-wide EOF activities. Experience in grant writing and administration as an asset. MA or Ph.D. required with 3 years of related experience. Applicants must have been bilingual in English and Spanish. Starting salary is $30,000/yr. Salary is competitive. Send resume and credentials by July 14 to: Eric Clark, Dean, Rowan University, Camden Campus, 200 N. Broadway, Camden, NJ 08102.

AMHERST COLLEGE
ASSISTANT DEAN OF ADMISSION

Amherst College has an opening for an Assistant Dean of Admission beginning in the summer of 2000. Special responsibilities will include, but are not limited to, the development and management of communications strategies and related admission publications. General admission responsibilities include recruitment travel, decision making, and interacting effectively with the computerized Admission Office database.

Candidates must be familiar with and supportive of the mission of a selective liberal arts college. A Bachelor of Arts of Science degree is required, and at least three years of admission or related work experience. Candidates must possess computer skills and be able to communicate effectively, both orally and in writing, with varied constituencies including prospective applicants, parents, secondary school personnel, alumni, faculty and other staff. Familiarity with issues relating to international student admission is a plus.

Candidates should send a letter, resume, and the names and addresses of three references to: Wilson Admission Center, Amherst College, PO Box 5000, Amherst, MA 01002-5000. Applications will be considered until the position is filled.

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

DAMON A. O'ROURKE
Dean of Admissions
Work with the best and brightest minds in education and make a real difference in education as we know it. Our mission is to improve educational results for children, youth and adults. We are currently seeking the following staff to provide research, evaluation, development, and/or dissemination services to educators throughout the Northwest and nationally:

**RESEARCH ASSOCIATE**—Position #79, Rural Education Program. Provide information and technical assistance to personnel in small, rural schools and organizations. Collect and analyze R&D and educational information; organize development activities for educators; document case studies; prepare proposals and reports; and assist in planning and evaluation of program activities. Requires formal coursework in statistics and research.

**ASSOCIATE** - Position #88, Assessment Program. Design, develop and create staff development activities for training educators on the use of the Spanish Trains Writing Rubrics. Develop materials for teaching and using the Spanish Trains model in K-12 classrooms and conduct teacher training workshops; conduct focused research on assessment issues and participate in team planning and collaboration. Requires experience teaching and/or working with Spanish-speaking, English language learners and excellent English/Spanish communication skills.

**Senior Associates**

The following Senior Associate positions require a Doctorate in education or related field, minimum five years' experience working in schools, knowledge of current educational research and trends, experience in developing proposals, project design and management experience, proven interpersonal and teamwork skills, excellent written and verbal communication skills, professional presence, ability to work effectively with diverse staff and clients, ability to travel.

**SENIOR ASSOCIATE**—Position #78, Rural Education Program. Provide direct services to clients and practitioners, conduct needs assessments, develop materials, provide training and technical assistance, conduct research and report data, monitor project activities, supervise staff or contractors, and lead planning teams. Evaluate program activities, prepare reports and make recommendations. Requires knowledge of evaluation, assessment and/or educational research methodologies and experience managing staff.

**DISECR**—This position requires an MBA or Doctorate in Finance or related field, or JD with appropriate experience; professional certification (CPA); leadership and management experience; appropriate technical and financial skills, including financial software (DEL/TAX desired); and knowledge of federal contracts and grant policies and requirements. Starting salary mid-$70,000-$80,000.

**DIRECTOR OF ADMINISTRATIVE SERVICES**—Position #63, Finance and Human Resources Units. Provide day-to-day hands-on leadership and management of staff. Plan integrity and timelines of projects; prepare all financial reporting; manage EDGAR; implement job cost accounting systems; prepare budgets and tax returns; and initiate audits. Ensure compliance with grant and contract provisions and reporting; review RFPs, assist in negotiating costs and terms of grants and contracts, maintain information systems, supervise purchasing and facilities procedures, perform facilities and equipment planning and acquisition, and ensure that all payroll records are kept in accordance with Laboratory policies, state and federal laws.

We offer excellent benefits including vacation, medical, dental and life insurance; transportation benefit; generous employer-paid retirement; and opportunities for professional development.

Applications will be accepted until all positions are filled. Send resume and letter of application to the NWREL Human Resources Office, referencing position of interest by name and number. Other Programs with similar responsibilities may review your application. NWREL is an employment-at-will and an Equal Opportunity Employer.
October 19-22, 2000
Marriot World Center
Orlando, Florida

"CREATING A BRIGHT FUTURE"

88TH Annual Meeting
Central Association of College and University Business Officers
FOR INFORMATION CONTACT:
CACUBO 2000
Kaye O'Connell
University of Wisconsin-Milwaukee
PO Box 413
Milwaukee, WI 53201
Phone: 414-229-5995
Fax: 414-229-6777
Email: kmo@uwm.edu

COORDINATOR,
MEXICAN-AMERICAN ALUMNI ASSOCIATION

LMU seeks a personable and capable professional to facilitate a variety of activities for our Mexican-American Alumni Association. Duties include developing fundraising campaigns, scheduling and preparing board meetings, selecting board members, managing budgets and building support from new donors. Prefer a bilingual professional with 3+ years of non-profit experience in a social service or educational environment. Knowledge of standard office practices/procedures is essential, as are good grammar, proofreading, math, telephonic and office equipment skills. Flexibility with computers, Access and PowerPoint is crucial. The ability to manage budgets and analyze financial data is key. You must possess superb organizational, communication, interpersonal and administrative skills. Prefer a BA/BS and fundraising, volunteer management and special event experience.

Please send resume and salary history to:
LMU, H.R., 7900 Loyola Blvd., LA, CA 90045-8155
Fax: (310) 338-7771.

Visit our website at http://www.lmu.edu/hr/bull.htm or call our Jobline at (310) 338-4488.

LMU supports the principle of diversity.

We encourage applications from women, ethnic minorities, persons with disabilities and veterans.

NOAA

Northwestern University, nationally recognized for its cooperative education program, is a private, non-sectarian university located in the heart of historic Evanston. It is an integral part of the city's thriving educational and cultural life, dedicated to excellence in research and scholarship, and highly committed to individual and community welfare. Northwestern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty, staff, and is proud of its diverse student/resident population.

DIVISION OF STUDENT AFFAIRS
Director, Judicial Affairs
Responsible for directing and supervising the judicial process for 20,000+ Undergraduate and Graduate students. Supervise three full-time staff, Graduate and Undergraduate students, as well as University Court student judicial. Serve as the Appeals Officer for all cases adjudicated in the Residential Life area. Work closely with Campus Safety and the University Counsel on concerns the discipline process and all Code of Student Conduct issues. Will administer the Judicial Affairs Department budget, ensure FERPA guidelines are met, and supervise the maintenance and revision of a confidential database for judicial affairs reporting. Requirements: Master's degree in legal field (Student Personnel Administration or other Human Services area) required, Law degree preferred. Five to seven years' experience working with judicial systems and knowledge of legal issues. Budget skill and ability required. Contact Dr. Robert C. Lafferty, Dean of Students Life, 104 Eli.

Assistant Director, Greek Life and Leadership Development
Coordinate, advise and manage Greek-letter organizations and their governing bodies. Serve as a liaison between the Greek-letter organizations, other departments and the local community to promote communication and cooperation. Assist in the coordination of all Student Activities Office-sponsored leadership training programs. Some night and weekend responsibilities. Requirements: Master's degree in Student Personnel or related field, two to four years' experience in leadership training and Greek Affairs (includes rush, new member education, judicial affairs, risk management, alcohol education and diversity training). Background in community service, program planning, and leadership development skills. Communicate (written) management skills.

Assistant Director, Student Media
Provide student media oversight for student print media (weekly newspaper, monthly magazine and alternative newspaper), yearbook and literary magazine and 24-hour campus radio station. Maintain the Student Center website and coordinate Student Activities publications. Provide advice and training to student editors/managers in journalistic techniques, ethics, and business practices. Serve as administrative link between student media and university community. Department of journalism/communication, and the FSC. Requirements: Bachelor's degree required, Master's degree in journalism or related field strongly preferred. Three years' experience in the area of publications or media management and working experience as a journalist. Knowledge of public or non-commercial radio and experience with Internet applications and social media skills.

For the previous two positions, please send resume with three references to Todd Shaw, 228 Curry Student Center.

The above positions require strong organizational, interpersonal, and communication skills. Experience in and commitment to working in a multicultural environment with a demonstrated ability to work with diverse student populations.

Northwestern University, 360 Huntington Ave.,
Boston, MA 02115
Northwestern University is an Equal Opportunity/ 
Affirmative Action, Title IX Employer committed to cultural, ethnic and racial diversity.

ALLAN HANCOCK COLLEGE

A public California community college located in Santa Barbara County, halfway between Los Angeles and San Francisco, is seeking applicants for the following position:

Associate Dean, Economic Development

The administrator will plan, implement programs, and curriculum for economic development, workforce preparation and training, contract education, and new program development. The associate dean will act in liaison with various agencies and the business community to effectively plan the objectives and the development of workforce training and contract education programs, and to assure that the training and placement goals of the programs are successfully accomplished.

The ideal candidate will hold a master's degree or higher from an accredited institution and have at least one year of leadership experience reasonably related to the assignment, as well as experience as an educational leader and teacher.

District application and supporting documents must be received by July 21, 2003 to be considered for the final screening. For further information and the application and qualification profile, please contact:

Human Resources, Bldg. U
Allan Hancock College
800 S. College Drive
Santa Maria, CA 93454-6399
www.hancockcoc.us
(805) 922-6955, ext. 3722
FAX (805) 922-9196
SUGGESTED AD SIZES

$3,250
Full Page Spread
15" wide (+1/2" gutter) x 9.75" deep

$1,750
Full Page
7.5" wide x 9.75" deep

$1,280
2/3 Page Vertical
4.875" wide x 9.75" deep

$1,280
2/3 Page Horizontal
7.5" wide x 7.25" deep

$1,050
1/2 Page Vertical
3.625" wide x 9.75" deep

$1,050
1/2 Page Horizontal
7.5" wide x 4.75" deep

$765
1/3 Page Horizontal
4.875" wide x 4.75" deep

$575
1/4 Page
3.625" wide x 4.75" deep

$485
1/6 Page Vertical
2.375" wide x 9.75" deep

$365
1/3 Page Vertical
2.375" wide x 4.75" deep

MECHANICAL REQUIREMENTS

TRIM SIZE: 8.375"w X 10.875"d
LIVE AREA: 7.5"w X 9.75"d
BIND METHOD: Saddle Stitched
KIND OF PRINTING: Two Color Web
PAPER STOCK: 70 lb. opaque

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. No cancellations or changes will be accepted after closing dates. Refer to schedule for deadlines.

CLOSING DATES

<table>
<thead>
<tr>
<th>Issue Date</th>
<th>Closing Date</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24</td>
<td>Sept. 7</td>
<td>* Back to School Issue</td>
</tr>
<tr>
<td>October 8</td>
<td>Sept. 21</td>
<td></td>
</tr>
<tr>
<td>October 22</td>
<td>Oct. 5</td>
<td>* Hispanic Heritage Month</td>
</tr>
<tr>
<td>November 5</td>
<td>Oct. 19</td>
<td>* Low School Issue</td>
</tr>
<tr>
<td>November 19</td>
<td>Nov. 2</td>
<td>* Publisher's Picks Issue</td>
</tr>
<tr>
<td>December 3</td>
<td>Nov. 16</td>
<td></td>
</tr>
<tr>
<td>December 17</td>
<td>Nov. 30</td>
<td>* Sports Issue</td>
</tr>
<tr>
<td>January 7</td>
<td>Dec. 14</td>
<td></td>
</tr>
<tr>
<td>January 28</td>
<td>Jan. 11</td>
<td>* Financing a College Education</td>
</tr>
<tr>
<td>February 17</td>
<td>Jan. 25</td>
<td></td>
</tr>
<tr>
<td>February 25</td>
<td>Feb. 8</td>
<td>* Women in Higher Education</td>
</tr>
<tr>
<td>March 10</td>
<td>Feb. 22</td>
<td>Council of Independent Colleges</td>
</tr>
<tr>
<td>March 24</td>
<td>March 7</td>
<td>* Community College Issue</td>
</tr>
<tr>
<td>April 7</td>
<td>March 21</td>
<td></td>
</tr>
<tr>
<td>April 21</td>
<td>April 4</td>
<td>* Graduate School Issue</td>
</tr>
<tr>
<td>May 5</td>
<td>April 18</td>
<td>* Top 100 Colleges for Hispanics</td>
</tr>
<tr>
<td>May 19</td>
<td>May 2</td>
<td></td>
</tr>
<tr>
<td>June 2</td>
<td>May 16</td>
<td>* Health Professions Issue</td>
</tr>
<tr>
<td>June 16</td>
<td>May 30</td>
<td></td>
</tr>
<tr>
<td>June 30</td>
<td>June 13</td>
<td>Corporate Issue</td>
</tr>
<tr>
<td>July 14</td>
<td>June 27</td>
<td></td>
</tr>
<tr>
<td>July 28</td>
<td>July 11</td>
<td></td>
</tr>
<tr>
<td>August 11</td>
<td>July 25</td>
<td>The Arts Issue</td>
</tr>
<tr>
<td>August 25</td>
<td>Aug. 8</td>
<td></td>
</tr>
<tr>
<td>September 8</td>
<td>Aug. 22</td>
<td></td>
</tr>
<tr>
<td>September 22</td>
<td>Sept. 5</td>
<td>Volume 10 Editorial Index</td>
</tr>
</tbody>
</table>

HOW TO PLACE ADVERTISEMENTS

By Mail—All materials should be sent to:
Hispanic Outlook in Higher Education; Display Advertising;
210 Route 4 East; Paramus, NJ 07652
By E-Mail—outlook@sprintmail.com
By Fax—Transmit to (201) 587-9105 seven days a week.
To Confirm—Call (201) 587-8800 (x102 or x106)
Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.
Back to School Issue
September 24th

Ad Deadline:
September 7th
Did you know that...

Outlook is now fully indexed and available for research and reference in electronic format on Ethnic NewsWatch, a full text general reference database of the publications of the ethnic, minority and native press, dating back to 1990.

Outlook is one of more than 150 newspapers, magazines and journals reflecting the ethnic and minority press (African American, Caribbean, Arab and Middle Eastern, Asian American, Hispanic, Jewish, Native American and Multi-Racial) that are now part of the Ethnic NewsWatch database.

For the first time...

Ethnic NewsWatch gives you fast and easy electronic access to more than 270,000 complete articles, editorials, columns, book, movie, and theater reviews (and more) reflecting the ethnic diversity of America. And, with Ethnic NewsWatch you have news, culture and history with the other side of the stories.

Now Ethnic NewsWatch is available in academic, public, school and government libraries nationwide.

Ask for Outlook and Ethnic NewsWatch on display at your public library as well as local high school and public libraries.

For more information, contact
Softline Information, Inc.
20 Summer Street, Stamford, CT 06901 • (800) 514-7922 • Fax: (203) 973-8347

PRESENTING THE JOURNEY OVER THE WORLD WIDE WEB TO HIGHER EDUCATION

"CollegeNET"

FREE $3 BILLION SCHOLARSHIP SEARCH FREE, EASY TO USE COLLEGE SEARCH ENGINE WITH ONLINE APPLICATIONS TO ALL THE WORLD’S LEADING UNIVERSITIES AND COLLEGES INCLUDING THE WORLD’S FIRST 3-D VRML CAMPUSS TOUR

A Awesome Educational Site, suitable for all audiences

http://www.collegenet.com

Now playing on a screen near you!

To place your admissions application on the Web in front of millions of qualified applicants, contact Pat Carnody at 503-973-5222 or patrick@collegenet.com

ADVERTISING INDEX

POSITIONS

CALIFORNIA

Allan Hancock College 51
California Institute of Technology 51
Claremont Graduate University 51
Golden West College 51
Loyola Marymount University 56
Napa Valley College 53
San Jose State University 55
University of California, Berkeley 43
University of California, Riverside 41

CONNECTICUT

Trinity College 47
University of Connecticut Libraries 46
Western Connecticut State University 49

DC

Gallaudet University 42

FLORIDA

Broward Community College 47
Florida Gulf Coast University 48
Sarasota University 43
University of South Florida 43

ILLINOIS

Columbia College Chicago 52
Elgin Community College 49
Governor's State University 49, 40
National Council of Teachers of English 43
William Rainey Harbert College 46

MAINE

Bates College 52

MARYLAND

University of Maryland 44

MASSACHUSETTS

Amherst College 53
Emerson College 57
Northeastern University 56
Williams College 50

MICHIGAN

Ferris State University 44

MINNESOTA

Capella University 42

NEW HAMPSHIRE

University of New Hampshire 11

NEW JERSEY

Brookdale Community College 42
Montclair State University 50
Rowan University 52, 53
Rutgers University 50

NEW YORK

Borough of Manhattan Community College/CUNY 48
College of Aeronautics, LeGuardia Airport 48
Cornell University 41, 46
New York City Technical College/CUNY 53, 55
SUNY, Rockland Community College 44, 45
SUNY at Stony Brook 47
SUNY New Paltz 55

OHIO

Bowling Green State University 47
Kent State University 55

OREGON

Northwest Regional Education Laboratory 54

TEXAS

The University of Texas at Brownsville and Southmost College 53

UTAH

University of Utah 11

VERMONT

The University of Vermont 41, 49

WASHINGTON

Washington State University 52

WISCONSIN

University of Wisconsin-Madison 45
University of Wisconsin-Extension 49

CONFERENCES

9th Annual United States Hispanic Leadership Conference 56
Central Association of College and University Business Officers 56
Fifth National Conference On Family and Community Violence Prevention 41
Hispanic Association of Colleges and Universities 41

OTHER

CollegeNET 59
Ethnic NewsWatch 50
TRANSLATOR: A MEANINGFUL CAREER FOR HISPANICS

The ancient healer Hippocrates taught that the focus of medical treatment should be the patient, not the disease. This remains true today. Although modern health care professionals must possess the latest scientific and technical knowledge, the healer-patient bond cannot be underestimated. Caring, compassion, and communication also foster good health care.

The best diagnostic tool is often a good bedside manner, characterized by touching, listening, and understanding. This is especially true among Latinos. According to cross-cultural medical specialist Renaldo Maduro, Ph.D., the successful treatment of Latinos requires an open and personal approach by which the healer takes an active role in communicating and interacting with the patient. This approach is a fundamental element of curanderismo, a set of cultural values commonly accepted among Latin Americans regarding wellness.

Lamentably, the healer-patient relationship has suffered under the prevailing models of health care delivery in the United States. Many Hispanics face an even greater challenge in accessing quality medical attention. There is a growing need for professionally trained translators in hospitals, clinics, and other health care settings. This is especially true in areas such as New York, Florida, Texas, New Mexico, Arizona, and California, where many health professionals can reasonably expect that nearly one in three of their patients will speak Spanish at a primary language.

This isn’t a sudden, rapidly emerging trend, but a gradually escalating problem that has presented many advance warnings.

In 1991, Linda Haffner warned in The Western Journal of Medicine that the success or failure of the health care system is often dependent upon a properly trained professional medical interpreter. She cited the dangers of placing the responsibility of translation upon health care professionals who happen to speak Spanish. This approach creates numerous problems, including the distraction of staff from their assigned responsibilities. It also falsely assumes that casual linguistic comprehension equates with cultural understanding gained through educational training.

In her article, Haffner noted the case of a health care professional asking a Hispanic woman how many previous pregnancies she had had. The woman answered two, yet when Haffner, a professional medical translator, spoke with the patient, she discerned that the woman had had two full-term pregnancies and one miscarriage. “For many Hispanic women, having a miscarriage or a stillborn child does not equate with a pregnancy,” Haffner wrote.

Another shortcoming illuminated by Haffner is the reliance upon relatives of Spanish-speaking patients to communicate with English-speaking caregivers.

This can create an undue burden on family members. Haffner cited a tragic example in which a seven-year-old was asked to inform her mother that an unborn child was dead.

Every year, my university hosts high school students from the predominantly Hispanic communities surrounding Pomona, California, and encourages them to pursue an education in the health professions. Too often I find reluctance among otherwise bright students, who are intimidated by the rigorous demands for technical aptitude and scientific acumen. Too many compassionate, caring young Latinos—the kind of people most needed in the health professions—are backing away because their skills lie in language and the humanities.

The solution to better-qualified Spanish medical translators rests in large part, with those of us in higher education. I am encouraging my colleagues to consider a master’s level program in which certified professional translators could study alongside doctors, pharmacists, physical therapists, nurses, and physical therapists. Let them learn about the basic sciences while teaching health care professionals about the need for compassion, care, and intimacy—not just among Latinos but among all patients.

There must also be a grassroots political component in the successful push for quality translators. Latinos must demand better access to health care.

By petitioning translators, we create professional opportunities for our students while securing better medical treatment for ourselves and others.
The Arts!

AUGUST 11TH ISSUE

AD DEADLINE: JULY 25TH
FEATURES

Hispanics “Holding Firm” at CSU-Stanislaus
Latinos are nearly one-quarter of the student body, and their numbers are growing.

Award-Winning Broadcaster Full-Time at Mt.SAC
News anchor Tammy Trujillo trains students for the realities of a radio career, and says the job market is booming.

Goodbye, Columbus: A Taino Perspective
Celebrated explorer? Serial killer? A New Yorker shares tales of his Boricuan heritage, pre- and post-1492.

The Passionate, Prolific Professor
Connecting with students and promoting Latina authors are twin passions of Magdalena Maíz-Peña, Davidson College.

All Latin Music–Pop to Jazz to Classical
–Getting Attention
Butler and Tufts Universities and Passaic County Community College are among those heeding the call.

Viva Japon: Impressions of a Gaijin
A Latino relishes teaching ESL in Japan, and offers a multicultural take on U.S. realities.

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW
Retiring before the age of 65

Honor Roll: New School University
Next January, U.S. Senator Robert Kerry becomes president of this renowned “forum for controversy.”

People, Places, Publications, Conferences

Book Review: Day of the Bees

I PUNTO FINAL!
Anthropology and the Latina/Latino Graduate Student

Cover Photo Courtesy of California State University-Stanislaus
The Arts Issue
August 11th
Ad Deadline July 25th

Volume 10 Editorial Index
September 22nd issue
Ad Deadline September 5th

Call for advertising info:
201.587.8800 ext. 102 or 106
Fax: 201.587.9105
Visit our Web site!
www.HispanicOutlook.com

Contributors:
Inda Pinco Alves, Reginaldo Correia, Roger Della, Jill Goda, Alberto Huerta,
Gustavo A. Mellander, Adriana Mucci, Jeff Simmons, Mike Taylor, Linda M. Whiteford

Letters to the Editor:
Comments or Questions should be addressed to:
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

Editorial Office:
The Hispanic Outlook in Higher Education (ISSN 1054-2237) is published by The Hispanic Outlook in Higher Education Publishing Company, Inc. 210 Route 4 East, Suite 310, Paramus, NJ 07652. TEL: (201) 587-8800 FAX: (201) 587-3105. All contents of this journal are copyright © 2000 by The Hispanic Outlook in Higher Education Publishing Company, Inc. All rights reserved. Reproduction in whole or in part without permission is prohibited.

Editorial Policy:
The Hispanic Outlook in Higher Education is dedicated to exploring issues related to Hispanics in higher education. The Hispanic Outlook in Higher Education is published for the members of the higher education community. Editorial decisions are based on the editor's judgment of the quality of the writing, the timeliness of the article, and the potential interest to the readers of the Hispanic Outlook in Higher Education.

From time to time, the Hispanic Outlook in Higher Education will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The Hispanic Outlook in Higher Education neither agrees nor disagrees with those ideas expressed and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

Display Advertising:
210 Route 4 East, Suite 310 Paramus, NJ 07652
TEL: (201) 587-8800, FAX: (201) 587-9105, email: Outcom@usa.net

Subscriptions:
U.S., Canada, Virgin Islands and Puerto Rico 1 year $50.00. Single copies $1.00 pay $2.75

Postmaster:
Please send all changes of address to:
The Hispanic Outlook, P.O. Box 68, Paramus, New Jersey 07652
As we celebrate the nation’s independence this month, one’s personal independence comes to mind. For many, retirement offers that promise.

Retiring at 65

Most people retire at 65. But where did that figure come from? How was it selected? In the 1880s, Germany’s Chancellor Otto Von Bismarck was the Kaiser’s major advisor. Clever, adroit, and totally committed to the greatness of Germany, Bismarck was involved in all aspects of German life. In an attempt to get rid of aged government employees who were not supportive of his new programs, he created a national retirement system to push them out. Germans would now retire at the age of 65. That was a very progressive step for that day and age. Neither other European countries nor the United States were anywhere near as progressive. What is usually not mentioned is that most Germans did not live to the age of 65. A full 80 percent died before they reached 65.

America’s Experience

In the 1930s, President Franklin Roosevelt introduced Social Security, and age 65 was selected as the operative retirement age. Once again, it was a safe bet financially since only 30 percent of Americans lived to be 65. In the 1970s, a very colorful Congressman from Florida, Claude Pepper, a man who served in Congress until his nineties, would change the nation’s retirement laws. Since he was such a vigorous person and still working in his 80s, he logically led the movement to have the established retirement age of 65 eliminated.

Before Pepper’s legislation, most college professors had to retire at 65, although for a few, yearly exceptions existed, especially at private colleges. The law as passed excluded college professors for a few years, but by 1985, college professors joined the rest of Americans when all age restrictions were lifted. Today, professors can work as long as they want to.

Social Security Penalties

But an unusual Depression-age restriction penalized Social Security recipients who retired and worked beyond the age of 65. A few months ago, President Clinton finally signed a bill that repealed the Social Security earnings penalty. The new law passed both houses of Congress with virtually no opposition. It had previously been passed by the Republicans but had been opposed by the Democrats and vetoed by President Clinton.

The new law removes the Social Security retirement earnings limit, allowing hundreds of thousands of older Americans to work without losing any of their Social Security benefits. The new law means that seniors aged 65 to 69 will no longer lose $1 of Social Security benefits for every $3 they earn above the earnings limit, which is $17,000 per person for the year 2000.

The repeal, retroactive to January 1, 2000, directly affects 806,000 Social Security recipients who are working this year and another 100,000 who haven’t sought benefits because they have jobs. With the earnings test eliminated, these people could receive an average of $6,700 in additional Social Security benefits this year.

Because the repeal is retroactive to January 1, about 450,000 working seniors or dependents will get refunds for the money already deducted this year from their Social Security checks—a total of $1.4 billion, or an average of $3,500 per person. Removing this limit will cost approximately $24 billion over 10 years.

The National Center for Policy Analysis (NCPA) told The Hispanic Outlook that eliminating the earnings limit would increase the number of elderly workers with some wage income to 26 million from 19 million—a 38 percent rise. The average income of all elderly workers would go up by $103 billion. While the government would have to pay an extra $4.8 billion in Social Security benefits, it would also receive an additional $4.94 billion in income and Social Security taxes. For a net increase in federal revenue of $100 million.

Keep Working

If one is 65 or older and wishes to continue working, one can do so and can also postpone receiving Social Security benefits until one is 70. Later, when one begins receiving benefits, one will receive special credit for each full month in which one was eligible for, but did not receive, benefits—before one reached age 70. This credit will increase the amount of retirement benefit one will receive each year. The special credit could also increase the benefit amount one’s spouse would receive if one were to die. The amount of credit one could earn varies according to one’s year of birth.

The following chart shows the amount of the credit that would apply for each full year that one chose not to receive benefits. If one chose not to receive benefits for a part year, partial credit will be awarded.

<table>
<thead>
<tr>
<th>Year of Birth</th>
<th>Annual %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>4.5</td>
</tr>
<tr>
<td>1931-1932</td>
<td>5.0</td>
</tr>
<tr>
<td>1933-1934</td>
<td>5.5</td>
</tr>
<tr>
<td>1935-1936</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Those interested in earning these extra credits instead of receiving current benefits should call 1-800-772-1213 for more details.

Younger Faculty

What about younger faculty members? How can they earn what their future Social Security benefits might be? The government has established an Internet site for younger Americans who want an online estimate of future retirement benefits. The Internet site at www.ass.gov/estimates the amount of Social Security benefits that they expect in retirement.

The service offers three key benefit estimates that require increasing level of detail. The first, a quick calculator, requires only knowledge of a person’s and current-year earnings. The advanced application requires download software onto home computers and allows users to explore various retirement scenarios.

Dr. Mellander is a professor at George Mason University.
Hispanics "Holding Firm" at
Latinos at CSU-Stanislaus Nearly One-Quarter of Students and Growing

BY INÉS PINTO ALICEA

More than 30 years ago, two young Latinos formed a group called the Minority Student Alliance to combat the institutionalized racism that existed at California State University-Stanislaus.

"During the 1968-69 academic year, there were no courses in ethnic studies, no African American professors, only one Latino tenure-track professor, and just a handful of minority students at Stanislaus," said a publication about the development of CSU's Ethnic and Women's Studies Department. Several confrontations took place between the students and the administration. Eight Mexican Americans were hired the following year to join the faculty, administration, and staff.

"We've kept moving forward," said Richard Luevano, chair of the Ethnic and Women's Studies Department.

Today, the campus has a Latino student population of 23 percent, a Latino faculty population of eight percent, and an Ethnic Studies Department headed by one of the two young men who fought so valiantly to establish the department at the campus, to increase the recruitment of minority students and faculty, and to make the curriculum more inclusive.

Luevano said he never imagined that the campus would be where it is today and that he still has one major goal that he would like to achieve before he retires in two years—the development of an ethnic studies major. The department "was only a dream," says Luevano. "I've lived a dream to be able to start something, come back, and watch it grow.”

The department struggled on and off for years due to budget cuts and a student to faculty ratio of 17 to 1, the classes in Luevano's department have a 40 to 1 ratio.

"Our classes are large and well attended," said Luevano, who graduated in 1970 with a bachelor's degree in sociology and earned his master's degree in Chicano Studies at San José State University before returning to CSU to teach. He became chair of the department in the '92/93 school year.

"Because our classes are so large, the dean gave us extra money." The department has grown to where it now offers five Chicano, three Asian American, and three African American Studies classes.

"Thirty years after the Minority Student Alliance literally forced ethnic studies upon the University, ethnic studies has become an important component of the University's overall mission to appreciate and contribute to the enrichment of our diverse community and to develop a passion for lifelong learning," reads a departmental brochure.
Moreover, over the past ten years, the program has doubled the teaching faculty while more than tripling its enrollments, and it has formed a partnership with the University of the Pacific on an Ethnic Studies Minor.

The campus, located about 20 minutes from Modesto, has come a long way, in part because of Luevano’s students. Hispanic enrollment has tripled in the last decade. Latino students comprise 25.2 percent or 1,505 of the campus’s 6,489 students. There are 400 full-time and part-time instructors. Nearly 90 percent of full-time faculty members have attained the highest degree possible in their fields: Caucasians are 78.6 percent; Hispanics, 8.63 percent; Asians, 8.43 percent; African Americans, 2.81 percent; and Native Americans, 8.1 percent.

“The campus had made a decision to diversify,” said Dr. Marvalene Hughes, the University’s sixth president. “My values are known on the campus. The campus had accepted leadership. I came in and reinforced that, and that gave them the power and authority. Under my watch, I’m going to continue to be aggressive.”

CSU-Stanislaus was established in 1957 as the 15th campus of the 23-campus California State University. Under the California Master Plan for higher education, CSU is mandated to serve the top one-third of California’s high school graduates, to focus primarily on undergraduate instruction, and to prepare teachers.

The Stanislaus campus was moved to its current 220-acre location in Turlock in 1965 and received university status in 1965. The University offers 34 baccalaureate degrees, 17 master’s degrees, and ten credential programs. It serves an area of more than 10,000 square miles that encompasses three counties of the San Joaquin Valley and three counties of the central foothills. The University offers several degree programs at the multi-campus regional center in Stockton and transmits courses over three television channels to remote reception sites throughout the region. Average expenses for students—including housing, meals, transportation, books and University fees—total about $10,500.

CSU-Stanislaus is in a unique position among California institutions of higher education. While other campuses have seen minority enrollments drop because of anti-affirmative action measures passed in California, CSU-Stanislaus continues to expand its minority enrollment and improve its hiring of Latino faculty.

“We’re holding firm,” said Irma Guzman Wagner, dean of CSU-Stanislaus School of Education since 1995. Wagner has a broad background in education that includes early years as an elementary school teacher followed by a professorship in education administration at the University of LaVerne and at San José State, where she also spent four years as associate dean of the College of Education before joining CSU. Wagner said that her school is trying to boost the number of Latinos in elementary and secondary education through a variety of methods, including encouraging teaching paraprofessionals to pursue four-year degrees at the campus and offering classes in many locations and under flexible schedules to accommodate students with many different needs.

“This campus, like many CSU campuses, attracts many students who are the first to go to college,” Wagner said. “For Latino parents afraid of their bijos or bijas going away, we’re here. We’re accessible, affordable, and convenient.”

Latino Standouts on Campus

Hughes is credited with expanding the diversity efforts on the campus. She selected two of the Hispanics in leadership positions—Wagner, dean of the school of education, and Enrique Lopez-Conteras, chair of the modern languages department.

“I could give praises about all of these people,” said Hughes of the Latino faculty on campus.

Lopez-Conteras, a professor of Spanish and an expert on bilingual and multicultural issues, joined the campus in the fall of 1997. He said that one of the major projects he plans to undertake at the campus is the development and building of a state-of-the-art language laboratory.

“Those who speak other languages will be the leaders of the future,” he said.

At Simon Bolívar University in Venezuela for 25 years, Lopez-Conteras was president of the Coastal Campus for four years. A native of
Venezuela, he comes from a distinguished family that served in the public arena and sought to establish democracy and cultural understanding. His grandfather, Eleazar Lopez-Contreras, initiated a push toward democracy after succeeding a long run of dictators as democratically elected president of Venezuela from 1936-41. His father was named counsel general in San Francisco from 1957-67. Lopez-Contreras earned his master's from Virginia Tech and a doctorate at Simon Bolivar and has published several books on language and bilingual issues. He first went to CSU in 1989 on a sabbatical as a visiting lecturer of Spanish in the Department of Modern Languages, and since has initiated what has become a decade of ongoing cultural exchanges between Turlock instructors and others from the Coastal Campus. "He brought stability, focus, and creativity to that department," said Hughes. "He also brings leadership to the campus and the community."

Lopez-Contreras said that he has been very interested in diversity issues in the United States and on campus—which is vital to assure that campuses across the country have the role models in faculty and administration that Latinos need to help them succeed in college. "We need to emphasize to young Latinos that the biggest investment one makes in life is education," he said. "If we educate ourselves, we will be leaders."

Hobart Hamilton, of Mexican American descent, a professor of chemistry and chair of the chemistry department, has been teaching at CSU-Stanislaus for 32 years. His wife and two daughters graduated from the University, so the ties to the campus have been a family affair. Hamilton is the University's newly named Outstanding Professor, a designation made by his colleagues, and was recently named Turlock Educator of the Year. "I enjoy what I do, and I hope that it comes across," said Hamilton, who was one of the first Latino faculty on campus. "I am proud to be associated with the chemistry department and Cal State-Stanislaus. I try to turn people on to science. I don't want students to grow up fearful of science, particularly young girls."

Hamilton grew up in El Paso, Texas, and got his undergraduate degree from what is today known as the University of Texas El Paso. He pursued a master's degree at New Mexico State University and also completed his doctorate in chemistry there.

He said that he ended up at CSU-Stanislaus because he wanted to move west and because the campus seemed like a "place where you could have an impact."

Hamilton said that one of the challenges that lies ahead for him at the campus is developing a food science program, since the surrounding region is considered the breadbasket of the country.

Samuel Regalado, professor of history at CSU since 1987, has studied the role of Latinos in American professional baseball. Named a Smithsonian Faculty Fellow in 1994, he has also researched athletic activities of the Japanese-American Nisei generation and baseball competition during the World War II internment of Japanese American citizens. The author of many articles in both research areas, he also wrote a very well-received book, *Viva Baseball: Latin Major Leaguers and Their Special Hunger.*

"AS I have tried to do in Viva Baseball, we, as Latino scholars, are in a position to incorporate the Latino contributions into the American saga so that future generations will understand and appreciate our role in the history of this country," he said. "Latino history is highlighted through my scholarly work. This work is then incorporated into the lectures. Hence, most, if not all, of my U.S. history courses have a distinct multicultural take to them."

Beginning in 1871 and tracing the saga into the 1990s, *Viva Baseball* describes encounters with racial segregation, struggles with language barriers, experiences with acculturation, and the trauma of being isolated from families and environment. The significance of the Latino athletes' achievements is described within the context of America's racial and cultural history.

"Writing about Latin baseball players allowed me both to pursue a labor of love and to highlight the development of Hispanic society in the U.S.," said Regalado, an expert on Mexican American history, American ethnic and immigration history, Latin America and other international topics, as well as contemporary America.
Award Winning Broadcaster Full-time at Mt. San Antonio College
Trains Students for Realities of Radio Career

BY MIKE TAYLOR

After 20 years on the radio, Tammy Trujillo, new full-time radio broadcasting professor at Mt. San Antonio College, has been a familiar voice in Southern California. But now, to broadcasting students at Mt. SAC, she is an invaluable instructional resource on what life in radio broadcasting is really all about.

"I want my students to have a realistic view of the industry so they can make an intelligent decision on whether they want to become a part of it," said Trujillo, who currently is a news anchor for KFWB, Los Angeles, from 3 to 8 p.m.

Many students, she said, see only the glamour, fame, and riches of radio broadcasting. They think broadcasting, whether it’s radio or television, is easy. The reality, however, is quite different. "They think they’re going to come in after college and get a job, make a lot of money, and work four hours a day," she said. "What you see and hear on radio and TV is just the tip of the iceberg."

Instead, what they find is an industry that is competitive, operates at a hectic pace, and has long hours. There is a great deal of planning and coordination before any live on-air broadcast, and notions that the majority of broadcasting is spontaneous ad lib commentary, she said, prove unfounded. Everyone sees the anchors on television or hears the anchors on radio, but there is a lot of work behind the scenes, and there are a lot of people trying to break into the industry. "It’s an extremely competitive business," she said. Danger, too, can sometimes be a part of the job, she said, remembering when she covered the 1992 Los Angeles riots and was confronted by looters and shot at.

But at the same time, Trujillo acknowledges good aspects of the business with the not-so-good. She keeps her students encouraged about career choices that can be truly rewarding. And after 2 years in the business, she says, she knows. She has worked as a new anchor, producer, sportscaster, director, and reporter at a host of radio stations including KFWB, KNX, KFI, KMPC, and KEZY. She worked as a reporter for KTVL Channel 4, currently is the owner of Sportswatch Radio Network, and is doing Saturday/Sunday sports program for Arrow 93 FM.

Her radio career has also brought her recognition by her peers. Trujillo won four Golden Mic Awards at the Radio and TV News Association of Southern California’s awards banquet held January 22 at the Universal Hilton, Universal City. She won Golden Mics in the categories of best light feature reporting at best newscast 1999, and two team awards for coverage of the North Hollywood Jewish Community Center shooting last August. She received the award in best light feature for her Pet Project episode, "Dan the Singing Dog."

The Golden Mic in radio broadcasting is similar to the Grammy or Oscars. Recently she was a finalist for California’s Associated Press Television (Radio Association) best newscast award. And her talents and efforts have not gone unnoticed in the larger community.

Last November, Trujillo received the Los Angeles SPCA (Society for the Prevention of Cruelty to Animals) 1999 Outstanding Professional award for her work as a radio professional on behalf of the SPCA. Her Pet Proj...
broadcast, a regular feature on her program, deals with issues related to the organization's work. She also co-hosted the SPCA telephone in April 1999.

Yet with all she has done in broadcasting, her teaching career has been equally impressive. With a total of 15 years as an educator, she has taught for Los Angeles Broadcasters, Cal State-Northridge, Long Beach City College, Orange Coast College, and, for the last two years on a part-time basis, Mt. SAC.

So why after earning prominence in an industry in which the rewards are great would she take on the demands of a full-time teaching position? "This is an industry that needs to be taught by people in the field, but I teach because I really enjoy doing it," she said. "My thrill is when students get it and when the myths and fallacies are removed and it becomes real."

She remembers that when she was a broadcasting student at Long Beach City College and later at Cal State-Fullerton, many of those teaching broadcast had little or no experience working in the field. "What I was learning was strictly out of textbooks," said Trujillo, who went on to earn her associate's degree and bachelor's degree.

Still, she said, the hands-on experience that students gain by working at a school radio station or on an internship is invaluable to their education in the broadcasting field.

Tammy got her start at one of the smaller radio stations in Southern California, KWOW radio in Pomona, where she did news and sports and served as the Public Service Director. And once students land a job or an internship at a radio station, one of the things they learn—i.e., they work on the other side of a microphone—is to listen to themselves and to hear themselves as they really are.

"All your life—when you speak, you have been hearing yourself internally. But everyone else has had to listen to you externally," she said.

As a reporter-anchor-director-producer position has held, she also has extensive credits doing voice-overs for a variety of businesses and agencies, among them, Met-RX on national radio and television, GTE Main Street Interactive television, American Sports Network, and narration for such companies as Department of Transportation, Cal Trans, and the Yellow Pages.

While she imparts a lifetime of knowledge and experience to students, Trujillo, a resident of Glendale, also admits that she benefits from the interaction with students as well. "Teaching really helps me to appreciate the field after 20 years of being in it and helps me to see things that I might have taken for granted."

Another plus that she finds in teaching, particularly at a community college, is the caliber of students. One of them, Dawn Kattzin, recently accomplished as a newcomer something that even seasoned veterans in broadcasting seldom come close to. Kattzin herself received a Golden Mic Award at the Radio and TV News Association of Southern California's awards banquet in January. "People in their first year in the business don't usually win this award. It just doesn't happen," said Kattzin.

The award was for her work as an editor's assistant and for coordinating the live shots of KFWB's broadcast of the North Hollywood Jewish Community Center shooting last August. She won the Golden Mic as part of the team effort of reporters, writers, editors, and anchors in the category of Best Live News Coverage.

"It let me know that I have what it takes to do my job," said Kattzin.

Kattzin, a 28-year-old Pomona resident, began a year ago as an editor's assistant at KFWB, Los Angeles, while she was a first-year student at Mt. SAC, and while she has always had an interest in broadcasting, she didn't quite expect a Golden Mic.

This is something people go their whole careers wanting to win," said Kattzin of her student. "It's a heck of a launching pad for a career."

Kattzin, who still has a year to go at Mt. SAC, said that she eventually wants to become a broadcast copywriter, and with the current economy and her talent, that idea does not seem far-fetched.

Broadcasting, Trujillo says, is a vast industry with many specialties, and the job market today is booming. Needed are assistants, writers, on-air personalities and people with talent in areas such as traffic news and sports broadcasting.

"There are a lot of jobs in sports," she said. And since she knows these are some of the areas in demand, Trujillo wants to incorporate new classes into the radio broadcasting program at Mt. SAC—classes that cover specialized areas such as sports, interviewing techniques, traffic techniques, and on-air personality development.

As the teacher, Tammy wants her students to come out of either the certificate or associate's degree broadcasting programs with a solid understanding of what the industry demands. "We need to prepare our students to get out into the real world," she said.

As a professional, Trujillo knows the importance of ethics and responsibility in broadcasting. With the trend of "shock-jock" radio in recent years, the importance of responsibility is as timely as ever. Issues such as truth in broadcasting how broadcasting influences people, "clear and present danger" principles, and of course Federal Communication Commission (FCC) regulations, all apply.

"I try to make the impression upon students of the power they have when they go on the radio," she said. "Just because we can doesn't mean we should."

Yet while she has taught at several other colleges and has been courted by institutions such as USC (University of Southern California), Trujillo believes she has found a home at Mt. SAC. One big selling point for Mt. SAC, where she started full-time last fall semester, is the support that the college has given the radio program.

"At Mt. SAC, I found it remarkable that a community college has a commitment like this school has shown to its radio broadcasting program," she said.

Meanwhile, Tammy continues her busy schedule, somehow managing to teach full-time, anchor a daily program at KFWB, own a business, do nine features a week, and donate time for organizations such as the SPCA. But whether it's working in the broadcast field or teaching it, whether it's news or sports or students, Tammy Trujillo does it all as a labor of love.

"I have fun at what I do so the day doesn't seem as long as it actually is."
Goodbye, Columbus: A Taino Perspective

New Yorker Shares His Boricuan Heritage

BY

JEFF SIMMONS

Bobby Gonzalez settles into a chair in a study room at the American Museum of Natural History in midtown. A few people sit in a semi-circle before him; others are peering into the room and then disappearing outside.

"You never know how many people are going to come," he says, neither nervous nor uncomfortable. "I adjust what I say depending on the group."

Fifteen minutes later, when his session begins, there are about 20 people in the room—a good-sized crowd. Five others arrive late.

Gonzalez then begins his talk, as he has done so many times before, with a story about heritage and culture and with occasional light humor designed to warm the group. "I like to say the Taino people discovered Columbus," he says. For the next hour, he engages those before him—teenagers, parents, a couple of well-dressed men—in a talk about conflict resolution and about how the native Indians had mediated disputes with what these days would be branded "conflict-resolution techniques."

The soft-spoken Gonzalez is often captivating as he spins yarns about different tribes striking a peace treaty to prevent tumult. As the group filters out later, he is modest in his assessment. "It went well," he says. "Well, to him, means that everyone seemed to participate and to share their thoughts."

Gonzalez is often summoned to museums, libraries, and college campuses across the states—simply to tell stories. The recent visit to the museum on Manhattan's Upper West Side was orchestrated to stress the importance of maintaining peaceful relations. But more often, he delivers candid reflections on history from the Taino perspective.

Gonzalez, who lives in the borough of The Bronx in New York City, is of Taino heritage. Growing up, his parents taught him to respect his heritage, but it is through his own research and exploration that he learned so much about identity and about the Taino people.

Much of the history is in debt: While schools have often taught about Christopher Columbus' discovery of America in 1492, Gonzalez and other Taino experts strive to portray encounters as the beginning of 500 years of genocide initiated by Spanish colonists.

The Taino tribe of Puerto Rico was the indigenous group that explored Christopher Columbus encountered on Oct. 12, 1492, in the Western Hemisphere. They are indigenous to the Caribbean Islands, Puerto Rico, Curaçao, the Dominican Republic, Barbados, the Bahamas. Gonzalez maintains that 90 percent of Native Americans in Latin America, not United States.

Chief Peter Guánito Torres, a Taino elder, is the founder of the Jersey Taino band of Jatiboní, recently wrote an essay about the "story of the Taino holocaust of six million years." The Spaniards wrote, took the free Taino Indian people into bondage and raped the women.

The clash between the two cultures led to the decimation of Taino population, but not its ex...
tion. Columbus's 'discovery' eventually led to the Taino-Boricua homeland's being renamed Puerto Rico. But, he wrote, "We Taino Native Americans never stopped calling it Boricua.'"

He continued, "The Taino people are neither of Puerto Rican, Dominican, Jamaican, Cuban—not of the present Florida nationality. We are a separate Native American nationality that has existed for centuries among the Caribbean nations, subject to Spanish, English, and French domination."

The casting of American history to diminish the role and influence and even existence of the Taino greatly troubles Gonzalez.

"Christopher Columbus, for many Native Americans, was America's first serial killer," he says. "For some of us, we view him as a Hitler type of figure. He began the genocide that killed tens of millions of natives."

"European Americans and African Americans and Asian Americans are here to stay, and we have to learn to live together. But before we can live together, we have to look at history honestly, and that includes Columbus and the consequences of 1492."

When Gonzalez, who sports a ponytail and earring, steps into a room—be it a classroom, auditorium, or lecture hall—he wants to share more than stories. His resume brims him a writer, poet, American Indian storyteller, and Taino/Puerto Rican historian. He does not like to be called a lecturer; instead, he prefers storyteller.

He aims to raise awareness and hopes that listeners will inevitably question their education, possibly even study the Taino culture.

Jorge Estevez, a program participant at the National Museum of the American Indian, brought Gonzalez to the Museum last September to read some of his poems. "He's very much into research, so he knows what he's talking about," says Estevez. "He likes to share information, and I appreciate that."

"He's a natural storyteller. He is telling stories to everyone he meets," says Estevez, who is of Taino descent and from the Dominican Republic. "He's very inquisitive, very curious. He seems to know a little about everything, and he reads a lot, so when just about any topic comes up, he'll have something to say about it, and he'll surprise you with something you don't know."

He savorsCourt spirited discussion whenever he speaks. Consider the titles of some of his seminars: "Columbus Day: Reflection on the Tragic Consequences of 1492," "The Real Story behind Columbus," "Tales from the American Holocaust," and "Thanksgiving: A Bittersweet Holiday for Native Americans."

When he visited the University of Michigan in Flint last fall, close to 300 students, faculty, and staff members attended a session entitled "The Legacy of Columbus: 500 Years of Racism and Resistance." The audience remained hushed while Gonzalez spoke.

"People didn't expect to listen to an indigenous person with a strong New York accent," says Catherine Davids, the cultural and diversity specialist at the 6,500-student college. "That was the first misconception about indigenous people he blew out of the water."

Davids calls Gonzalez an "impeccable researcher" who "doesn't try to sugar coat to be polite."

"At first I thought people were quiet because they were interested, but then I realized they were sort of shocked. They had not heard these truths before—the fact that Columbus was not an invited vistor or a guest but a serial killer," Davids says. "One of our Mexican American community members stood up and said that for the first time in his life, he felt he could admit to being an indigenous person instead of Spanish."

Gonzalez, reflecting on that visit, says, "I like to impress upon people that we should look upon the past, but we have to look forward as well."

Gonzalez grew up in a traditional Taino household. Born in Manhattan, his parents shuttled him and his two brothers to the Bronx, where he spent his formative years. He credits his parents with instilling in him a deep appreciation of his heritage. They often recounted stories about their Indian ancestry.
Thanksgiving was a time, he says, to read and reflect, not to watch football on television. "They told us what happened in 1492, and the encounter with the Spaniards," says Gonzalez, "and they told me that many of our people, in order to survive, denied that they were Indian, and after several generations, many of our people forgot that they were Indian. That was a common experience throughout the Americas."

It was a different, often puzzling, experience in the classroom. Teachers, all of whom were white and none of whom were Native American, would portray Columbus in heroic terms. "I was very confused," he says, and eventually "very angry." Yet, he didn't challenge authority.

That is, until he attended Manhattan College in the Bronx, where Gonzalez says he met teachers of color and heard a variety of perspectives on history. A friend invited Gonzalez to a powwow, and there he met Native American Indians from North and South America. Their stories dazzled him—and triggered an awareness.

"Many people my family knew, friends, were Native Americans but did not have a consciousness of being so. They called themselves Mexican or Cuban or Bolivian, but they either weren't very conscious or possibly suppressed their Taino identities," he says.

Concerned more about future financial security, Gonzalez had attended college as a marketing major. That soon changed once he began to delve into his history and culture. "I realized how empty the history of the Taino people was. The pursuit of the so-called American dream had nothing to do with me," he says.

So he opted to discover himself and dropped out of college. He attended pow-wows as often as possible, traveled the country with Native Americans, took odd jobs to survive. His family didn't question his direction, and instead, was proudly supportive. "I began to see that the accumulation of money didn't mean happiness. I realized that it's a contradiction to be Indian and to be rich. In the old days, you didn't have wealthy Indian people because everyone shared. You didn't have homelessness, and you didn't have poverty, and no one starved."

Instead of listening to instructors in the classroom, Gonzalez it's an event saturated in traditional dance, arts and crafts, music, and food. In his sessions, he spins folktales that relate the value system of the Native Americans from North and South America.

"I want to dispel stereotypes of Native Americans," he says. "You may have seen Dances With Wolves or Last of the Mohicans, but you very rarely see films or books about natives of Latin America."

He doesn't target any specific group in his sessions. In fact, the visit to the Museum involved listeners both young and old. In any given week, he is meeting with a civic group, a collection of middle grade students, and even younger children. Recently, he spoke to kids aged 18 months old to four years.

"I used hand puppets and stuffed animals," he says. "When I speak to young students, I don't dwell on the genocide or the Holocaust of Native Americans. I focus on the positive aspects of the culture and the contributions of Native Americans."

He tells students not to believe everything they read, to conduct their own research, and to reach their own conclusions. That tact reflects heritage because the Taino perished everyone's beliefs and not try to convert anyone, he says.

"I know they are not aware of an indigenous level of the seeds that planted in their heads about our culture," he says. "I hope they remember a man telling them about Native Americans. They are a story, enjoying themselves, a good time, but they are also learning about the native peoples."

There are messages infused each program. The relation between Mother Earth and Taino. The spiritual beliefs at respect and peace, that violent counterproductive. That to words—1000 of them, such as hibiscus, canoe, tobacco, iguana barbecue—are common today are Taino foods such as pineapples, peanuts, and sweet potatoes.

The reactions to his words often are strong. Occasionally, he is heated exchanges as list of challenges his way of thinking. Gonzalez says he has never lost cool.

"Tell people to listen. The for me may not be the truth for We've had different cultural and historical experiences, and we respect that. I don't try to impose a perspective on anyone, and it's important that we listen to one another."

His calendar these days is b than ever. The visit to the Museum comes just before he returns to campus in Flint, Michigan, to meet with students. There are speaking engagements already this year, and he doesn't desire a return even a brief one.

"For me, it's an adventure," he says. "It's like reading a book on a beach, new never know what the next page contains. I never plan anything where the page takes me."
Located in Greenwich Village, New School University is one of the nation's leading institutions for education in the arts and social sciences, continuing education, and policy and urban studies. Recently the board of trustees completed two very important searches, one for chancellor and one for a new president. Both searches were successful.

First came the news last September that Phillip Scaturro, executive vice president and managing director of Allen and Company, a member of the New School board since 1989 and an officer for five years, had been named chancellor, a newly created position. Scaturro is also on the board of governors of Mannes College of Music, one of seven academic divisions of New School University. Mr. Scaturro's firm, Allen and Company, is an investment bank with a staff of 175.

Jonathan F. Fanton, president of New School University for years, stepped down to become president of the MacArthur Foundation in Chicago. Capping a year-long nationwide search came the news last February that Senator Robert Kerrey will soon become the University president. Kerrey was governor of his home state of Nebraska from 1983 to 1987 and is now in the final year of his second term as U.S. senator. A man whose vision, candor, and eagerness to tackle big challenges have earned him a national reputation, Kerrey was awarded the Congressional Medal of Honor in 1970 for valor in combat as a U.S. Navy SEAL in Vietnam. He will take office as the seventh president of New School University at the end of his current term, January 2001.

John L. Tishman, chair of the University's board of trustees, was very happy with the selections of Scaturro and Kerrey. "Philip Scaturro is dedicated to the mission and the values of our institution," remarks Tishman. "His broad experience during a distinguished career as a managing director at Allen and Company will provide a valuable complement to the senior management team at the University." As to Kerrey's imminent presidency, Tishman says, "The board of trustees is delighted that our university has attracted a person of such high caliber as Senator Kerrey, whose values, dedication to education, energy level, and passion for gathering the best minds to solve problems will now be at the service of our institution. Bob's record in public life advocating universal health care for all Americans, Medicare reform, and the reform of the national entitlement system and the IRS are well known. Less well known is his record on education. While governor of Nebraska and then as a U.S. senator, he has consistently championed education at all levels. We are confident that the University will be in good hands with Bob as our teacher and leader."
States senator, he worked tirelessly to transform Nebraska's schools into leaders in American education. He was well ahead of most educators in seeing the potential benefits of new technology in all levels of education. A national innovator, Bob organized partnerships between state and private institutions to launch a Web-based distance learning curriculum to benefit students across Nebraska."

New Chancellor Scururro adds, "New School University is poised to offer even greater service to our nation and to freedom in the pursuit of knowledge, and Bob Kerrey will lead us there. Among the many constants in Bob's life story, one in particular stands out for me: his ability to inspire those with whom he works." Senator Kerrey responds, "I am excited to begin my association with New School University, I love education. I recognize that education is the basis of our prosperity and our ability to govern ourselves, and I recognize that educators, more than anyone else, are the true shapers of the future. But what appeals to me about the New School is its dedication to freedom: freedom in the consideration of ideas, freedom in developing and imparting new knowledge, and protection for those whose freedom is threatened. Freedom is the most highly prized quality of life on the Great Plains from which I come, and it is no accident that the New School was founded by a Nebraskan, Alvin Johnson. I am deeply impressed by the excellence I find at this institution, and I look forward to nurturing it and extending its benefits to many more people."

New School University was founded as The New School in 1919 by some of the period's most influential thinkers, including philosopher

Honor Roll Facts in Brief

INSTITUTION
New School University

LOCATION
66 West 12th Street
New York, NY 10011
(212) 229-5600

ESTABLISHED
1919

ENROLLMENT
7,000 degree students, 20,000 continuing education students
24 percent students of color; 1,648 international students

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$9,810 tuition per semester at Eugene Lang College

FACULTY
162 full-time and 1,175 part-time

SEVERAL DEGREE PROGRAMS
Architecture
Business Administration
Fashion Design
Jazz and Contemporary Music
Public and Urban Policy

NOTABLE HISPANIC-SERVING ORGANIZATIONS
International Center for Migration, Ethnicity and Citizenship
Langueros
World Policy Institute

INTERNET ADDRESS
www.newsmon.edu
continuing education programs. Located in rented brownstones at 436 West 23rd Street, the school opened with 200 students attending the first lectures and seminars. In addition to the founders, the faculty included Harold Laski and Ordeway Tead. Soon Lewis Mumford, Franz Boas, Harry Elmer Barnes, John Maynard Keynes, Bertrand Russell, and W E B DuBois were among the notable teaching courses or delivering lectures there. Alvin Johnson was named director of the New School in 1921. As an economist, New Republic assistant editor, and associate editor of the Encyclopedia of the Social Sciences, he provided the vision and leadership that over the next 25 years brought the New School distinction as a pioneering center of adult education. Under his directorship and presidency, he helped extend the school's programs beyond the social sciences and public policy into the humanities and the arts.

In 1930, the New School built a new home in Greenwich Village when Alvin Johnson persuaded student Daniel Cranford Smith, a retired businessman, to donate land on W13th Street as the site for a new building. Smith agreed, with the proviso that the school would provide him with a penthouse in the new structure and free courses for the rest of his life. The New School established the University-in-Exile in 1933 (conceived by Alvin Johnson and supported by philanthropist Hiram Halle of the Rockefeller Foundation) and became a center for scholars who were dismissed from their teaching positions in Europe. These intellectuals transformed social and political thought in postwar America and provided the foundation for New School University's Graduate Faculty of Political and Social Science.

New School University has more than 150 full-time and 1,050 part-time faculty members teaching 7,000 students in baccalaureate and graduate degree programs offered by seven academic divisions—the New School (established in 1909), Graduate Faculty of Political and Social Science (1934), Parsons School of Design (1970), Eugene Lang College (1985), Mannes College of Music (1989), Actors Studio Dramatic School (1995), and the Robert J. Milano Graduate School of Management and Urban Policy (1975). Additional programs include the Jazz and Contemporary Music Program, The Joffrey Ballet/New School University B.F.A. Program in Dance, and the DIAL CyberSpace Campus.

Another 20,000 adults pursue continuing education courses each semester at The New School. Parsons School of Design and Mannes College of Music. Students of color make up 24 percent of the enrollment, and international students number 1,648. There are 5,000 degree and certificate-holding alumni throughout the U.S. and around the world. New School University owns or leases 1 million square feet primarily in Greenwich Village. The University has an annual budget of $155 million and an endowment of more than $86 million.

New School University has grown in other ways as well. A divers initiative underscores its commitment to be "the most diverse private university of excellence in the country." According to Chancer Scaturro, "The diversity initiative adopted by the New School in 1990 was intended to be a long-term effort, and it born significant fruit. In the past years, the number of U.S. student color has increased 90 percent, from percent of the student body to 24 cent. The University Scholars program which provides supplemental finans to close the gap for studen color, has been a vital instrument for promoting diversity, all the way to admission and the first semester to graduation."

The University Commission on Diversity works to encourage and with all aspects of the University's withm to creating a diverse and plistic environment. Student represents is important to the work of Committee Co-curricular programs supports multiculturalism in the curm. There is a "bridge advisor" serves to "connect" students of color to the resources both at the New Schoo in the greater New York City community to meet their individual needs. Univ Scholar awards are available to talk Hispanic, African American, and Asian American students in all the demic divisions, to help close the gap between educational costs other forms of financial aid. Diamond Graduate Fellowships Hispanic and African American students with exceptional academic records for pursuing master's and doctoral degrees at the Grad Faculty of Political and Social Science.

Langueros evolved in the 1992/1993 academic year out of a for increased diversity at Lang College. Its main focus is to create pathway and voice for the empowerment of the Hispanic and population at New School University. This includes the building atmosphere where members will feel free to celebrate their culture through creating events that will further the awareness of History. In April, this included the presentation of Latinos Aloud annual celebration showcasing the creativity and talent of student dance, music, poetry, acting, and fine art. It was a cross-cultural experience exploring Latin American, Afro-Caribbean, Afri American, Asian Pacific, and Latino perspectives.

The Hispanic Outlook heartily welcomes New School Univ to The Honor Roll.
The Passionate, Prolific Professor

Magdalena Maiz-Peña

BY

BILL GUIDZ

Magdalena Maiz-Peña receives congratulations from student Tasha High on winning the College's ODK Teaching Award.

Because the world around us is the laboratory for humanities studies, Magdalena Maiz-Peña enacts “service learning” as her classroom pedagogy. This associate professor in the Spanish department at Davidson College has spent her career “crossing borders” through service—and leading others to do likewise. An optimist to all she touches, her belief is that border crossing fosters her hopes for better human understanding. Her vita reads holistically, and grows longer at an ambitious rate. And she asks students, too, to become involved in the local Hispanic community to gain a more thorough understanding of the language and culture they study.

Mecklenburg County, N.C., site of the College since its founding in 1837, has become much more fertile ground for Hispanic studies in the past decade as thousands of Spanish-speaking immigrants have flooded into the area to participate in its boom-town economy. Maiz-Peña’s students now tutor Hispanic school children and translate for Hispanic patients in a local health clinic. One is writing a thesis on the semiotic meaning of a new Latino food market, and another is writing a thesis on the importance of correct translation in emergency rooms and hospitals. “They come to know this community of people, and the classroom experience is extended into an emotional, personal, existential experience,” she said.

Her approach has flourished part because of her enormous popularity among students. She is vigorous in the extreme, and can contain her enthusiasm for subject or her need to share and learning with others. Students find comfort in the gaze of large brown eyes as she accepts their confidences, or find a mate as they sparkle in an explosion of joy or intellectual discourse.

She received Davidson's Theta Jefferson Teaching Award in 1995: "a magnificent teacher and pro scholar who is admired by..."
The current president of the student body, Dane Erickson, commented that Magdalena is so effective in the classroom because she "spreads love." He said, "She is a fabulous Spanish teacher and brings in so much more about culture and people. But it's because she cares so deeply about her students' well-being that I leave her class every time feeling glad to be alive."

Another student praised her connections in the surrounding Hispanic community. "She's always trying to help students get involved in the community," said senior Anna Judy. "The focus of a Spanish major isn't the everyday life of Hispanics, so she's always pushing service learning. It's her mission to make students aware of marginalized people. She talks about los marginados a lot in class, and tries to make students aware of that."

It is obvious that fire burns brightly in her, affording her little sleep and driving her involvement in an impressive list of service projects, scholarly endeavors, and professional activities. She is faculty advisor for the Organization of Latin American Students, dines regularly at the Spanish table at the college commons, and volunteers teaching Spanish to third and fifth graders each week at the local elementary school. She has been very active on the board of the local Centro de Recursos Hispanicos, and chaired the merit scholarship program of the Latin American Women's Association.

During her tenure in 1997 as president of the state chapter of the Association of Teachers of Spanish and Portuguese, she received the group's national award for highest membership recruitment.

Her 10-year involvement with the Asociación de Literatura Femenina Hispanica is now culminating in service as president for 1998-2000. She and her husband, Luis, hosted the 1994 annual meeting of the association at Davidson and co-organized its most recent meeting in Queretaro, Mexico.

Her scholarly interests focus on Hispanic women's literature and frequently involve joint research and writing with Luis. She has published two books on autobiographical works. One centers on the discourse of the Mexican nation, and the other, which she edited with Luis, concerns Latin American women. She has also written scores of articles and papers for journals and conferences.

She insists that all her activities focus on crossing borders, an interest she traces back to her childhood in Monterrey, Mexico. She grew up in a bilingual household where her mother made her acutely aware of the importance of insights into another culture. Her mother, Antonia Garcia de Maiz, grew up in Texas and made sure that Magdalena and her 11 siblings spoke English as well as Spanish. "I always had this ingrained curiosity about crossing borders," she said.

Magdalena enjoyed a carefree childhood until age 11, when her mother's death occurred as a sobering lesson in the precious nature of life. But her mother and her father had made sure that their children took education seriously and had provided opportunities for learning outside the classroom. Magdalena lived in Dublin, Ireland, at age 16, and then spent another year abroad in Paris. During those years she realized how broad a world she inhabited—and how profoundly she wanted to be a teacher.

The classroom has become for her not a temporary gathering of teacher and students thrust together of necessity like shoppers and merchant, but a magical, unique space of mutual intellectual adventure—a place where many borders are crossed. She explained, "In my literature class last semester, the final book we discussed was The House on Mango Street by the Chicana writer Sandra Cisneros. I won’t ever forget the way we were swept into the barrios and heard the voices of the female characters there. We were able to understand not only the borders between us but the way in which literature allows us to erase those borders and enjoy a personal experience in another world. My students raised fascinating questions about a world that was so foreign to them at the beginning of the semester, questions that will stick with them way beyond their years on this campus."

She and Luis were married in Monterrey and immigrated to America when Luis received a scholarship to pursue his Ph.D. at Arizona State University. At the
time, she was 29 and hadn't finished her bachelor's degree at the University of Monterrey. Times were financially tight for the young couple. To try to save enough money for Magdalena to continue her education, they lived on a budget of $20 per week. Their frugality paid off, and she eventually was able to enroll at Arizona State. She completed her bachelor's degree and a master's, then received a full scholarship for a year's work toward her Ph.D. It allowed her to remain in Tempe to finish her coursework and prepare a doctoral proposal while Luis moved to Atlanta to take a temporary teaching position at Agnes Scott College. Magdalena joined him a year later and worked part-time in the college library. Then the couple pulled up stakes again when Luis accepted another job at the University of Minnesota. Magdalena took a secretarial job in the composition department, which turned into a fantastic opportunity to become acquainted with professors involved in women's studies. She joked, "I was a failure as a secretary, but I learned a tremendous amount about the academic system, combining disciplines, and different theoretical perspectives."

Luis accepted a job at Davidson in 1988. Magdalena was working on her dissertation and initially taught Spanish in a local elementary school system. Within a year, she got a job as an adjunct professor at Davidson College to teach language classes, and after completing her dissertation in 1992, she was offered a tenure-track position.

Her academic interests embrace the issue of gender, of how Hispanic culture is reflected in the literature of Hispanic women writers. At a reunion 10 years ago at Arizona State University, she learned about the Asociación de Literatura Femenina Hispánica from a former professor, Teresa Valdivieso, who had helped found it in 1974. Her embrace of its mission and participants led members to elect her to its presidency.

Her major initiative has been a commitment to help the association become truly bicultural by organizing its first-ever convention outside the United States. She co-organized its meeting last September in Santiago de Querétaro, Mexico, which attracted 280 participants from Mexico, the U.S., Argentina, Spain, Uruguay, Australia, El Salvador, and several other countries.

A highlight of the meeting was the Saturday evening celebration at the Teatro de la Ciudad de Querétaro in honor of writer Elena Poniatowska. The undersecretary of cultural affairs of Querétaro paid tribute to this distinguished Latin American author of more than 18 novels and nonfiction prose, who is also rumored to be a Nobel Prize contender. Her fictional biography, Tita Modotti, was a fascinating political, cultural, and gender-related account of its heroine's life. "It was a true multicultural dialogue," Magdalena ventured. "We're now continuing the exchange across borders via the Internet, and with our next annual conference scheduled for Toronto, we'll cross another border then."

Magdalena revels in works by many authors who speak for the trials of women and the underclass in Latin American society. Luisa Valenzuela strips bare the excesses of the Argentinian dictatorship. Poet Marjorie Agosín can write about the wonders of everyday life or the cruel realities of human rights violations. The young Chilean writer Andrea Mansur creates and woven skillful short stories about contemporary cultural issues. Elena Garro's fundamental novel about the Mexican revolution, Remembrance of Things Past, stands as an extremely innovative work of its time. Another trailblazer was Rosario Castellanos, whose work in the 1950s broke the silence about the social condition of women in Mexico. Mexican painter Frida Kahlo also revealed so much about the pain of womanhood in her autobiographical images created during the first half of this century.

Magdalena has written about many of these women to try to raise awareness of their skill among a wider audience. Her latest effort is a paper on Uruguay's Delmira Agustini, an icon of Latin American literature whose own life story became more important than her poetry because of its challenges to the contemporary ideology. "It is important to study some of these women who were writing in a very daring way ahead of their times," she said. "Agustini was killed by her husband, but the newspaper accounts of the incident focused on the revolutionary nature of her writing, as if she was the criminal rather than her husband. The culture of the time creates for her a different place in history because of her gender."

It is critical to study these women in the context of their times, Magdalena says. "In that way, their literature becomes a social text that raises many questions and implications. You study literature as a tool for reflecting, analyzing, and understanding women in the context of their society. You learn so much more this way. I have come to realize that gender isn't an isolated element, either. To understand the place of women in a society, you also must look at other components of their lives, such as religion, class, and ethnicity."

So the study of Hispanic women's literature has been a focus of an attempt to understand her life, and to explore with others their understanding as well. "I love the flow through the generations," she said, drifting back to memories of her mother. "I think of her as one of 13 brothers and sisters. I love to see myself as a continuation of her. I love to think of my Paula, my little one, building her ambitions and dreams. What I want most to reflect upon is being a product of others, just a little stone in the path, a learner in process."
All Latin Music—
Pop to Jazz to Classical—Getting Attention

Butler, Tufts, and Passaic CCC Heeding the Call

BY ADRIANA MEUCCI

It has landed: the Latin Pop music explosion. Artists such as Enrique Iglesias, Ricky Martin, and Jennifer Lopez top the music charts, while other Latino artists are rising in the ranks, many debutting crossover albums. These artists combine the traditional sounds of Latin music with American pop. Critics, however, say that the popularity of the Latin sound is just a fad. Others believe it is here to stay. Latin music has always been around, but now it is being embraced.

All cultures have elements expressed in such things as food, dance, and music. And many of the Latino pop singers point to early influences of cultural traditions as a major influence on their music. Singer Jennifer Lopez, who mixes Latin sounds with hip-hop music, points to her cultural heritage as the guide to her style. She recalls being exposed to the sounds of merengue and salsas during holiday celebrations with her family. In a recent television interview, Lopez said that she was heavily influenced by hip-hop music while growing up in the Bronx, but it is the Latin traditions and heritage instilled within her soul that continue to influence her sound.

Singer Ricky Martin, who dominated the Latino/ Spanish charts before bringing his stimulating sound to the U.S. and other countries, shares this sentiment. Martin, who was born in San Juan, Puerto Rico, in 1971, first began his career as a member of a famous Latin group called Menudo. But Martin, who is currently a solo artist, has managed to sell more than 25 million albums before the age of 26, making him the biggest selling Latino artist in America. The singer's early smash hits include songs such as "Maria" and "Livin la Vida Loca."

In a recent interview, Martin said that although he has made a crossover album, he will never stop singing in Spanish because he must stay close to his roots. This, he says, is his "medicine." Martin, who calls Latin music "soul music," believes that no matter where you are from or what language you speak, it is very easy to catch the rhythms of his music.

Latin sounds have always influenced music and dance. But the recent explosion has piqued curiosity, especially among teenage and college age students. So how are colleges and universities reacting and adapting to this craze? What kinds of curriculum changes and new programs are being offered as a response to the Latin Music phenomenon or other types of cultural music?

Bruce Bennet, assistant professor and director of the music program at Passaic County Community College in New Jersey, says that, generally speaking, college and university music programs have been slow to recognize cultures and music outside of the traditional European classical styles. However, Bennet, a writer and performer who holds a master's degree from the New England Conservatory of Music, is enthusiastic about the current Latin wave of sound and points out that it is not so new.

"I think that Latin music has and will always be an important part of music in the United States," says Bennet. "Ricky Martin and Santana are not new to music. They've been working for a long time. Also, Latin rhythms are not new to American music. Latin music has been an influence on American jazz and pop for decades. This overnight acceptance of Latin pop music is simply the industry's reaction to Martin's performance at last year's Grammy Awards. He blew
everyone’s mind with his brilliant performance and the record execs saw dollar signs. And all of the other artists, like Anthony, spent money on the latest trend.

At Butler University, Nuestra Musica is a bilingual Latin music video program broadcast on the school’s WTIU-TV. The show is the only weekly Latin music video program in central Indiana, and it features the latest video and concerts encompassing sounds such as salsa, merengue, Mexican, and international music with a Hispanic flavor.

Dominguez, who produces the program and also teaches telecommunications at the university, is especially proud of his students’ involvement in the program.

“They direct, shoot, run audio, run TVRs, edit, etc...” he says. “They are the heart of the show, and they understand another culture and another way of living. It’s like they can live in another country without leaving their homes.”

Performances by Tito Puente, whose unexpected death in June was a blow to the music industry, and Poncho Sanchez were recently taped and aired by the students on the University’s campus. And students also taped live Fiesta Indianapolis, which draws crowds to celebrate Hispanic Heritage Month.

Dominguez likes to remind his students about the influence of music on television shows because it creates a mood and prepares you for a response. “Music is the international language,” he says. “Music is love and sadness and happiness. Music is everything you want it to be. In my classes, I love to tell that to my students.”

Dominguez’s passion has certainly caught the attention of the community. The show, which is aired by six different cable companies, receives phone calls every day, and people frequently stop Dominguez and his crew on the streets asking if they are from Nuestra Musica. In fact, the governor of Indiana declared Feb. 14 as “Nuestra Musica Day.”

At Passaic County Community College, Bennett is busy shifting the college music program from one that focused upon a traditional and classical music curriculum to a program that reflects the students’ feelings and aspirations.

“It is my responsibility, as a musician and an educator, to provide an environment that will give students opportunities to create, perform, and listen to music that is relevant to their lives.” This includes Latin music, as well as reggae, traditions of many different music styles. Then he teaches as his students faces light up especially when they hear the music representative of their culture and experiences.

Besides giving students an appreciation of different cultural styles of music, many college today offer degrees in music ranging from commercial music performance to music therapy to technology and recording. Bennett says that colleges are training ground for the musicians today, as compared to bygone days when musicians learned alongside the masters during jam sessions or through frequent exposure to their performances. Now the masters are in class rooms teaching the next generation of musicians.

But do any of the current trends have a real effect on the teaching and learning of music Bennett is not sure. “Generally, music programs stress traditional European classical music explains Bennett. “American styles, like jazz and rock, are slowly finding a place in curriculums but academics, especially music programs, do not welcome change easily. You see, there is a whole generation of traditional classical music teachers who are resistant to change.”

Bennett points out that even jazz, “American own music,” has been slow in gaining acceptance into curriculums. But, he says, with the help of schools such as Berklee College Music, The New England Conservatory, and others, nontraditional music programs are rising numbers. “Now, at the beginning of the 21st century, students have many choices...”

Pamela Vera, a classical pianist and orchestra conductor, and music teacher, shares Bennett’s sentiments about the concentration on European classical composers in music curricula. Vera points out that few people realize that many of the Latin American composers in classical music, and tend to think of salsa, merengue, a popular dance music. Vera is hopeful that as Latin American music increases, especially in the arts. Latin American composers will gain recognition.

Although Latin American music existed both sacred and secular music in the colon period, says Vera. “It is only in the 20th century that our music has been recognized at the national level, and academically explored.”

“Without losing these roots, Latin American music is following the road of European clas-
This also includes courses about "music culture."

Gabriela Gomes De Cruz, assistant professor of music at the University, says, "I believe the common tenet linking these courses is a methodological belief that music—be it composition, performance, or listening—is a cultural phenomenon that is meaningful only when considered within the specific social, ideological, political, medical, etc. contexts from which it arises. Put bluntly, there is no music without culture—or, all music is cultural. I also believe that the broad spectrum of courses offered in our music department and their cultural focus does reflect recent trends in musical education and scholarship."

Gomes De Cruz says that the class on Music of Spain, Portugal and Latin America focuses on the historical and anthropological perspectives of music cultures in Latin America. The course traces the history of colonial pressures and traditions of resistance that helped shape musical thinking and musical practices throughout the colonial and post-colonial New World. This includes the role of music in the 16th-century mass conversion to Catholicism, as well as the significance of music and political propaganda in Mexico and Spain.

Despite being trained in the traditional approach to music, academicians such as Gomes De Cruz recognize that courses and curricula do have to change to remain relevant and inclusive.

"In my opinion, the Latin pop music explosion is fundamentally a U.S. phenomenon..." she says. I am sorry to say that so far our course at Tufts has not featured this topic, but I consider it a worthy subject of reflection and have been thinking about including it in a future syllabus."

---

**VICE PRESIDENT**

**FOR STUDENT AFFAIRS**

**UNIVERSITY OF MARYLAND**

**COLLEGE PARK**

The University of Maryland, College Park invites applications and nominations for the position of Vice President for Student Affairs.

The University is a major research institution and the flagship of a statewide system of higher education in Maryland, offering a comprehensive undergraduate and graduate program organized in 13 colleges and schools. The University is a Research 1 Institution enrolling approximately 25,000 undergraduates and 8,000 graduate students annually. The campus is located inside the Washington, D.C. beltway, and 30 miles from Baltimore, Maryland, on 1,500 rolling acres in a suburban environment. For more information about the University of Maryland and the Division of Student Affairs, please consult the Web site at www.maryland.edu.

The Vice President for Student Affairs provides vision, leadership, and strategic direction to the Division of Student Affairs, which includes a wide array of departments responsible for services that promote the well-being of students. These include: Residential Life, Dining Services, Commuter Affairs and Community Service, Student Conduct, Union and Campus Programs, Health Services, Counseling Center, Career Services, Judicial Programs, and Student Life.

The Vice President is also responsible for collaborating closely with colleagues in Academic Affairs, Administrative Affairs, and University Relations. The Vice President is expected to develop a strong student affairs team, be a committed student advocate, exercise a visible presence in the resolution of conflicts, and maintain connections to the University's many constituencies.

The Vice President is responsible for a staff of 750 employees and a budget of about $100 million. The Vice President reports to the President and serves a member of the President's Cabinet and the campus leadership team.

Requirements for the position include at least a master's degree in a relevant discipline (doctorate preferred), evidence of successful administrative achievement, and a member of a leadership team, preferably at a large research university; commitment to the education, development, and empowerment of all students; and a record of fostering academic excellence and achieving diversity goals. Candidates must demonstrate an understanding of current student issues, the broader network of family and social frameworks in which students develop, the legal issues affecting students, and the management of student affairs programs.

Salary will be commensurate with qualifications and experience. Women and minority applicants are especially encouraged to apply. Review of applications and nominations will begin on September 15, 2000 and will continue until the position is filled.

Nominations and applications, including a letter, a curriculum vitae, and a list of four professional references, including the name, address, and telephone number, should be addressed to:

Search Committee for Vice President for Student Affairs
Office of the President
1101 Main Administration Building
University of Maryland
College Park, MD 20742

The University of Maryland is an Equal Opportunity Employer.
VIVA JAPON: Impressions of a Gaijin

Hispanic Professor Teaches ESL

BY REGINALDO CORNEJO

The thermometer reads a pleasant 88 degrees, but the humidity, which is around 80 percent, makes it feel more like a Roman steam bath than a center court in the Japanese city of Shinjuku, a suburb of Tokyo. I’ve been in this heat for a little over an hour, waiting for a meeting that just won’t start. The humidity is doing strange things to my hair, making it curl up around my collar and to my mind, slowing my thoughts to the point where I fail to see the beauty of Shinjuku’s high tower district.

“Make a note,” I tell myself. So I pick up one of the two notebooks I have decided to carry with me while I am in the Land of the Rising Sun, and I start to write. I’ve been in Japan for about a month, and every person, place, building, train, object, and food dish still catches my attention. I’m not your typical alien white-collar worker, or Gaijin, in Japan. As a matter a fact, I am not your typical English instructor in this country.

“Explain it to them,” my little voice urges me. But all I can think of are the quick notes I’m writing in my notebook, and this full slice of life I’m enjoying that would be fit for a king.

I’m enjoying the flavors of Disneyland, the Mad Hatter’s tea party, and Pixiots of San Francisco all at once. I look up and find that I’m still sitting in front of the Century Southern Tower Hotel located in the Keio Plaza. I’m facing or looking at a fancy bar/restauran called Hiroshima. From what I can see, the customers are not couples but businessmen who drink beer after beer and act as though they are eating a light dinner. You could say they are testing the amount of alcohol their livers will process before they drink themselves into a funk (did I say that?). I know this drinking ritual happens every day because I see these hard-working Japanese men going home day after day drunk as well (as we say it America), skunks.

Although these businessmen...
have captured my attention, I should admit that the small group of couples and young ladies also amazes me. They seem (or appear) to be social butterflies. To paraphrase one of my favorite writers/authors: "They come and go like moths in the night, who are drawn to the light." One can only wonder how many hours of work these people have put in, why they are still up at 9:30 p.m., and where they are going in the dark of the night. Before I move on, I should add that most Japanese employees work from 9 A.M. to 9 or 10 P.M. at night. With the sounds of trains and cars coming and going, the people continue to parade for my pleasure. They are unaware they are being documented and frozen in time for my personal pleasure in these notes.

Ah yes, the Japanese people. So stressed, so caught up in the act of adopting Western ways—yea, scared to death that a Gaijin (foreigner) will come near them, look at them, or, worse yet, talk to them in English. Although most Japanese citizens can read and write in simple English, they have few skills in speaking English, which is the reason I am in Japan.

As a native English-speaking teacher, I am a prized English Instructor. My job is not only to teach ESL/ESL English but to make myself available to the students for "free talk" during the time I'm on my employer's college campus. I never speak Japanese to my students (not my job). But this rule of my contract does not apply to people I meet after work.

At the Cafeteria
It's a Friday afternoon, and I am sitting at Shibaura Institute of Technology's cafeteria. Friday is a good day to eat at our school's cafeteria because it serves a good dinner for under ¥1000 (yen) or $10 (warning: if you come to Japan to teach, things are very expensive). I've lost 17 pounds, if not 20. I am probably going to go home a little lighter than I arrived. Japanese food seems to have that effect on most foreigners—I do not know why. "Get back to the people of Japan and teaching English," my voice tells me. I have never seen a people so scared and/or shy of foreigners, but at the same time (in my opinion), so in a hurry to lose, destroy, and forget their heritage—because they want to adopt Western ways to become a World Power. The Japanese public seems bent on doing everything it can to look and act Western. This quest can be seen in the changes being made to the culture, morals, clothes, physical appearances, television ads (Kevin Costner and Meg Ryan are hot in Japan) and the ken and Barbie-type teachers that many Japanese K-12 schools, colleges, universities, and corporations hire to teach English in Japan.

To paint a clearer picture of this trend, all I have to do is look across Shibaura's campus and describe the majority of my students. My college students dye their hair blond and use sunless tanning products to get fake tans. The young women (especially the high school girls) use blue eye shadow and purple lipstick in an attempt to look like Barbie for the young men who try to look like Ken, or pass for a reasonable facsimile of a Caucasian. These students are dead set on looking white to the best of their abilities (the richer ones even wear blue contact lenses), which makes no sense to me. Because, as a man of color with Hispanic and Native American Indian roots, I know that for the past 400 years, Native Americans and Hispanics have been fighting to keep their cultural heritage alive in America, the melting pot of the world.

Traditions Eroding
Before this trip, when I thought of Japan, I thought of three-generation families in which children, parents, and grandparents live together. I thought of traditional Japanese homes with floors lined with woven mats called tatami, and acres of rice fields. I also thought of a country and people who believe education is very important, that students should be seen and not heard, and that bowing is essential.

But tradition isn't selling well in Japan anymore. I observed that most families in Japan have only one or two children in their households and that extended family households are not so common. Traditional housing has given way to apartment blocks or "danchi." These high-rise apartment complexes have polished wooden floors, carpeting, and modern restroom facilities. My apartment has 29 floors and looks like any apartment complex in the United States.

But the biggest change in Japan appears to be coming from the young people. Looking at some of Japan's junior high, high school, and college students, you would think they grew up in one of America's ghettos. That is, they have
little respect for authority, don't want an education, and dress in whatever fashion statement they want to make. On school days, you can find junior high- and high school-age students out shopping in the big cities or hanging around train stations with friends at 11 or 12 p.m. at night. Some high school students and college students don't even go home. They play all night and ditch school the next day.

Before I continue, I should add that many of the students just described are exceptions to the rule. Not all of Japan's students are going crazy with their new-found freedom. For every free-spirited student who is fighting the system, there are at least 10 or 15 (my observation) who are growing up with respect and honor for their country's traditions. I was lucky enough to meet and teach both types at Shibaura University.

The Teaching Experience
So what was it like to teach Japanese students in Japan? Well, after overcoming resistance from some students who had a problem learning English from an American who did not look like anyone on Beverly Hills 90210. I can honestly say it was rewarding and the time of my life. My students turned out to be hard workers who were not only interested in learning English from me but also interested in learning about my Native American and Hispanic cultures.

As a multicultural person, teaching my students that America isn't the land of Ken and Barbie turned out to be the best part of my job. With each lesson, my students not only learned English but

Caucasian. Through me, they learned that America was more than McDonald's, blond-haired and women, stock markets, Che Blazer, and hot apple pie.

During my tenure at Shibaura University, my students learned about Cin de Mayo, pow wows, empanadas, Indian fry bread, and what its li to live in the U.S. as a man of color. They even learned a little about Mexican and Native American traditions, or tall tales, if you like. The talks included discussions about the Native American Church, shaq shifting, Christmas, Christ and Hispanic languages (Yo soy tu amigo/I'm your friend), and Apache (Tah in-hoc/ I am a friend). I felt it an honor to teach these students about the other cultures in America.

I would like to give some advice to anyone who is considering teaching English in Japan. The adventure is not for the faint-hearted. Be ready for a life-changing experience. My employers recommended that I read Culture Shock by Rex Shelly (1996) or A Japanese Mirror by Ian Buruma (1975). These books will help prepare you for experience of a lifetime.

Teaching my students that America isn't the land of Ken and Barbie turned out to be the best part of my job.

Professor Cornejo

learned about America's other citizens. Each day, after their English lesson, they would ask me questions about Native American or Hispanic traditions. My best reward was watching them drop their resistance to being taught English by a non-
Texas-San Antonio to Study Gang-Affiliated Drug Use

The University of Texas-San Antonio received a $1,491,377 grant from the Department of Health and Human Services Public Health Service to address drug treatment for at-risk, gang-affiliated Mexican American youths and their families. A three-year study will be conducted through the University’s newly established Drug and Social Policy Research Center, directed by Professor Angel Valdez, social and policy sciences.

With the numbers of Hispanic adolescents growing rapidly nationwide, Valdez said, a “culturally and linguistically responsive” prevention and intervention approach needs to be taken.

Bell & Howell Promotes ProQuest Academic Edition

Bell & Howell’s Information and Learning business unit recently promoted ProQuest Academic Edition, an online student academic research resource for papers and research projects. Students were able to access it through www.textbooks.com, one of the leading websites for college textbooks.

Academic Edition, a research engine for college students, allows quick access to up-to-date information from scholarly materials for term papers, reports, projects, and other assignments.

Bell & Howell Information and Learning is a global leader in collecting, organizing, and distributing value-added information to faculty, researchers, and students in universities. Textbooks.com is a major online college bookseller, offering both new and used college textbooks.

Martinez Preserving Chicana History

Elizabeth “Betita” Martinez, a scholar in residence with the Applied Research Center in California, is attempting to document 300 years of Chicana history.

“The goal is to tell the story of grassroots women and their collective struggles for social justice,” said Martinez. “The book I am working on will be accessible to middle school youth and younger readers. I hope it will inspire them to join that struggle.”

Martinez worked with the civil rights movement in the 1960s, and later with the Chicano movement in New Mexico. She founded the bilingual movement El Grito del Norte (1968-73) and co-founded the Chicano Communications Center. After moving to the Bay Area in 1976, she involved herself in Latino community issues, taught women’s studies, conducted anti-racist training workshops, and ran for governor of California on the Peace and Freedom Party ticket in 1982.

Today, she is founder and chair of the Institute for Multiracial Justice. Most recently, the National Association of Chicana and Chicano Studies named her Scholar of the Year 2000.

EPA Official Speaks at Texas A&M-Corpus Christi

Romulo L. Diaz, assistant administrator with the office of administration and resources management for the Environmental Protection Agency (EPA), shared his thoughts on the environment with Texas A&M University-Corpus Christi chemistry students. Diaz’s visit coincided with the 30th anniversary of Earth Day.

Diaz discussed a range of environmental topics—from career choices for students to endangered species and their protection, to the EPA’s efforts to stem pollution. He cited overpopulation and unregulated industry as major factors of poor air, water, and soil quality. The expanding population—it is expected to double to 12 billion people by the year 2050—will become a strain on the planet, said Diaz.

New York Public Library Bell-lg Discusses Dario and Inés

The New York Public Library’s Humanities and Social Sciences Library hosted a presentation by Paul Berman, a member of the Center for Scholars and Writers’ class of fellows. Berman, a cultural and political critic, journalist, and intellectual historian, discussed certain cosmological and amorous aspects of two of the most renowned poets in the history of the Americas, Nicaraguan writer Rubén Darío and Sor Juana Inés de la Cruz, the 17th-century Mexican nun.

Berman is the author of A Tale of Two Utopias: The Political Journey of the Generation of 1968 and the editor of two widely read readers, Blacks and Jews and Debating P.C. During his fellowship at the library, he has been working on a study of Nicaragua’s literary traditions and how they helped produce the political movements that led to the Sandinista revolution of 1979.

Texas-Arlington Graduate Wins Scholarship

UTA The Sarah T. Hughes Diversity Scholarship was awarded to University of Texas-Arlington alumnus Rogelio Valdez, who last year earned a bachelor’s degree in political science. Valdez was awarded the scholarship—to the Southern Methodist University (SMU) School of Law—by the Dallas Bar Foundation, a group within the Dallas Bar Association.

“This is an extremely competitive scholarship, given only to one student each year,” said Assistant Political Science Professor Rebecca Dean.

Since 1981, the Dallas Bar Foundation has sponsored full-tuition scholarships for a first-year, second-year, and third-year minority law student at SMU. The Dallas Bar Association’s “Bar None Production” musical variety show raises more than $50,000 annually for the Hughes Scholarships. To date, more than $27,000 has been awarded to the scholarship fund.
Grand Rapids Community Trustees — Applaud Olivarez

The Grand Rapids Community College (Mich.) board of trustees praised President Juan Olivarez for his hard work and enthusiasm in leading the college during its revitalization.

The board stated that Dr. Olivarez “successfully accomplished” all the goals he set for the year, noting that he is “a visionary, a charismatic educator who possesses excellent organizational skills.” He was commended for his efforts to establish visibility with students on campus and to listen to their needs.

“He has set the stage to ensure that the college is student friendly,” said the board. “We encourage him to assure that students see evidence of actions in response to their expressed needs.”

Jimenez Assists International Students at Sacramento City

Mayra Jimenez, an alumna of Sacramento City College (SCC) in California, is one of two people working in her alma mater’s International Student Center (ISC) office. Jimenez has been assisting students from overseas as an information provider since becoming a clerk there in 1995. By monitoring students’ progress, Jimenez and ISC coordinator/advisor Susan Fong can help them meet requirements to study in the United States.

“I enjoy helping students from all over the globe and learning about their cultures,” said Jimenez, a native of Nicaragua. “I also admire and thank everyone who is patient with ESL speakers because, thanks to them, foreign speakers are able to integrate into American society.”

Jimenez continues her studies at California State University-Sacramento.

Fresno State Banquet Honors Tomorrow’s Leaders

California Lt. Gov. Cruz M. Bustamante was the keynote speaker at the 22nd Annual Scholarship/Awards Banquet sponsored by the Hispanic Business Student Association of California State University-Fresno.

With the theme “Empowering the Leaders of Tomorrow,” the banquet recognized outstanding students in the presence of their parents, faculty, staff, and community leaders and allowed many companies to create contacts with future business graduates.

Bustamante spoke about the role that young Hispanics can perform in building a successful community as well as the impact that they can have on the governmental process and in the upcoming elections.

New Mexico Presents International Excellence Awards

The University of New Mexico (UNM) office of international programs and studies honored faculty, staff, and students at the International Excellence Awards. Honorees included Ramiro Jordan (L), associate professor of electrical and computer engineering and executive director of the Latin-American Science and Technology Educational Consortium, and Laura Martinez (R), associate professor of nursing, UNM Health Sciences Center. Coordinator of a program that provides graduate nursing education for faculty members from nursing schools in Mexico.

Ramirez Named Queen of Long Beach City Grand Prix

Julie Ramirez was crowned the 2000 Mini Grand Prix Queen at Long Beach City College in California. Along with princesses Mandy DuMong, Rachel Kurian, Megan Stidham, and Sarah Wolkom, Ramirez reigned over two weeks of activities at the College’s 26th Annual Mini Grand Prix.

Ramirez is treasurer of the associated student body; chairperson of Kassai, an honorary women’s club; and a member of Aksa, a women’s social service club. She was also a member of the women’s soccer team that advanced to the second round of the Southern California Regionals last fall.

The Associated Men Students Associated Women Students, and the Pacific Coast Campus’ office of student life organized the Mini Grand Prix activities.

IUPUI Program Aims to Keep Hispanics in School

According to the National Center of Education Statistics of the U.S. Department of Education, Hispanic students drop out of school at an earlier age and have a much higher drop-out rate than non-Hispanic students.

A professor at the Indiana University School of Education at Indiana University-Purdue University Indianapolis (IUPUI) is working to keep Indianapolis Hispanic students in school by showing them the world.

Through e-mail and videoconferences, Jos Rosario, who himself grew up in a poor inner city neighborhood, has introduced students a Arsenal Technical High School to comparable inner-city students in Granada, Spain. He hopes by fall of 2001 that some of the student will meet in person through an overseas exchange focusing on service learning.

Rosario is director of the Center for Urban and Multicultural Education at IUPUI.

Moscoco and Fajardo-Velez Receive Degrees at Dowling

Mireya Moscoco, president of the Republic of Panama, received an honorary doctorate at Dowling College (N.Y) during its May commencement. The daughter of a schoolteacher who grew up in rural poverty was sworn in as Panama’s president in October 1999. Moscoco is not only the first woman to lead the nation but the only woman head of state in the Western Hemisphere. “She is a humanitarian and world leader committed to eliminating poverty and improving the quality of life for the Panamanian people,” said Dr. Albert E. Don Dowling’s president.
Puerto Rican educator Victor Fajardo-Velez was among the first eight people to receive a doctorate of education degree at Dowling. Fajardo-Velez, who has served as director of the Department of Education, has a bachelor's degree and a master's from the University of Puerto Rico and a professional diploma from Dowling.

Military Engineers Endow Scholarship at Texas-San Antonio

The San Antonio post of the Society of American Military Engineers (SAME) has endowed a scholarship benefiting students at The University of Texas at San Antonio (UTSA). SAME President Michael Thuss presented the $40,000 scholarship gift to UTSA.

The group gave Alejandro Ruiz, a UTSA sophomore computer science major, a $2,500 renewable scholarship. Four other students received $500 scholarships for 1999-2000.

St. John's Hosts Bolivian Literature Conference

St. John's University's (N.Y.) Committee on Latin American and Caribbean Studies, in conjunction with the Consulate General of Bolivia in New York and the Bolivian Cultural Institute, held an International Conference on Contemporary Bolivian Literature.

The event featured some of Bolivia's most renowned authors, including: Homero Carvalho Oliva, journalist and author of *Memoria de los Espejos y Ajuste de Cuentos*; Gonzalo Lema Vargas, lawyer and president of the Department Electoral Court. Eduardo Mire, poet, literary critic, and member of the Bolivian Academy of Language; Paz Padilla Osinaga, author of *Nel LImbral, Los Hijos del tiempo, El Ogro Miopie, and Paredes de los Perdidos*; and Edmund Paz Soldán, assistant professor of Latin American literature at Cornell University and author of *Rio fugitivo* and *Dias de papel*.

Fresno City EOPS Reaching Out and Growing

Fresno City College's (Calif.) Extended Opportunities Programs and Services (EOPS) was commended at an accreditation exit report meeting.

For Frank Quintana (pictured), director of the student service program, the commendation recognizes decades of effort. Since 1970—when the program was introduced at Fresno City College—EOPS has been expanding its reach both in services offered and in the number of students served.

"The main purpose of EOPS is to help underprepared students succeed," said Quintana, a Fresno City College graduate. "One of our missions is to do outreach, identify these students, and bring them into college." Cardona Receives Florida Southern's Highest Honor

Diana Marcella Cardona, biology major, was named the 2000 Honor Walk Student at Florida Southern College.

A graduating senior is selected each year for the College's highest honor, based upon exceptional involvement on campus and on academic achievements.

Cardona was a president's scholar for four semesters; made the dean's list for two semesters; was named to *Who's Who Among Students in American Colleges and Universities*; and was vice president of the World Friendship Society, among many other accomplishments.

South Florida Dean Heads International Educators

JoAnn McCarthy, dean of international affairs at the University of South Florida, was named president-elect of the Association of International Education Administrators, which has members from 200 universities across the United States, Latin America, Canada, Europe, Australia, and Asia. McCarthy's appointment is for two years, beginning in 2001.

McCarthy also has been appointed to a three-year term as a member of the American Council on Education's (ACE) International Commission, which serves as its advisor and strategic planning body in the field of international and global education. The Commission also develops national policy positions on international education and statements of good practice to help colleges and universities internationalize.

Cuban Women's Club Presents Scholarships at Miami-Dade

Gisselle Martin (l.) and Marta Seoane (r.), students at the Inter-American Campus of Miami-Dade Community College (M-DCC) in Florida, each received a $1,000 scholarship from the Cuban Women's Club for the year 2000. Martin is a business major; Seoane is studying computer science.

The Belén Sabuordio Scholarship was created in 1998 to honor the late Cuban philanthropist. The Cuban Women's Club Scholarship comes from a $20,000 endowment created by the club at M-DCC last year.

Both scholarships are awarded annually to female students of Cuban descent, based on academic performances and financial need.

NASDAQ and NCEE Present Awards

The NASDAQ Educational Foundation and the National Council on Economic Education (NCEE) presented the First Annual NASDAQ National Teaching Awards for Excellence in Economic Education.

More than 400 friends of economic education attended the dinner and award ceremonies at The Plaza Hotel in New York, N.Y. The Grand National Winner received a total cash award of $25,000, in addition to other prizes. The evening's proceeds benefited NCEE.

Website Looks at Lack of Women in Graduate Business Schools

The website www.womencon.net has launched a package of articles on women in graduate business schools.

While women seem to be dominating undergraduate colleges and universities, they continue to be outnumbered in graduate business schools by a ratio of 3:2 and an
even larger 2:1 ratio in the top 20 schools. While they make up 40 percent of the graduate school population nationwide, women frequently attend such schools as the University of Chicago (19 percent) and Harvard University (30 percent).

The website illustrates how the approach that women take toward graduate schools differs from that of their male professional and academic colleagues, and why many graduate schools have initiated marketing and orientation activities geared toward women students. Offered weekly is a profile of books about business, career, finance, and life management that were written by and geared toward professional women and women business owners.

**Pima Chancellor Elected to AACC Board**

The American Association of Community Colleges elected the chancellor of the Pima Community College District (Ariz.) to its board of directors.

Dr. Robert D. Jensen is currently on the boards of the Governor’s Task Force on Higher Education and the Community Colleges for International Development. Locally, he is on the boards of the Tucson Airport Authority, Tucson United Way, and the Greater Tucson Economic Council.

He has been named one of the top 50 community college leaders in the nation and Educator of the Year by the League of United Latin American Citizens (LULAC) Council in Orange County, and has received the Harry Buttimer award from his peers for community college leadership contributions.

**Texas-San Antonio Holds Campus Enrichment Day**

Two TRIO programs at The University of Texas-San Antonio (UTSA), Educational Talent Search (ETS) and Upward Bound, hosted a Campus Enrichment Day in May, one of its largest events of the year, with more than 500 middle school and high school students from Del Rio, Uvalde, Eagle Pass, Crystal City, Carrizo Springs, and San Antonio in attendance. Rep. Mike Villarreal was the keynote speaker. UTSA President Ricardo Romo (pictured) also addressed the students.

Both ETS and Upward Bound, two U.S. Department of Education grant-funded programs, provide low-income, first-generation students with information and preparation leading to a postsecondary education.

**LaGuardia Receives Valued Library of America Volumes**

The Bill and Melinda Gates Foundation donated 41 volumes by some of the nation’s most significant writers to the Fiorello H. LaGuardia Community College (NY) Library. Some 120 colleges throughout the country also will be receiving recently published volumes from The Library of America series.

The Library of America is an award-winning, nonprofit program dedicated to publishing America’s best and most significant writing in high-quality volumes featuring authoritative texts. Some of the authors include Eudora Welty, Henry James, John Muir, John Dos Passos, Zora Neale Hurston, James Thurber, James Baldwin, W.E.B. Du Bois, Robert Frost, John Steinbeck, and other important American writers of the 18th, 19th, and 20th centuries.

**McDonald's Noche de Carnaval Features Carlos Ponce**

McDonald's Noche de Carnaval, a star-studded three-hour concert celebrating Hispanic musical heritage, featured internationally renowned artist Carlos Ponce (pictured, center) with Alex Mestas, national Hispanic franchisees president) as the 2000 King of Carnaval. The show took place before a sold-out audience of more than 10,000 at the American Airlines Arena in Miami, Fla.

“I feel honored to be chosen as King of Carnaval 2000, especially because I am part of an event that honors and features the best talent of our Hispanic music,” said Ponce.

The event featured popular international recording artists Jon Secada, Pablo Montero, Jaci Velazquez, Paula Rubio, Ilegales, Intocable, Gisselle, Los Angeles Azules, Charlie Zaa, and Los Hermanos Rosario, among others.

**Perez First Hispanic President at Cañada**

Rosa Perez is the new president at Cañada College in California. Formerly the interim president, Perez is the first Hispanic president of any of the three colleges in the San Mateo County Community College District and one of four Hispanic women administrators at the Redwood City College.

Perez was vice president of Chabot College before joining Cañada and has an impressive background in community college counseling and administration. She was vice chancellor for educational services for the San Francisco Community College District, an administrator at Santiago Canyon College, and dean counseling, advising, and matriculation at Skyline College.

After starting her education at the College of San Francisco, Perez earned a bachelor's degree at Stanford University and master's at the University of San Francisco.

**Houston-Downtown Celebrates Rose Ball**

University of Houston-Downtown (Tex.) President Dr. Max Castillo and his wife, Rosario Castillo, attended the 25th Anniversary Red Rose Scholarship Ball, honoring 25 Red Rose Scholars.

Students were selected based on academic achievements, leadership potential, community activism, and commitment to higher education. They are among the first in their family to attend college and, while working, supporting a family, attending evening and weekend classes. Each received a $2,000 scholarship.

Larry Jones of Deloitte and Touche conducted the ball, which raised more than $130,000. Local news anchor Minerva Perez served as emcee.

**Eastern Washington Honors Iniguez Family**

Eastern Washington University (EWU) sent five children through Eastern Washington University (EWU).
honored at the 2nd Annual EWU Chicanx Education Program Annual Alumni and Scholarship Reception.

The EWU Chicanx Alumni Association recognized Guadalupe Rodriguez and Santiago Iniguez for their commitment to education. A farmworker family, they sent five children—Uriel, Pedro, Martina, Erinda Suarez, and Maria Elena—through Eastern, and represent many other Chicanx/Latino families who have worked hard to provide educational opportunities for their children, said Carlos Maldonado, director of the EWU Chicanx Education Program.

Chicanx Education Program awards totaling $20,250 were given to 16 students.

**Pima Celebrates Latino Student Achievements**

Pima Community College (Ariz.) recently celebrated the academic achievements of more than 400 Mexican American/Latino graduates.

Dr. Carlos E. Cortes keynoted a convocation on the school’s West Campus. An award-winning international lecturer who speaks on such topics as ethnicity, multiculturalism, and Hispanic culture, Cortes is a consultant to many school systems, government agencies, and other organizations. He also presented a professional development workshop entitled “Reframing Diversity: Six Prisms for Thinking about Multiculturalism in Higher Education.”

Cortes earned a doctorate from the University of New Mexico.

**New Mexico’s Padilla-Gutiérrez Receives Award**

The New Mexico Association of Student Financial Aid presented an award for outstanding service to Rita Padilla-Gutiérrez, director of the Scholarship Office at The University of New Mexico. Padilla-Gutiérrez was honored for prominent service while administrating financial aid to students. She also was honored for her 25 years of service at a UNM staff recognition reception.

Padilla-Gutiérrez has a bachelor’s degree from New Mexico Highlands and a master’s from UNM.

**Southern Methodist Honors Cortés and Gutiérrez**

Ernesto Cortés Jr. and Gustavo Gutiérrez received honorary doctorates at Southern Methodist University’s (Texas) 85th annual commencement.

The University awarded Cortés—a civic activist dedicated to public service and the common good who works to make government more responsive to the poor and politically disenfranchised—an honorary Doctor of Laws degree and hosted “Speaking Truth to Power: A Symposium on the Achievements of Ernesto Cortés.”


**University of the Incarnate Word Teams with Sony**

Sony Music Publishing and the University of the Incarnate Word’s (Texas) foreign language department recently sponsored auditions for Spanish songwriters of the new millennium.

Sony Music Publishing/Sony ATV, based in Miami, Fla., is affiliated with one of the preeminent Latin music labels in the United States. SonyDiscos. Established in 1979, SonyDiscos artist roster includes Gloria Estefan, Ricky Martin, Chayanne, and Julio Iglesias.

Jose Rosario, vice president/general manager for the Texas Music Division of the SonyDiscos label, announced the joint venture in May.

**“Tools for Success” Scholarships Awarded at St. Philip’s**

A group of 21 occupational/technical graduates from St. Philip’s College, a college of the Alamo Community College District (ACCD) in Texas, was awarded Miller Brewing Company’s “Tools for Success” scholarships. Sen. Frank Madla and Rep. Carlos Uresti addressed the recipients. ACCD Executive Vice Chancellor Dr. Ernest A. Martinez, St. Philip’s College President Dr. Angie Stokes Runnels, ACCD Foundation Board Chair Jackie Van De Walle, and Elizabeth Lopez-Jones of Miller presented the awards.

The “Tools for Success” program awards tools to select graduates to help them obtain jobs in their chosen profession. It helps fill the need for skilled workers and increases public awareness of occupational/technical college programs. Paul Castillo, Steve Cortez, Carlos Cruz, Esteban Cruz, Arien L. De Guzman, Larry Hidalgo, Arturo S. Lopez, Jr., Raymond J. Rios, and Leo Torres were among the winners.

**Ruiz Addresses Students at Northern Arizona**

Dr. Hector de J. Ruiz, president and chief operating officer of Advanced Micro Devices, encouraged graduates of Northern Arizona University’s College of Engineering and Technology (CET) to ask themselves what kind of contribution they are making to society in their working careers as engineers.

The College had invited Ruiz to be the featured speaker at its CET Recognition Ceremony.

Ruiz is currently on the Foundation Advisory Council of the College of Engineering at the University of Texas (UT). He was named 1999 Hispanic Engineer of the Year at the Hispanic Engineer National Achievement Awards Conference and is on the board of directors of the Society of Hispanic Professional Engineers. Ruiz earned a bachelor’s degree and a master’s from UT-Austin and a doctorate from Rice University.
Cal State-L.A. Honors Negrete and Torres

California State University-Los Angeles honored those who have brought distinction and service to the community and the University at the 27th Annual Alumni Awards Gala. Dr. Louis R. Negrete (pinned) received the Distinguished Faculty Alumni Award. Dr. Marie S. Torres received a Distinguished Alumni Award.

Negrete began at Cal State-L.A. as a part-time faculty member in 1969 and helped shape the University’s department of Chicano studies, the first in the nation. Now a tenured professor, he is a popular teacher and department advisor, considered by students to be among the University’s most creative faculty.

Torres, a graduate of the School of Health and Human Services, is senior vice president of long-term care and governmental relations at AltaMed Health Services. Since joining AltaMed Health Services Corporation in 1991, Torres has directed the expansion of senior health services by implementing Southern California’s first program of all-inclusive care for the elderly.

Youths are Center Stage at NJN Showcase

Thirty-nine contestants from New Jersey, New York, Pennsylvania, and Connecticut took to the stage as finalists in the 14th Annual NJN Hispanic Youth Showcase at the New Jersey Performing Arts Center in Newark. The categories included junior and teen divisions in dance, instrumentation, and vocals. The winners received $500 scholarships and tickets to Six Flags Great Adventure amusement park.

1999 Showcase winner Tanya Niever has been performing in the Broadway musical Footloose, while 1999 winner Christian Velez appeared in the film The Bone Collector with Denzel Washington.

NJN Public Television and Radio is New Jersey’s public television and radio network.

America, from tango to telenovelas, and the discipline that studies them. The question of how a country views itself on the global stage and how it is regarded by other nations is worth sustained attention in the field of cultural studies.


Cultures of Politics/Politics of Cultures: Re-Visioning Latin American Social Movements

Sonja E. Alvarez, Evelina Dagnino, Arturo Escobar, eds.

Centered on the cultural politics enacted by social movements as they struggle for new visions and practices of citizenship, democracy, social relations, and development, this volume explores the potential for fostering alternative political cultures and social transformation.


Indigenous Peoples in Latin America: The Quest for Self-Determination

By Héctor Díaz Polanco

This work examines a sociopolitical policy that in various national contexts has proved the most appropriate way of resolving the conflicts and ameliorating the conditions of oppression, discrimination, and inequality that go hand in hand ethnic-national heterogeneity in Latin Amer social life. The author calls this policy regional. Translated by Lucia Rayas.


PUBLICATIONS

Martin Rivas
By Alberto Bles Gana

Martin Rivas is an impoverished but ambitious young man who bears witness to the wide range of social and moral strata within Chilean society. Widely acknowledged as the first Chilean novel, Martin Rivas is at once a passionate love story and a keenly observed portrait of the manners and customs of 19th-century Chile. It is rich with unerring social portraits, animated dialogue, and sharply drawn characters. Translated from Spanish by Tess O'Dwyer.


Mexico’s Cinema: A Century of Film and Filmmakers

Joanne Hershfield and David R. Maciel, eds.

Mexico has the most advanced movie industry in the Spanish-speaking world in terms of economic resources, technical production, number of films produced annually, and distribution. This intelligently presented history is ideal for those interested in film and Mexican history and culture. Hershfield teaches media studies at the University of North Carolina-Chapel Hill. Maciel is professor of history and chair of the department of Chicano/Chicana studies at California State University-Dominguez Hills.


Imagination Beyond Nation: Latin American Popular Culture

Eva P. Bueno and Terry Caesar, eds.

This innovative collection explores both the practices of popular culture in Latin
Hombres y Machos: Masculinity and Latino Culture
By Alfredo Miranda

Although patriarchy, machismo, and excessive masculine displays are assumed to be prevalent among Latinos in general and Mexicans in particular, little is known about Latino men or macho masculinity. This book fills an important void by providing an integrated view of Latino men, masculinity, and fatherhood—reflecting many common myths and misconceptions.


The Untimely Present: Postdictatorial Latin American Fiction and the Task of Mourning
By Idelber Avelar

Examining the fiction produced in the aftermath of recent Latin American dictatorships, particularly those in Argentina, Brazil, and Chile, Idelber Avelar argues that through their legacy of social trauma and their obliteration of history, these military regimes gave rise to the unique and revealing practices of mourning that pervade the literature of the region.


By James M. Hillard, with Bethany J. Easter

The purpose of this book is to help locate useful subject sources in the local library quickly and accurately. It is written for experienced librarians who are unfamiliar with good titles in a particular subject, novice librarians who are beginning to explore the reference collection, and library users who want to search on their own.


Distributive Justice and Economic Development: The Case of Chile and Developing Countries
Andrés Solimano, Eduardo Aninat, and Nancy Birdsall, eds.

Targeting issues of distributive justice and economic development, this book deals with the quest for policies that foster growth, prosperity, and material welfare and are at the same time compatible with the ideals of social justice.


Diversity and Distrust: Civic Education in a Multicultural Democracy
By Stephen Macedo

There is a great deal of thought and anxiety about the quality of civic life in modern democracies. There is much uncertainty in America and abroad about the abilities of modern liberal democracies to muster the will and the authority to formulate a shared educational agenda. This book illustrates that we can respond to those uncertainties and anxieties without compromising the great project of extending modern liberal democratic principles.


Narrativas de la Guerra Sucia en Argentina: Piglia, Saer, Valenzuela, Puig
(Spanish)
By Jorgelia Corbatta


Wayne State University (Mich.) Associate Professor of Romance Languages and Literatures Jorgelia Corbatta takes a look at Argentine military dictatorship from 1976 to 1983. She features the writing of four authors, three of whom fled the country and one who stayed during the war—Ricardo Piglia, Juan José Saer, Luisa Valenzuela, and Manuel Puig.


Away Games: The Life and Times of a Latin Baseball Player
By Marcos Bretón and José Luis Villegas

Just as African American players electrified baseball in the 1950s, Latin ballplayers are transforming America's pastime today. They are baseball's future, and they come from places most Americans have never heard of and from lives most Americans could never imagine. This is the story of Latin baseball as seen through the eyes of Miguel Tejada, a young Dominican shortstop and one of many promising Latin prospects in the Oakland A's organization.


El Salvador: The Face of Revolution
By Robert Armstrong and Janet Shenk

Two U.S. experts on Central America provide a definitive study of the history and reality of the situation in El Salvador through the early 1980s.


Haiti: Dangerous Crossroads
Deidre McFadden and Pierre LaRamee, with Mark, Fried and Fred Rosen, eds.
In gathering together reliable information, this book provides a comprehensive analysis of Haiti, offered up by the U.S. Left.

paper. South End Press. (800) 533-8478.

Index to Twentieth-Century Spanish Plays: In Collections, Anthologies, and Periodicals

By Tony A. Harvell

This volume directs readers to plays written by authors from (or closely associated with) Spain in the 20th century. Galician, Catalan, and Basque writers are included, as well as those writing in Castilian Spanish. The author includes translations into English, wherever they might be available.

cloth. Scarecrow Press. (800) 462-6120.

Many publications featured in this section are available through amazon.com.

---

CONFERENCES

Books in Spanish for Young Readers Summer Workshops 2000

July 31-August 2

Dr. Isabel Schon, director of the Center for the Study of Books in Spanish for Children and Adolescents at CSL-San Marcos, announces the final (of three) three-day summer workshops: "Literature in Spanish for Children and Adolescents/La Literatura en Español Dirigida a los Lectores Infantiles y Juveniles" (conducted in Spanish).

Contact: e-mail: ischon@mailhost1.csms.edu.

2000 Summer Institute for Intercultural Communication

July 1-21, 24-28

Now in its 24th year, the Intercultural Communication Institute is again offering a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting.

Contact: (503) 287-4622; e-mail: isi@intercultural.org; website: www.intercultural.org.

20th International Conference on Critical Thinking and Educational Reform

July 22-25

For its 20th International Conference, Sonoma State University presents "Teaching Students to Think Deeply Within and Across the Disciplines." At SSU in Rohnert Park, Calif.

Contact: (800) 833-3645 or (707) 878-9100; e-mail cctc@criticalthinking.org; website: www.criticalthinking.org.

CSUSB International Congress

August 30-September 1

California State University at San Bernardino and others are sponsoring "Challenges to Education: Balancing Unity and Diversity in a Changing World." In Mexico City.

Contact: (909) 880-9777 ext. 210; e-mail: dwalker@csusb.edu.

Riva's Mexico 2000 Education Tour

September 19-20, Guadalajara

September 22-23, Mexico City

September 25-26, Monterrey

Riva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Anne Marie Wright, (303) 970-3063; e-mail: rivaexpo@mindspring.com.

International Society for Luso-Hispanic Humor Studies International Conference

September 28-30

At Delta Hotel, Montreal.

Contact: K.M. Sibbald, Department of Hispanic Studies, McGill University, (514) 398-6683; e-mail ksibbald@leacock.lan.mcgill.ca.

18th Annual U.S. Hispanic Leadership Conference

September 28-October 1

The USHII has as its conference theme this year: "Latinos in the New Millennium: Building on the Past to Provide Promise for the Future." At the Hyatt Regency, McCormick Place, Chicago.

Contact: (312) 427-8683; website: www.ushii.com.

Hispanic Women's Corporation 15th Annual Conference

October 5-6

The 15th Annual Hispanic Women's Conference, presented by the Hispanic Women's Corporation, at the Phoenix Civic Plaza in Phoenix, Ariz.

Contact: (602) 954-7995; e-mail: hwc@netmail.att.net.

New Jersey Project Fall 2000 Conference

October 13

The New Jersey Project for Inclusive Scholarship, Curriculum, and Teaching has as its Fall 2000 conference theme "Now You See It, Now You Don't Class in America." Speakers include Barbara Ehrenreich, Manning Marable, Holly Sklar Mark Ellis, Lise Vogel, and Leonard Vogt. At Essex County College in Newark, New Jersey.

Contact: (973) 720-2296; e-mail njp@wpuni.edu.

AAC&U's 3rd Bi-Annual Diversity and Learning Conference

October 26-29

"Diversity and Learning: Identity, Community, and Intellectual Development" was designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.

Contact: (202) 387-3760; e-mail: meeting@acu.edu; website: www.acu.edu/Meetings/divlearn00.html.
Book Review

By Alberto Huerta


A friend told me about a beekeeper who harvests honey in several states. I recommended he read Thomas Sanchez’s Day of the Bees. Once he’d read it, I suggested, he would never see the beekeeper in the same “lavender light.”

Literature becomes world class by an author’s genius, when the ordinary is transformed into a powerful symbol of something larger. To readers of Don Quixote, the windmill is never just a windmill. Fans converted into dragons: the stuff of our shadows. forces we fight against. Like Don Quixote, we put on armor to take on the world and its dark perceptions. When Tolstoy’s Anna Karenina stands on the platform, that platform assumes a transcendent evocative power. When García Márquez’s protagonists in Love in the Time of Cholera come full circle on the riverboat in what seemed an impossible love, that paddle steamer becomes the symbol of our deepest longings; much like Hesse’s river in Siddhartha, it becomes the flow of our lives.

To the extent that an author brings originality to ordinary things, events, and persons, they are praised. And if by some sort of self-propelled energy they assume a symbolic life of their own by evoking in the reader memories and relationships to their world, the writing is a masterpiece.

In Day of the Bees, objects, persons, and moods have a power of their own: knitting baskets, a correspondence between lovers, the beekeeper and bees themselves, honeymoons and honey, lavender fields and the cherry orchard, cacao and monasteries, vultures circling, the light and landscape of southern France in contrast to the light and landscape of Mallorca—these connect us to the memory of our histories, to life and death, love and separation, even war.

An important consideration is voice. When an author devises ways to give characters voice, the novel becomes real. Sanchez gives Louise Collard a clear first-person voice. Moreover, Louise expresses emotional states through an orchestration of voices. We know her through unaired letters to her Spanish lover, through her reveries and dreams and nightmares, through her deliriums and hallucinations, and through her interaction with other characters.

Louise Collard escapes Sanchez’s creative control. She takes on an identity beyond the author’s imagination. Unamuno speculated about this literary phenomenon, intimating the idea of a muse as creator. This novel is dedicated, “For the Three Muses...” Sanchez frames the protagonist’s identity. But Louise, through some mysterious seminal source, flies through that window: determines and appropriates her own voice.

This achievement is evident in Sanchez’s other novels. In Raíz Boss (1973), Hallelujah Bob’s voice is expressed through fever, deliriums, dreams, and hallucinations. In Zoot Suit Murders (1979), secretive voices are echoed through dark moods of fear and suspicion that overwhelm the protagonists on the streets of Los Angeles. In Mile Zero (1989), two strong voices from the incunabula of the dead and the bad voodoo, are juxtaposed as dialectical forces: conscience. In Day of the Bees, Sanchez plunges deeper into turbulent currents of his soul, to tell us a story of passion and love.

Sanchez’s works revolve around a large mandala, like a placenta floating in the sea with an inverse vortex, whose ripples extend outward. His father, Thomas Louis Sanchez, disappeared in action at age 21, when the U.S.S. Liscombe Bay was sunk in the South Pacific in November 1943, the author then stuffing in his moth-womb. Rabbit Boss is gleaned from Sanchez’s adolescent experiences with Washio Indians in board schools. Zoot Suit Murders returns to the time w his father was at sea defending America while b home discrimination and racism reigned. Mile 2 gathers Vietnam Veterans in Key West as they explain their uncertain spiritual and historical state. 21 marks the 25th anniversary of the end of the war divided America, that proved the futurity of war. Days of the Bees, the French resist the evil and hate dark forces of Nazi imperialism in a world of conflicting loyalties and betrayals.

Sanchez’s passion and rage are against war. He knows its terrible consequences, its pathologies. War is not only the greatest abomination; it is an abhor something unspeakable and ugly. War denies entire populaces the innate right to live fully as God’s children. Sanchez is not charitable. Day of the Bees is a moral challenge.

We live in a technological and functional world. Every day we are human values and relationships reduced to mechanical components and chemical reactions. Love is displaced by the language needs, and tactile communication, by virtual reality in cyberspace. Hope is diminished by this philosophical trend, and belief in transcendent, rendered illusory. This is a novel of great hope and optimism. It is the promise of love. Sanchez writes elegantly about a romantic love, convinced we will survive as a race if we do not destroy this ideal. Cynics trapped in the matrix of disillusionment might not comprehend the moral imperative and relevancy of Sanchez’s Day of the Bees.

Alberto Huerta is an associate professor in the Department of Modern & Classical Languages, University of San Francisco.

*Interested in submitting a book review, please e-mail us at outlook@com for Book Reviewers’ Guidelines.*
WESTERN CONNECTICUT STATE UNIVERSITY

ASSISTANT TO THE DIRECTOR/CONFERENCE COORDINATOR

ANTICIPATED OPENING-FALL 2000

W.C.S.U. is seeking an individual to coordinate activities associated with the use of conference facilities in residence halls, as well as assisting with other housing facilities. Coordinates conference room set-up, promotes and schedules the use of all Housing conference facilities, and trains student personnel. This position will reside on-campus in order to provide necessary residential hall coverage, including participation in weekend/duty rotation. In addition, this position will assist two resident directors by serving as a support and back-up person, as well as assisting with judicial hearings. Requirements: Two years of relevant housing experience and the ability to relate effectively to resident college students and staff. Excellent written and verbal skills. Must have valid driver's license and vehicle available for job-related duties and meetings. Bachelor's degree is required. Master's degree preferred. Salary: $23,722 annual with a comprehensive benefit package. Send letter of application, resume, names and phone numbers of three professional references to: Maribeth Griffin, Associate Director of Housing, Newbury Hall, Western Connecticut State University, 181 White St., Danbury, CT 06810 by July 31, 2000.

E.O.E./AA Employer.

Wanted: minorities are encouraged to apply.

FIRST YEAR EXPERIENCE COORDINATOR/RESIDENT DIRECTOR

Manhattanville College is an independent coeducational liberal arts college of approximately 1,370 students located 28 miles north of New York City in Westchester County. We are currently seeking full-time First Year Experience Coordinator/Resident Director to begin in mid-July.

This is a 12-month, full-time position responsible for the direct supervision and training of 6 Resident Advisors. Must also manage, budget and developmental issues and advising of Hall Council for one- and two-year residence hall housing approximately 300 students. This position will also work with the entire campus community to organize and implement ongoing programs specifically geared toward the first-year student population.

Required qualifications include: a Bachelor's Degree (Master's Degree preferred), experience as a Resident Director with management of disciplinary issues, and excellent written and verbal communication skills. Experience working with first-year population a plus.

Remuneration: for full-time employment will include a salary commensurate with experience and a generous benefits package, as well as tuition remission and a furnished apartment. For consideration, submit a cover letter and resume to: Director of Human Resources, Manhattanville College, 2900 Purchase Street, Purchase, NY 10577. Fax: (914) 323-5322. E-mail: hr@mvcollege.edu

We are an equal opportunity employer in an environment encouraging applications from candidates with diverse backgrounds.

Capella UNIVERSITY

SCHOOL OF PSYCHOLOGY

ADJUNCT FACULTY

Capella University’s School of Psychology is hiring adjunct faculty in the following areas of specialization: Addiction Psychology, Clinical Psychology, Educational Psychology, Family Psychology, Health Psychology, Organizational Psychology, and Sport Psychology.

Contact: Capella University is a regionally accredited institution of higher education which offers undergraduate and graduate degree programs, certificates, and continuing education to adult learners who seek to integrate advanced study with their professional lives.

Responsibilities: Adjunct faculty are part-time faculty who serve as independent contractors. Adjunct faculty teach graduate courses in the core and specialty curriculums, mentor graduate students in their specialty area, and serve as residency faculty at academic externships. They serve on School and program committees and share full voting privileges in academic matters. With members of the full-time core faculty, adjunct faculty are responsible for ensuring that all student educational experiences are consistent with the prevailing national standards for the education of professional psychologists.

Qualifications: 1) Earned doctorate, 2) Interest in and commitment to teaching in an online environment, 3) Proficient in the use of Internet tools. 4) Have prior graduate teaching experience.

Salary: Commensurate with experience and qualifications.

Application Procedures: Send letter of application, vita, three letters of recommendation and transcripts to:

Janet Korpi
Human Resources
Capella University
330 2nd Avenue South; Suite 550
Minneapolis, MN 55401
Phone: (612) 252-4290  Fax: (612) 337-5396
E-mail: jkorpi@capella.edu
http://www.capellauniversity.edu
TWO TENURE TRACK POSITIONS IN SOCIOLOGY

The Department of Sociology at the University of St. Thomas is seeking to fill two tenure-track positions starting September 1, 2001, pending final administrative approval in October 2000. For the first position, the department seeks a sociologist at the Assistant Professor rank or higher, with teaching specialization and experience in research methods and statistics. This individual would be responsible for teaching 3-4 methods/statistics courses, in addition to 2-3 other courses in a 6-course annual load. Other teaching specializations are open, but include introductory sociology and/or social problems, as well as aging & the life course, anthropology, deviance, race & ethnicity, work & occupations, and area studies or a comparative focus. Minimum qualifications include an earned doctorate in sociology and experience teaching research methods and statistics at the undergraduate level, preferably in a liberal arts college setting. In addition, this individual should have a vision for developing and the skills for leading the methods/statistics curriculum in a department with both applied sociology and criminal justice majors.

For the second position, the department seeks to hire a sociologist at the rank of Assistant Professor, with teaching specialization in race and ethnicity and social problems. Other teaching specializations are open, but include the courses listed for the position above. Minimum qualifications include an earned doctorate in sociology and experience teaching social problems, and race and ethnicity at the undergraduate level, preferably in a liberal arts college setting.

The University of St. Thomas is a Catholic liberal arts university dedicated to the education of the student as a whole person. The university is located in the heart of the Twin Cities of St. Paul and Minneapolis.

Applicants for both positions should provide evidence of effective teaching, commitment to academic advising, a commitment to sociological scholarship, and desire for professional service. Please send a cover letter indicating the position for which you are applying, your interest and qualifications for this position, and three letters of reference to:

University of St. Thomas
Search Committee, Department of Sociology, Mail #5021
2115 Summit Avenue
St. Paul, MN 55105

Applications received by October 1, 2000 will receive full consideration, but all applications will be considered until the positions are filled.

The University of St. Thomas is an equal opportunity employer: Women and people of color are especially encouraged to apply.

NIAGARA UNIVERSITY
Assistant Professor of Education

Niagara University has a tenure-track teacher education position open for Assistant Professor of Education beginning September 2001. The position requires a concentration in one or both of the following:

Teacher Education: elementary curriculum and methods, learning and instruction
Teacher Education: special education, transition services

Requirements for the tenure-track Assistant Professor position include: (a) a doctorate degree from an accredited institution by 9/1/2001, (b) evidence of teaching excellence in K-12 and college settings, eligibility for NYS certification in teaching level and subject area, ability to perform in a collaborative instructional and scholarly institutional culture, and potential for scholarly activity. Desirable additional qualifications include any of the following: special knowledge or abilities in Ontario education policies, early childhood education, secondary education, special education, application of technology, knowledge and experience working with students from culturally diverse backgrounds, knowledge and experience in reducing performance gaps among children and youth from urban areas.

Niagara University is located on the northern limits of the city of Niagara Falls, New York. The campus overlooks the Niagara River Gorge just four miles north of the famous falls.

Review of applications will begin July 10, and will continue until the position is filled.

Send letter of application, names, addresses and e-mail addresses of three references, and curriculum vitae to:

Dr. Robin Erwin, Chair
Department of Education
Niagara University
P. O. Box 2542
Niagara University, NY 14109-2042

Niagara University is an affirmative action/equal opportunity employer with a strong commitment to enhancing the diversity of its faculty and staff. Women and minorities are encouraged to apply. The successful candidate need not be a Catholic, but must be prepared to support Niagara's Catholic and Vincentian mission.

Washtenaw Community College

DIRECTOR OF WEB SERVICES

The Director of Web Services is responsible for managing and maintaining the College's web presence, from consulting and planning to site design and organization. He/she works collaboratively with other College faculty and staff to use Internet tools and resources to promote the College, facilitate instructional use of networked resources, and maintain consistency, accuracy and comprehensiveness of the web-based information resources.

The successful candidate must possess a Bachelors degree in a technology related field, two years of management experience, two years' experience in web browser functions and in organizing information, developing an information structure of related links, two years' experience in use of image and web editing software and sending edited work to the server, mastery of HTML, and two years' experience using web image, and scanning hardware and software. Samples of online work-preferable through URL examples-must be submitted.

Initial annual salary range is $50,800-$55,800 on a twelve month basis with numerous fringe benefits. Applications will be accepted until the position is filled.

Interested persons should send completed WCC application form and transcripts to the Office of Human Resource Management, Washtenaw Community College, 4800 E. Huron River Dr., Box D-1, First Floor, Business Education Building, Room 120, Ann Arbor, MI 48105. (734) 973-3497. Job Hotline (734) 973-3510. For job postings and application materials see our web site at http://www.wccnet.org/jobs. AA/EO/AADA employer
The University of Texas Houston Health Science Center
MPH Program at Brownsville

The University of Texas-Houston Health Science Center School of Public Health is seeking qualified applicants for tenure-track positions at the Assistant, Associate, or Full Professor level for its new satellite MPH program in Brownsville, TX. The satellite program, a component of the new Lower Rio Grande Regional Academic Health Center and an integral part of the UT-Houston Health Science Center School of Public Health, will be located in a new, 26,000 square foot, School of Public Health building on the University of Texas-Brownsville/Texas Southmost College campus. A resident group of 10-12, UT-H SPH faculty will be hired in the core disciplines of Behavioral Sciences, Biometry, Environmental Sciences, Epidemiology, and Management and Policy Sciences. Rank will be determined by qualifications and background of successful applicants. Classes are scheduled to start in January 2001, pending final approval of the program, which is anticipated in September 2000.

Ideal candidates would have a solid foundation in the academic principles of public health and familiarity with public health practice. The candidate’s research interests should include factors affecting human health in multicultural communities along the Texas-Mexico border. Fluency in Spanish is desirable. A doctoral degree in a core discipline or a medical degree combined with graduate-level academic training in public health is required. Responsibilities will be to teach, perform community service, and develop funded research efforts that generate publications in the professional literature.

The University of Texas-Houston School of Public Health has satellite MPH programs in San Antonio, El Paso, and Dallas with a core group of residents. The new campus in Brownsville will have the opportunity to collaborate with faculty and public health professionals on both sides of the border and with the faculty in Houston and the other satellite campuses.

Review of applications is underway and will continue until the positions are filled. Candidates should send a letter describing their qualifications and interests along with their curriculum vitae to:

Gene D. Schröder
Search Committee Chair
and Associate Dean of Outreach Programs
UT-Houston School of Public Health
P.O. Box 20186
Houston, TX 77225

Additional information about the UT-H SPH Division of the Lower Rio Grande Regional Academic Health Center can be found at:
http://www.sph.uth.tmc.edu/
The University of Texas is an Equal Opportunity, Affirmative Action Employer. Minorities and women are strongly encouraged to apply.
COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following positions:

ASSOCIATE DEAN/DIRECTOR OF ADMISSIONS AND FINANCIAL AID

This is a senior position, involving the full range of college admissions work. The Associate Dean/Director will interview prospective students; counsel families; travel for recruitment purposes; read and evaluate folders, as well as additional responsibilities based on experience and interests. This position will also require public speaking and knowledge of financial aid. Qualifications include: a strong background in education and at least ten years of experience either in selective colleges or secondary schools, demonstrating a commitment to a liberal arts education and a multi-cultural learning environment. Proven qualitative, oral and written communication skills are a must, and the ability to work independently on multiple projects and tasks simultaneously. A Bachelor’s degree is required, preferably from a liberal arts college and an advanced degree is highly desirable. Knowledge of and experience with students attending highly selective liberal arts colleges is important. A penchant for teamwork and a strong sense of humor are essential.

ASSISTANT DIRECTOR OF STUDENT ACTIVITIES

The Assistant Director will assist the Director in the operation and supervision of the Student Union and all clubs and organizations; assist and advise the Student Programming Board and the Student Government Association on cultural, social and recreational activities; advise Coffeehouse and Spa programming; plan and implement COOT program (Colby Outdoor Orientation Trips/Colby On-Campus Orientation Teams) including COOT leader selection and training, as well as residential life responsibilities. On campus housing provided. Qualifications include: A Bachelor’s degree is required, Master’s preferred. A minimum of one year of experience in a student personnel field required. Excellent organizational and interpersonal skills are a must.

Interested candidates please specify the position you are applying for and send two copies of a letter of application and two copies of a resume, including the names and telephone numbers of three references to: Douglas C. Terp, Director of Personnel Services, Colby College, 5800 Mayflower Hill, Waterville, ME 04901-8855. A review of applications will begin immediately and will continue until the positions are filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: www.colby.edu

South Dakota State University

DEAN OF THE COLLEGE OF ENGINEERING

POSITION: South Dakota State University, a land-grant institution, invites nominations and applications for the position of Dean and Professor of the College of Engineering. SDSU has an enrollment of approximately 8,500 students. Start date negotiable but preferably July 1, 2001.

COMMUNITY: SDSU is located in Brookings, a community of approximately 17,500 in eastern South Dakota, 50 miles north of Sioux Falls, a metropolitan area of 120,000.

THE COLLEGE OF ENGINEERING: Has an enrollment of 1,100 students and 115 faculty and staff, and offers bachelor’s, master’s, and doctoral degrees. Basic programs are ABET accredited. College includes the Departments of Agricultural and Biosystems Engineering, Civil and Environmental Engineering, Computer Science, Electrical Engineering, General Engineering and Technology, Mathematics and Statistics, Mechanical Engineering, and Physics; the Environmental Resource Center; the Northern Great Plains Water Resources Research Center, and the Polytechnic Center of Excellence.

RESPONSIBILITIES: Dean provides leadership in all areas of the College, participates in university goal and policy setting, and is an advocate for Higher Education and the College of Engineering. Dean reports to the Vice President for Academic Affairs and serves on the Academic Affairs Council and the Graduate Faculty.

QUALIFICATIONS: Required: earned doctorate in engineering or a related field; sufficient teaching, scholarship, and service to qualify as a full professor (ten years professional experience); Desirable: effective interpersonal, leadership, and written and verbal communication skills; ability to obtain external funding; ability to form and maintain liaisons with external groups; commitment to Affirmative Action; commitment to shared decision making and collegially experience in budget preparation and management; knowledge of higher education and technology issues; and commitment to active program of faculty/staff development, and experience with the accreditation process.

SALARY: Negotiable and commensurate with qualifications.

NOMINATION/APPLICATION PROCEDURE: Send letter of interest, current vita and the names, addresses and telephone numbers of five professional references. Transcripts for highest degree will be required of finalists interviewed. Address communications to:

Dr. Danny Lattin, Chair
Dean of Engineering Search Committee
South Dakota State University
Box 2202C
Brookings, South Dakota 57007-0204
Phone: 605-688-6157 Fax: 605-688-6232
Email: DANNY_LATTIN@sdstate.edu (inquiries only)

Information on the search for the College of Engineering Dean is available at: www.engineering.sdstate.edu

CLOSING: Applications will be reviewed starting August 15, 2000, and continue until position is filled.

Vanderbilt Divinity School

Position in Theology

Vanderbilt Divinity School seeks applications and nominations for a tenure track position in Theology at the rank of Assistant Professor beginning Fall 2001. The position involves teaching in both professional and graduate programs. Areas of demonstrated competency might include but are not restricted to: African American theology, Womanist/Black Feminist theology, Hispanic or Latino/a theologies, comparative global theologies, contemporary and constructive Christian theology. A completed Ph.D. is expected, although exceptional ABD applications will be considered. Send a cover letter, graduate transcripts, curriculum vitae, and three letters of reference to Professor Victor Anderson, C/O Ms. Arlene Dearing, Vanderbilt Divinity School, Nashville, TN 37240. Review of completed files will begin October 20, 2000. Minorities and Women are especially encouraged to apply.

Vanderbilt is an Equal Employment Opportunity and Affirmative Action employer.

South Dakota State University (SDSU) is an AFFIRMATIVE ACTION and EQUAL OPPORTUNITY PROVIDER, and encourages applications from women and minorities.

AIA COMPENS. 1201 (09-86) 444S 11/96
DIRECTOR OF ADA AND DISABLED STUDENT SERVICES

Responsibility for leadership of the primary campus office, advocacy, and servicing the accommodation needs of students/staff with disabilities pursuant to Section 504 of the Rehabilitation Act and ADA. Departmental services include assessment of eligibility documentation, appropriate reasonable accommodation, and associated record keeping.

Required Qualifications: B.S.W. with seven years, post-graduate clinical/counseling work experience minimum. At least five years current work experience required in management, and delivery of programs and services for students and/or staff with disabilities. Incumbent must have knowledge of Section 504, ADA, assessment of disability documentation and appropriate reasonable accommodation, including assistive technology and adaptive equipment as well as creative programmatic adaptations. The incumbent will have well-developed interpersonal and administrative skills.

Preferred Qualifications: Master's degree in Learning Disabilities, Rehabilitation Counseling, Special Education, Psychology, Social Work, or related field. Master's degree must include training in some aspect of counseling, Supervisory experience is highly desirable.

This is a full-time, 12-month position offering comprehensive benefits and a diverse work environment. Salary is commensurate with experience.

Applications will be reviewed immediately; search remains open until position is filled. Our Website is www.sunysb.edu/ada/dep.html.

Applicants should send letter, resume, and contact information for three references to: Barbara Fincher, Chair ADA/508 Search 348 Administration Building SUNY/Stony Brook Stony Brook, NY 11794-0501.

AA/EEO

DISTINGUISHED VISITING PROFESSOR IN ETHICS

AT U.S. NAVAL ACADEMY

The United States Naval Academy solicits inquiries and nominations regarding the position of Distinguished Visiting Professor in Ethics. Established in 1984, the Academy is the undergraduate college for the Navy that prepares men and women to become professional officers in the U.S. Navy and Marine Corps. The position of Distinguished Visiting Professor in Ethics is a one-year full-time position with the possibility for renewal to a maximum of three years. It will be available beginning June 1, 2001. We also invite applications for subsequent appointments to this endowed chair, e.g., 2003 or 2005. The Academy is looking for a senior scholar holding a Ph.D. or the equivalent who is recognized nationally for achievements in teaching and research in applied ethics and philosophy. The Visiting Professor lectures in a required core ethics course, participates in the discussion of ethical issues at the Naval Academy, advises the senior Academy leadership regarding the effectiveness of the Academy’s ethics programs. The applicant should have strong teaching and research skills in one or more of the following areas: military ethics, international ethics, professional ethics, and business ethics. The Academy seeks an applicant who can contribute to the intellectual climate of the Academy.

Salary and benefits will be commensurate with experience. Consideration of applications will be ongoing, but preference will be given to those received prior to 15 October 2000.

Please forward letters of nomination or application, curriculum vitae, a references to: Dr. David E. Johnson, Search Committee Chair, Program in Ethics, & Law, United States Naval Academy, 50222, 112 Cooper Road, Annapolis, MD 21402-50.

For additional information call: (410) 293-6015. U.S. citizenship required.

An Equal Opportunity Employer
ASSOCIATE DIRECTOR
BUDGET AND PLANNING
Office of the Vice President
Budget, Planning and
Information Technology

Works proactively and collaboratively with various constituent groups to link budgeting and strategic planning. Assists in all aspects of operational and capital budget planning, as well as strategic planning. Responsible for assigning and supervising projects of full and part-time analysts. Other duties include conducting research, interpreting data, and creating routine and unique reports that are useful for strategic planning, as well as financial management and decision-making.

Qualifications: MBA, or equivalent, and 5 years of professional experience, preferably in higher education. Superior analytical and quantitative skills are required. Experience with strategic planning and its relationship to college/university budgeting is preferred. Knowledge and experience in information technology and management information reporting desirable. Experience in use of database applications. Ability to clearly and effectively communicate, both orally and in writing, with all University constituents in a collegial manner is a must. Ability to effectively present quantitative and graphical information is critical. Salary is commensurate with experience.

Starting Date: August 21, 2000

Send letter and resume (include V#) to: Montclair State University, 1000 South Avenue, Upper Montclair, NJ 07043

Apply by: July 21, 2000

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu
ASSOCIATE DEAN FOR RESEARCH

Nominations and applications are invited for the Associate Dean for Research at Columbia University School of Social Work.

The Associate Dean for Research will provide leadership to the School in developing and overseeing an infrastructure for faculty development in the areas of research and scholarship. Responsibilities will include, but are not limited to:

- consultation to faculty members regarding the development of scholarly research agendas;
- identification of appropriate funding opportunities and assistance with proposal development, critique, and submission;
- development of a faculty mentoring system, workshops, and seminars; and,
- facilitation of interdisciplinary research collaborations.

The successful candidate must have nationally or internationally recognized research and publications consistent with appointment to tenure; experience in mentoring social work faculty in the development of research projects and the procurement of governmental and foundation grants; and strong administrative and supervisory skills. Strong preference will be accorded to candidates with a master’s and/or doctoral degree in social work. Minority and women candidates are especially urged to apply.

Nominations and applications should be forwarded to:

Ronald A. Feldman, Dean
COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Although nominations and applications will be accepted until the position is filled, those submitted early are best assured of receiving full consideration.

Columbia University is an affirmative action/equal opportunity employer.

EMPIRIA STATE UNIVERSITY
DIRECTOR
Multicultural Center

Director of Multicultural Center reports to the Vice President for Student Affairs and will advocate for and provide a variety of support services to Ethinic American students to assist them in making a satisfactory adjustment to the University. Qualifications: Master’s Degree; three years experience, preferably including budget management and administrative experience. Screening of applications will begin immediately and continue until the position is filled, with an anticipated start date of August 1, 2000. To apply, send a letter of interest, resume, and three letters of recommendation to Dr. Jan Wheeler, Chair, Multicultural Center Search Committee, Attn: Marilyn Bachels, Campus Box 4007, Emporia State University, 1200 Commercial, Emporia, KS 66705. www.emporia.edu

AZUSA PACIFIC UNIVERSITY

Azusa Pacific University is excited to announce the position of Dean of the Haggard School of Theology.

The dean will provide compelling vision, guidance, and biblical direction for the Haggard School of Theology, and the university, support and defend the university’s statement of faith; encourage unity; and be a competent, experienced leader.

Azusa Pacific, located in Southern California, is a comprehensive Christian university, accredited by the Western Association of Schools and Colleges. APU does not discriminate on the basis of race, color, national origin, gender, age, disability or status as a veteran in any of its policies, practices or procedures.

For more information and an application, visit www.apu.edu/provost/employment/
Master's Degree in Public Policy: A One-Year Program For Midcareer Professionals

The Woodrow Wilson School of Public and International Affairs at Princeton University offers a Master's Degree in Public Policy (M.P.P.), providing rising leaders in the international and domestic policy worlds an opportunity to expand their organizational skills and intellectual breadth to compete in an increasingly complex global environment.

Qualifications. Applicants must possess a minimum of 7 years of professional experience in domestic or international government agencies, and/or experience in the nonprofit sector. Successful candidates must demonstrate creativity, leadership skills, a commitment to public service, and the intellectual capacity to thrive in a demanding academic setting.

Financial Assistance. The School's generous policy meets the full demonstrated needs of all admitted students. More than three-quarters of graduate students at the School receive financial aid, which for most includes full tuition and a stipend for living expenses.

To Apply. For an application and further information, contact:

Woodrow Wilson School of Public and International Affairs
Master's Degree in Public Policy
Princeton University
Princeton, NJ 08544-1013
Telephone: 609-258-4836
E-mail: MPP9@princeton.edu
Web site: http://www.wws.princeton.edu/degree/mpp.html

Applications must be received by January 3, 2001.

The Woodrow Wilson School also offers a two-year Master's degree in Public Affairs (M.P.A.) and a Ph.D. degree program.

POSITIONS OPENINGS
DEPARTMENT OF MANAGEMENT
TEXAS A&M UNIVERSITY

Position and Qualifications. The Department of Management at Texas A&M University is seeking to hire up to six new faculty colleagues for the Fall of 2001. All six searches are at open rank, but we would not be able to fill all openings at the senior level. Up to three positions are in the area of Strategic Management, and one of these positions (at the senior level) would involve directing the Center for New Ventures and Entrepreneurship. One position will be in the area of Business and Government, Industrial and Labor Relations or International Business. Up to three positions will be in the area of Human Resource Management and Organizational Behavior. One of these positions (at the senior level) would involve directing the Center for Human Resource Management, while, for another position, preference will be given to candidates with interest and expertise to teach negotiations and conflict management. Candidates must (1) possess an earned doctorate or demonstrate a strong likelihood of obtaining the doctorate by the Fall of 2001, and (3) demonstrate interest and abilities to conduct and publish research in top quality journals. Teaching opportunities exist at the undergraduate, graduate, and executive levels.

Applications. An applicant should provide a cover letter and resume that includes: (1) educational achievement, (2) research/publication record, (3) indicators of teaching effectiveness or potential, (4) work and other experience, (5) statement of the applicant's expectations and professional goals, (6) other data deemed relevant by the applicant, and (7) a list of three references with addresses and phone numbers. Writing samples and recent article reports are welcomed. Applications, nominations, and other requests for additional information should be directed to:

Angelo S. DeNisi
Department of Management
4221 TAMU
Texas A&M University
College Station, TX 77843-4221
979-845-4861
E-mail: adenis@tamu.edu

Texas A&M University is an equal opportunity affirmative action employer.
Founded in 1877 as a privately endowed coeducational institution, Rhode Island School of Design (RISD) offers 20 degree programs in the fine arts and architecture, design, and engineering. RISD enrolls approximately 2,000 undergraduate and graduate students from 50 states and 50 countries, and also includes a division of Continuing Education offering a variety of programs to more than 4,000 part-time students.

Associate Vice President
For Human Resources

The Associate Vice President for Human Resources will be responsible for directing the overall operations of the Human Resources Department including programs for positive employee relations; cost-effective and competitive compensation and benefits; recruitment and staffing support for all positions; employee training, development, and assistance; and an integrated HRIS. The successful candidate will act as resource and counselor to the President, Provost, Vice Presidents, Deans, Directors, Department Chairs, and others in the implementation of Human Resources administration policy and practice. Responsibilities will include recommending HR-related actions to Senior Staff, developing employee recruitment and retention strategies, and implementing compensation programs consistent with RISD priorities and goals. Using professional networks and resources, play a key role in keeping RISD up to date regarding regulations and “best practices” while preserving the qualities that distinguish RISD’s HR vision and strategy. Mentor and develop departmental staff, lead, or participate in College initiatives to provide a workplace free of discriminatory practices, and be an active member of RISD’s Diversity Committee. Develop and implement new or revised HR policies, to ensure compliance with federal, state, and local laws and applicable regulations. Work with managers to determine appropriate corrective actions relating to employee conduct and performance, assist employees in use of in-house grievance procedures, oversee development of effective employee communication tools, and work with staff to promote employee awareness of key events. Serve as a member of the administration’s collective bargaining team and ensure consistent application of the bargaining agreement in coordination with Academic Affairs. Will also provide long-term strategic thinking for all aspects of College staff and faculty development, education, management, and motivation.

QUALIFICATIONS: Qualified candidates should possess the following:

- A Bachelor’s degree in Human Resources Management, Business Administration or related field
- A Master’s degree in Business or related field strongly preferred
- A minimum of 7 to 10 years of progressively responsible experience in Human Resources
- Prior experience as a Chief Human Resources Officer strongly preferred
- Previous experience in the not-for-profit environment preferred

To apply, please send resume and letter describing relevant experience to: Associate VP for Human Resources, c/o Rhode Island School of Design, Human Resources Dept., 20 Washington Place, Providence, RI 02903; Fax: (401) 454-6655.

Coordinator of Student Activities

Acts as primary advisor to the assigned Student Alliance clubs and organizations, coordinating and supervising a full complement of extracurricular programs, activities and services including all campus and cultural performing arts events, local travel program and film series. Will also coordinate assigned athletic opportunities including club sports activities opportunities offered through Brown University and RISD farm programs, and coordinate marketing effort for all programs including campus activities calendar, mailings, posters and other promotional efforts. Requires Bachelor’s degree in Student Personnel, Counseling, related field or equivalent combination of education and experience (Master’s degree preferred); at least 3 years’ relevant college experience; ease in working in a busy office with staff and young adults; knowledge of Macintosh computers/software; and strong written/verbal communication skills.

To apply, please send resume to: Rhode Island School of Design, Human Resources Dept., 20 Washington Place, Providence, RI 02903; Fax: (401) 454-6655.

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation or disability.

Information Literacy
Minority Residency

The Library and Information Services Division of Plattsburgh State University of New York would like to announce an exceptional opportunity to gain significant experience in information literacy and instructional technology in an environment that values information literacy and offers a comprehensive instruction program. Residence responsibilities include developing and teaching information literacy courses, working with the Instruction Unit, exploring and applying instructional technology and developing a research project. For a full description of this innovative program, visit our web site at: www.plattsburgh.edu/busvp/personel.

Applications from women and minority candidates are especially welcome. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/busvp/personel

Broward Community College
CAMPUS REGISTRATION COORDINATOR
Bachelors degree required; Masters preferred Experience with enrollment management, supervision, innovative technologies and multicultural populations. Will supervise Admissions and Registration and implement campus enrollment management plan. South campus: Salary $35,377 - $55,790, Closing 9/17/00. Please forward official applications with position site & copies of transcripts & licenses to: Broward Community College 225 E. Las Olas Blvd., Human Resources Ft. Lauderdale, FL 33301 Please call (954) 942-3664 for an official application. www.broward.cc/fla/jobs/EA/EI Institution

DARTON COLLEGE
Albany, Georgia
EDUCATIONAL TECHNOLOGIST (Assistant Director I)

The Educational Technologist (Assistant Director I) is responsible for assisting and supporting faculty in transforming courses from a face-to-face to a web format. This will include working with faculty on an individual basis as well as developing and conducting workshops for groups of faculty. The successful candidate will have technical expertise as well as an understanding of the pedagogical applications of technology to the development and support of information technology in teaching and learning. Essential skills include the ability to use an HTML editor to develop web pages and the facility to impact those skills to others. Experience with an online learning platform, particularly WebCT, is a plus. Excellent interpersonal and communication skills are required. The candidate should be able to work well in a collegial relationship with both faculty and students. The successful candidate will be well versed in emerging technologies affecting distance learning and higher education. A minimum of a Bachelor's Degree, preferably in Instructional Technology, is required.

Salary range is $45,555 - $58,342.


Applicants should send a letter of application, resume, and the names, addresses and telephone numbers of three (3) references to:

Larry G. Carter, Ph.D.
Vice President for Academic Affairs
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

An affirmative action equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

NATURE AND PURPOSE: Organize, promote, market, and evaluate an expanded educational program through teaching and applied research with primary emphasis on production agriculture, consumer oriented agri-marketing for a diverse agricultural business community, management operations and marketing for nursery, floriculture and horticulture industries. Additional responsibilities include educational programming and research in marketing agronomy, general science and horticultural science and management appropriate to the needs of the clientele in Cape May County. Supervise and initiate an agricultural education program in consumer education, agriculture, horticulture and environmental stewardship. Develop and implement educational programs for commercial and home-oriented clientele including field visits, workshops, newsletters, and other means of information delivery. Educational programs should lead to local, state, regional, and national recognition. Implementation and design of programs to benefit clientele through development of marketing and research opportunities.

SALARY AND BENEFITS:

Academic Rank: County Agent III (Assistant Professor) tenure track, 12 month, 100% Extension
Salary: Commensurate with education and experience
Benefits: Travel expenses, 22 days annual leave, health and life insurance, retirement program, and professional improvement opportunities.

EDUCATION AND EXPERIENCE: Bachelor's degree in science and master's degree in a related field. Minimum of 3 years of relevant professional experience required for appointment to the rank of County Agent III. Preference given to candidates with experience in agricultural education, consumer oriented agriculture, and marketing.

SPECIAL OPPORTUNITY EMPLOYER: Rutgers Cooperative Extension, N.J.H.I.S. Rutgers Cooperative Extension is an equal opportunity employer and seeks to employ the best qualified individual without regard to race, religion, color, national origin, ancestry, age, sex, sexual orientation, marital status or disability. Individuals covered by Section 469 of the Vocational Rehabilitation Act of 1973. Section 503 of the Rehabilitation Act of 1973 may still identify that they wish to be covered under Section 1482 of the Vocational Rehabilitation Act of 1973. All other individuals must voluntarily identify if they wish to be considered people with disabilities.

Applications will be accepted until August 30, 2000 or until suitable application is received. Submit a letter of application, curriculum vitae and names and addresses of three professional references.

Bruce M. Barbour, Chair
Department of Agricultural & Resource Management Agents
Rutgers Cooperative Extension
Rutgers-The State University of New Jersey
461 Lipman Drive
New Brunswick, NJ 08901-8525

WESLEY THEOLOGICAL SEMINARY

ANNOUNCEMENT OF A POSITION

AS JAMES CECIL LOGAN

PROFESSOR OF EVANGELISM

Wesley Theological Seminary announces an opening in a tenure-track position beginning with the academic year of 2001-2002. Candidate should hold a Ph.D. degree in one of the theological disciplines and be able to communicate commitment to the Evangelistic ministry of the church with spiritual supervision and intellectual integrity. Experience with a variety of church settings and connectional and ecumenical relationships is expected. In addition, candidates must possess the ability to assist seminarians in the formation of their personal lives for authentic ministry in and to the contemporary world. Candidate will be expected to teach in such areas as theology of evangelism, new congregational development and reformation of existing congregations, cross-cultural communication of the gospel, evangelism in a multi-cultural society, and the interface between Christian faith and a culturally and religiously pluralistic society. Knowledge of the global dimensions of evangelism, including mission, would be an asset. Candidates must possess a sound knowledge of the Wesleyan tradition. Applicants should demonstrate scholarship in evangelism studies and the broader missional outreach of the Church. Ordination and active participation in the life of a congregation are expected. Rank and compensation will be commensurate with experience. Persons interested in applying should send a resume with a cover letter describing their suitability for the position and direct letters of reference to:

Dr. Bruce C. Bird, Dean
Wesley Theological Seminary
4500 Massachusetts Avenue, NW
Washington, DC 20016

(send e-mail to: bcbird@wesleysem.edu)

The seminary is an equal opportunity employer.

COLUMBIA LAW SCHOOL

CENTER FOR PUBLIC INTEREST LAW

INTERNSHIP AND FELLOWSHIP COORDINATOR

The Internship and Fellowship Coordinator bears primary responsibility for administering, supporting, and coordinating the Center's internship and fellowship programs including its Human Rights Internship Program and other student and postgraduate fellowship programs. Reporting to the Dean of the Center for Public Interest Law, the incumbent counsels students, communicates with public interest organizations, Columbia Law School students, and other interested parties. In addition, the incumbent counsels students and advises them about the development of their curricula for the Human Rights Internship Program. The position requires excellent oral and written communication skills, strong interpersonal and organizational skills, and the ability to work independently and to develop and complete projects. Strong background in foreign languages is an asset.

Applications will be accepted until August 30, 2000 or until a suitable applicant is identified. Submit a letter of application, curriculum vitae, and names and addresses of three letters of professional reference to:

Department of Human Resources
Columbia Law School
435 W. 116th Street
New York, New York 10027

No e-mail applications will be accepted. Applications will be reviewed on a rolling basis.
Executive Director of the Arts and Sciences Foundation and Senior Associate Dean for Program Development
College of Arts and Sciences
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

The University of North Carolina at Chapel Hill seeks a creative individual to serve as Executive Director of the Arts and Sciences Foundation and Senior Associate Dean for Program Development for the College of Arts and Sciences. The University of North Carolina at Chapel Hill was the first state university in the nation to open its doors to students (1775). Its College of Arts and Sciences is among the best in the nation. It comprises 730 faculty in 60 departments and programs in the performing arts, the humanities, the social sciences, and the natural and applied sciences, 15,000 students, and 96,000 alumni/alae.

The Executive Director of the Arts and Sciences Foundation reports jointly to the Chairmen of the Board of Directors of the Foundation and to the Dean of the College of Arts and Sciences. The Executive Director works collaboratively with administrators and faculty to manage the private resources of the College and define its top fund-raising priorities. The individual who holds this position will be expected to lead and expand a staff of fourteen. As a senior member of a coordinated University Development program, the Executive Director will be responsible for raising $300 million, the largest constituent goal of a $1.5 billion campaign.

The Executive Director must be an experienced and expert fund-raiser whose intellectual interests and breadth enable him or her to persuasively describe the nature and importance of public higher education, particularly the central role of the liberal arts and sciences. The successful candidate will also possess the following qualifications: ten years of fund-raising experience, a distinguished record of achievement in major gift fund raising; experience in capital campaign planning and development; the ability to work effectively with a broad range of constituents; exceptional communication skills; the ability to lead, manage, and motivate staff in a complex environment; and a bachelor's degree, although an advanced degree is preferred.

Letters of nomination or application should be submitted in writing to the consultants supporting the University in this search. Please contact Lucy A. Leske at

College of Arts and Sciences/University of North Carolina
c/o EDUCATIONAL MANAGEMENT NETWORK/WITTMANN/RIEFTER
98 Old South Road
Nantucket, MA 02554
email: carolina@emnemnm.com

The University of North Carolina is an EEO/ADA employer.
Executive Director of Finance & Business Affairs (Anticipated Vacancy)

This position reports to the Vice President for Administration and supervises the following business departments of Hunter College, CUNY: Accounting, Accounts Payable, Budget, and Financial Control, Bursar, Financial Aid Processing, Payroll, Property Management, Duplicating, Mailroom Services, and Purchasing. In addition to managing the business and financial affairs of the College, the Executive Director has the following responsibilities: prepares financial statements and reports; prepares revenue projections and reports; serves as liaison to internal and external auditors and coordinates audit responses; serves as liaison to CUNY, State, City, and Federal officials on business matters and practices of the College; monitors Hunter's funds in the CUNY Investment Pool; provides financial consulting to staff from The Hunter College Foundation; collects and administers student association funds; collects auxiliary enterprise revenue; serves on College and University committees; and such other duties as assigned by the Vice President. B.A. required and at least 8 years of related experience. Salary: $84,000 - $113,000.

Send resumes with cover letter to Charles E. Hayes, Director of Human Resources, Hunter College, CUNY, 695 Park Ave., Rm. 1502E New York, NY 10021.

HUNTER CITY UNIVERSITY OF NEW YORK
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/VCRA/AMERICANS WITH DISABILITIES ACT EMPLOYER

UNIVERSITY OF VERMONT
COLLEGE OF MEDICINE

DEPARTMENT OF MOLECULAR
PHYSIOLOGY & BIOPHYSICS

CRYO-ELECTRON MICROSCOPIST
WITH EXPERTISE IN IMAGE
ANALYSIS/RECONSTRUCTION

A full-time tenure-track position is available for a highly motivated and talented individual using high resolution cryo-electron microscopy and image analysis/reconstruction techniques to examine important problems in the area of structural biology of macromolecular complexes. Applicants at all levels (Assistant, Associate, or Full Professor) will be considered. Successful candidates will be expected to sustain a vigorous extramurally funded research program and contribute to the overall goals and mission of the University of Vermont including scholarship, teaching, and service. Applicants should send a curriculum vitae, copies of selected relevant research publications, brief descriptions of recent research plans, and the names of at least three individuals from whom letters of recommendation can be obtained from: Christopher L. Berger, Ph.D., Chair, Faculty Search Committee, Dept. of Molecular Physiology & Biophysics, University of Vermont College of Medicine, Burlington, VT 05405-0068. The University of Vermont is an Equal Opportunity/Affirmative Action Employer. Women and people from diverse racial, ethnic, and cultural backgrounds are encouraged to apply. Review of applications will begin immediately. The deadline for receipt of applications is December 1, 2000.

Don’t be left in the dark... ...and miss these important issues!

For more information please contact us at:
Phone: 201.587.8800
Fax: 201.587.9105

Volume 10
Editorial Index
Sept. 22, 2000
Ad deadline: Sept. 5, 2000
Back to School Issue
Sept. 24, 2000
Ad deadline: Sept. 7, 2000

University of Wisconsin Oshkosh
Student Recruitment Specialist

The University of Wisconsin Oshkosh, a campus of 11,200 undergraduate and graduate students, seeks a Student Recruitment Specialist to administer and lead its efforts to further diversify the student body (www.uwosh.edu). Required: Bachelor's degree; 2-3 years of experience working with multicultural students; strong oral, written, organizational, interpersonal and basic computer skills. Knowledge of multicultural student recruitment techniques and practices, extensive travel and the ability to work well with multicultural communities are necessary. Preferred: Master's degree, admissions and multicultural student recruitment experience and bilingual ability (English/Spanish or English/Chinese). The minimum starting salary for this position is $35,000.

Application Deadline: August 14, 2000. Starting Date: ASAP. Submit a letter of interest, a separate one page statement describing your multicultural student work experience, a current resume, transcripts and contact information for three references to: Norris Batts, Chair, Search Committee, 800 Algoma Boulevard, UW Oshkosh, Oshkosh, WI 54901-8602. E-mail: batts@uwosh.edu. Fax: 920-234-1207

Wisconsin law requires release, upon request, of the names of all finalists as well as those applicants who do not file a written request that their identity not be revealed.

The University of Wisconsin Oshkosh is an equal opportunity, affirmative action employer.

Northeastern University, nationally recognized for its cooperative education program, is a private, nonsectarian university located in the heart of historic Boston. An integral part of the city's thriving educational and cultural life, it is dedicated to excellence in research and scholarship, and to high-quality, personalized service to individual and community needs. Northeastern is dedicated in fostering gender equity, cultural and ethnic diversity among its faculty and staff, and is proud of its diverse student body population.

Associate Director for Residential Life

Provide direction and support to 10 professional and over 400 nonprofessional staff serving a diverse population of approximately 5000 residents in four residential communities. Direct supervision of three Assistant Directors of Residential Life who supervise Master's degree professionals and an Assistant Director responsible for security system and staffing. Provide leadership to program development and recruitment for student development and community life. A Master's degree (doctorate preferred) in College Student Development or related field. Six to eight years in residential life administration with progressively greater responsibility. Experience supervising full-time professional residential staff and must have comprehensive understanding of student development theory, residence hall management, and security. Salary commensurate with experience. Priority review of applications given to applications received by July 31, 2000.

Please send resume to H. Langille, 6 Spence Hall 360 Huntington Avenue, Boston, MA 02115.

Northeastern University is an Equal Opportunity, Affirmative Action Title IX Employer committed to cultural, ethnic and racial diversity.
William Paterson University

Continuing Education and Distance Learning

Dean

The University invites applications and nominations for an innovative and visionary leader who can help in fulfilling the institution's role as a regional university with commitment to providing programs for citizens in northern New Jersey through continuing education and distance learning initiatives: ability to create and manage a self-supporting operation through income-generating programs; knowledge of and successful experience in program and fiscal management; and the proven ability to implement competitive admissions strategies, particularly for a public comprehensive university setting.

The Director of Admissions manages all aspects of the recruitment and admissions process, and directs the Admissions Office staff. The Director works closely with guidance counselors, principals, and other student counselors throughout the region to develop and expand pre-admissions activities and programs. The Director works with University colleagues, particularly those in Financial Aid, Bursar's Office, Registrar's Office, Admissions, Residence Life, and Freshman Life, to enhance the retention of students. The Director also assists in the development of various brochures, viewbooks, and other means of marketing the University with prospective students, parents, and the public.

Qualifications include a Master's degree and at least five years of successful admissions experience in a four-year institution; demonstrated successful use of enrollment strategies, including the application of technology in the admissions process; administrative and organizational skills in strategic planning, budget management, and staff supervision and development; and commitment to ensuring access to the University for diverse populations. Excellent interpersonal and communication skills are required.

Both of these positions are twelve month administrative appointments. Salary is negotiable and commensurate with experience and qualifications. Letters of application accompanied by a recent curriculum vitae and the names and addresses of three references should be sent to: Dr. Robert S. Katz, Executive Assistant to the Provost, 100 Reubinger Hall, Drawer HO, William Paterson University, 200 Pompton Road, Wayne, NJ 07470. Additional information about the University can be found at http://www.wpu.edu. The review of applications will begin immediately upon receipt and continue until the positions are filled.

William Paterson University
Wayne, New Jersey

An Equal Opportunity Institution Committed to Diversity.

University of Wisconsin

Whitewater

Chair Position
Department of Health, Physical Education Recreation and Coaching

The College of Education is seeking an experienced senior faculty member to chair the Department of Health, Physical Education, Recreation and Coaching (HPRC). The successful candidate will meet all criteria in teaching, research and service for tenure and qualify for rank as associate or full professor in the Department of HPRC at the time of appointment. The date of appointment is negotiable. The successful candidate will chair the Department of HPRC for a three-year term with the possibility for renewal and full teaching and scholarly obligations, as well as work in collaboration with intercollegiate athletics. The Administrative work consists of 25 percent of the position and 75 percent is allocated to instruction. The Department has 18 full-time faculty, over 200 students in the major and over 250 students in health, recreation and coaching minors. A full array of new and remodeled facilities include a $4 million facility house built in January 2000. The new field house will house four multi-purpose courts, a running track, and indoor practice space. The Williams Center, which houses the department, is under renovation. A new weight room/fitness center, four racquetball courts; a training room; new offices and classrooms; and a computer lab will occupy the Williams Center.

Qualifications for this position include an earned doctorate in one of the following: physical education, health education, recreation, administration or a related area. A qualified candidate must have experience teaching in higher education in one or more of the areas of physical education, health, recreation or coaching and document excellence in teaching and scholarly activity. The candidate should demonstrate strong leadership skills, document administrative experience and present evidence of having worked with diverse populations. The candidate must be able to create, facilitate and support; collaborative endeavors, development of research agendas, programmatic development, student recruitment, and an enthusiastic cadre of teacher/researchers in their own specialties. Grant writing and public school teaching experience are preferred.

To apply, send a letter of application noting position title, vita, unofficial transcripts (official transcripts must be furnished prior to contract), a copy of one of your refereed journal articles, and the name, address and telephone number of five references to:

Dr. Larry Kenney, Search Chair
College of Education
University of Wisconsin-Whitewater
800 W. Main Street
Whitewater, Wisconsin 53190
Fax: 262-472-5716

Review of applicants will begin on August 4 and continue until the position is filled. A scholarly record, including publications, is required for tenure.

Founded in 1806, the University of Wisconsin-Whitewater is a public comprehensive university with an enrollment of 10,500 students in 42 undergraduate and 16 graduate degree programs. Located in southeastern Wisconsin, with easy access to Madison, Milwaukee, and Chicago, UW-Whitewater is part of the 26-campus University of Wisconsin System.

Since 1963, the College of Education has held NCATE accreditation and has recently joined the Professional Development Group. The College faculty numbers 100 and serves 2,200 undergraduate and 450 graduate students. The College supports an integrated technology in all courses, international study opportunities for interested students and faculty, a Diversity Study Group on equity and multiculturalism, a faculty mentoring program, and several new initiatives in curriculum.

UW-Whitewater is an AA/EEO employer.

Women, minorities, Vietnam-era veterans and persons with disabilities are encouraged to apply. Nominees and applicants who have not been selected as finalists are not required to make written reference to their status, nor will they be revealed upon request.

For additional information contact the UW-Whitewater Web Page at...
EASTERN MICHIGAN UNIVERSITY  
YPSILANTI

Dean of the College of Technology

Eastern Michigan University invites applications and nominations for the position of Dean of the College of Technology. The Dean reports directly to Provost and Vice President for Academic Affairs and provides academic, intellectual, and administrative leadership to the College. The Dean will be responsible for improving and promoting the quality and effectiveness of the College’s instructional, research, and service programs, external affairs and fund raising. The successful candidate will have:

- Relevant knowledge and experience in program planning and development, budgeting, and administration typically acquired through earned doctorate in or related to one of the College’s disciplines.
- Exemplary research, teaching, and service credentials appropriate to the rank of full professor in one of the departments in the College.
- Committed to the expansion of off-campus academic programming and distance learning.
- Demonstrated and sustained faculty recruitment, program involvement, and leadership of faculty, and a strong commitment to diversity and community.
- Ability to generate external resources for the College in the form of gifts, grants and contracts.
- Experience in managing doctoral programs and supervising doctoral students.
- Understanding of, and commitment to, strong relations with industrial partners and the importance of technology transfer.

Eastern Michigan University is a public institution located in Ypsilanti, Michigan, seven miles east of Ann Arbor and 35 miles west of Detroit. The University enrolls approximately 24,000 students and employs 700 tenured-track faculty represented by the American Association of University Professors (AAUP). The College of Technology is housed primarily in Bill Hall, a new or renovated building is currently second on the list of capital improvements. The College includes four departments: Business and Technology Education, Industrial Technology, Interdisciplinary Technology, and Military Technology. Its 34 tenured-track faculty serve more than 1060 undergraduate and 360 graduate students. The College offers 31 degree programs—26 undergraduate and 5 graduate—and all accreditations are current. Among its centers of excellence are the Coatings Research Institute and its affiliated National Science Foundation Coatings Research Center. In Fall 2002 the College will offer its first, and the University’s third, doctoral degree, a Ph.D. in Technology. Review of applications will begin immediately and continue until the position is filled. The anticipated starting date for the Dean is January 1, 2001, but is negotiable.

UNIVERSITY OF COLORADO

UNCOVER  
Looking for a back article of Hispanic Outlook???  
Click on:  
Website: uncweb.carl.org  
E-mail: uncover@carl.org  
TEL: 1-800-787-7979  
FAX: 303-758-5946  
Search UnCover

UNIVERSITY OF COLORADO

CLINICAL PHYSICIAN

The Department of Family Medicine, University of Colorado is seeking multiple full-time, AABFP certified family physicians. Responsibilities will emphasize clinical work, teaching students and residents, with some opportunity to participate in research. Faculty rank and specific role to be negotiated according to prior experience. Women and minorities are encouraged to apply. More information, please visit our website at: http://atlas.ucdenver.edu. Send Curriculum Vitae to Anna John, 1189 Clermont Street, Denver, CO 80220.

The UCHSC is committed to Equal Employment Opportunity/Affirmative Action.

CCBC  
The Community College of Baltimore County

DIRECTOR, MINORITY AFFAIRS

The Community College of Baltimore County at the East Campus invites applicants for the following full-time position in the Student Services Division. Responsibilities: Creation of supportive environment that promotes achievement of minority students/heightens the sensitivity of the greater college community to the needs, interests and culture of these students. Development, implementation, and execution of programs/activities that support the adjustment to college life for African-Americans and other minority students. Hiring/supervision of classified staff, development/management of the office operating budget and provision of direct support services to students, other duties as assigned. Requirements: Master’s degree in Counseling, Social Work, Student Personnel or related area. 3 yrs exp. coordinating student life/academic support programs in a collegiate setting. Knowledge of student development theory/demonstrated successful exp. of its application as an educational approach for student learning, particularly in the area of leadership development. Exp. working/writing, non-traditional, non-traditional student populations and effectively advocating on their behalf. Must be willing to work evenings/weekends. Salary $40,655 - $40,550 (salary beyond the 1st quartile applies only to current CCBC eligible employees). To apply send cover letter and resume to: June 11, 2000 to: The Community College of Baltimore County, Human Resources, 800 S. Rolling Rd., Baltimore, MD 21228, FAX 410-869- 

PROGRAM ADMINISTRATOR  
LEARNING AND INFORMATION TECHNOLOGIES

COMMITTEE ON INSTITUTIONAL COOPERATION (CIC)

The CIC is the twelve-member academic consortium leading research universities. The CIC invites nominations/applications for the position of Program Administrator, Learning and Information Technologies. The Program Administrator, reporting to the Director for Information Technology, will coordinate and manage the CIC Learning Technology Initiative and the wide range of cooperative activities sponsored by the CIC Chief Information Officer (CIO). The Program Administrator must understand nature and workings of research universities, have broad knowledge of information technologies and their application in the university environment, and be able to articulate a vision for the role of learning and information technology in the CIC.

RESPONSIBILITIES

Provide staff support for the initiation, planning, execution and evaluation of consortial activities to enable cooperative development, deployment, and employment of learning and information technologies. Promote and facilitate the sharing and dissemination of information through web pages, listservs, grants releases, meetings, conferences, and publications. Frequent travel to campuses and to professional conferences, as representative of the CIC, is required. Manage and support relationships in negotiating site licenses, development partnerships, and other agreements on behalf of the CIC. Prepare grant proposals and manage grants. Other duties assigned by the Director.

REQUIRED QUALIFICATIONS

Bachelor’s degree. Conceptual understanding of data technology and information technology issues. Familiarity with a wide range of leading ed., e-learning and inform technology. Excellent written and oral communications, organizational, and interpersonal skills. Experience managing multi-faceted activities with many participants. Initiative, the ability to assume responsibility, and the ability to work without direct supervision.

SALARY

Commensurate with experience and qualifications. Minimum $42,000. This is a regular 100%-time academic position, located at Champaign-Urbana, full University of Illinois benefits available August 21, 2. The CIC and its host institution, the University of Illinois are affirmative action equal opportunity employers.

To ensure full consideration applications must be received by July 24, 2000. Applications should include a resume of qualifications, and the names of three references. Further information about the CIC and the complete description, see the web site at: http://www.cicexchange.edu/nominations and applications to:

Merri B. Lavagnino  
Committee on Institutional Cooperation  
302 East John Street, Suite 1705  
Champaign, IL 61820-5698  
Telephone: (217) 265-8006

Applications from women and members of minority groups are encouraged. EMTU is an affirmative action employer.
ROOSEVELT UNIVERSITY
Chicago • Schaumburg

Roosevelt University
Chicago, Illinois
PRESIDENT

Roosevelt seeks a President to lead the University into a new era of stature and prosperity. The next President will build on the successful, 12-year tenure of Dr. Theodore L. Griss, who will retire in August 2001. The President will continue to build partnerships with the City of Chicago, municipalities throughout the metropolitan region, corporations, and other institutions in support of the University’s mission and its commitment to students of all ages and backgrounds.

The University seeks a leader of integrity, intellect, creativity, and energy who has the capacity, experience, and commitment to advance the University’s mission, to support a community of nearly unparalleled diversity, to build on the institution’s momentum, and to create an environment for lively discourse, scholarly inquiry, and innovation. The President will have a progressive view of higher education, including the impact of technology on the educational marketplace.

The ideal candidate will have a record of outstanding achievement in higher education or another professional field. A terminal degree or its equivalent is desired, as is proven intellectual leadership, talent for fund raising and image building, and demonstrated success in strategic planning and fiscal management. The President will be committed to student success and to excellence in teaching, will advocate diversity in its broadest context, will embrace the challenges facing higher education, and will possess courage, resiliency, humor, and compassion.

Founded in 1945 by faculty, students, and staff dedicated to fundamental access to education, to excellence in teaching, and to social justice issues, Roosevelt University is a growing, private, non-sectarian, metropolitan university serving a complex urban/suburban community. More than 7,000 students are enrolled at campuses in downtown Chicago and in northwest suburban Schaumburg, at a Chicago neighborhood extension center, and at more than 30 corporate and other sites. Roosevelt’s five colleges offer bachelor’s degrees in approximately 100 majors and master’s degrees in more than 60 majors. Doctoral degrees are offered in Educational Administration and Clinical Psychology.

Review of credentials will commence on August 15 and will continue until the position is filled. Credentials review is currently underway and will continue until the search is complete. Nominations, expressions of interest, and inquiries should be forwarded to:

President
Roosevelt University
C/O EDUCATIONAL MANAGEMENT NETWORK/WITT/KEIFFER
98 Old South Road
Nantucket, MA 02554-6000

Roosevelt University is an Affirmative Action, Equal Opportunity Employer.

Educational Management Network/a division of Witt/Keiffer is supporting the Roosevelt University Presidential Search Committee with this project. All questions concerning this search or requests for a copy of the comprehensive Position Specification may be directed to Nancy Archer-Martin (508-228-6700) or Dennis M. Barden (630-990-1370) or via e-mail at roosevelt@emedmn.com. Additional information about Roosevelt University can be found on its Web site, www.roosevelt.edu.

Indian River Community College
Ft. Pierce, Florida

Indian River Community College invites applications for the following full-time faculty positions:

- Instructor/Assistant Professor – Culinary Arts
- Instructor/Assistant Professor – Education
- Instructor/Assistant Professor – Social Sciences
- Instructor/Assistant Professor – Spanish
- Program Director/Instructor – Surgical Technology

We offer competitive salaries and an excellent benefits package. Please contact (561) 472-4816 or e-mail kduncan@ircc.cc.fl.us for job description and employment application. Further information may be obtained through www.ircc.cc.fl.us. Applicants will be considered until the positions are filled.
UNIVERSITY OF WISCONSIN
MADISON

ASSISTANT DIRECTOR
EQUITY AND DIVERSITY RESOURCE CENTER

The Equity and Diversity Resource Center at the University of Wisconsin-Madison is seeking a dynamic professional with strong communication, management, and organizational skills to assume the Assistant Director position in our office. The position will be available on November 1, 2000.

The Assistant Director in the Equity and Diversity Resource Center (EDRC) is responsible for the administration of programs and policies and policies relating to the EDRC Outreach and Education Unit in and to the EDRC. The EDRC Unit is responsible for providing diversity and inclusion training and support staff. The Assistant Director will need to develop a comprehensive plan for future positions and to lead the EDRC in the development of a comprehensive plan for future positions.

The University of Wisconsin-Madison is a land grant research institution with a commitment to excellence and diversity. Applicants should possess a minimum of a bachelor's degree and four years of professional experience investigating and resolving discrimination complaints. Experience in higher education setting preferred. Law degree or related Master's degree preferred.

Applications should be submitted by August 24, 2000. Letters of application describing experience and interest in the position, resumes, and references will be submitted to:

Assistant Director Search and Screen Committee
co/Toni M. Caleb
Program Assistant, Equity and Diversity Resource Center
Room 17A, Bascom Hall, 506 Lincoln Drive, Madison, Wisconsin 53706-1388
VOICE (608)263-2857 TTY (608)263-2873 FAX (608)263-5562

The University of Wisconsin-Madison is an Affirmative Action and Equal Opportunity Employer. Please note that we reserve confidentiality to request or receive information regarding applicants and nominees must be released upon request. Applicants cannot be guaranteed confidentiality.

HISPANIC OUTLOOK 2000
PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. No cancellations or changes will be accepted after closing dates. Refer to schedule for deadlines.

CLOSING DATES

<table>
<thead>
<tr>
<th>Issue</th>
<th>Closing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30</td>
<td>June 13</td>
</tr>
<tr>
<td>July 14</td>
<td>June 27</td>
</tr>
<tr>
<td>July 28</td>
<td>July 11</td>
</tr>
<tr>
<td>August 11</td>
<td>July 25</td>
</tr>
<tr>
<td>August 25</td>
<td>Aug. 8</td>
</tr>
<tr>
<td>September 8</td>
<td>Aug. 22</td>
</tr>
<tr>
<td>September 22</td>
<td>Sept. 5</td>
</tr>
</tbody>
</table>

Volume 10 Editorial Index

HOW TO PLACE ADVERTISEMENTS

By Mail—All materials should be sent to:
Hispanic Outlook in Higher Education; Des Moines Advertising; 210 Route 4 East, Paramus, NJ 07652
By E-Mail—outlook@sprinmail.com
By Fax—Transmit to (201) 587-9105 seven days a week.
To Confirm—Call (201) 587-8800 (x 102 or x 1106)
Monday – Friday, 9 a.m. to 6 p.m. EST to confirm receipt of.

ADVERTISING INDEX

POSITIONS

CALIFORNIA
- Atanta Pacific University
- Long Beach Community College District
- University of California-Denver

COLORADO
- Western Colorado State University
- Western Connecticut State University

CONNECTICUT
- Connecticut Community Colleges
- Connecticut’s State University
- American Council on Education
- Council for Advancement and Support of Education
- Wesley Theological Seminary

FLORIDA
- Broward Community College
- Edson Community College
- Indian River Community College
- University of Florida
- University of Georgia
- Darton College
- Georgia Perimeter College
- Georgia State College

ILLINOIS
- Committee on Institutional Cooperation (CIC)
- Roosevelt University
- University of Illinois Extension
- Western Illinois University

KANSAS
- Emporia State University
- Maine College
- Colby College
- MARYLAND
- Cecil Community College
- Community College of Baltimore County
- United States Naval Academy
- University of Maryland, College Park
- MASSACHUSETTS
- Northeastern University
- Wheaton College
- New England College
- Eastern Michigan University
- Ypsilanti
- Western New England Community College

MINNESOTA
- Capella University
- University of St. Thomas
- University of Minnesota
- University of Minnesota
- Drew University
- Montclair State University
- New Jersey College of Pharmacy
- Princeton University
- Rutgers, The State University of New Jersey
- William Paterson University
- NEW YORK
- Columbia Law School
- Columbia University
- Hunter College/CUNY
- Manhattanville College
- Niagara University
- SUNY, Purchase
- SUNY, Rockland Community College
- SUNY, Stony Brook
- York College/CUNY
- NORTH CAROLINA
- University of North Carolina
- Pennsylvania
- University of Pennsylvania
- Rhode Island
- Rhode Island School of Design
- South Dakota State University
- South Dakota State University
- Tennessee
- Vanderbilt Divinity School
- Texas
- Texas A&M University
- University of Texas-Houston Medical School
- Vermont
- University of Vermont, College of Medicine
- Virginia
- George Mason University
- Washington
- Western Washington University
- Wisconsin
- University of Wisconsin-Madison
- University of Wisconsin-Oshkosh
- University of Wisconsin-Whitewater

CONFERENCES

- Conference

Yo soy una Latina wannabe. Not an easy task when your family came from Scotland and England. However, I was fortunate that my parents were fascinated and engaged by Latin American cultures and Latin Americans and that, therefore, I was able to spend time in Colombia, Mexico, and Spain. There I gained an appreciation of the great richness and diversity of those lifeways shaped by the intersections of Old World Spain, New World indigenous cultures, and diasporan Africa—my love of which has never diminished.

What have I learned from this—other than to enjoy the merengue and the cumbia, pan de yuca and pico de gallo, Borges and Amado? I have learned to value the power of complexity and diversity to strengthen cultures, to recognize that human groups share basic responses to common needs, and that cultural change is constant. This recognition of the sharedness and distinctiveness of human groups, and the study of those responses, led me into anthropology. I am an anthropologist because I loved living in Latin America, was fascinated working in the lower Rio Grande Valley of the U.S., feel at home in Spain, Colombia, and Ecuador, and get homesick if I am too long without arroz con pollo, frijoles, or café con leche.

As an anthropologist, I spend my professional life studying people and their cultures, how people are changed by new events, and how those changes are integrated into cultural systems. Some changes occur more rapidly than others: incorporation of computers and computer technology such as e-mail has spread throughout Latin America very quickly. Other changes, such as those affecting gender roles and family life, might move at a slower pace; however, all cultural systems are ever in the process of change. The study of these systems is increasingly attracting young Latina/Latino scholars.

Since the 1960s, there have been well-identified and defined groups of scholars in area studies programs and cultural studies programs such as Latino, Black, African, Mexican/Mexican American, and Latin American and Caribbean Studies, to name but a few. But, increasingly, Latina/Latino young scholars are turning to anthropology as a way to combine the study of ethnicity with comparative analyses of cultural systems. This allows students to research their own area of interest in depth, and simultaneously integrate that study into a broader context.

In the Applied Anthropology Program at USF, which emphasizes both applied research and Latin America and the Caribbean, more Latina/Latino students than ever before have applied to and been accepted into M.A. and Ph.D. programs. They are working with anthropology faculty in many areas of specialized research: medical anthropology, community development, ethnicity and identity, and museum studies, to name a few.

Through their increased numbers, Latina/Latino students are changing what research is being conducted and how it is conducted, as well as enhancing the visibility of Latinos/Latinas on campus, within the graduate programs, and providing unique and valuable connections with the local community. Faculty research projects that incorporate students into research activities have increasingly focused on Latin America and the Latino communities in the local area. Latina/Latino students are actively researching local Latin American and Caribbean mutual aid societies, community nutrition and education programs, and AIDS prevention programs aimed at Latinos. Students are working with faculty on international research projects that take them overseas. In May, three students joined me in Ecuador to investigate the effects on children's health of living with the threat of active volcanoes. In June and July, students worked in the Dominican Republic and Cuba, comparing health systems and health outcomes in those two countries. These projects would have been impossible without students whose skills and knowledge included Spanish and an interest in Latin American cultures. Moreover, the projects are greatly enriched by the students' first-hand knowledge of Latino cultures.

Latina/Latino graduate students in our program are changing the cultural system of graduate education, making it more inclusive, better able to recognize heterogeneity within groups, and more inclined to reward the kind of intellectual and cultural diversity that creates strength based on skills, experience, and abilities.

If interested in submitting a Punto Final! “think piece,” please e-mail us at sloutlook@aol.com for guidelines.
Back to School
October 9, 2000
Ad deadline: September 19, 2000

Hispanic Heritage Month
October 23, 2000
Ad deadline: October 3, 2000

10th Anniversary Issue
September 8, 2000
Ad deadline: August 22, 2000

Don’t be left in the dark and miss these important issues!

For more information please contact us at:

Phone: 201.587.8800
Fax: 201.587.9105
E-mail: Outlook@sprintmail.com
FEATURES

Tempest over Testing
In HO's talks with MALDEF, Fairtest, and others about OCR guidelines, the range of opinions is wide and hot.

Extra Mile Award to University of Connecticut's Jim Henkel
Honoree a "prime mover" in helping minorities enter and thrive in graduate school.

One Florida: Positive Step or Trojan Horse?
FSU President believes the Bush plan, "if properly funded and implemented... will increase opportunities for the disadvantaged."

Chávez Legacy Alive in Yakima Valley
YVCC, despite Washington's Initiative 200, opens its doors to minorities, including farmworkers.

Reparations: Vieques, Puerto Rico, as a Microcosm of the Latino Experience
Should Hispanics be compensated for wrongs and social injuries resulting from U.S. occupation?

DEPARTMENTS

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW

Globalization and Higher Education

Honor Roll: California State University - Los Angeles
Alma mater of Jaime Escalante and Maxine Waters, its student body is now 51 percent Hispanic.

People, Places, Publications, Conferences

Book Review: The Making of a Mexican American Mayor: Raymond L. Telles of El Paso

I PUNTO FINAL!
Step Off the Sidewalk

BEST COPY AVAILABLE
Globalization and Higher Education

BY GUSTAVO A. MELLANDER

We hear a lot about globalization here in Washington. Supporters say that it brings enormous economic and social benefits to developing countries because it creates jobs that would not otherwise exist. On the downside, some believe that it just perpetuates class division: a world of the wealthy and privileged and a world of exploited, downtrodden masses. Further, they argue, the environment has been pillaged, and indigenous peoples have been pushed off their historic lands.

Many college students nationwide have been energized by the negative consequences of globalization. Some observers believe that their opposition will spawn the first mass student movement of the 21st century. They have already flexed their muscles in both Seattle and Washington, D.C. A.T. Kearney recently released The Globalization Ledger in Washington, DC. It purports that rapidly globalization has enjoyed economic growth that was, on average, 30 to 50 percent higher than those of their more slowly globalizing neighbors, but they agree that rising income inequality has developed.

Fewer below the Poverty Line
Paul A. Laudicina, managing director of A.T. Kearney’s Global Business Policy Council, told Hispanic Outlook, “Although the wealthy in rapidly globalizing countries may enjoy a larger slice of the pie, the pie has grown so large that the poor are now realizing more economic benefits as well.” Globalization from 1980 to 1990 led to a significant drop in the percentage of the world’s population living in poverty. The number of people earning less than U.S. $2 per day in inflation-adjusted purchasing power terms—the World Bank’s standard for absolute poverty—decreased by more than 40 percent, to 727 million in 1990 from 1.3 billion in 1980. The number of people earning more than $2 a day grew by well over one billion over the same period.

In percentage terms, the study found that the world’s population earning less than $2 a day fell to 33 percent in 1990 from 79 percent in 1980. Those earning more than $2 a day rose to 63.4 percent in 1990 from 65.6 percent, and the portion earning more than $3 a day rose to 60 percent from 48 percent.

Given the deterioration of income distribution during the 1980s, these results could not have been achieved without the robust growth associated with globalization. Absent economic growth, levels of absolute poverty would have risen dramatically—by 344 percent of world population in 1980 to 424 percent by 1990, The Globalization Ledger reports. Instead, the study indicates a dramatic drop between 1980 and 1990 in the number of people living in absolute poverty—down to 17 percent of the world’s population. In concrete terms, this means that 1.4 billion people have escaped abject poverty as a result of globalization.

“What results show the net impact of two opposing forces on poverty—the positive effect of overall economic growth, which boosts incomes throughout as economy, and the negative impact of the more inequitable income distribution that has accompanied globalization,” Laudicina noted. “Dissecting the impact of these two forces shows clearly how the economic impact of worsening income distribution has been more than offset by the positive impact of economic growth.”

What about Higher Education?
Continuing my childlike belief in the value and power of education, I wondered how globalization might be impacting higher education, particularly in Latin America.

Jay W. Scheer from A.T. Kearney told Hispanic Outlook, “The data suggests rapidly globalizing countries spend considerably more on secondary and tertiary education than more slowly globalizing countries.” Countries ranked in the top tier as “aggressively globalizing” countries spent 16.7 times more on secondary education and 9.7 times more on secondary education than they did on primary education.

In contrast, countries at the opposite end of the globalization spectrum spent only 2.5 times as much on tertiary education and 15 times as much on secondary education. This pattern appears to reflect the fact that rapid globalizers, which experienced higher average rates of economic growth over the course of the study period, have more money to spend on social concerns. But it also reflects the importance of education as a social investment, without which countries would not likely have sufficient human capital to make the transition to international competitiveness.

The report also suggests that rapidly globalizing countries have witnessed higher growth in enrollment rates in both secondary and tertiary education. For the top tier of “aggressively globalizing” countries, university enrollment rose by 1.3 percent after 1993, the first year in which complete data was available for comparison.

In contrast, university enrollment rose by only one-third that amount for countries at the opposite end of the globalization spectrum. These data are said to reflect the spending priorities of rapidly globalizing countries but also give evidence of the rising demand for highly educated workers and the increasing perception that education broadens the scope of economic opportunity in developing countries that are undergoing the economic transformation associated with globalization.

Unfortunately, the complicated methodology makes it difficult to disaggregate data by individual countries, so it is not possible to provide much more clarity on the Hispanic countries in the study, which included Mexico, Colombia, Venezuela, Chile, and Argentina.

Summary
Globalization has produced sharply higher rates of economic growth and helped lift millions of people above the World Bank’s poverty line while at the same time promoting substantial improvements in social welfare.

But the countries moving most quickly to join the world economy, which have enjoyed these benefits most, also have seen the gap between rich and poor widen dramatically. Environmental issues are the consequence of indigenous peoples raise serious questions as well.

One can only hope that investments in education will continue for their payoff is certain, beneficial, and permanent.

Dr. Mellander is a professor at George Mason University.
The battle had been brewing for quite some time. Last year, the U.S. Department of Education’s Office of Civil Rights issued a thick document entitled “The Use of Tests when Making High-Stakes Decisions for Students: A Resource Guide for Educators and Policymakers.” The result: a clamor from many corners that the government was tilting toward mandating federal testing standards. Even though the title indicated the guide was just that, critics worried that it suggested stronger across-the-board requirements.

Test-makers and test opponents alike rallied for revisions. Many argued that the guide imposed an extremely high and thus unattainable bar that few could reach. The first draft was subsequently revised, and a second version was released last December. Again, the outcry was considerable, and the architects of the Guide eventually settled down to work on a third and–it is hoped–final draft.

“There is more government oversight and control over the food we feed our pets than over the tests that we give our children.”

Bob Schaeffer, Public Education Director, FairTest

Fay-Bustillos, vice president of Los Programs for the Mexican American Legal Defense and Educational Fund, wrote a recent version.

MALDEF, a Latino civil rights group, fired off a letter early this year with hopes of influencing the final version of the document. “This guide should not simply regurgitate the education measurement experts’ views, but offer a unique perspective of a civil rights agency on these important questions,” she wrote.

In creating this first-ever document of its kind, the Department of Education is carefully navigating a minefield: it’s attempting to map a framework for schools and test-makers of testing issues—what is allowed by law, and what is not—which balancing concerns of test proponents and opponents.

OCR elicited input from more than 40 Kindergarten to 12th grade education agencies and groups, higher education groups and business. At press time, OCR was rewriting an expected final version of the document without straying from its original mission to address the heightened emphasis on su
dards and accountability nationwide. It was awaiting further recommendations from the National Academy of Sciences Board on Testing and Assessment, which already had organized a hearing to discuss the guide.

Officials are planning to encourage more input from the public, and to have published a final version by the start of the 2000-2001 academic year. Scott Palmer, OCR's deputy assistant secretary for civil rights, says that the document will be a "practical tool for educators and policymakers." The guide will "assist in the planning and implementation of policies regarding the use of tests when making high-stakes decisions for students." It is not, OCR has insisted, a step toward mandating federal standards, only a step toward explaining what has been upheld—or toppled—in the court of law.

"This can be a very important document to help decision-makers understand more about the choices they face and some of the effects of the strategies they might be considering," says Michael Feuer, the National Academy of Sciences' executive director of the Center for Education and director of its Board of Testing and Assessment.

"One of the functions of the academy is to provide independent, objective, science-based advice to the federal government," he adds, "and this is an issue for which we were asked to provide that kind of service."

The second, 8-page version is a menu of professional standards, relevant federal laws that apply to testing, and references that can aid schools and districts in crafting testing practices.

It contains more than 30 federal court opinions and more than 30 test-measurement standards.

The timing of the report is crucial to OCR. Its release comes as more states require tests so students can graduate. By 2003, it's expected that 26 states will make testing conditional for graduation, and six states now use tests as conditions for grade promotion. The stepped-up use of testing has elicited a torrent of requests to OCR for advice and technical assistance regarding standards. At the same time, the agency has been encountering a steep rise in the number of testing-discrimination complaints.

Yet, according to the National Research Council Board on Testing and Assessment, many policy-makers and educators are ill-informed about test measurement standards that shape testing policies and practices. That has led to vague and often improper decision-making.

HO obtained a copy of the most recent draft. The Guide expresses the authors' desires to inform decisions about tests when those tests are used to affect how students are promoted from one grade to the next, are graduated from high school, or are considered for acceptance into the higher education arena.

"Just as we believe that good test use practices can advance high standards for learning and equal opportunity, we know that educationally inappropriate uses of tests do not," the document reads.

"If we want this generation of test-taking students and their teachers and schools to meet high standards, then we should insist that the tests they take meet high standards. As foundations for judgments that profoundly shape the lives of students, these tests must be used in ways that actually reflect educational standards and that do not inappropriately deny opportunities to students based on their race, national origin, sex or disability."

The document maps out federal non-discrimination laws that support large-scale standardized testing when used in "educationally appropriate ways." It attempts to address discrimination complaints by insisting that federal law guarantees equal opportunity, but not equal test results.

Results that show groups of students performing better than others should warrant examination, it reads.

"The goal of the federal legal standards is to help promote accurate and fair decisions that have real consequences for students—in the context of standards established by educators—not to water down the standards or deter educators from establishing and applying sensible and rigorous standards," it reads.

In a recent interview, Fay-Bustillos said that the document could eventually turn out to be "a useful guide," once it addresses the concerns of civil rights groups. "The benefit of it is that there are a lot of institutions that are focused on the effects of tests but don't always focus on language issues, issues facing Latino students, issues of using a test to make certain decisions."

The image shows a chart titled "SAT Scores by Family Income." The chart displays data on average SAT scores for different income brackets. The chart includes bars for average scores of different income categories. The source of the data is cited as "College Board Report No. 04.5."
"They don't really focus on all of these issues within the context of civil rights enforcement. This document really makes people focus on that and look at it from a civil rights perspective. I think it is positive and will really help institutions and schools to do that."

The second version already assembles a list of applicable laws and sources that schools and districts should consider. Among those cited:
- Title VI of the Civil Rights Act of 1964, which prohibits race and national origin discrimination in programs and activities that receive federal financial assistance. But Title VI regulations don't address the use of tests and assessment procedures; instead, they bar discrimination based on race, color, or national origin in any service, financial aid, or other benefit provided to the recipient.
- Title IX of the Education Amendments of 1972, which prohibits sex discrimination in education programs receiving federal financial assistance. When it comes to testing, the Guide indicates that Title IX's regulations specifically prohibits the discriminatory use of tests/assessment procedures in admissions.
- Individual court cases such as Lau vs. Nichols, in which magistrates found the San Francisco Unified School District violated Title VI by failing to take affirmative steps to meet the instructional needs of some limited-English-proficient students.

"There is a lot of legal coverage in the document," says Wayne Camara, the executive director of research for The College Board. "It is a resource guide from OCR, so there is a heavy dose of legal guidance and legal interpretations of how different court decisions can be interpreted and court rulings where tests have been an issue.

"OCR says this is a resource guide as opposed to formal federal guidelines, but on the other hand, because it's issued by OCR and everyone realizes this is an agency that legally enforces any type of investigation about due process and adverse impact on underrepresented groups, if OCR is advising you to do certain things, there's a strong implication that this is what they want.

"It's like guidance coming out of the IRS. One would ignore it at one's own peril."

The College Board had expressed significant reduction or elimination of tests in its instances," Camara says.

"Our position is that what the Department of Education should worry about is not just fairness in tests but fairness in anything used in high-stakes decisions."

The Guide addresses tests throughout academia, from the lowest grades to the highest level, spells out what the profession recognizes as standards of sounding practices are, and it raises questions that districts should consider such as: What are the objectives of the tests? What are the intermediate goals? Are they clear?

It also broaches concerns about disparities among groups based on gender and race. "All the entire guide is devoted to differences among minority groups," Camara observes. "That's an example: where two groups differ in terms of performance on a test, it's 'Here's what you should do.'

That is a key concern because years of complaints about the parity among results and about often disproportionate numbers of African Americans and Latinos versus white students have fared poorly on exams. The result is a skew of promotions, graduation rates, college acceptance ratios.

But federal law goes only so far in addressing this. The Guide clearly states that "under federal law, a statistical significant difference in outcomes suggests the need for further examination of the educational practices in question that have caused the disparities...but disparate impact is not sufficient to prove a violation of federal civil rights laws."

Courts have examined the questions when determine whether those practices are discriminatory: Does the practice result in substantial differences in the award of benefits or services based on race, national origin, or sex? Is the practice educationally justified? And is there an alternative valid alternative?

The Guide, additionally discusses accurate testing limited-English-proficient students.
students with disabilities. It addresses accommodations that could be made in the administration of tests, measures such as alterations to the length of test-taking time or size of the testing group.

The Guide has greater potential than in its current form, says Bob Schaeffer, public education director for FairTest, a 15-year-old group that supports government regulation of the test.

"Tests have risen to such a prominent gatekeeping position in our society," Schaeffer says, and unchecked practices have fostered misuse and, therefore, tipped the scales of educational favoritism away from Latino and African American students.

Most of the civil rights community has favored stronger standards, ones that could bring tests in line and eventually ensure more balance, fairness, and reliability, he says.

"There is a huge impact on minorities from the use of cutoff scores and passing scores on tests, for a variety of reasons. Many score lower on average on standardized tests than do whites, and when you use cutoff scores, there is a huge, disparate impact."

FairTest has maintained that the Guide is weak and that there is no enforceability.

"It does say all of the right things from our perspective, but it does not mandate anything," he says. "There is more government oversight and control over the food we feed our pets than over the tests that we give our children. There is no test you have to take to be a test-maker. You can hang out a shingle and become a test-maker. If a school district accepts your bid for a contract, you'd be making a test."

"There is a need to assure that these devices at least meet the minimum standards of quality, which include accuracy, relevance, fairness, and openness."

FairTest maintains that the increased reliance on tests, especially when tests are used as the sole or top criteria for promotion or retention, is woefully misguided. "No test should be used as the single factor for making a life-altering decision," Schaeffer says.

He echoes OCR's wording that it is improper for anyone to use test scores as the single factor to determine high school graduation or college admissions. The College Board's Camara agrees on that note, saying that test scores should never be the single deciding factor.

The eventual release of the Guide will likely spark even more debate. How will policy-makers and educators use it? As a guidebook or as a rulebook? Will this inevitably lead to its content being mandated—so that all testing falls under the same structure?

"It will have its biggest impact on state testing programs," says Camara. "Once this comes out, it will probably improve the practice of testing. Over time, many policy-makers and educators will be more aware of the appropriate use of tests and how they can be misused."

"There should be a lot more education about use and misuse of tests. I don't think mandating standards would work because local school districts have a great deal of autonomy in education and they use different tests different ways. I don't think you can federalize the use of tests."

Schaeffer disagrees. He says that the better solution is for the guide to become the letter of the law and for the government to step in to monitor tests, standards, and test-makers.

"We don't believe that industry self-regulation is realistic, and we are concerned that the consumer-report type of model, where the independent expert comments on and rates test quality, is too weak. Governments need to regulate test quality and use."

"There has been substantial discussion about what is the best way to regulate tests and test use, and some people have argued that we need a government agency like the Food and Drug Administration. In this country, before a manufacturer can sell a drug, he must prove it's safe and effective. This was done to drive snake oil out of the marketplace."

"Some people would argue we need something similar to drive educational snake oil out of the marketplace."

---

**Figure 1.** Income by high school grade-point average. Self-reported family income by high school average grades, 1997 College-Bound Seniors.

**Figure 2.** Parental education by high school grade-point average. Self-reported highest level of parental education by high school average grades, 1997 College-Bound Seniors.

**SOURCE:** College Board Report No. 99-5
Extra Mile Award to University of Connecticut's Jim Henkel

by Inés Pinto Alicea

Jim Henkel, associate dean of the University of Connecticut graduate school, is modest about his efforts to diversify his campus, but he is considered a star for his work in New England.

Henkel said that in the mid-1980s, he looked at his university's diversity efforts and saw a dismal situation. Henkel said that the numbers of students of color were low and funding to improve the situation was scant. At the time, only about $6,000 in graduate fellowships was available for students of color.

"I looked at our numbers, and we were bleaker than bleak," said Henkel, associate provost for research and graduate education and a faculty member in the university's school of pharmacy. "I compared us to other universities, and we were way behind. It was complete neglect."

Henkel helped his campus raise nearly $1 million to provide fellowship money for graduate-level minority students. He also was instrumental in increasing the numbers of minorities at the campus, based in Storrs, particularly at the doctoral level. He says that diversifying the campus not only was socially right but also necessary to make the campus more competitive and to expose students to a variety of people.

His work has not gone unnoticed. The New England Board of Higher Education (NEBHE) bestowed upon Henkel one of its highest honors, the Extra Mile Award, for his outstanding service and leadership in the organization's New England Doctoral and Dissertation Scholars Program underrepresented minorities. NEBHE works intensively with more than a dozen science, engineering, and math doctoral departments to help improve their recruitment and retention of U.S. minorities. The program provides support to selected scholars in a number of ways, including tuition forgiveness in all years of graduate work. As of winter 2000, the program serves 60 doctoral scholars and boasts a 90 percent retention rate. NEBHE also helps graduating scholars with their academic job search.

"I was completely shocked, thrilled, and honored," said Henkel of the award. "I was blown away. I am not looking for awards. Our rewards are getting people into the program and seeing them graduate."

JoAnn Moody, NEBHE vice president and director of Excellence through Diversity, said that Henkel has served as a key adviser to her since NEBHE program was launched. Nominations for the award come from student NEBHE staff or advisers, and the final selection of the awardee is made by the NEBHE staff. Recipients of the Extra Mile Award receive a plaque expressing deep gratitude.
Moody said that Henkel was instrumental in getting the program off to a great start, adding that he has helped recruit more than a dozen minorities to the program at the University of Connecticut and several more to programs at other participating universities. "He's worked hard for his university and helped the program throughout the region."

Henkel, the third person to receive the prestigious award, "has a broad vision, and he wants the minority students to succeed in science," Moody said. "That sometimes means that his university doesn't always win in recruiting students. What is important to him is that the student is going to be a scientist. He always takes the high road, and it's always what is in the best interest of the student."

Moody said that Henkel serves as a mentor-at-large for the program. He is not assigned to serve as a dissertation advisor to the students nor as an adviser in general to any specific student but works on behalf of all of the students in the program.

"Because he's in the top administration, he can point out the educational benefits of diversity to key power-holders at his university," said Moody. He not only talks the talk— he walks the walk.

Henkel said that his interest in diversity issues was inspired by his work with his Ph.D. advisor in organic chemistry, Dr. Langley Spurlock, at Brown University. Spurlock, an African American, dealt with numerous racial snubs from many people with dignity and grace, which further sensitized Henkel to barriers that minorities face in the sciences.

"I was comfortable going in and working with him," said Henkel. "When I started working with him, I would see the reactions to him that he shrugged off. I'd say, 'How can you let them do that?'"

Henkel said that the experience made him explore further the difficulties that minorities encountered in graduate programs. He found that more work needed to be done in improving the mentoring process that students undergo. Many faculty members are not natural mentors, nor are they trained in how to be good mentors, he said, so they tend to repeat what they learned from their own mentors. Often that meant that the students were left alone for long stretches without guidance.

Some of the faculty said Henkel "would say, 'I did it the old way, so why shouldn't they?'"

"Graduate education is not conducive to learning mentoring skills. What we needed was a different model. We needed to help the student acquire the skills that would make them successful. Were trying to change the culture of faculty. We start with a few departments and have those departments serve as models for others." He noted that his university's molecular and cell biology department has been extremely successful in recruiting and retaining minority doctoral students.

Henkel said that the process of increasing the numbers of minority faculty is slow since it takes 10 years to fully prepare students, that is, to get them through their doctorates. "We have to be in it for the long haul," he said.

Moody said that Henkel helped develop clustering an important component of the program that has improved its success rate. Minority doctoral students are enrolled in a participating doctoral department in a cluster, that is, four to six scholars are sent to one department at the same time. Before, minority students were sent alone to a department and often found a chilly climate, he said. That hurt the student because there was no support system, he said.

When several students enroll at the same time, then they are a presence, and the environment tends to be improved, Henkel said. The student and faculty members of the designated department also undergo extensive training on mentoring, multiculturalism, and other issues.

"Since 1990, we have found UConn to be a trendsetter and you to be the prime mover," said Mooe in a letter to Henkel announcing the award. The University of Connecticut has some 20,000 students. About 1,000 are in graduate programs.

NEBHE's Moody is not the only one impressed with Henkel's work. "From what I hear from a few UConn students, Jim is a great guy who appears to be committed to creating opportunities for minority grad students at UConn," said Catalina Martinez, one of the doctoral students receiving support through the program and one of the students who presented Henkel with his award. Martinez is a third-year doctoral candidate in oceanography at the Graduate School of Oceanography at the University of Rhode Island in Narragansett. Martinez recently won a National Science foundation award—the Rhode Island Marine and Environment
Graduate Teaching Fellowship in K-12—that will enable her to help teach inner-city youth for one full year.

NEBHE is a nonprofit, congressionally authorized interstate agency whose mission is to encourage cooperation and the efficient use of resources among New England's schools. There are 282 schools in the six-state region encompassing Maine, New Hampshire, Connecticut, Massachusetts, Rhode Island, and Vermont. The schools in the region confer about seven percent of all bachelor's degrees granted by U.S. colleges and universities, nine percent of master's degrees, eight percent of doctorates, and seven percent of first professional degrees in fields such as law and medicine.

In 1996, New England's schools conferred nearly 154,000 degrees. Hispanics earned just under 3,900 or 2.5 percent. New England's share of degrees conferred on Hispanics in the U.S. had dropped by nearly two percentage points in master's, first professional, and doctoral degrees between 1990-1996. Hispanic enrollment grew by 46 percent in the region in the same time period. Yet of the nearly 800,000 students enrolled in New England's schools in 1996, the most recent data available, only 30,998, or 3.8 percent, were Hispanic.

NEBHE is not the only regional higher education board to confer honor bestowed on Henkel, the Extra Mile award. Annually, each of the three regional boards of higher education offers an award to someone who has gone beyond the call of duty for the Compact for Faculty Diversity, the unit program designed to bolster the number of minorities getting doctorates. The three regional boards are New England Board of Higher Education, the Southern Regional Education Board, and the Western Interstate Commission for Higher Education. Each carries out work in its region similar to NEBHE's.

Extra Mile awardees for 1999-2000 school year for Southern Regional Education Board's Doctoral Scholars Prog are Dr. Donald R. Cole, associate dean of the graduate school; McNair Program director at University of Mississippi, and Sherron Jackson, director of equal opportunity and facilities at the Kentucky Council on Postsecondary Education. Western Interstate Commission for Higher Education gave its Extra award to the New Mexico Commission of Higher Education.
Last December, speaking at the Florida State Democratic Convention, President Clinton noted that affirmative action "actually began under a Republican administration, back when both parties were really committed to civil rights." He mentioned his own "mend it, don't end it" policy, and efforts over the last seven years to develop economic, political, and social policies that included and benefited "everybody."

"But you cannot look at the record..." he said, "and make a case that we'd be better off by walking away from one of the tools that has helped to bring us together as a nation."

"Don't give up on affirmative action," urged Clinton. "Go out there and defend it."

A month earlier, Governor Jeb Bush had announced his "One Florida Initiative," a plan that ended race-based undergraduate admissions and minority set-asides but guaranteed acceptance in Florida's public colleges of the top 20 percent of students who've completed a prescribed curriculum—that isn't available at some of the state's poorest schools.

As reported in HO April 7, some suggested that One Florida was launched to keep a Proposition 209 at bay. Others damned the initiative as anti-minority. In March, as Jeb Bush gave his state address, claiming that the One Florida Initiative was the will of the majority, thousands protested in Tallahassee. Whether 11,000 attended, as reported by the Tallahassee police, or 50,000, as reported by the NAACP, it was one of the largest civil rights rallies in Florida history. And it was to no apparent avail. The Board of Regents of Florida's public university system, and other relevant bodies approved the Bush plan.

Heeding the Handwriting

At least one savvy Floridian read the handwriting on the wall: California, Texas, and Washington State and taken action before Florida made its debut. That person was the Tallahassee-born Sa D'Alemberte, president of the Florida State University the last six years, earlier dean of its College of Law.

D'Alemberte's own education took place largely below the Mason-Dixon line—a B.A. in political science from the University of the South, summer studies at FSU and UV, a fellowship at the London School of Economics and Political Science, a J.D. with honors from the University of Florida. He's won awards from the Anti-Defamation League, associations of trial lawyers, and criminal defense lawyers, the National Coalition of Jewish Women in Florida, and the Florida Civil Liberties Union, the A.B.A.—plus an Emmy for his work in open government.

To some, he is a "flaming liberal," a label he says he earned or lost over issues of civil rights, opposition to the death penalty, the Vietnam War, support of education, and safety...
social programs," "Otherwise," he said, "I am not so liberal, but I do not mind the label."

D'Alemberte spent six years as Dade County's representative in the Florida House, and later chaired the state's Constitution Revision Commission and Commission on Ethics. He seems uniquely positioned to assess a risk to civil rights in Florida. And he came out in support of One Florida. Indeed, he told "HO" that he believes that "the Bush plan, if properly funded and implemented at the high school level, will increase opportunities for the disadvantaged."

After the first public hearing was held on the plan, a hearing that some felt should have taken place far earlier, D'Alemberte wrote an opinion piece "to explain why I do not have a problem with the proposal as it relates to undergraduate education." Printed in the Tallahassee Democrat February 2, his article stated that "Florida State University is using affirmative action, but we have abandoned race-based admissions."

"The plan calls for the end of race as the sole criteria for admission," wrote D'Alemberte, "but rather than ending affirmative action, Gov. Jeb Bush's plan calls for increased initiatives in bringing about diversity."

And "increase initiatives" is what Florida State University did—in advance of One Florida and in response to California's 209 and Hopwood.

"The position is something that we were moving toward well before the governor announced his plan," D'Alemberte told "HO," "and that is why we were fully prepared to implement it right away... We had already spent the time to analyze the possible consequences of a constitutional amendment or adverse court action...."

FSU Admissions

"It is true," said John Barnhill. FSU's director of admissions, "that we were looking at the issue of race in admissions prior to the governor's One Florida Initiative. Florida colleges had initially factored in race to compensate for the state's historically segregated higher education system. They were essentially required to do so by federal mandate."

But more recently, said Barnhill, "the use of race in admissions was being questioned at the national level by court decisions and at the state level in ballot initiatives. In following these various events, our admissions committee began to analyze our policies to see if we could effectively maintain our ethnic diversity if we adopted a race-blind process."

"We started slowly by adding additional factors such as first-generation status and socioeconomic considerations to our race-conscious policies. We did not eliminate the use of race, but we broadened it... At the same time, we felt it was necessary to increase our applicant pool of prospective students. We put a lot of money and new programs into place to attract more students. Publications were revamped, communication plans were adopted, and more students were contacted. All of these efforts have paid off—we have increased our applications this year by 15 percent for the fall—2,859, and by 49 percent for the summer—1,709."

"I wish I could tell you that the city of Tallahassee had a strong Hispanic presence that we could call upon to increase our applicant pool of Hispanic students, but the truth is that it does not," said Barnhill. "Our increases have been from students outside the Tallahassee area who have been attracted to what I think is a welcoming community that embraces diversity."

"One trend I have noticed in Hispanic prospective students is the willingness to consider leaving home to go to school. When I started at FSU 22 years ago as an admissions recruiter, I was amazed at the reluctance of some parents to allow their sons and daughters (mostly daughters) to consider FSU because of its distance from home. While I still see that today, it is definitely not as severe as it used to be."

Staff writer Melanie Yeager. Tallahassee Democrat, interviewed a high school guidance counselor in Orlando who said that FSU "is just head and shoulders above everybody else with its personal contact." Yeager reported that FSU's recruiting budget had gone from $200,000 a year to $1.2 million. But at an average of $340 spent on recruitment per student, it is still spending $60 less than the national average, which is $400. FSU's current population includes close to 2,400 Hispanics and more than 4,100 African Americans. According to D'Alemberte, minorities at FSU have grown over the past ten years from 15 percent to 25 percent of its population, as increased enrollment continues.

"The most recent increase is decided due to FSU's phonebank, a program in which 32 student employees made nearly 30,000 calls to prospective students or to their parents last fall talking about FSU programs and answering questions—most of them about life on campus. Information about the students becomes part of a database that's used in subsequent calls.

Barnhill told "HO" that schools in larger metropolitan areas are seeing big increases in part-time students and in students beyond their twenties, but not FSU. "While it is true that nontraditional students are flocking to college campuses, most of ours are coming to us straight from high school."

FSU's students are "traditional" in another way too. "Our admissions process puts a lot of weight on academic performance," Barnhill told "HO," "so if a student has not performed well in high school, chances are we will not admit." When Barnhill spoke with Melanie Yeager in January, he said that of 190 Black and 12 Hispanic students recently accepted, only eight had GPA's below 3.0. But under FSU's new admissions process..."
students get a plus not only for good grades in high school, taking honors classes, and taking calculus but also for being first-generation, for being in a low-income family, and for taking advanced foreign language courses—which could give an edge to the bilingual student. Minuses are accrued, too, however—for low-ranking in class, weak academic schedule, poor grades, lacking college prep courses, and needing remedial work in reading, writing, or math.

HO asked Barnhill what is done to give a "second chance" to someone who perhaps performed poorly in high school but now seems to demonstrate academic potential and maturity. "The state of Florida," he said, "has a strong community college system, and second chance students can gain admission to FSU after completing a two-year program at a community college." Will FSU be able to maintain its gains in minority recruitment as other institutions beef up their own efforts? And will the state of Florida provide the money to adequately prepare all its youths for a college education?

Asked by HO where the state of Florida would fall on the liberal/conservative spectrum, D’Alemberte responded that Florida is "now quite a conservative state." Having noticed mostly African Americans cited by mainstream media in accounts of the fight for affirmative action in Florida, HO asked him too where he thought Florida’s immigrant population fell within that same spectrum. This he called a "very complex question." "There are many different immigrant populations," said D’Alemberte, "but on the issue of affirmative action, I believe that the majority of each will support affirmative action."

"By the way," he added, "I believe that the Bush plan does not abolish affirmative action and, indeed, requires our affirmative efforts to recruit and retain students."

Asked what he sees as the chief legal issues facing higher education today, he had this to say: "I will give only one at this time and that is the issue addressed by the One Florida plan. As I read the cases and watch the initiative movements, I fear that the power to run affirmative action programs—those that do not use race as a factor for admission decisions—will be diminished unless we take positive steps. I view One Florida as a positive step."

Other Voices
The NAACP announced in mid-May that it had effectively stopped Black conservative Ward Connerly's plan to place on the November ballot in Florida the same kind of anti-affirmative action measure he helped pass in California an Washington State. Connerly was unable to collect the 400,000 signatures needed but, reported the NAACP "vowed to renew his bid to dismantle affirmative action by returning to Florida in 2002."

NAACP President and CEO Kweisi Mfume said, "We must use this victory to educate Floridians as well as the rest of the nation about the merits of affirmative action and equal opportunity. We stopped him in Florida once. We must certainly stop him there again or anywhere else I attempt to block the hard-earned civil rights gains provided to women and minorities through affirmative action," he added. Mfume also said that if the NAACP would continue its fight against Governor Jeb Bush’s One Florida plan, which "requires constant scrutiny because it is essentially the same as equally as harmful as Connerly’s campaign."

Publisher Earl G. Graves, in the May issue Black Enterprise, said of One Florida: "It’s truly Trojan horse—perhaps offered with good intention but with the potential to be as destructive to equal opportunity for African Americans as California Proposition 209 and Texas’s Hopwood decision."
Because of its very diverse student population, California State University has been described as "one of the most interesting and unique in the world" and also referred to as a "little United Nations." More than half of all students are Hispanic, nearly one-quarter are Asian American, and almost one in ten is African American. Three of every five students are female. The institution takes pride in this diversity and has used this special attribute to provide students with a more realistic, global education.

Cal State-L.A. scholars range in age from their teens to their eighties and come from all over California, most of the 50 states, and 120 other nations. In ethnic, cultural, economic, and social background, and in religious preference, Cal State-L.A. students "resemble the world at large." In recent years, these diverse Cal State-L.A. students have received top national and regional awards in areas from chemistry to journalism, business, and history. For example, since 1990, engineering and technology students have designed, built, and raced three national award-winning solar cars, with the latest kudos earned for placing first nationally in 1997. That year, the student-built and driven flaming-yellow Solar Eagle III won First Place in the North American Sunrayce solar car competition, besting 35 prestigious U.S. and Canadian universities, including UC-Berkeley, Stanford, and MIT (Massachusetts Institute of Technology).

This stellar win came as no surprise to University President James M. Rosser, who has served Cal State University-Los Angeles in that office for just over twenty years. He is its sixth president. Dr. Rosser says that "for over half a century, Cal State-L.A. has been providing an educational foundation of critical thinking and problem-solving skills that has enabled our students to become today's leaders. Cal State-L.A. continues to provide unlimited learning opportunities in a setting of academic excellence so that our students are current and fluent in many languages, whether it is the art and language of another people, the terminology of global politics and economics, or the vocabulary of the new technology."

"Throughout these decades, our students' education has been
enriched by a campus community with a wide range of interests, ages, and cultures that mirrors the real world and produces graduates like math teacher Jaime Escalante, novelist Joseph Wambaugh, business leader Donald Sterling, U.S. Congresswoman Maxine Waters, and astronaut Sam Durrance."

President Rosser believes that "There is no asset more important to the process of learning than great teachers." The educator reports that "since its founding in 1947, Cal State-L.A. has recruited a faculty of nationally and internationally honored experts, and continues to develop each student's potential with an excellent student-teacher ratio, individual attention in small classes, research opportunities, and team-building."

Another professorial jewel enhanced the academic crown when CSU-Los Angeles Chemistry Professor Carlos G. Gutierrez was named one of four faculty selected this year for the $20000 system-wide CSU Wang Family Excellence Award. Gutierrez won in the category of Natural Sciences, Mathematics, Computer Science, and Engineering. When the awards were presented last May at a formal ceremony in Long Beach, President Rosser praised Gutierrez for "devoting his entire academic life to enhancing the educational success of those students who, in particular, are underrepresented in the sciences. "Often," observed Rosser, "in the Chemistry and Biochemistry Department, throughout the campus, in local high schools and community colleges, he is regarded as the first choice for advisement from among department faculty. His sincere interest in students' welfare and his enthusiastic encouragement of their participation in the chemical sciences have inspired many of them to select these fields as careers."

Gloria Romero, California State Assembly member for the 49th District and majority whip, sent congratulations to Gutierrez and the University community for receiving the CSU Wang Family Excellence Award. Romero is on leave from her post as a professor of psychology at Cal State-L.A. She said, "I had the opportunity to work with Dr. Gutierrez and witnessed firsthand his extraordinary efforts to enhance access to the sciences for underrepresented students in Los Angeles County. He has consistently demonstrated his commitment and dedication as a teacher and scholar. In this era of higher expectations, as proclaimed by Governor Davis and the California State Legislature, he is a stellar example of just how high we should set the bar for excellence and achievement."

The institution has a corps of 633 full-time and 439 part-time faculty. Of these, 67 full-timers and 64 part-timers are Hispanic. A wide range of ethnically diverse students is being served as well. Cal State-
LA. enrolled 19,783 students in the fall of 1999. The headcount by race/ethnic group shows that 8,886 or 51.5 percent are Hispanic; 1,560 or 9.5 percent are African American; 3,940 or 22.7 percent, Asian American; and 81 or 0.5 percent, Native American. By gender, the headcount shows 12,032 females, or 60.8 percent.

Since 1948, more than 140,000 students have earned degrees at Cal State-L.A. Alumni/ae have distinguished themselves "locally and globally." Graduates hold seats in the California State Legislature, on local governing boards, and in the U.S. House of Representatives. Cal State-L.A. is proud to claim a former lieutenant governor of California and two superintendents of the Los Angeles Unified School District. In 1995, physics alumnus and astronaut Sam Durrance took the University beyond the borders of the known world when he carried the Cal State-L.A. President's Medallion into space as a tribute to his alma mater.

The cost of attending Cal State-L.A. is very modest. Legal residents of California pay fees that total about $595 per quarter. They are not charged tuition. Then there is about $200 or so per quarter for books and supplies. A Free Summer Quarter + Program (FSQ+) really makes it possible for undergraduates to gain an affordable and accelerated education. Cal State-L.A. participates in a variety of federal and state financial aid programs. Students are told that they should not hesitate to seek admission because of financial reasons, that more than 45 percent of its first-year students and 30 percent of its undergraduates receive some form of assistance.

The FSQ+ program is designed to save time and money. The participating student receives a full complement of courses during the first summer quarter absolutely free. All usual tuition and registration fees are waived. Students who stay in the program can continue to take courses free in future summer quarters—potentially saving one-fourth to one-third of the college tuition and fees. The FSQ+ student also receives priority registration for courses and an academic advisor. There are Special Learning Communities (course clusters) for incoming first-year and transfer students. Participants are eligible for all financial aid and scholarships and for the General Education (GE) Honors program. With this program, it is possible to earn a bachelor's degree in as few as three years, depending on the number of courses taken per quarter and whether a student attends three or four quarters per year.

California State University-Los Angeles was founded in 1947 by action of the California State Legislature. It is a comprehensive institution offering programs in more than 50 academic and professional fields. The University is organized into six schools that house more than 50 academic departments and divisions. The campus is located at the eastern edge of Los Angeles and adjacent to the western San Gabriel Valley cities of Alhambra and Monrovia. It occupies 135 acres on a hilltop that affords views of the mountains to the north, the San Gabriel Valley to the east, metropolitan Los Angeles to the west, and the Palos Verdes Peninsula and Catalina Island to the south. Popular mountain and desert resorts are within a two-hour drive, and beaches are less than an hour away by car. The campus is nestled among the rolling hills on a site that once housed one of California's 36 original adobes, built in 1796 by Franciscan missionaries and destroyed by fire in 1890. The lands once were part of a Spanish land grant known as Rancho Rosa Castilla, created by the family of Juan Batista Batz, a Basque rancher from northern Spain who settled here in the 1850s. The inspiration for the name of the ranch, according to local historians, was the wild rose that once grew near the ranch home. The main roadway through the campus is known as Paseo Rancho Castilla to acknowledge its historic heritage.

From 1947 to 1955, Cal State-L.A. was situated on the campus of Los Angeles City College and shared its facilities. In 1956, construction began on the present site, and in 1958, ten newly constructed permanent buildings were first occupied. In recent years, the University went through another major phase of master plan development. This included a new administration building, major additions to several classroom buildings, construction of two new classroom buildings with underground parking structures, relocation and expansion of the Student Health Center, and the addition of a modern University Student Union.

Other recently completed projects include parking facilities for more than 2,700 cars and an attractively landscaped road access system. Also new is a major remodeling of the south wing of the Fine Arts Building, and completion of the Anna Bing Arnold Child Care Center and of garden style apartments that provide on-campus housing for more than 1,000 students. In 1994, the Harriet and Charles Luckman Fine Arts Complex was opened. It includes a large theater and visual arts gallery. Major remodeling of more than 14,000 square feet of interior space in Salazar Hall now provides a home for the federally funded Rosalyn Center of Applied Gerontology. A total of 14 permanent buildings represent a financial investment by the state of more than $115 million stand on a plateau that serves as a refreshing oasis in the center of the Los Angeles region.
Chávez Legacy Alive in Yakima Valley

By Marilyn Gilroy

Richard García has seen firsthand how Yakima Valley Community College has changed in the last 30 years.

"In 1966, there were only three Chicano students enrolled at YVCC," he said. "I was one of those three."

Today, García is a member of the YVCC board of trustees and the College is made up of .0 percent Hispanic students—the largest percentage of Hispanics enrolled in any community or technical college in Washington State.

YVCC is Washington's third oldest community college, founded in 1928. It has 7,000 students and several campuses and learning centers throughout the Yakima Valley in south central Washington.

García says that the Chicano farmworker movement of the 1960s and 1970s was the catalyst for social and educational change in the area. The College has strong ties to many of the organizations that serve Yakima Valley farmworkers and over the years has developed many programs for this population.

Now the challenge continues to recruit and enrollment of the many more valley workers and residents who are eligible and could benefit from a community college education. García says that the College leadership is committed to meeting that challenge. He mentions Dr. Bernal Baca as one of those who has ensured the involvement and success of Chicanos on campus.

Baca, a faculty member and president of the Association of Multicultural Counseling and Development, has been called a mentor and role model for students. He was hired in 1977 when YVCC had started to become a more diverse and inclusive campus.

"By that time, the hiring committee had several representatives of the Chicano community as well as Chicano students," said Baca.

After he was appointed, Baca became active with student organizations. There were some clubs in place back then that provided social and academic support for Chicanos, but Baca said that the students wanted to press for more changes. This led to the formation of the College's MECHA (Movimiento Estudiantil Chicano de Aztlán) chapter, a more proactive and political group.

"In the late '70s and early '80s, MECHA students felt the need for more political activism," explained Baca. "Sometimes they held public demonstrations and even 'takeovers' of offices to get the College to respond to the needs of Chicano students." Since then, MECHA has developed into an association with respect for the presence on campus of those that have been involved in college governance.

In his 23 years on campus, Baca is credited with being at the forefront of student involvement in conferences, seminars, and workshops to improve their skills. He was instrumental in bringing legendary leaders César Chávez to speak on campus.

"He taught me humility, leadership, and nonviolence," said Baca, who first met Chávez when he was student leader for the United Farmworkers at the University of Colorado. Baca was part of this year's first "peace march" to celebrate Chávez's birthday, a march sponsored by YVCC, United Farmworker of America, and others.

Inspired by Chávez, Baca has tried to instill pride in his MECh.
student leaders and encourages them to obtain degrees and prepare to lead in their communities. Currently, many YVCC MECAl alumni serve on school boards and city councils and as directors or administrators in local organizations.

One such alum is Victor Rodriguez, a full-time staff member and program assistant of the Upward Bound Program at YVCC. When Rodriguez graduated from high school, he was the first in his family ever to receive a diploma. He went directly into the workforce, accepting a job at the local McDonald’s.

But Rodriguez received a “wake up call” one day when his fifth grade band teacher, Dennis Claus, came to the restaurant requesting an order. “He asked me, ‘What are you going to do—work here your whole life?’” said Rodriguez.

Claus continued to press his former student until finally Rodriguez talked to someone at YVCC about attending college. He received a scholarship and also tapped into support services offered.

Last May, Rodriguez was hired as a staff member for the federally funded Upward Bound program, working with low-income, at-risk students in local middle and high schools to help them realize what education can mean to their future. The students, who are 75 percent Hispanic, are mentored, tutored and informed about careers, and even get a chance to live during the summer in YVCC dorms as they take classes and participate in a variety of activities.

“The goal of the program is to encourage these students to go on to postsecondary education,” said Rodriguez. Statistics show that at least two-thirds of the participants end up enrolling at Yakima Valley.

Veronica Venegas, who attended the program last year, exemplifies how dramatically a life can be changed with support and direction. Venegas had a poor track record in junior high and high school, which included drug and alcohol use and gang involvement. Many of her friends dropped out of school or had babies. Luckily, she became involved with YVCC’s Upward Bound and gained the skills and credits that she needed to graduate from high school (she earned a 35 GPA in the program) and continue in higher education. She looks forward to college and possibly becoming a lawyer or majoring in another interest, that of music education.

Upward Bound has compiled an impressive record of success in the more than two decades that YVCC has been a sponsor. It offers a second chance for many and is an opportunity that Rodriguez says he wishes he had had when he was younger.

“If only I had known about this program when I was in high school, I would have been much better off,” he said.

Rodriguez was born in Guadalajara, Mexico, but moved north when his family came to the valley to work. He feels that his experience at YVCC has had an impact on his entire family and has helped bring them in from work in the fields. His father now works in a dairy, and his mother is employed by a nonprofit agency providing support for Hispanic families in Yakima Valley.

“I understand the fears and anxieties that can be associated with getting an education because so many Hispanic families in this valley rely on agriculture as their livelihood,” said Rodriguez. “But I want to show students that there’s a lot more available to them.”

Diversity and the Curriculum

The stories of Garcia, Rodriguez, and Baca are just three of many that have emerged as YVCC has adjusted its focus to serve nontraditional populations, especially Chicano farmworkers, in the last 30 years. The shifts in enrollment have also “snowballed” to virtually all areas of the College, and the impact is reflected in the academic departments.

For example, YVCC’s ESL program goes far beyond conventional offerings. Though geared around the usual speaking and writing, it has a family literacy component that focuses on life skills, especially family management and employment. Teachers structure classes to deliver both content and skills needed to obtain a GED, job training, or college entrance. Many of the students enrolled are proficient in oral English skills but lack the written communication skills that progress in school or on the job.

There is also the YVCC Famil. That Work Program, a welfare reform project that operates or family literacy model of combining adult education, parent education and employment-related activities. Classes often include a large number of Hispanic women.

Curricula have also been affected, most notably by the creation of the Chicano Studies degree, first to be offered by a common college in the U.S. It is an ambitious program with interdisciplinary aspects. For example, Chicano Studies 220, titled Common Studies, is linked with Secolíc 193, a cooperative field experience course, supervised by a member of YVCC’s Partnership for Rui Improvement Program.

Students enrolled in the course learn how to do research with bi-minority and non-minority populations. The major goal is to construct a history of Crew Camp Washington, the remnant of a fort.
mer farm labor camp. Students interview many of the Mexican immigrant families while also collecting data and doing archival research, and hope to produce an oral history of the area, including a manuscript of their findings, a video documentary photo essay, and a web page that will contain the oral histories of the persons interviewed.

Throughout the year, the Chicano Studies department hosts cultural events such as the poet Inés Hernández-Villa. The head of Chicano Studies, Mario Compas, is active in the Morelia Sister City Association, a nonprofit community group instrumental in having Yakima, Washington, formally become a sister city with Morelia, Michoacán, Mexico. A delegation from Morelia visited Yakima in May, touring YVCC’s Campus Technology and ESL programs.

To reach as many Yakima Valley residents as possible, YVCC knows that it must start at an early age to significantly change the attitudes that disadvantaged students have toward higher education.

For this reason, YVCC also participates in the Yakima Valley Gear Up Program, a federal grant program that gives students in grades six through ten an opportunity to plan for additional education at high school. The program is in the first of a five-year cycle that offers students the chance to work with tutors to improve academic performance. Gear Up students have access to computer and educational software to help them complete assignments. In addition, Gear Up staff reach out to parents to make sure they are informed about higher education opportunities available for their children. The thinking behind the project is that at-risk students need help from many sources—their schools, family, and community—in order to successfully plan and prepare for college. Last year, 1,200 sixth grade students participated in the program, which also included partnerships with the University of Washington, Microsoft, Yakima Valley Farmworkers Clinic, and local business and community groups.

**Fighting Affirmative Action Backlash**

The YVCC faculty, staff, and administration’s commitment to diversity continues in spite of a negative political environment. Last year, the voters in Washington State passed Initiative 200, eliminating affirmative action in state institutions and prohibiting institutions such as YVCC from showing preferences to minorities in hiring or admissions.

At the time, Dr. Linda Kaminski, president of YVCC, reaffirmed the College’s position when she announced, “We have not changed at all our commitment to affirmative action. The only thing that Initiative 200 has done is remove some of the tools we have to do that.”

Kaminski, president for five years, continues to press for hiring procedures that will increase the chances that minority candidates will be part of the interview pool.

“We must challenge ourselves to find and retain faculty and staff of color,” she said. “To do this, we have scaled up our recruitment efforts and have even adopted the ‘growing our own’ model where we pursue our graduates who have received advanced degrees.”

“Diversity is the most important reason that I came to YVCC,” she said, “I wanted to be in a community college where I could make a difference.” And at YVCC, she said, “we see that difference every day. We deal with some of the most disadvantaged segments of the population, and sometimes we are their only opportunity for a better life. The whole climate of this institution is enriched by the diversity they bring to us.”

Kaminski is referring to students such as Jerica Zesati, who has been a part-time student for the last five years. She works a full-time job at the Washington State Migrant Council office and is a single mother of four sons, so finding the time for college has not been easy, but she says she will “never give up.”

“I’m hungry to complete my education,” said Zesati, who will obtain an associate’s degree in human development and plans to transfer to a four-year college. “Getting an education keeps me going,” Zesati says. “It opens the mind to everything.”

Zesati says she loves attending YVCC. “When I enrolled at YVCC, was worried that I would be the oldest student in class, and some times I have been. But I have felt a lot of support from my fellow students and the counseling staff.”

Zesati was born in Mexico and raised in a rural area in Washington, where as a young girl she and her family “chased the crops.” Now as she is raising her own family, she feels it is especially important to be a role model for her sons and for other women.

“I want to tell people that it is never too late to learn and that you can do it if you set your mind to it.”

Student Union Building on the YVCC campus
Reparations: Vieques, Puerto Rico as a Microcosm of the Latino Experience

by Roberto Clemente

Reparation: it is not a matter of IF but WHEN. The European Jewish community managed to receive reparation benefits at the individual level and at the state level (Israel) as a result of the brutality and horrors inflicted during the Holocaust by Nazi Germany during World War II. Also, Native Americans were compensated with land, nation status, and tax exemptions after being on the verge of annihilation. President Clinton signed an executive order apologizing and offering monetary compensation to Japanese Americans who had been detained during World War II. Correspondingly, individuals of African descent in the United States of America, led by Randall Robinson (president of TransAfrica), are claiming monetary compensations after being brutally enslaved over a period of 246 years. The consequences of abuse and the long-term psychological damage suffered by these racial/ethnic groups are still vividly reflected in the lives of the survivors and their descendants.

There is a striking similarity between these groups and the Hispanic-Latino sector in North America. There is a resounding question that ought to be posed beyond the philosophical and frivolous analysis of economic and socioeducational statistics. Should Hispanics/Latinos be compensated for the massive wrongs and social injuries inflicted upon them by the U.S. government before, during, and after territorial occupation? Again, reparation is not a matter of IF but WHEN.

An in-depth analysis of Hispanic-Latino territories occupied by the United States government and the consequences of this occupation on their population would be an insurmountable “ask beyond the scope of this article. However, an examination of one territory could serve to establish comparative conclusions. Puerto Rico is a Caribbean island of nearly four million inhabitants located in the northern Caribbean, 1,050 miles off Miami. Encompassing 3,492 square miles, it is similar in size to Connecticut.

In 1898, after signing an autonomy treaty with the government of Spain as the first step to inde-

for the president, and electing representatives to Congress. However, they are mandated to register for the U.S. armed forces and fight and shed blood for a nation that does not allow them to select a president. In fact, they have fought bravely in WWI, WWII, Korea, Vietnam, and the Persian Gulf. In the United Nations, Puerto Rico is cataloged as a commonwealth territory and not as a state (which is unlike the treatment of Hawaii, for instance).

After 100 years of North American influence, Puerto Ricans take pride in their Hispanic culture and language. Different from Hawaii, with its culture and language being absorbed and asphyxiated by the imposition of a foreign culture, Puerto Rico has shown a high level of resiliency and pride by keeping a prosperous and healthy Spanish language and culture.

Vieques is a small island considered a municipality of Puerto Rico. It has been used by the Navy as a military field of training operations for 50 years. Three-fourths of the island has been “owned” by the Navy since 1940, after Law 247 approved the expropriation of more than 12,000 acres. According to Juan Amedee Bonnet in Vieques en la Historia de Puerto Rico, inhabitants of the island for the most part lacked formal education and therefore were easily persuaded to give up their belongings and land for a few dollars. As a result of military operations that involve bombing and myriad exercises, civilians have died on different occasions throughout the 50 years of occupation. Compared to all the other municipalities of Puerto Rico, Vieques has the highest index of illiteracy, cancer, and respiratory conditions. Also, its unemployment rate is alarmingly higher than that of any other municipality.

Professor Jose Seguinot Barbosa, director of the geography department of the University of Puerto Rico at Rio Piedras, in his 1989 study
“Vieques, The Ecology of an Island under Siege,” maintains that “the eastern tip of the island constitutes a region with more craters per kilometer than the moon.” In the same document, Seguinot stated, “the destruction of the natural and human resource of Vieques violates the basic norms of international law and human rights.”

For more than 50 years, the residents of this island have been living under constant conditions of war—24 hours a day. On April 19, 1999, David Sánchez Rodriguez, a civilian security guard, was standing outside the observation post when two bombs struck 50 feet away. He was killed instantly. Four others were injured. The Navy indicated that errors by a fighter pilot and a ground control officer were responsible for the unfortunate bombing accident. As a reaction to the incident and clear demonstration of disgust toward the repeated patterns of abuse, a diverse group of Puerto Rican intellectuals, citizens, scholars, religious leaders, and politicians has been calling on the occupied lands to prevent more deaths and damage. Although historically Puerto Rican farmers ceased and followed faithfully the laws and standards of the US constitution, they have been engaged in acts of defiance, especially in the past, these voices have often been suppressed and silenced in the political and legal sphere.

Utilizing poor arguments that assault the logic and insult the intelligence of thousands of Puerto Ricans, the Navy has reiterated that there are no alternative sites that could provide the training opportunities present in Vieques.

In a message sent to the people of Puerto Rico concerning Navy training on Vieques, President Clinton stated, “Today I am announcing a course of action that will give the people of Vieques themselves the right to determine the future of the island while, at the same time, assuring that between later this year and early 2002, the people of Vieques will vote. In that vote, the people of Vieques will be asked to choose between two alternatives. If they choose the first alternative, the Navy will cease all training on Vieques and leave the island by May 1, 2003. If they choose the other alternative, training will continue on Vieques on terms that will be presented in detail at least three months before the vote.”

According to President Clinton, a package of compensation benefits will be provided to the inhabitants of Vieques. These compensations will include a job-training program for young people who lack technical and educational skills to compete in the market, a comprehensive public health service study, nature preservation programs, and financial packets for people who make their living in fishing, and special projects to develop the island’s infrastructure. A compensation packet of $90 million in aid—nearly $10,000 for each of the 9,500 people who live in the island—has been proposed as a persuasive mechanism to let the Navy resume military training.

Although substantial from a mathematical point of view, $90 million could be catalogued as pennies when systematic and long-term damage is considered. However, dialogues revolving around reparations benefit to amend the harms against this population of Puerto Ricans constitute a foundation for other Latino groups who have suffered similar injustices for decades. These conversations set a legal precedent that must not be ignored. Like the people of Vieques, Puerto Rico’s many Latinos have endured the psychological damage resulting from the “expropriation” of land, culture, and language. This multidimensional “expropriation” has placed people with Latino heritage in the so-called minority status.

Vieques is proposing the creation of a Latino Trust Fund to be developed by states/territories in conjunction with the federal government. This Latino Trust Fund would compensate individuals who were born and raised in areas such as Arizona, California, New Mexico, Puerto Rico, etc., of Hispanic/Latino descent who have suffered the injustices of territorial and psychological occupation. It is not a secret that poverty is associated with a multitude of social cancers. Therefore, financial reparations would allow these individuals lacking an economic base to redirect their lives. Also, the idea of receiving monetary reparations should not be conceptualized as a random distribution of checks to all individuals of Latino descent who meet the ethnic criteria. There are Latinos who have managed to thrive in a European American society. These individuals must be used as a source of consultation and information to properly find the mechanism to best use these monetary resources. In general, we are simply reclaiming a position of honor and respect in a society that has seen the Latino population as an invisible mass of individuals without social, educational, and political influence.

Mathematical formulas to determine the damage and, therefore, the reparations benefits must be developed on a state-by-state basis. It is essential that this monetary compensation incorporate a strong educational component. The need to place Latinos in academic institutions and positions of power in our society will determine their healthy development and competitiveness in a highly specialized world

In sum, throughout the history of the U.S., groups of Americans have sought to exercise their constitutional right to petition their government for the redress of grievances. These Americans were not considered unpatriotic. In fact, many have been honored for reshaping the social map and for instituting new standards based on civil rights. Puerto Ricans and Latino Americans residing in the U.S. should not be labeled unpatriotic, but conscious of a different reality not experienced by others. Latinos are committed to the democratic ideals embodied in the U.S. constitution. Therefore, we want to embrace all the benefits that other ethnic/racial groups have enjoyed for decades.

References
Amedee, Juan (1976). Vieques en la Historia de Puerto Rico. Edición Especial. San Juan, PR.

Author Roberto Clemente is an assistant professor in the School and Mental Health Program, University of Northern Iowa, teaching courses such as Basic and Advanced Group Process. Introduction to the Counselor, Profession, Multiculturalism in Counseling and Facilitating Career Development. He i actively involved with the diversity agenda at the university and community levels.

Dr. Clemente holds a Ph.D. in Counselo Education from Oregon State University; he published in the Professional School Counsellor Journal of the American Counsellin Association; and serves on several profession committees, at the national level, of the American Counseling Association.

He has led workshops in schools and agencies on multiculturalism, diversity, biculturalism and Latino cultural identity, and is a present at conferences of the American Counselor Association and of the North Central Association of Counselor Education and Supervision.
People, Places, Publications, Conferences

White House Sponsors Latino Education Conference

The White House Initiative on Educational Excellence for Hispanic Americans sponsored the spring seminar "Starting Smart: Latinos in Early Childhood Education."

Early education encompasses programs for children up to age 5 and may provide related services to meet their psychological and health needs. This policy seminar focused on Latino participation and implications for school preparation. Panelists addressed outreach and how community-based organizations can work with Health and Human Services and other federal agencies to expand Head Start programs and create new school-family partnerships.

North Park Awards Outstanding Latino Students

North Park The Center for Latino Studies at North Park University (Ill.) presented four students with Adelante Awards at its sixth annual awards dinner. The ceremony recognized Latino students as well as students involved with Latino issues at North Park in academics, athletics, campus activities, and community service.

Honorees were Araceli Navar (athletics), Mike Lundberg (athletics, community service), Mehida Perez (campus involvement, academics), and Ricardo Leiva (academics).

Established in 1994 to foster the appreciation and study of Latino cultural traditions in the U.S., the Center for Latino Studies engages in research of Latino culture in this country. It also sponsors special events on campus and encourages the development of new courses in the college curriculum.

Corzo New President at University of the Arts

Miguel Angel Corzo is the new president and CEO of The University of the Arts in Philadelphia, Pa.

Corzo recently directed the Getty Conservation Institute, a program of the J. Paul Getty Trust in Los Angeles, Calif. During his tenure, the Institute achieved a significant presence in the world through its scientific research, conferences, publications, training programs, and field projects. Under his leadership as president and CEO of the Friends of the Arts of Mexico, a U.S.-based foundation dedicated to the promotion of knowledge of the art and culture of Mexico, he organized, along with The Metropolitan Museum of Art in New York, the successful exhibition "Mexico: Splendors of Thirty Centuries," which traveled to Los Angeles and San Antonio.

Corzo is a graduate of the University of California-Los Angeles and was a Fulbright Scholar at Harvard University.

Latino Admissions Increase 29 Percent at San Diego State

Minority admissions for first-time first-year students are up at San Diego State University (SDSU) in California.

Fall 2000 admissions for Latinos (not including Mexican Americans) and Asian Americans were among the highest increases. 29 percent and 24 percent respectively, compared to Fall 1999. About 640 Latino students have been admitted, up from 497 last year. Admissions for Asian Americans increased from 1760 to 2190 African American admissions increased by 21 percent—from 570 to 689. American Indian admissions increased by 21 percent—from 78 to 94. Mexican American admissions increased by 15 percent—from 1688 to 1945.

More than 45 percent of SDSU's students come from underserved ethnic, cultural, or linguistic populations.

Merino Receives Alumni Scholarship at U.S. International

Jorge Merino received a $1,000 Alumni Association Scholarship at United States International University (USIU) in California.

An undergraduate pursuing a degree in history with a minor in teaching English to speakers of other languages, Merino—originally from Mexico—had to learn English before pursuing his educational goals in the country. He has worked with at-risk youth a number of agencies. For six years, he has been employed by the Project of Excellencia Empowering Reading Clinic as a teacher assistant and job readiness counselor. He also has been involved with the San Diego Dragons Wrestling Club and the Court School Scholarship Foundation.

Texas A&M-Corpus Christi Research Published

"Latinos, At-Large Elections, and Politic Change: Evidence from the Transition Zone, a collaborative paper written by Texas A&M University-Corpus Christi political science faculty members Dr. Juan Carlos Huerta (pictured), Dr. Robert Bezdek, and Dr. David Bileaux, appeared in the March 2000 issue of Social Science Quarterly.

Between 1983 and 1995, no Latino candidate had ever won an at-large election for county council in the city of Corpus Christi. A according to the authors, there has been a definite and traditional pattern of polarized voting in Corpus Christi—Latinos voting for Latinos and Anglos voting for Anglos.

But the researchers found that polarized voting is common to the U.S. in general and not all unique to Corpus Christi. There was strong evidence that polarized voting exists in "tran- tion zones," where minority populati
are increasing and the candidates are becoming more competitive in at-large elections.

Betances' Work Exhibited at Queensborough

The Queensborough Community College (N.Y.) Art Gallery debuted the work of Luis Betances (l.), an employee of the college's building and grounds office.

The Betances collection "Mi Tierra" featured some 25 oil-on-canvas paintings and charcoal and pencil drawings, many of them landscape images inspired by the artist's homeland, the Dominican Republic. It was the first such show for Betances, who was surprised by the gallery's interest in his creations.

"I did not expect this," Betances said. "This came as a surprise to me. I have been painting and drawing since I was a child but never went to school for art."

Betances is a graduate of the Universidad Católica Madre Maestra de Santiago, where he studied agricultural engineering. He worked for the Agriculture Department in Santiago as chief of the Soil Conservation Department before immigrating to the U.S. in 1985.

Pictured (r.) is Betances' work "Claudia."

Eastern Washington Newsmakers

Recent high school graduate Ana Azizaran received a $2,250 Chicano Education Teachers Scholarship for the 2000-2001 school year at Eastern Washington University. Azizaran has been a student mentor and a member of the Future Business Leaders of America, the National Honor Society, the Safety Club, and MECHA.

For her involvement in Eastern Washington's Chicano Education Program, Maria Montes received a $500 Avista Scholarship. A business administration major, Montes is involved in a mentoring program and in MECHA and RAICES, two organizations for students interested in Chicano/Latino issues and activities.

Dowling's Ochoa Honored at Puerto Rican Day Parade

David Ochoa, vice president of development at Dowling College in New York, was honored by Adelante of Suffolk County at its 34th Puerto Rican/Hispanic Day Parade. Adelante is a non-profit civic and cultural organization that provides health, education, and youth services to the Hispanic/Latino community.

Twice named one of the 100 most influential Hispanics in America by Hispanic Business Magazine, Ochoa has an impressive career in education, law, and media. After working for the office of general counsel for General Electric in Mexico City and as a legal aid in California, Ochoa found a way to combine his passion for education and his pride in his culture. He was a co-founder and producer of Villa Alegre, a Spanish/English version of Sesame Street that ran for six years on PBS television. He then became executive producer of programming for NBC and won two Emmy Awards.

"These are exciting times for Spanish-speaking people," said Ochoa. "The world is beginning to appreciate what we've already known, that we are a people with rich traditions and great accomplishments."

Fullerton's MECHA Club Holds Cinco de Mayo Celebration

Fullerton College's (Calif.) MECHA club coordinated a Cinco de Mayo celebration with a day-long festival of workshops, entertainment, speakers, and food.

The day's events included an exhibit showcasing Mexican artists; an enactment of a 19th-century woman living during the Rancho Period; Aztec dancers; a Ballet Folklorico performance; and workshops with Gerry Balcantar from Latino Health Access in Santa Ana and ABC television talent Al Reyes.

The Fullerton College MECHA (Movimiento Estudiantil Chicano de Aztlán) club was formed on campus to inspire Chicano fellowship and leadership and to establish an educational network relative to Chicanos.

Sisterhood Groups Clean up New You

The Sigma Lambda PEARLIS team up w the Hermanas of Sigma Lambda.


Sigma Lambda Promoting Education, t Arts, our Roots, Leadership and Service is mentoring program designed for girls ages to 14, with the intention of instilling a sense of sisterhood, cultural pride, academic excellence, and community service, through tea building activities and projects.

"Giving back to one's own community an essential lesson that every child should learn in life," said Hermana Alina Ocas Sigma Lambda vice president of expansion.

Vilar Addresses Iona Graduates

Iona College alumnus Alberto W. Villan, founder and president of Amerindo Investment Advisors, Inc., addressed 800 Iona students receiving bachelor's degrees at the school's 56th annual commencement exercises.

Vilar received an honorary doctorate. After earning a master's degree from Iona in 1971, he began working on Wall Street, where he became one of the first financial analysts to recognize the importance of a device known as the semiconductor. In 1977, Vilar served as Amerindo Investment Adviser Inc., and invested heavily in companies if they were then unknown—companies such as Microsoft, Yahoo, Compaq, and Intel.

Elizabeth Ann Olivieri and Natalie Ho Santillana also participated in the graduation ceremonies, presenting the student welcor and the response.
Melendez Receives Grant From Concordia

Dr. Pedro Melendez was one of eight faculty members at Concordia College-Moorhead (Minn.) to receive a grant from the College's 2000-01 Centennial Scholars program. Melendez, assistant professor of Spanish, will study La Bella Durmiente, a feminist retelling of Sleeping Beauty by Puerto Rican novelist Rosario Ferre.

Dr. Monica Mori, assistant professor of psychology and recipient of one of five Centennial Research Scholarships, will design a testing instrument to research whether ego integrity, or how well a person accepts his or her own situation later in life, comes about through a generative process.

Tucson's LULAC Youth Conference Wins Award

The Tucson, Ariz.-based League of United Latin American Citizens' (LULAC) Youth Leadership Conference was among 21 programs nationwide to win this year's La Promesa de un Futuro Brillante Award by the National Latino Children's Institute (NLIC).

Richard G. Fimbres, president of LULAC Council 1057; his wife Mary, state deputy director; and Anna Estrada, LULAC's national vice president for women and a Pima Community College employee, led a 16-member Tucson contingent—including youths and young adults—to Florida to accept the award.

According to NLIC, the winners are among the nation's most innovative and outstanding programs for Latino children and youth.

St. Mary's Hosts High School Leadership Conference

Dropout rates, violence, and knowledge as power were the topics when more than 200 high school students from around South Texas met at St. Mary's University for a high school leadership conference, "Liberation through Education."

Among the panelists were St. Mary's alumna Justice Alma Lopez (pictured), who is with the Fourth Circuit Court of Appeals; community professionals; and faculty members from St. Mary's and other local universities. Reps. Robert Puente, also an alumna, and Mike Villarreal presented "Knowledge Is Power."

Screening of Luminarias at Cal Poly-Pomona

California State Polytechnic University-Pomona hosted a free screening of the motion picture Luminarias. Sal Lopez, cast member and producer of the film, provided insight on the making of the film.

Luminarias is a romantic comedy about four women friends looking for love in contemporary Los Angeles, where people of all walks of life, cultures, religions, and sexual preferences converge and try to survive. It examines the contemporary Latinas's struggle with identity, independence, sexuality, and prejudices in an entertaining way. Cast members include Scott Bakula, Cheech Marin, Robert Beltran, Marta DuBois, Evelina Fernandez, Fidel Gomez, Sal Lopez, Seidy Lopez, Angela Moya, Lupe Ontiveros, and Dyanne Ortei.

Olmor Presents Latino Book and Family Festival

The Latino Book and Family Festival is coming to Los Angeles, Calif., Chicago, Ill., and San Bernardino, Calif.

Co-produced by actor-director-producer Edward James Olmos, the two-day festival is a celebration of books, careers, culture, education, health, the home, recreation, travel, and more. Held for three years in Los Angeles, it has become the largest Latino consumer trade show in the United States. Attendees enjoy hundreds of booths and activities, including book signings, author discussions, storytelling, poetry readings, arts and crafts, food, entertainment, educational workshops, and special appearances by Olmos.

The festival will be at the Los Angeles Convention Center Aug. 26-27; Sportsman's Park in Chicago Nov. 11-12; and the National Orange Show in San Bernardino Dec. 2-3.

San Antonio College Alum Wins Pulitzer

Former San Antonio College (Texas) student Rodolfo Gonzalez was among the Rock

Mountain News (Colo.) photographers who won a Pulitzer Prize for breaking news photography, covering the Columbine High School massacre.

Gonzalez worked for The Ranger student newspaper when he attended San Antonio College (SAC) from 1987-1989 and served photo editor during his last semester.

Since leaving SAC, Gonzalez has won numerous awards in Colorado and has covered Waco-Branch Davidian events, the Oklahoma City bombing trials, the World Cup, and Super Bowl. His Columbine photos appeared in Newsweek and Life magazines.

Gonzalez was the featured speaker at the 23rd Annual Edith Fox King Jornal Lectured at SAC.

Solís Receives JFK Profile in Courage Award

A California state senator who overcomes the strong opposition of a former governor and the California business community to win environmental protections for minority communities is the winner of the 2000 John F. Kennedy Profile in Courage Award.

In May, Hilda Solis, the first Latina elected to the California Senate, received the prestigious award for political courage from the Kenn family members at the John F. Kennedy Lib and Museum in Massachusetts.

Solís took on entrenched economic interests as she sought relief for minority communities suffering the ill effects of hazardous enforcement of environmental laws. Her legislation on environmental justice sought a range of efforts to counter what Solís believes to be a disproportionate number of waste sites and polluting factories in poor neighborhoods, many with large numbers of Latinos or African Americans.

Loislaw.com Announces Scholarships for Arkansas Law Students

Loislaw.com Inc., which provides law mats, judges, law students, paralegal departments, and...
sumers with legal research materials via a Web browser, announced the establishment of the Loislaw.com Scholarship for minority students at the University of Arkansas School of Law. Loislaw.com Inc. provides comprehensive, cost-effective, and easy-to-use legal and related information over the Internet and on CD-ROM. It offers more than 1,850 databases estimated to contain more than 8.8 million documents of federal and state law, continuing legal education materials, and other legal information. Its databases provide more than 100,000 news articles a month from more than 45 domestic and international news feeds.

**New Mexico Tech President Earns Public Service Award**

Daniel H. Lopez, president of the New Mexico Institute of Mining and Technology, received the 31st Annual New Mexico Distinguished Public Service Award. Gov. Gary Johnson lauded Lopez and 11 other New Mexicans for “making a difference in the quality of life in the state.”

Lopez, a native of Puerto de Luna, a village near Santa Rosa, has presided over the state-supported research university since 1995 and was recognized for providing more than a quarter century of public service. Recently, he was credited with “dramatically improving faculty, staff, and student relationships at New Mexico Tech.”

**News from California-Santa Barbara**

UCSB Dr. Fernando Pérez Correa, advisor to Mexico’s secretary of exterior relations, faced a panel of University of California Santa Barbara (UCSB) scholars to discuss Mexican political reform and relations between Mexico and its Chicano cousins. UCSB faculty members Maria Herrera-Sobek, Luis Leal, Francisco Lomeli, Juan-Vicente Palerm, and Denise Segura joined him.

UCSB emeritus professor Luis Leal received an honorary doctorate from the University of Illinois at Urbana-Champaign for his many decades of work studying Mexican and Chicano literature. University of Illinois Professor Rolando Romero noted: “At the time he started, the field of Mexican literature was not taken very seriously.”

* Antonio Cortijo Ocaña, a UCSB assistant professor in the department of Spanish and Portuguese, won the Premio de la Diputación Provincial de Sevilla 2000 for his latest book, *Teoría de la historia y teoría política en el siglo XVII* (University of Alcalá de Henares Press).

**Cal State-Northridge Initiates Central American Studies**

The first Central American Studies Program (CAS) in the United States has been developed for California State University-Northridge. Offered through the University’s College of Humanities, CAS is a groundbreaking project that will develop courses, conduct research, and develop pertinent conferences covering a broad range of topics.

The program will focus on the strong economic, cultural, and political relationships between the large Central American population in the United States—projected to number 2.5 million by the year 2010—and Central America. More than 5 percent of the gross national product of some Central American countries comes from remittances sent by Central Americans living in the U.S.

**DePaul Holds Operation Pedro Pan Discussion**

DePaul University in Illinois presented *The Flight of Pedro Pan*, a 90-minute documentary about the airlifting of children from Cuba.

Maria de los Angeles Torres, DePaul associate professor of political science and one of the 4,000 children brought to the U.S. from Cuba in the 1960s, led a discussion on Operation Peter Pan. Panelists, who focused on the social construction of childhood, included Joseph Cardona, director of the documentary; Alfredo Lanier, *Chicago Tribune* editorial board; Jacqueline Bhabha, director of the human rights program at the University of Chicago; and Pepe Vargas, executive director of the International Latino Cultural Center of Chicago, and moderator of the event.

**CUNY’s Chang-Rodríguez Named Distinguished Professor**

Dr. Raquel Chang-Rodríguez, chair of the department of foreign languages and literatures at The City College of New York and professor of Spanish-American literature and culture at both City College and the Graduate Center of The City University of New York (CUNY), was named a Distinguished Professor by the CUNY board of trustees for her outstanding scholarship and teaching. The title is the highest recognition CUNY confers on its faculty. Chang-Rodríguez is the first Latina to receive the honor and one of only 106 Distinguished Professors in a universe with more than 5,000 faculty members.

Born in Cárdenas, Cuba, Chang-Rodríguez received a bachelor’s degree from Montana State University, a master’s from Ohio University, and a doctorate from New York University.

**Caldera Keynotes St. Mary’s Graduation**

Secretary of the Army Louis Caldera will be the keynote speaker for St. Mary’s University (Texas)’s 148th commencement exercises.

A West Point graduate, Caldera started as a commissioned officer, rose to the rank of captain, received the Meritorious Service Medal, and later served in the U.S. Army Reserve. After leaving active duty, he earned a law degree from Harvard and a master’s from Harvard Business School. He became a lawyer, represented Los Angeles County (Calif.) as a deputy counsel, and served in the California Legislature.

Nomination by President Clinton and confirmed by the U.S. Senate, Caldera became 17th Army secretary, with statutory responsibility for “Army manpower, personnel, re-education, installations, environmental issues, weapons systems, equipment, communications, and financial management.”

**San Antonio College Honors Rodríguez and Basaldúa**

U.S. Rep. Ciro D. Rodríguez and Dr. Maui Basaldúa were selected as the 1999-2000 Outstanding Former Students of San Antonio College (SAC) in Texas.
with Music and Dance," at the CUNY Graduate Center. Spanish masters, preceded by an introductory discussion in both English and Spanish, performed flamenco dance, music, and song. Guests included dancer Milagros Mengíbar, singer Calixto Sánchez, guitarist Manolo Franco, and author/historian Fernando Iwasaki.

Flamenco is rooted in the ancient folk traditions of Andalusia, but shaped in Spain's cultural cauldron, incorporating gypsy and Moorish influences. Dedicated masters have enabled the art form to survive in its traditional form, retaining the ancient, profound, and mysterious qualities that make flamenco unique.

**Texas A&M-Kingsville Professor Speaks at Capitol Forum**

Dr. Delmy Calderón-Salín, assistant professor of agribusiness at Texas A&M University-Kingsville, led the discussion "Where Are the Hispanics in the Food and Agribusiness Industry and How Well Are They Compensated?" at the National Capitol Forum on Hispanic Higher Education held in Washington, D.C.

Calderón-Salín found that although Hispanics are represented in the food and agribusiness industry, they are compensated between 25 and 40 percent below the national average for comparable occupations. She also found that nearly 60 percent of Hispanics in the industry have not completed high school. "The data point to the need for enhancing higher education in the Hispanic community. Although many in the audience had a feeling Hispanics were not compensated at all that well in the work place, they never really had a grasp of the numbers to quantify and substantiate their positions," she said.

**Northern Colorado Gives Gonzalez Top Faculty Honor**

Ester Gimbernat González, professor of Spanish at the University of Northern Colorado, won the M. Lucile Harrison Award for Professional Excellence, the University's top faculty honor.

González, who joined the faculty in 1983, specializes in 20th-century Spanish American literature, women's writing, and Baroque Spanish literature. She edits Confluencia, a journal of Spanish literature, and has more than 60 publications to her credit, including four books.
Nazareth Awards to Outstanding Spanish Majors

Nazareth College (N.Y.) recently honored two of its Spanish majors.

 Kimberley Messina (l.), a senior majoring in Spanish and international studies, is this year's recipient of the Lucy Jones Memorial Book Award. Lucy, a 1979 Nazareth graduate who majored in Spanish, was deeply involved in the many academic and cultural activities of the College's Spanish Club Cervantes, both on and off campus.

 Alison Stoller (r.), a junior majoring in Spanish and business administration with a concentration in international business, is this year's recipient of the Thomas J. Masolotti Spanish Scholarship. Thomas passed away in the winter of 1988 during his sophomore year at Nazareth, where he was majoring in Spanish.

St. Mary's Provides First-Year Students with Notebook Computers

St. Mary's University in Texas has taken a leadership role in educational technology in San Antonio and the Southwest as one of the first universities that will provide all full-time incoming first-year students, an estimated 575, with notebook computers, beginning in Fall 2000.

The initiative involves equal access to information technology and flexibility in communication among faculty and students as St. Mary's fully integrates computer-enhanced instruction into the classroom over the next four years. The overall goal is to provide students with an optimal learning experience and excellent educational technology skills.

Adames New Dean of Liberal Arts at Kea

Dr. Jose Adames is the new dean of the Kea University (N.J.) School of Liberal Arts.

"This liberal arts school is among the very best, and I look forward to the associated challenges that lie ahead," he said.

A 14-year veteran of Kea's Adames has been interim and associate dean of the School of Liberal Arts and director of the University's ESL program. He has a bachelor's degree and a master's from Seton Hall University and an M.Ed. and an Ed.D. from Columbia University.

Miami-Dade Opens Technologically Advanced Facility

Miami-Dade Community College's (M-DCC's) fastest growing campus—the Interamerican Campus in Little Havana, with four different schools and more than 7,500 students annually—dedicated Phase II, a new building that is one of the most technologically sophisticated classroom/education facilities of the country's more than 1,200 community colleges.

Designed by architect Ivan Bibas of Rodriguez Quiroga Architects Chartered, the building is the first at M-DCC to be built completely equipped with an infrastructure for high technology. It houses cutting-edge technology and learning-centered services.


Live Better South of the Border in Mexico: Practical Advice for Living and Working

By México Mike Nelson

"México" Mike Nelson has spent 25 years living and traveling in Mexico and teaches classes on living there. Humorous and readable, this book offers realistic advice about what to expect in Mexico, what you will find, and how to navigate Mexico's rules and regulations.


Life, Death, and In-Between on the U.S.-Mexico Border: Así es la vida

Martha Oehmke Loustaunau and Ma Sánchez-Bane, eds.

"Así es la vida" ("that's life") need not indicate a fatalistic acceptance that poverty, sickness, misery, and misfortune must be taken in stride. Exploring specific problems of employment, education, drug addiction, violence, healthcare, and women's issues, the book encourages greater understanding of the U.S.-Mexico border.


Poverty, Social Assistance, and the Employability of Mothers: Restructuring Welfare States

By Maureen Baker and David Tippin

Alberta, Canada, considers a mother to be "employable" when her youngest child is six months old. In Australia, the comparable age is 16 years. Yet both countries have "restructured" their social programs in the past few years along liberal lines. This book discusses why cr
national differences and similarities exist in the
current restructuring of social programs for low-
income mothers in Canada, Australia, New
Zealand, and the United Kingdom.

University of Toronto Press. (800) 559-9523

Issues in Education Research:
Problems and Possibilities
Ellen Condiffe Lagemann and Lee S.
Shulman, eds.

This comprehensive
volume, sponsored by the
National Academy of
Education, provides an
overview of the tensions,
dilemmas, issues, and
possibilities that currently
characterize education research. More than
20 prominent scholars examine the state of
education research and discuss how it is
changing and where it needs to go.


Mi querido Rafa
(Spanish)
by Rolando Hinojosa

Mi querido Rafa representa la aportación novela-
lística más reciente de la serie de obras sobre la
vida de los mexico-americanos en un pueblo del
Valle Río Grande. En esta
Hinojosa elige nuevas perspectivas, la de novela epistolar y testimonial y
la de narración bilingüe, y demuestra más una
vez por qué ha merecido la distinción de ser
el primer escritor chicoano de recibir el presti-
gioso premio Casa de las Américas.

cloth. Arte Público Press. (800) 633-ARTE

Latin American Civilization:
History and Society, 1492 to the
Present
Benjamin Keen, ed

The seventh edition of
this book of readings com-
prises the best of the previ-
ous collections with new
material on women in Latin
America and modern de-
velopments, including a
mounting debt crisis in
Latin America coupled with the failure of neo-
liberal economics, recent government set-
backs regarding guerrillas in Colombia, and
governmental struggles in Mexico, Argentina, Venezuela,
and Brazil.

2000. 507 pgs. ISBN 0-8133-3623-6. $36.00
cloth. Westview Press. (800) 386-5656.

Longing
By María Espinosa

This is a psychological
novel about a young
woman's dependence on her
husband and her attempts
to escape their unhealthy
relationship and forge an
independent life for herself.

cloth. Arte Público Press. (800) 633-ARTE.

Learning That Lasts: Integrating
Learning, Development, and
Performance in College and Beyond
By Marcia Mentkowski and Associates

This book explores
what it means for learners
to transform themselves
and for educators to foster
essential skills for learning,
leading, teamwork, and adapting with integrity
in college and beyond.


Baseball: America's Diamond
Mind, 1919-1941
By Richard C. Crepeau

This book was written from a project that
became Richard Crepeau's doctoral disserta-
tion. It was conceived as a study of American
cultural values in the inter-
war period when Americans were entering
the urban-industrial world
and attempting to adjust to
their largely small-town
and rural values and to their
own. Crepeau finds that
the national pastime illustrates the history of the
American people.

cloth. University of Nebraska Press. (800) 755-1105.

Madres del verbo/Mothers of the
Word: Early Spanish American
Women Writers, a Bilingual
Anthology
Nina M. Scott, ed. and trnas.

These representative
works by early Spanish
American women writers are
the first to be made available in
a bilingual edition. The
texts provide an overview of
writers from the Colonial
Period to the 19th century and include an
exploration account, the vida of a mystic, an
autobiography of a transvestite, poetry by Sor
Juanita Inés de la Cruz, essays, and two novelas.

2000. 395 pgs. ISBN 0-8263-244-5. $24.95
cloth. University of New Mexico Press. (800) 749-7757.

The Freshman Year Experience:
Helping Students Survive and
Succeed in College
By M. Lee Upcraft, John N. Gardner, and
Associates

This book provides
comprehensive guidelines for
developing strategies,
programs, and services
that will foster students' educational progress and
adjustment during the pivotal
first year of college.

1989. 443 pgs. ISBN 1-55542-147-4. $45.00
Gender and Society in Contemporary Brazilian Cinema
By David William Foster

“Gender is an absolute ground zero for most human societies,” writes David William Foster, “an absolute horizon of social subjectivity.” In this book, he examines gender issues in 13 Brazilian films made (with one exception) after the 1985 return to constitutional democracy and elimination of censorship to show how these issues arise from and comment on the sociohistorical reality of contemporary Brazilian society.


Mexican Coal Mining Labor in Texas and Coahuila, 1880-1930
By Roberto R. Calderón

The author presents a transnational comparative framework for understanding the complex matrix of mining, investment capital, labor markets, railroad construction, and racial ideology in Texas and Coahuila, Mexico, during a period of economic growth and social disruption on both sides of the border.


Mestizo
By Ricardo Feierstein

First published in Argentina in 1994, this novel is a detective story in which the police try to solve an assassination and a lost man tries to reconstruct his identity—two searches set against the story of four generations of a Jewish family. Translated from the Spanish by Stephen A. Sadow. Introduction by Ilian Stavans.


In Search of Bernabé
(English)

En busca de Bernabé
(Spanish)
By Graciela Limón

Against incredible odds, Luz Delcanto is determined to find her son Bernabé, from whom she was separated in the chaos that followed the assassination of Archbishop Romero. Her odyssey takes her through Mexico and into Southern California, then down to El Salvador for the breathtaking final scenes that pit brother against brother. This is a family saga that has repercussions of biblical dimension and resonates with international intrigue. Translated into Spanish by Miguel Angel Aparicio.


Many publications featured in this section are available through amazon.com.

1. CONFERENCES

CSUSB International Congress
August 30-September 1

California State University at San Bernardino and others are sponsoring “Challenges to Education: Balancing Unity and Diversity in a Changing World.” In Mexico City.

Contact: (909) 880-9777 ext. 216; e-mail dwalker@csusb.edu.

Kiva’s Mexico 2000 Education Tour
September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introduc-

18th Annual U.S. Hispanic Leadership Conference
September 28-October 1

At Delta Hotel, Montreal.
Contact: K.M. Sibbald, Department of Hispanic Studies, McGill University, (514) 398-6683; e-mail ksisbalk@leacock.lan.mcgill.ca.

Hispanic Women’s Corporation 15th Annual Conference
October 5-6

The Hispanic Women’s Corporation, presented by the Hispanic Women’s Corporation, at the Phoenix Civic Plaza in Phoenix, Ariz.
Contact: (888) 388-4HWC or (602) 954-7995; e-mail hwcc@innetmail.att.net.

New Jersey Project Fall 2000 Conference
October 13

The New Jersey Project for Inclusive Scholarship, Curriculum, and Teaching has as its Fall 2000 conference theme “Now You See It, Now You Don’t: Class in America.” Speakers include Barbara Ehrenreich, Manning Marable, Holly Skill, Mark Ellis, Lise Vogel, and Leonard Vogt. At Essex County College in Newark, New Jersey.
Contact: (973) 290-2296; e-mail njp@wpunj.edu.
By Mark Saad Saka, Ph.D.


Decades before Henry Cisneros or Federico Peña achieved national prominence as politicians, Raymond Telles broke through tremendous barriers and institutional resistance to become the first American of Mexican descent to be elected mayor of a major American city. His election represented the triumph of the Mexican American generations struggle for electoral recognition and social mobility and paved the way for Mexican American political activism, voter registration, and greater participation in community and civic affairs. Based upon personal interviews with Telles, his family, and associates, Mario García provides a highly readable biography of an important and underestimated politician and by so doing weaves a larger picture of the Mexican American struggle for recognition as first-class citizens in the U.S.

Telles epitomized the emergent Mexican American generation that formed between the 1930s and the early 1960s. The goals of its members resulted from their socialization in American democratic principles that convinced many that through participation in the political process they could abolish public discrimination that called attention to their race and ethnicity, and thus eliminate barriers to full equality. Reformist by nature, the generation rejected radical class-based politics and instead sought full integration into American society through electoral means. García interprets the Mexican Americans of El Paso and elsewhere as seeking "status goals" as opposed to "welfare goals." Largely middle- and lower-middle-class, and including a large number of World War II veterans, the Mexican American generation waged a protracted struggle for civil rights long before the term was coined.

García begins this biography with the influence of Telles' family—its strong religious beliefs and values, emphasis on hard work and discipline, and firm dedication to education as a means of upward mobility. Raymond's parents instilled in him sobriety, honesty, the need for a good command of English, athletic prowess as a boxer, and a strong identification with the Mexican American economic and political condition.

Raymond's mother died of pneumonia while helping feed poverty-stricken Mexican Americans during the Great Depression. In our class discussion, a student remarked, "Republicans like to talk family values, but we Mexicans actually live them."

During World War II, Telles was a commissioned officer in the U.S. army and later served during the Korean War. On returning from the war, Telles and other veterans began pushing for democracy at home. In 1948, he successfully ran for county clerk of El Paso. Reelected four times, Telles built a coalition and avoided divisive politics. Honest, efficient, and diligent, Telles proved to many that Mexican American politicians could effectively manage city affairs. While this sounded strange to many of my younger Chicano students, I explained that during the '50s, this was actually quite revolutionary. Telles' election encouraged other Mexican Americans, who began being elected to lesser county positions. This new "and younger generation played politics on its own terms and not simply, as in the past, as an ethnic group manipulated by Anglo power brokers.

In 1958, Telles won El Paso's highest position on a "people's ticket" platform that forged a coalition of Mexican Americans, liberal Anglos, and sympathetic journalists. During the next four years, Telles ran a highly efficient and honest government—probably the city's most efficient government to date. Somewhat cautious of divisive politics, Telles nonetheless pushed through progressive reforms, including abolishing convict labor, creating a more socially responsible police force, extension of urban renewal, and the establishment of additional parks and recreation centers.

In 1960, Telles supported the Viva Kennedy campaign and began drawing the attention of national politicians, including fellow Texan Lyndon Johnson. In 1961, Kennedy appointed Raymond Telles to the U.S. ambassador to Costa Rica, the first American of Mexican ancestry to fill such a position. He was ambassador until 1967. Telles later was the Democratic representative to the bipartisan Equal Opportunity Commission and headed the Inter-American Development Bank for the Carter administration.

Telles' triumphs and the generation's "politics of status" did not, however, translate into socioeconomic justice for the broader base of Mexican Americans in the Southwest, and these shortcomings laid the basis for the Chicano movement's radical critique of the more moderate and reformist politics of such figures as Telles. Unfortunately, the emergent Chicanoos failed to acknowledge that the work and struggles of such Mexican Americans as Telles and his generation made possible the expansion of democratic politics and mass mobilization. While the more radical critique of the Chicano movement might have been accurate, the movement owed a great deal to such figures as Raymond L. Telles.

Last fall, I used García's book in my Chicano politics class and found that many of the students responded positively to Telles' struggles and triumphs. While they had heard of and were familiar with the Chicano movement's pantheon of heroes such as Cisneros and Peña, few knew major figures of the Mexican American generation. García, by bringing to life the most important Mexican American politician of that generation, has made an important contribution to our knowledge and understanding of that crucial period.

Dr. Saka is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, he has taught at Sul Ross State University, Alpine, Texas since 1995.
Changing the Landscape of Education
Hispanics in the New Century

Register now! Early bird deadline is August 4th. For more information, consult HACU’s web site at www.hacu.net or call (210) 692-3805.

**Western Illinois University**
MACOMBE, ILLINOIS

**ASSISTANT DIRECTOR OF STUDENT ACTIVITIES**

Western Illinois University, founded in 1899, is located in Macomb, Illinois. Western is a regional, state university which provides residential housing for over 3,600 students and attracts a total enrollment of over 12,000 students.

The Office of Student Activities seeks highly enthusiastic creative, enthusiastic applicants for the position of Assistant Director of Student Activities.

The Assistant Director will supervise and direct the Programming staff specifically in the advisement of the extra-curricular activities board committees. The Assistant Director will advise campus-wide programming which is inclusive of and to recognize the multiple cultures of the WIU campus. The Assistant Director will work in collaboration with student leaders and departments to assess programming needs and develop appropriate programs/events.

Candidates should have three to four years of relevant programming experience and possess a master’s degree in higher education or related field. The Assistant Director will develop and manage budgets, supervise graduate student and student volunteers, develop, implement, and evaluate programs and services.

Interested candidates should submit a cover letter, resume, and three references to: Daniel M. Maxwell, Office of Student Activities/Western Illinois University/University Circle/ Macomb, IL 61455-1390. A review of the candidates will begin immediately.

Western Illinois University is an AA/EO.

---

**Northern Virginia Community College**

Provoest, Medical Education Campus
(Position SA683)

Northern Virginia Community College, one of the largest multi-campus community colleges in the nation serving 60,800 students annually, is searching for a chief academic and administrative officer for its new Medical Education Campus. This campus will house all of the college’s Allied Health programs as well as provide articulation programs with the local high schools, baccalaureate and graduate programs with senior institutions. A comprehensive development program, and continuing education and workforce development programs will be provided. It is estimated that the campus will serve 2,500 students annually.

The successful candidate will have:
- A doctorate
- A commitment to the mission of the community college
- Progressive academic administrative experience at the division chair, director, dean or higher level
- Experience in developing and managing budgets and facilities
- Experience in a diverse, multi-cultural environment
- Experience with and knowledge of technology as applied to higher education
- Commitment to creating and sustaining high quality, learner-centered programs and services
- Evidence of collaborative leadership ability within a multi-campus environment
- Commitment to building partnerships with the community

Preferably, the desired candidate will also possess:
- Familiarity with allied health programs
- Experience working with clinical settings in allied health areas

This position is effective January 1, 2001. For details, contact our 24-hour hotline 703-323-3444 or visit our website at www.nvcc.va.us/hr/. Send resume to NVCC-HR, 4801.

---

**DEAN**

University of Dayton, School of Law

The University of Dayton invites applications for the position of Dean of its School of Law. Since 1974, the University of Dayton School of Law has emerged as a dominant local and strong regional legal institution. The School of Law has a faculty of 40 full-time faculty, 45 students, and a budget of $6 million. It has a strong faculty, a growing graduate pool, a supportive body of loyal graduates, and a history of successful fund raising. The School is housed in an architecturally significant, three-year-old building with state-of-the-art technology throughout its classrooms, library and offices.

The University of Dayton, the largest private university in the State of Ohio, is a leader among Catholic universities, is faculty funded, and consistently supports the School of Law. The University maintains a deep commitment to its Catholic Marianist identity, offering an education that blends theory and practice and graduating lawyers who recognize the importance of service to others.

The new Dean should be prepared to build upon the success of the School and to develop and manage the diversity of the School and the School and the School and the School.

The position will commence in July 2001. Review of applications will begin during the summer of 2000 and continue until an appointment is made. Salary is competitive and commensurate with experience. The University of Dayton is an Affirmative Action/Equal Opportunity Employer. Women, minorities, individuals with disabilities, and veterans are encouraged to apply. The University of Dayton is firmly committed to diversity.

Please forward inquiries to Professor Susan Brenner, Associate Dean, University of Dayton School of Law, 300 College Park, Dayton, Ohio 45469-2772.
Worcester Polytechnic Institute (WPI), an innovative technological university of engineering, science, management, the humanities and arts, and the social sciences with an enrollment of 2,700 undergraduate and about 1,100 full- and part-time graduate students, situated in Worcester, MA, has openings for the following:

- **New Position**

**DIRECTOR OF DIVERSITY AND WOMEN'S PROGRAMS**
GRADE 830 – POSITION #380

**STUDENT LIFE**

Lead and coordinate campus-wide efforts on issues of diversity and inclusion. Develop and lead a Women in Engineering and Science program. Provide leadership in campus efforts to achieve understanding, tolerance and acceptance of diversity. Develop a strategic plan that will utilize industry and Worcester community resources to assist WPI's women and diversity programs; maintain women's program advisory council; coordinate with undergraduate and graduate programs on diversity and women's program publications. Identify funding sources, internal and external, for diversity and women's programs; write proposals and grants. Plan and direct special conferences and programs showcasing women's programs with local, regional and national visibility. Coordinate WPI's summer precollege "Frontiers in Math and Science/Strive" program as a pipeline program for talented high school students in Math, Science and engineering and other outreach programs.

**Qualifications:**
Major's degree in higher education administration, women's or ethnic studies, student services or related area. Four to six years of experience, particularly in diversity and/or women's program development. Demonstrated knowledge and experience in the development of collaborative programming both internal and external to an institution of higher education. Demonstrated experience in community organizations promoting diversity; good working relationships with students, staff and faculty; skill in written and oral communication. For more information on this position visit our website at http://www.wpi.edu/Admin/HR/Jobs/Positions/100128.html.

**ASSISTANT DIRECTOR, EXPERIENTIAL EDUCATION**

**POSITION #366**

**CAREER DEVELOPMENT CENTER & COOPERATIVE EDUCATION**

Will coordinate the efforts of programs that assist students in obtaining exposure to careers in their chosen fields. These programs include summer paid internships, cooperative education, part-time employment, graduate internships and volunteerism. Will counsel students on the diverse experiential education opportunities available; promote opportunities to administration, faculty, students, employers and community organizations to ensure their support; work with staff to develop and facilitate workshops, seminars and programs on career development and the job search. With assistance of student organizations, coordinate the summer/co-op job fair, evaluate employers by plant visits and critical review of student experiences; maintain close relationships with representatives of industry and government in order to market services of the Center and WP. For more information on this position visit our website at http://www.wpi.edu/Admin/HR/Jobs/Positions/100111.html.

WPI offers a smoke free environment. Competitive compensation, and an excellent benefits package include health insurance, family tuition reimbursement and generous vacations. Interested candidates should submit a cover letter and resume to WPI, Human Resources, Box HO, 100 Institute Road, Worcester, MA 01609-2280, or fax your information to (508) 831-5715 or email: human-resources@wpi.edu. NO PHONE CALLS PLEASE.

To enrich education through diversity, WPI is an affirmative action/equal opportunity employer.
ALBRIGHT COLLEGE

ALBRIGHT COLLEGE is seeking a Director of Student Activities and Director of Alumni Relations. Founded in 1856, Albright is a nationally ranked, private instructional liberal arts college located on a 110-acre suburban campus in Berks County, Pennsylvania. Albright's enrollment is 1,350 students with over 14,500 alumni. Please review the college's website at www.albright.edu. Albright College is an Affirmative Action/Equal Opportunity Employer.

DIRECTOR OF STUDENT ACTIVITIES

Full-time professional staff member within the Division of Student Services who is responsible for managing the Campus Center (student union), coordinating student activities and leadership programs, and supporting student organizations. Responsibilities include supervision of a full-time secretary and student employees, area administration, facilities management, and policy enforcement. Co-sponsors are Area Coordinator/Coordinator for Greek Life. Advises the Albright Campus Activities Council. Qualifications: Master's degree in College Student Personnel, Higher Education, or related field; previous experience with student activities and Greek Life; and at least 2 years of full-time work experience in student activities or related area. This is a 12-month, full-time, professional position and includes salary plus employee benefits package and a tuition waiver for regular academic programs. Send letter of application, current résumé, and a list of three (3) professional references (including addresses and telephone numbers) to: Vice President for Student Services, Albright College, 15th & Bern Streets, P.O. Box 15234, Reading, PA 19612-5234.

DIRECTOR OF ALUMNI RELATIONS

Oversee the design, implementation, management, and assessment of a comprehensive program to enhance alumni interest and involvement, and encourage financial support of their alma mater. Work collaboratively with, and provide strong leadership to the Alumni Association. Applicants must be proactive, entrepreneurial, experienced, and enthusiastic with volunteers. An applicant with a proven ability for management, organization, and follow-through of programs. Report to the VP for Advancement and work with an Assistant Director and one staff member and work closely with Directors in College Relations and Development. Bachelor's degree with a minimum of five years of related experience, and demonstrated ability to effectively identify, prioritize, implement programs, measure objectives, and evaluate outcomes. Must be willing to travel as needed. Letter of application and a résumé should be submitted to: Office of Human Resources, Albright College, P.O. Box 15234, Reading, PA 19612-5234.

Western Connecticut State University

PUBLIC SERVICE LIBRARIAN

Western Connecticut State University is seeking qualified applicants for a tenure-track position in the School of Library and Information Science. The school offers a Master of Library and Information Science (MLIS) degree and a Doctor of Philosophy (PhD) degree in Library and Information Science. The successful candidate will have a strong commitment to teaching and scholarship and will be expected to contribute to the development of the curriculum in the areas of information literacy, digital libraries, and information management. Salary is competitive, commensurate with experience and qualifications. Interested candidates should forward a letter of application, a current curriculum vitae, and a list of three references to: Dr. Robert J. Knecht, Chair, School of Library and Information Science, Western Connecticut State University, 23 Campus Road, Danbury, CT 06810. Application deadline: October 31, 2000. Visit http://www.wcsu.edu for further information.

Admissions Outreach Associate

Harper College is seeking an Admissions Outreach Associate in our Admissions Department. We are seeking an energetic, dynamic, and individual who can contribute to Harper College's primary goals of providing a high-quality education for all students. The position involves conducting high school recruitment visits, providing campus tours, and coordinating and providing campus tours. The successful candidate will demonstrate excellent interpersonal and organizational communication skills, with experience in working with a diverse student population. Occasional evening and weekend hours. A great benefit package including tuition waivers. For consideration, send a letter of interest and resume to: Harper College, Attn: Employment Specialist, 1200 W. Algonquin Rd., Palatine, IL 60067, www.harpercollege.edu, e-mail: jobs@harpercollege.edu

The Florida State University

DEAN COLLEGE OF EDUCATION

The Florida State University, a Carnegie Research I institution, is located in Florida's capital city and serves over 32,000 students. The College of Education offers a range of degree programs for pre-service and in-service educators. The College offers a range of degree programs for pre-service and in-service educators. The College of Education is committed to providing an excellent education for all students. The College of Education seeks a dynamic leader who can effectively represent the College to various groups. Successful candidates will have:

- A demonstrated record of innovative leadership in a collegial environment;
- Strong written, oral and interpersonal skills that reflect the ability to communicate effectively with various constituencies, including the University administration, state and federal agencies, and leaders in the larger community;
- Experience in and a commitment to fund raising, grant generation and resource development; and
- Qualifications necessary to hold a tenured academic appointment in an appropriate department in the College of Education.

The College of Education seeks a dynamic, collaborative leader who can effectively represent the College to various groups. The College of Education seeks a dynamic, collaborative leader who can effectively represent the College to various groups. Successful candidates will have:

- A demonstrated record of innovative leadership in a collegial environment;
- Strong written, oral and interpersonal skills that reflect the ability to communicate effectively with various constituencies, including the University administration, state and federal agencies, and leaders in the larger community;
- Experience in and a commitment to fund raising, grant generation and resource development; and
- Qualifications necessary to hold a tenured academic appointment in an appropriate department in the College of Education.
California State University Monterey Bay
Multi-Year Lecturer,
Human Communication
January 2001 (Job #MBHCL-0001)

California State University, Monterey Bay (CSUMB) is a comprehensive public university committed to serving the diverse people of California, especially the working class, historically under-served, and low-income populations. The University values an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice, effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning. The curriculum is organized around student learning outcomes. It is global in perspective and of sufficient breadth and depth to meet local, regional, and statewide needs specifically those of both isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

The Institute for Human Communication, an integrated Humanities department, seeks a Multi-Year Lecturer committed to developing and delivering undergraduate curricula through excellence in teaching and learning, interdisciplinary scholarship, community service, and collaborative program building.


Additional Qualifications and Expertise: Experience in teaching students from non-traditional or ethnically diverse backgrounds. Experience with project-based learning, applied learning, and service learning. Knowledge of a second language and experience working in bilingual or multilingual contexts. Skill in cross-cultural, experiential and assets-based pedagogy. A record of advising, recruiting, empowering, and nurturing the educational goals of a diverse student population.

Please forward official applications with post title & copies of transcripts & licenses to:
Broward Community College
225 E. Las Olas Blvd., Human Resources
P.O. Box 253
Fort Lauderdale, FL 33301

COMPUTER SCIENCE
INSTRUCTOR (TEMP/F-T), #185

Master's with 18 hours in Computer Sc or related field. Certificate to teach Microsoft (MCSE/MCSD), Novell (CN, Oracle (DBA/Applications Development, CISCO (CCNP), and/or AV courses or ability to obtain certification within one year of employment highly desirable. Will consider candidates with desis certification(s), but who hold a lesser degree Central campus. Salary: based on credentials. Open till filled.

Please forward official applications with post title, copies of transcripts & licenses to:
Broward Community College
225 E. Las Olas Blvd., Human Resources
P.O. Box 253
Fort Lauderdale, FL 33301

EAAE Institution

COMMUNITY DEVELOPMENT
of Campus Life invites applications for
Assistant Director of Community Development (Residential Living)

Community Development is committed to providing a residential experience of the highest quality for each of our residents. Part of our mission is the advocacy of academic inquiry, student development, respect for the individual, and the development and promotion of just communities within our residence halls. We strive to provide a safe, comfortable, residential experience designed to educate, challenge and develop our students so they may be able to achieve an examined life.

We offer the opportunity to work with several unique and cutting-edge programs. These department programs create a dynamic work environment resulting in professional development through valuable experiences. Our Community Development program includes:

- Faculty Fellow and Faculty in Residence program
- Program houses promoting themes of ethnicity, culture, arts, music, ecology, etc.
- Community centers serving as area hubs for programming, services, and dining

A new and highly motivated Residence Hall Association

A campus-wide residential initiative, housing all First Year Students on North Campus

Two new residence halls being designed and constructed for opening in 2001

A new community center being designed for opening in 2001

RESPONSIBILITIES: Supervises 7 professional Residence Hall Directors who provide staff training, student counseling and discipline, program development, and integration of the Faculty Program. Implements procedures related to all aspects of the residence life program for an area of 2,000 students. Provide leadership to 1-3 committees within Campus Life/Community Development. Advise and act as liaison with the Residence Hall Association (RHA) and member of the Community Development Coordinating Group providing overall leadership and direction for residential life on campus.

QUALIFICATIONS: Must have a degree in student development/higher education and 4-6 years experience in residence life with increasing levels of responsibility required. Experience in supervision, administration, counseling, hall staff selection, training, and development required. Experience supervising full-time professional staff preferred. Position is a full-time, live-in, 12-month appointment.

BENEFITS: Competitive salary and all Cornell University endowed benefits such as TIAA-CREF, Medical insurance, pension plans, health care, professional development opportunities and a partial meal plan are provided.

If you are interested in exploring an opportunity to work in Community Development and meet the above qualifications, submit letter of interest, resume, and names and telephone numbers of three references to:
Regina Duffy, Human Resources Manager, Cornell University, 2177 N. Balch Hall, Ithaca, NY 14853-1401. Closing date: July 31, 2001 or until position is filled.

Visit the department's website at www.compasslife.cornell.edu

Cornell University is an Equal Opportunity/Affirmative Action Employer & Educator.

http://www.cornell.edu

USF University of South Florida

The University of South Florida is an equal opportunity/affirmative action institution committed to excellence through diversity in education and employment.
Athletic Training Education Program
Bouve College of Health Sciences
Assistant Clinical Specialist
Assistant Clinical Specialist (non-tenure track) faculty position in the Athletic Training Education Program. Responsibilities include primarily teaching didactic and laboratory courses incorporating the new Athletic Training Competencies. Additional responsibilities include academic advising, assisting in clinical coordination, and other programmatic duties. Minimum qualifications for this position include: (1) NATA/BOC Certification and eligibility for licensure as an athletic trainer in the Commonwealth of Massachusetts; (2) Master’s Degree; (3) one year experience in the delivery of athletic training services; and (4) one year experience in classroom and clinical instruction of athletic training students. All faculty are expected to contribute to departmental, college and university service. Starting date: September, 2000.

Director
Applications are invited for the position of Director of the Athletic Training Education Program with the academic rank of Assistant Professor, Associate Professor, Professor or Clinical Specialist. Faculty rank and salary will be commensurate with experience and qualifications of the applicant. Clinical Specialist rank is non-tenure track. Responsibilities for the position of Director of the Athletic Training Education Program include teaching didactic and laboratory courses, administrative duties, and overseeing the day-to-day operations of the program. A Doctorate Degree preferred but Master's Degree accepted depending on qualifications; three years’ experience in the delivery of athletic training services; administrative experience preferred; strong academic orientation; and involvement in Athletic Training and Sports Medicine through publications, public speaking, or research is desired. All faculty are expected to contribute to departmental, college, and university service.

Please submit a letter of interest, curriculum vitae, academic transcripts, and three references (name, address, and telephone numbers) to: Sheri Martin, NPT, OCS, ATC, Interim Program Director, Northeastern University, 360 Huntington Avenue, 204 Dorrance Hall, Boston, MA 02115.

Northeastern University is an equal opportunity/affirmative action Title II employer. Women and minorities encouraged to apply.

---

University of Redlands
DIRECTOR OF MULTICULTURAL AFFAIRS

The University of Redlands seeks a Director of Multicultural Affairs who will direct the activities of the Multicultural Center to benefit all students. Faculty and staff, via programmatic means and individual counseling/advising and mentoring, will facilitate orientations and ongoing involvement of multicultural students at the University. (Multi-cultural includes, but is not limited to race, ethnicity, gender, age, and sexual orientation.) Bachelor’s degree required. Master’s degree preferred. Plus a minimum of two years experience working with multicultural students and/or diversity related areas. Experience working in an educational setting strongly preferred. A willingness to work non-traditional hours is essential. Opportunities exist to gain experience in other areas such as student leadership and involvement or community service learning. Interested candidates should submit a cover letter, resume, salary history, and the names, addresses, and telephone numbers of three professional references to Human Resources, University of Redlands, 1200 E. Colton Ave., Box 3080, Redlands, CA 92373-0999 or fax to (909) 353-5154. www.redlands.edu The University of Redlands is an Equal Opportunity Employer.

---

University of California, Santa Cruz
PROGRAM DEVELOPMENT/DIVERSITY TRAINING COORDINATOR
ADMINISTRATIVE ANALYST or SENIOR ADMINISTRATIVE ANALYST
EQUALLY EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION OFFICE

FT/CT. Responsible for training & program development. QLALS INClE: exp developing, delivering, & evaluating training & educational progms; extnt strategic planning, analytic & critical thinking skills. Addl QLALS for Senior Analyst: substantial exp & skill in the above; demonstrated leadership, networking & collaboration skills. GILL 881-449-2011 or see posting at Staff Human Resources or http://www.ucsc.edu for copy of job announcement. For full job description see: http://www2.ucsc.edu/eoo-aa/diversityposting.htm. Refer to Job #00-06-D3. MIN STARTING SALARY: Analyst: $35,200/yr; Senior Analyst: $42,200/yr. Commensurate with qualifications & experience. Position is open until filled; initial review of app materials will begin on 8/1/00. Send app materials to UCSC Staff Human Resources Office, 102 Communications Bldg., Santa Cruz, CA 95064. AA/ADA/EEO.
CALIFORNIA STATE UNIVERSITY
HAYWARD FOUNDATION

Program Specialists
Extended and Continuing Education Department
JOB#000-003

The Division of Extended and Continuing Education Department of California State University, Hayward is seeking two highly motivated and entrepreneurial program specialists to expand the university's continuing education programs serving the public and private sectors in Alameda and Contra Costa Counties.

The responsibilities of the position include assessment of market potential for programs in a wide variety of subject matter areas; identification of instructors and development of curriculum, for new programs; development and management of program budgets so as to ensure sufficient income to meet all expenses; formulating marketing strategies; development of cooperative/collaborative programs within departments within CSUH; evaluation of course materials and assessment of appropriate delivery technologies; management of support staff to assure smooth delivery of programs; participation in the Division's academic and strategic planning process; development of professional networks and relationships with regional professional groups and academic departments on campus.

Requires extensive experience in continuing education program development and delivery. Also requires excellent oral, written, and interpersonal communication skills, and the ability to work independently to analyze markets, work with potential clients, develop course curriculum and establish budgets. An earned Masters Degree or Doctorate is desirable.

The positions are renewable annual appointments. Salary and benefits are competitive and commensurate with experience and qualifications.

Interested applicants should submit, on or before August 18, 2000, a detailed resume, letter of application with specific qualifications including recent salary history and the names, addresses and telephone numbers of three referees to:

Personnel Office
CSU Hayward Foundation, Inc.
25976 Carlos Bee Blvd.
Hayward, CA 94544-1699
(510) 885-3501

Deadline for the submission of applications is August 18, 2000.

CSU Hayward Foundation, Inc. is an equal opportunity employer.

BROOKDALE COMMUNITY COLLEGE

DIVERSITY MANAGEMENT OFFICER

Brookdale Community College announces a full time professional position for a Diversity Management Officer to be responsible for leading and coordinating institutional efforts toward maintaining a campus environment that is inclusive, pluralistic and free of discrimination. Responsibilities will include development and recommendation of policies, procedures, and practices; ensuring that applicants, employees and students are treated without regard to their race, color, religion, national origin, age, gender, sexual orientation or disability in accordance with all applicable federal and state laws, regulations and executive orders, as well as Board of Trustees' policies. Will also be responsible for recruitment and retention efforts.

Candidates must have: Bachelors' Degree along with a minimum of three years of relevant experience, preferably in higher education, required (advanced degree preferred): leadership ability and knowledge of laws, regulations and compliance procedures regarding AA/EOE, experience in conflict resolution and the ability to resolve complaints, in an objective, confidential and impartial manner. A high degree of diplomacy, sound judgment, exceptional communications and interpersonal skills and the ability to work effectively with faculty, staff, students and administrators are essential.

Annual salary $32,504.

The application deadline is August 18, 2000. Send resume and list of at least three references to Human Resources Office, Brookdale Community College, at the address listed below. Our fax number is (732) 224-2070. For more information about Brookdale Community College, please refer to our website at www.brookdale.edu.

Brookdale Community College
765 Newman Springs Road • Lincroft, NJ 07738

ORANGE COAST COLLEGE

DEAN OF BUSINESS

The successful candidate for this position, a full-time faculty member, will serve as Assistant Dean of Business. The successful candidate will be responsible for coordinating the development of the Associate Degree in Business Administration program, advising students, and developing and implementing strategies to increase enrollment and student success. The candidate will be expected to teach courses in business administration, develop and maintain relationships with industry, and participate in College and community activities.

Minimum Qualifications:
- Master's degree in Accounting, Business Administration, or related field.
- Two years of successful experience in a teaching or administrative position in a postsecondary institution.
- Demonstrated ability to work collaboratively with students, faculty, staff, and community partners.

Preferred Qualifications:
- Bachelor's degree in Business Administration or related field.
- Experience in curriculum development and program assessment.
- Knowledge of business administration practices and trends.
- Experience in student advising and academic coaching.

Salary: $90,000

Application Deadline: September 1, 2000

Coast Community College
1370 Adams Ave.
Costa Mesa, CA 92626
(714) 438-4715
An Equal Opportunity Employer
www.cccd.edu
Based in Madison, WI, the University of Wisconsin-Extension provides statewide programs through 26 UW institutions and 72 county offices. The organization is looking for two experienced

FINANCIAL PROFESSIONALS

The DIRECTOR OF BUSINESS SERVICES/CONTROLLER functions as the Chief Accounting Executive, with responsibility for general accounting, budgetary controls, accounts payable, accounts receivable, cashes purchasing, capital asset and surplus property operations, and the administration of extramural funds. Candidates should possess a Bachelor’s degree in Accounting with 3 years of experience managing governmental and/or public university accounting operations.

The BUDGET DIRECTOR manages the annual and biennial operating budget process, including planning and development of budgets to achieve institutional goals, coordinating the budget development activities of four major divisions. Applicants must be able to lead teams in complex problem solving and policy analysis. Candidates should possess a Bachelor’s degree in Accounting or related field and 5 years of related experience, or an MBA plus 5 years of experience.

Complete position descriptions and application materials are available at http://www.uwm.edu/finance/ or by calling (608) 262-6415. The deadline for receipt of completed applications is August 11, 2000. UW-Extension provides equal opportunities in employment and programming, including Title IX and ADA.

Azusa Pacific University is excited to announce the position of Dean of the Haggard School of Theology.

The dean will provide compelling vision, guidance, and biblical direction for the Haggard School of Theology and the university, support and defend the university’s statement of faith, encourage unity, and be a competent, experienced leader.

Azusa Pacific, located in Southern California, is a comprehensive Christian university, accredited by the Western Association of Schools and Colleges. APU does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures. For more information and an application, visit www.apu.edu/provost/employment/.

Director of TRIO (Student Support Services)

This is a full-time, grant-funded administrative position. Initiate, plan, organize, and direct program activities and delegate duties as such. Prepare all reports to the federal Education Department and supervises program staff in preparing such reports. Plan and control budget allocations. Act as liaison between the Department of Education TRIO program and College.

Master’s Degree required. 2-5 years experience in Higher Education, preferably working with disadvantaged or otherwise at-risk students. Experience in preparing federal or other reports. Please forward resume to:

Dr. Barbara Smolczyk
Dean of Academic Resources
The College of Mount Saint Vincent
6501 Riverdale Avenue
Riverdale, NY 10471

Hood College invites applications for a lecturer in undergraduate Spanish literature beginning August 20. Spanish 207 (Middle Ages to the Siglo de Oro), MWF, 10 a.m. - 11:30 a.m. $2,000 per course. M.A. in Spanish: college teaching experience. Ph.D. preferred.

Apply to Dr. Lisa Algazi, Acting Department Chair, Foreign Languages and Literatures, Hood College, 401 Rosewood Avenue, Frederick, MD 21701-8757. Include letter of appointment and references. Applications are due by June 15.

Hood College subscribes to a policy of hiring only individuals legally eligible to work in the United States. Women and minorities are encouraged to apply.

ASSISTANT DIRECTOR OF ADMISSION/HISPANIC RECRUITMENT

The Assistant Director of Admission will recruit Hispanic applicants in the Chicago area and perform general admission responsibilities including representing Northwestern at admission events and high schools, recruitment travel, evaluating applications, and other duties as assigned. For a full job description, visit www.northwestern.edu/hr/recruiting/.

Requirements: Bachelor’s degree, Spanish speaking and writing skills, valid driver’s license. Master’s degree and experience in admissions or student services preferred. Successful candidate will possess a sense of humor, exceptional communication, organization and analytical skills, be willing to work occasional weekends and evenings, and travel up to 7 days at a time.

Please send your resume and cover letter with names and addresses of three references to:

Alicia Trojillo, Northwestern University
Office of Undergraduate Admission
P.O. Box 3050, Evanston, IL 60204-3050
Northwestern University is an Equal Opportunity, Affirmative Action Employer.
CERRITOS COMMUNITY COLLEGE DISTRICT

President-Superintendent
Cerritos College
Norwalk, California

The Board of Trustees of Cerritos College invites applications and nominations for the position of President-Superintendent.

Cerritos College, a comprehensive community college, is a one-college district enrolling nearly 23,000 students on a 140-acre campus. Located in southeast Los Angeles County, bordering both the city of Long Beach and Orange County, the college district encompasses eight cities. Cerritos College has more than 1600 full- and part-time employees, and an annual budget in excess of $80 million. The college prides itself on being one of the most ethnically diverse community colleges in the nation and on being the most technologically advanced community college in the state for teaching and learning. A model of effective shared governance and collegiality, Cerritos College is one of only three California community colleges without a unionized faculty.

The presidency of Cerritos College offers an attractive opportunity to guide a dynamic college that is well positioned to continue as one of the flagship community colleges in California. The successful candidate will embrace this ethic and provide the leadership that guides the college in its quest for excellence.

For a presidenial profile brochure and application information contact:
Office of Personnel Services
Cerritos College
11110 Alandra Blvd.
Norwalk, CA 90650

Or visit our web site: www.cerritos.edu

For additional information contact:
Del M. Anderson, Search Consultant
Association of Community College Trustees
4100-10 Redwood Road #251
Oakland, CA 94619

Tel: (510) 638-5288 Fax: (510) 382-9637

Review of applications will begin after October 20, 2006.

-- An ACCT Search --
CALIFORNIA STATE UNIVERSITY, HAYWARD FOUNDATION

Study Abroad Program Specialist
Extended and Continuing Education
Center for International Education

JOB#00-006

The Center for International Education, a unit of the Extended and Continuing Education Department, Cal State Hayward University, is seeking a highly motivated individual to assess market potential for new, campus-based, on- and off-campus programs and develop programs that meet the needs and interests of students, faculty and community groups. Persons applying for the position will be expected to develop international academic programs with CSUH departments; assist with development/distribution of marketing materials for international academic programs; develop and manage program budgets; and develop and market academic programs. Interested participants in CSUH program from other academic institutions. Applicants must have excellent oral, written and interpersonal communication skills and be able to independently complete various tasks and assist in coordinating various responsibilities. Applicants must have at least two years of professional experience developing/making overseas education programs. Send resume, the names and addresses of three references and cover letter to:

Personnel Office
Job#00-006
CSU Hayward Foundation, Inc.
25976 Carlos Bee Blvd.
Hayward, CA 94542-1699
(510) 885-5301

Deadline for applying is 4:30 p.m., July 31, 2000. No resumes will be accepted.
CSU Hayward Foundation, Inc. is an equal opportunity employer.

UNIVERSITY OF KANSAS

Dean of Students

Responsible for quality of student life programming and promotion of student development through program of co-curricular activities and services for students. Department of Student Life consists of Counseling and Psychological Services, International Student Services, Legal Services for Students, Multicultural Affairs, Recreation Services, Services for Students With Disabilities, Student Organizations & Leadership Development Center, Student Development Center, University Career and Employment Services, University Information Services, Emily Taylor Women's Resource Center, and Multicultural Resource Center.

Req Qual Include: Significant professional experience in Student Affairs admin; doctorate degree in terminal degree; demonstrated effective leadership ability; significant budget and management exp; exp with variety of student life programs and activities.

Pref Qual Include: Degree in HE Student Affairs Admin, Curr Psyc or closely related area; five years exp in major leadership position in student affairs; work exp in a large comprehensive college or university; exp with student life programs and activities under the supervision of this position.

A complete job description, requirements and application procedures are available upon request or see http://raven.cukans.edu/stlife/. Minimum salary $38,000. Start Jan. 2001 or ASAP thereafter. Eligible persons are invited to submit a letter of application, resume, and the names, addresses and telephone numbers of three references to: Dean of Students Search, Office of the Vice Chancellor for Student Affairs, 213 Strong Hall, University of Kansas, Lawrence, KS 66045. Phone: 785-864-4381, FAX: 785-864-5090. Priority application date is August 25, 2000.

EOAA Employer.

NIAGARA UNIVERSITY

Niagara University has a tenure-track teacher education position open for Assistant/Associate Professor of Education beginning September 2000. The position requires a concentration in mental health counseling.

Requirements for the position include completed doctoral degree from a CACEP, APA, or CPA accredited institution in counselor education, counseling psychology or related field and demonstrated scholarly activity. A CCMHC and/or license in psychology is preferred. Mental health, disability and/or clinical counseling experience is necessary.

Niagara University is located in the northern limits of the city of Niagara Falls, New York. The campus overlooks the Niagara River Gorge just four miles north of the famous falls.

Review of applications will begin August 1, and will continue until the position is filled.

Send letter of application, names and addresses of three references, and curriculum vitae to: Dr. Robin Erwin, Chair, Department of Education, Niagara University, P.O. Box 2042, Niagara University, NY 14109-2042.

Niagara University is an affirmative action/equal opportunity employer with a strong commitment to enhancing the diversity of its faculty and staff. Women and minorities are encouraged to apply. The successful candidate need not be Catholic, but must be prepared to support Niagara's Catholic and Vincentian mission.
Wright State University invites you to share our spirit of innovation and excellence.

Dean
College of Business and Administration

Wright State University is seeking a leader for the AACSB accredited College of Business and Administration. The Dean is the chief academic officer of the College of Business and Administration and reports to the Provost. The Dean will provide leadership for the departments of Accountancy, Economics, Finance and Financial Services, International Business, Management, Management Information Systems, and Operations Management and Marketing as well as the Master of Business Administration and other masters' degree programs. In addition, the college has an active outreach program including the Small Business Center, the Center for Economic Education, and a number of international programs. There are 1,700 faculty and over 1,700 undergraduate and graduate students in the College.

The successful candidate must possess the following qualifications:

- Visionary leadership in the execution and strategy development to meet the future challenges of business education
- Demonstrated record of accomplishment in academia or business
- Demonstrated administration skills including planning, supervision, and budgeting
- The ability to forge and maintain relationships with external constituencies including alumni, corporations, institutional partners and governmental agencies for the purpose of expanding resources to maintain and enhance a high-quality learning environment
- The ability to effectively recruit, select, and develop faculty and staff
- The ability to recruit and retain qualified students who represent a multicultural society

Wright State University is located in suburban Dayton, Ohio, a region of governments and industrial innovation in services and technology. The University enrolls about 11,200 students, including nearly 4,200 in graduate and professional programs. There are approximately 100 undergraduate, over 90 masters', and five doctoral programs in the School of Medicine. For more information about WSU, please visit our Web site at www.wsu.edu. Salary for the position is competitive; some dates are expected to be no later than July 1, 2001. Minimum qualifications are an earned terminal degree or significant experience as an executive level officer of a major business or other organization. Review of applications will begin October 15, 2000, but applications will be considered until the position is filled. Interested applicants should send a letter of interest, curriculum vita, and names, addresses, phone numbers and e-mail addresses of at least three references to Prof. Mary Ellen Murray, Chair, Business Dean Search Committee, Wright State University, 3600 Colubumbia Mall, Dayton, OH 45435. Wright State University is an Affirmative Action/Equal Opportunity Employer.

WRIGHT STATE UNIVERSITY

Did you know that...

...Outlook is now fully indexed and available for research and reference in electronic format on
...Outlook is one of more than 100 newspapers, magazines, and journals reflecting
...Outlook is now fully indexed and available for research and reference in electronic format on
...Outlook is one of more than 100 newspapers, magazines, and journals reflecting

ADVERTISING INDEX

POSITIONS

(Continued)

CALIFORNIA
- Aliso Pacific University
- California State University, Hayward Foundation
- California State University, Monterey Bay
- Central College
- Orange Coast College
- University of California, Santa Cruz
- University of Redlands

CONNECTICUT
- Western Connecticut State University

DC
- American Association for Higher Education
- Georgetown University

FLORIDA
- Broward Community College
- Florida State University
- University of South Florida

GEORGIA
- Agnes Scott College
- Georgia Perimeter College

ILLINOIS
- Northwestern University
- Western Illinois University
- William Rainey Harp College

KANSAS
- University of Kansas
- MARYLAND
- Hood College
- University of Maryland, College Park

MASSACHUSETTS
- Northeastern University
- Worcester Polytechnic Institute

NEW JERSEY
- Brookdale Community College
- William Paterson University

NEW YORK
- Cornell University
- Mercy College
- Niagara University
- The College of Mount Saint Vincent

OHIO
- The Ohio State University at Newark
- University of Dayton
- Wright State University

PENNSYLVANIA
- Albright College

TEXAS
- The University of Texas System
- University of Texas at El Paso

VIRGINIA
- Northern Virginia Community College

WISCONSIN
- University of Wisconsin, Milwaukee

CONFERENCES
- Hispanic Association of Colleges and Universities
- Recovering the US Hispanic Literary Heritage

OTHER
- Ethnic NewsWatch
- PMSI 2000

39
39
36
40
38
17
37
35
35
30
34
36
35
36
42
38
39
33
35
41
39
38
33
34
38
36
37
43
40

NM
TX
CT
MD
I PUNTO FINAL!

"STEP OFF THE SIDEWALK"

Reginald Cornejo, a graduate of the CSI system, has taught at College of the Sequoias in Visalia, Calif., at Oxard College, Calif.; and at the Porterville Unified School District. He has been published in the San Francisco Examiner, the Visalia Times-Delta, The Nation, The Aliso Journal, the Porterville Recorder, and other publications. Mr. Cornejo is happy to claim North American Indian (Apache/Navajo), Mexican aboriginal (Tlatupilte), and Portuguese roots.

It seems like yesterday that my father and I were walking down that street in the New Mexico Texas area of America and came upon several white men and a white woman on the same side of the sidewalk as we were. The event had occurred many times before, but this day was different, for it taught me a lesson about racial equality.

The men confronted my father and, using several profane words, ordered us to get off the sidewalk and, "...let a white woman pass." My father didn't move at first. So one man added, "Get off the sidewalk, Injun. Don't you understand English?" My father looked at me, smiled, and did as he was told. I now know that my father could have started a fight. He stood over six feet tall and was a big man (250 lbs.), but I think he avoided a fight because of me.

I never forgot that day. Since my father had shown so much intelligence, I decided to take his example and use my brain instead of my fist to survive in a white man's world. I promised him I would go to college and get an education, and I did. Unfortunately, my education caused me a new problem in the politically correct '90s.

Having earned a double B.A. in 1983, and after working in journalism for more than six years, I found myself teaching adult education, a job I enjoyed so much that I decided to return to college, earn an M.A., and become a junior college teacher. During and after my graduate studies, I taught at private colleges, adult ESL (Spanish), K-12 substituted, and worked as an adjunct and associate professor.

And after two years of applying for full-time tenure-track positions, I have learned that, like my father, I am being asked to step off the sidewalk to let America's white women pass. The reason I have to step aside, I've been told, is that men have suppressed women in America for so long that women should be hired over all men immediately.

This country is still predominantly Caucasian and controlled by "white men." They hold all the powerful positions in corporate America, and we have only had white men as Presidents. Historically, men of color were considered second-class citizens when compared to white women. So, I ask you, when or how have "men of color" ever suppressed or oppressed white women in America?

The answer is—never. Yet, in 1999, I find men of color, myse included, being ignored and passed over to fill teaching positions with white women—because America's white brothers and white sisters have decided they are going to correct gender inequalities in America's hiring practices of the past.

I am currently doing a college-by-college study of California junior college faculties and, so far, have found that the majority of the schools are running 90 to 95 percent Caucasian.

I'm not angry—just sad that America has not grown out of its racial/biased and/or protectionist ways. The fact that we do not have affirmative action departments in some schools, like Cuesta College and some of California's junior college faculties are becoming nearly all white (Porterville College and Cuesta College), only serve to expose the real agenda behind the killing of affirmative action; America's fear of losing control of the best jobs in America and making sure that the high-paying jobs are protected for future white college graduates.

America's minority males have become casualties of political correctness—an imaginative and successful game of political semantics that appears to have been created to control and suppress them. The message we get is that if minorities want to work in education, they have to take the jobs that are made available to them by those in control. If they don't want these jobs, these powers say minority men can work in other fields.

Some may find my statements bold. I feel they pale in boldness compared to Francis Fox Piven's statement about the plight of the "low to low middle-class minority males (and, to a point, whites) and their fight against those in power in 1970's America: "...the specter of ending on the welfare' or in the 'poorhouse' makes any job at any wage preferable alternative. And so the issue is not the relative merit work itself; it is rather how some men are made to do the hard work for the least reward."

If interested in submitting a Punto Final! "think piece," please e-mail us at slountalk@aol.com for guidelines.

Outlook

P.O. Box 68
Paramus, NJ 07652-0068

ADDRESS SERVICE REQUESTED

Bulk Rate
U.S. POSTAGE
PAID
Permit #664
S. Hackensack, N
GLOBALIZATION

The Department of Sociology at the University of San Francisco invites applications for a tenure-track position in Sociology at the Assistant Professor level anticipated to begin Fall 2001. We are interested in candidates who specialize in globalization, for example, environmental issues, international migration, development, and social development, multinationals, and the international division of labor, and women in development. Additional expertise in qualitative or quantitative methods would be an advantage.

Teaching responsibilities may include courses in globalization as well as general sociology courses such as Introduction to Sociology, Theory, and Research Methods. Normal teaching is three courses per semester. The Department contributes to the Women's Studies, American Studies, Ethnic Studies, Peace and Justice, and Legal Studies curricula.

Qualifications: Candidates must have a Ph.D. in Sociology, a strong commitment to research, evidence of scholarly productivity, and a commitment to supporting the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Applications should be submitted to: Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080. Applications must be received by October 15, 2000, in order to ensure full consideration.

SYSTEMATIC THEOLOGY

The Department of Theology at the University of San Francisco invites applications for a tenure-track position in Systematic Theology at the Assistant Professor level, anticipated to begin Fall 2001.

Teaching responsibilities may include courses in core curriculum and Masters level courses in Christian Tradition and specialty courses in Systematic Theology, including ecumenics, interreligious dimensions, familiarity with Hispanic/Latino, African American, or theology other ethnic minority groups, is an advantage.

Qualifications: Candidates must have a Ph.D. in Theology, evidence of a strong commitment to research, evidence of scholarly productivity, and a commitment to supporting the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Applications should be submitted to: Theology Search Committee, Department of Theology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080. Applications must be received by October 15, 2000, in order to ensure full consideration.
CONTENTS

FEATURES
The Hispanic Reading Room: Two Million Resources
Rare maps, Latin American literature, first editions, and more await scholars at the Library of Congress in D.C. 6

La Vida Loca: Life and Art in Cuba
Part One offers an engaging micro-history of Cuba. Part Two will look at how its artists reflect on its politics. 8

Artist, Activist, Educator
Carmen Lomas Garza, celebrated in solo exhibitions, “transforms the everyday into potent narrative.” 13

A Curatorial Perspective
Minority artists get a special boost at the Bronx Museum of the Arts, says senior curator Marysol Nieves. 20

Arte, Musica, Danza, y Historia at the Smithsonian
Hispanic influence is on the rise at this assured national resource. 24

Eyes of Texas on Latin American Art Student
A Latina curator and a collaboration with the Casneros collection are just two of UT-Austin’s Blanton’s many assets. 28

Musicians Swept Away by Venezuela’s Youth Orchestra
Manhattan School of Music students inspired by the musicians ages 9 to 16 encountered in Caracas. 31

Villains Honored and Heroes Unsung
Early settler Epifania de Guadalupe Vallejo, aspiring photographer skillfully daguerrotype cameras, says OSU historian. 35

DEPARTMENTS

OUTLOOK ON WASHINGTON:
A-CAPITOL VIEW
The Arts—Who needs them? We all do. 5

Honor Roll: Miami-Dade Community College
More than half the students are first-generation at this remarkably successful college. 17

People, Places, Publications, Conferences 38

Book Review: Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking 48

I PUNTO FINAL
Celebrating Bilingualism back cover

BEST COPY AVAILABLE
Upcoming Issues
Our 10th year covering Minority Themes

Volume 10
Editorial Index
September 22nd issue
Ad Deadline September 5th

Back To School
October 9th issue
Ad Deadline September 19th

High visibility advertising for staff and faculty recruitment

Call for advertising info:
201.587.8800
ext. 102 or 106

Fax: 201.587.9105

Visit our Web site!
www.HispanicOutlook.com

<table>
<thead>
<tr>
<th>PUBLISHER</th>
<th>EDITORIAL BOARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>José López-Isa</td>
<td>Ruth Burgos-Sassar, Chancellor</td>
</tr>
<tr>
<td>Editor</td>
<td>Houston Community College System</td>
</tr>
<tr>
<td>Adalyn Hixson</td>
<td>Manuicio Castillo, President</td>
</tr>
<tr>
<td>Executive Editor</td>
<td>University of Houston - Downtown</td>
</tr>
<tr>
<td>Mari Carmen Sarracent</td>
<td>Roberto Cruz, President</td>
</tr>
<tr>
<td>Senior Editor</td>
<td>National Hispanic University</td>
</tr>
<tr>
<td>Mia Anderson</td>
<td>Alfredo G. De Los Santos</td>
</tr>
<tr>
<td>News Desk Editor</td>
<td>Ricardo Fernández, President</td>
</tr>
<tr>
<td>Jason Paneque</td>
<td>Lehman College</td>
</tr>
<tr>
<td>Managing Editor</td>
<td>Juan González, Vice President</td>
</tr>
<tr>
<td>Publicity Director</td>
<td>California Polytechnic State University</td>
</tr>
<tr>
<td>Suzanne López-Isa</td>
<td>Carlos Hernández, President</td>
</tr>
<tr>
<td>Art Director</td>
<td>The New Jersey City University</td>
</tr>
<tr>
<td>Avedis Derbalian</td>
<td>Arturo Iríarte, Vice President for Academic Affairs Lasell College</td>
</tr>
<tr>
<td>Production Manager</td>
<td>Lydia Ledesma, President</td>
</tr>
<tr>
<td>Avedis Derbalian</td>
<td>Saginaw Valley College</td>
</tr>
<tr>
<td>Assistant Production Manager</td>
<td>Gustavo Mellandé, Dean Emeritus George Mason University</td>
</tr>
<tr>
<td>Marco Morillo</td>
<td>Manuel Pacheco, President</td>
</tr>
<tr>
<td>Production Coordinator</td>
<td>Universidad de Missouri  Eduardo Padron, President Miami-Dade Community College</td>
</tr>
<tr>
<td>Joanne Alustro</td>
<td>Antonio Pérez, President</td>
</tr>
<tr>
<td>Advertising Sales Associate</td>
<td>Borough of Manhattan Community College</td>
</tr>
<tr>
<td>Angel M. Rodriguez</td>
<td>Alexander Sánchez, President</td>
</tr>
<tr>
<td>Traci Smith</td>
<td>Albuquerque Technical Vocational Institute</td>
</tr>
<tr>
<td></td>
<td>Marla Vallesco, President</td>
</tr>
<tr>
<td></td>
<td>Palm Beach Community College</td>
</tr>
</tbody>
</table>

CONTRIBUTORS:
Carol Ann Borchers, Roger Deitz, Adalyn Hixson, Gustavo A. Mellandé, Nelly Mellandé, Eduardo Mendizábal, Ruben S. Mendizábal, Edward Rubin, Jeff Simmons, Gary Starn

LETTERS TO THE EDITOR:
Commentaries or Questions should be addressed to:
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652
All correspondence should include author's full name, address, and phone number.

EDITORIAL OFFICE:
The Hispanic Outlook in Higher Education (ISSN 1084-2327) is published quarterly by The Hispanic Outlook in Higher Education Publishing Company, Inc., 210 Route 4 East, Suite 310, Paramus, NJ 07652. TEL (201) 587-8800, FAX (201) 587-9105. All rights reserved. Reproduction in whole or in part without permission is prohibited.

EDITORIAL POLICY:
The Hispanic Outlook in Higher Education is dedicated to exploring issues related to Hispanics in higher education. The Hispanic Outlook in Higher Education is published for the members of the higher education community. Editorial decisions are based on the editors' judgment of the quality of the writing, the timeliness of the article, and the potential interest to the readers of The Hispanic Outlook in Higher Education.

From time to time, The Hispanic Outlook in Higher Education will publish articles dealing with controversial issues. The views expressed herein are those of the author(s) and/or those interviewed and may not reflect the official policy of the magazine. The Hispanic Outlook in Higher Education neither agrees nor disagrees with the ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

DISPLAY ADVERTISING:
210 Route 4 East, Suite 310, Paramus, NJ 07652
TEL (201) 587-8800, FAX (201) 587-9105, email: Outlook@com

SUBSCRIPTIONS:
U.S., Canada, Virgin Islands, and Puerto Rico: 1 year $60.00, Single copies: prepay $3.75

POSTMASTER:
Please send all changes of address to:
The Hispanic Outlook, PO Box 64, Paramus, New Jersey 07652
The Arts—Who Needs Them?

BY GUSTAVO A. MELLANDER

When college budgets are to be cut, the arts always seem to be the most likely targets. Why is that? Why are they considered frills and not part of an institution’s academic core?

Individually, virtually every faculty member or administrator pledges support for the arts in private. But in mass meetings, far too many either remain silent or tacitly agree not to fund the arts. Yet most of us know from personal experiences that an introduction to and exposure to the arts widened our world and our learning experiences. When people are involved in the arts, their lives are changed for the better. The interaction is a liberating experience and launches a journey of self-discovery.

When properly presented, the arts provide us with authentic learning experiences that engage our minds and hearts and help us develop our innermost dreams. The learning experiences are meaningful and transformational.

Two Reports

“Champions of Change,” a report by the Arts Education Partnership, and “Gaining the Arts Advantage,” prepared by the President’s Committee on the Arts and the Humanities, are but two recent Washington-based think-tank-style studies. They address reasons why the arts should be prominently included in our education programs.

In many disciplines, teaching often centers on the honing of a single skill or talent. But these reports note that when we study the arts, we invariably engage multiple skills and abilities. Engagement in the arts—whether the visual arts, dance, music, theater, or other disciplines—nurture the development of a variety of cognitive, social, and personal competencies.

How It Works

I have gleaned seven examples of how the arts influence and broaden those introduced to them:

• The arts reach students who are not otherwise engaged.

Students who are not engaged with their college or studies are at the greatest risk of failure. Researchers have found that those students drift aimlessly and, in some cases, in a destructive fashion. But once they connect to the arts, many secure their moorings. The connection provides them a reason, sometimes the only reason, to remain in college and ultimately succeed in other courses.

• The arts reach students in ways in which they are not otherwise being reached.

Learning styles differ. Many students who “fall” in traditional lecture classes might blossom once they are introduced to and succeed in the arts. They might have “acted out” in their other classes but find themselves high achievers in the arts. A bridge is then built to their other studies.

• The arts connect students to themselves and one another.

Creating artwork is a personal experience. Students will draw upon their personal resources to create a highly personal result. By engaging their whole person, students feel invested in ways that are deeper than “knowing the answer.” Their attitudes towards one another are transformed through their arts learning experiences.

• The arts transform the environment for learning.

When colleges transform themselves so that the arts are central in their learning environment, they become places of discovery. The very culture of an institution is changed, and the conditions for learning are changed. Divisions between disciplines melt away, and both teachers and students feel rejuvenated.

• The arts provide learning opportunities for adults involved in the lives of students.

Those held responsible for educating college students—teachers, parents, and other adults—are rarely provided sufficient or significant opportunities for their own continuing education. When those adults participate in the arts, they become active role models. Not only do they grow, but they model the benefits of a life that includes the arts. Students learn that education is a never-ending process.

• The arts provide new challenges for those students already considered successful.

Many talented and focused students drift into boredom and complacency. They begin to not want to go to their classes. For those students who outgrow their established learning environment, the arts can offer a chance for unlimited challenge. The research highlights examples in which older students mentor and teach younger students. Other examples note that students gain from being associated with and working with professional artists.

• The arts connect learning experiences to the world of real work.

The world of adult work is ever-changing, and the learning experiences attained through the arts show remarkable consistency with the evolving workplace. Ideas, fresh interpretations, or understanding—old interpretations influence the way we think, and there is a definite spill-over into our work places. Learning theory in a classroom or acquiring “hands-on” experiences in a studio provides students skills and knowledge and behavior adaptable to future workplaces. Working together in a class to produce a play, for example, provides skills and understandings that are transferable to life after college.

Hard to Imagine

in ways hard to imagine and at times impossible to measure, the arts enrich us and expand us beyond ourselves, involvement in the arts provides our students unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement.

These two serious and well-documented studies provide myriad examples and factual evidence of why the arts should be more widely recognized for their current value and their potential contributions to the improvement of education.

To study the reports in their entirety, view their websites at www.aep-arts.org or www.pcah.gov.

Dr. Mellander is a professor at George Mason University.
The Hispanic Reading Room: Two Million Resources

BY GARY M. STERN

Thousands of people every day conduct research at the New York Public Library. Open to the general public, the library attracts academics, interested readers, students, bibliophiles, the gamut.

Unlike the N.Y. Public Library, the Library of Congress' Hispanic Reading Room specializes in serving scholars, academics, and interested researchers who are over 18. Scholars don't have to prove their academic affiliation or prove that they are writing a book, but the Library of Congress and its 21 reading rooms are for reference only and do not lend books.

Decidedly low-key and apparently unknown to only a small number of academics, its Hispanic Reading Room is waiting to be discovered.

"The Hispanic Reading Room is the reference and reading room for people to conduct studies related to anything with regard to the Hispanic community in the United States, and for Luso (Portuguese)-Hispanic influence. Any studies related to Hispanic influence covering Latin America and the Caribbean can be researched here," explains Everett Larson, head of the reference section of the library's Hispanic division, and with the library for 30 years. But the Hispanic Reading Room can accommodate only a limited number of people.

"We have space for about 20 people," he added, but, if an overflow occurs, more people can be accommodated. The HRR is now working to expand its capacity to 40.

The jewel of the Hispanic Reading Room is its collection of more than two million items related to the Hispanic world, says Larson. Its specialties are "humanities and social sciences, as well as languages, linguistics, and bibliographies," he says.

For the most part, the Hispanic Reading Room has drawn scholars researching graduate school papers writing dissertations, or turning those dissertations into book 75 percent, says Georgette Dorn, chief of the division, with the library for 35 years. But hopes for a wider audience.

"We've encouraged the gene public to use the Hispanic Read Room. If you're learning a language you can do research here. Journal can do research here on a variety of subjects," Dorn says. She'd like to see the library used by more school teachers. It's perfect, she says, for researching Spanish and history lessons. And even someone untrained in Spanish can ask permission to use the library for a research paper.

Its venerable history dates back more than 60 years, when Arcl Huntington, an American philanthropist who also started the Hispanic Society of New York, established it on October 12, 1939. The Hispanic Reading Room originally centered on Spanish and Portuguese culture but now covers Latin America, the Caribbean, the Philippines, and Angola, once owned by Portugal.

"What makes the Hispanic Reading Room special," Dorn says, is that it has books on Brazil or Spain that are published in countries all over the world. We'll have books written in Japanese, Chinese, or Spanish on Brazil or Spain. The inclusion of so many books in foreign languages helps explain one-third of the people who use the library are from outside the US.

The HRR consists of three rooms. The main reading room, 130 feet long, is imposing and majestic, measuring 130 feet in length. It was designed in Spanish renaissance style, complete with oak doors and surrounded by rows of reference materials. Located on the second level are eleven libri.
who specialize in Hispanic culture. On the upper mezzanine are the offices of the people who produce the Handbook of Latin American Studies.

Lines of carrels are provided for the use of researchers. Computers are all over, having replaced the card catalogs in 1980.

The Hispanic Reading Room is open weekdays from 8:30 a.m. to 5 p.m. No appointments are necessary. Other parts of the Library of Congress are open on weekends, so it is not impossible to research Hispanic books at those times. But the Hispanic Reading Room is shuttered.

The Hispanic Reading Room is one of 21 such rooms connected to the Library of Congress, which is located in the nation’s capital, at 1st Street and Independence Avenue.

A scholar researching maps of Latin America will be directed to the map division, a scientific researcher to the science division, and someone researching Texas will be sent to the main reading room. “We work with the librarians in special collections, manuscripts, motion picture, prints, and photographs,” Dorn says. Most of the research done in HRR is historical in nature, followed by literature. But an issue such as the invasion of Grenada a decade ago will cause a flurry of interest.

Cuba is the country researched the most, followed by Brazil, Mexico, and Spain.

Jorge Chinea, an assistant professor of Latin American Studies at Wayne State University in Detroit, could not have found all the material necessary to write his book on slaves leaving Jamaica for Cuba were it not for the Hispanic Reading Room. He found ample background material therein on Cuba, the Dominican Republic, and Jamaica.

“The Hispanic Reading Room is a goldmine,” Chinea says. When he searched for British documents on Jamaica, he found them at the HRR. Looking for documents about enslaved Africans who wound up in Cuba, he found them at the HRR. Using the Library of Congress’ map division, he uncovered extensive map collections from the 17th and 18th century on the Caribbean.

“The Hispanic Reading Room,” declares Chinea, “is not just for scholars either. The average person can learn about Latin American culture there.” Since Chinea was doing research here over several months, librarians became quite familiar with him and would often recommend documents that he didn’t know existed. He also considers the rare book depositary an excellent research tool. “It possesses 17th- and 18th-century chronicles, travel accounts, and early history documents,” he says.

The Hispanic Reading Room has a wealth of material on just about any Hispanic-related topic that can be researched. If you want information on Gabriela Mistral, the Chilean poet and first woman to win the Nobel Prize for Literature, HRR is the place to do research. A scholar from mainland China recently visited the library to research Chinese communities in Northern Mexico. A Nicaraguan man reviewed a map of his country from 100 years ago and found the home of his great-grandfather, which is still intact, noted on the map.

The library also has become a favorite resource of diplomats. The ambassador of the Dominican Republic, a scholar himself, used the library to research a paper, and the Uruguayan ambassador to the Organization of American States was another frequent visitor.

HRR’s rare book section contains books and documents printed before 1801. The HRR even possesses a first edition of Don Quixote, written in 1605. Scholars must request permission to read the rare book material, but can even get access to reading that 17th-century Cervantes novel. Larson is quick to add, however, that most of the time, facsimiles of Don Quixote are given out, rather than risk damaging the original.

Larson recalls a professor who wanted to review a book by Chilean poet Pablo Neruda. Republican army members whipped and threatened the book. The HRR had only one "copy," which was an exact facsimile, thus difficult or impossible to read. The professor asked to read it. The reading room director and staff met to discuss whether to cut the shirt so the book would be readable. Their decision was yes and the book was cut, because, says Larson, “We’re a library, and we’re here to help people.”

Larson remembers, too, an incident when a Marine who was on the verge of being sent to El Salvador came to the HRR asking for as much material, novels, and poetry of El Salvadorian writers as possible, so that he could “converse with the people about literature, not just machine guns.”

Over the last few years, the Hispanic Reading Room has enabled readers to reach the library via computer. Anyone can send a question about the Hispanic Reading Room’s collection to rrrhispanie@loc.gov and receive a personal response. Do not write to have a librarian do your homework or research your term paper. Larson says, only half-kidding, Information on the

The Hispanic Reading Room can also be accessed at lcweb.loc.gov/rr/hispanic/. “Though our books aren’t digitized, you can come in and find one of the two million available reference books,” Larson says.

The Hispanic Reading Room has a tradition of publishing a bibliography. Information for the Handbook of Latin American Studies, though funded by the University of Texas, is supplied by the HRR. It is a cumulative bibliography of the works of Latin American authors and is available online as well. The bibliography is so popular that it drew more than 20,000 hits last year in Spanish on the Internet and an additional 10,000 in English.

If the Hispanic Reading Room is such a wonderful resource for Hispanic research, why doesn’t the Library of Congress publicize it more? “Scholars find out about us mostly through word of mouth,” says Dorn. “But we’d like to reach out more to the community,” she acknowledges. What the Hispanic Reading Room needs is a pro-bono publicist to create a buzz.

“If anyone is deeply interested in the wealth of Hispanic culture, you have all your information under one roof at the Library of Congress,” says Larson. “It brings together historical, legal material, maps, and motion pictures in one location.”
La Vida Loca

Life and Art in Cuba, Part One

BY EDWARD RUBIN

Long having held an interest, at least peripherally, in Cuba—it was my father's playground during the '40s and '50s, and during the early '60s, as a reporter, he covered Castro's trials of Batista henchmen—it wasn't until the last few years, with the American press overflowing with strategically placed articles on Cuba, that my desire to visit the island surfaced. I could almost swear that, despite travel to Cuba by ordinary American citizens being verboten for some forty years, roughly the same number of years the U.S. trade embargo has been in place, someone somewhere wanted me to go.

Though I had heard numerous stories of illegal travel to Cuba via Canada, Mexico City, Cancun, or any number of Caribbean islands, for whatever it was worth, I wanted my government's fullest protection. As a freelance journalist, one of the few categories legally allowed to travel to Cuba, I had narrowed my choices to covering the Havana Film Festival or the burgeoning Cuban art scene. Not wanting to spend two weeks sitting in the dark, silently watching movies in languages I could barely understand, I came to my senses and opted for the art scene. Here, at least, I could have a dialogue with the people.

As I was to discover, deciding to go to Cuba was the easiest step in what turned out to be a rather arduous process. Not knowing one Cuban, little about Cuba, and even less about the Cuban art scene, except that it was hot and happening, I plunged right in with a call to the U.S. Treasury Department, the government agency responsible for issuing licenses for travel to Cuba. Eight months later, after reading a good number of books and catalogues on Cuban art, history, and for my life, numerous stories of travel spied upon, and warnings not to talk about politics or even mention the name Castro Americans who had been to Cuba—the reas ranged from, "that would be in lage " to "it would be too dangrous"—only once, when it was s suggested that I read Castro on TV: a book detailing the jailing, tortu and execution of countless Cuban citizens, did I have serious misgivings about traveling to Cuba. By negative travel experience I had returned doubly magnifie had to remind myself that man governments made of man, by the very nature, are killers and that right to choose the countries to v by those that did not bomb, k jail, or oppress the so-called inc cent, I'll never leave my apartme It was that easy. It was that hard.

Aside from a couple of hosp stays, during which I was forced contemplate my own infirmity, have never had a more rigorous two weeks. From the moment landed on Cuban soil in late an oppressively hot and often ra non-tourist season, deliberat selected to comply with U.S. g erment spending limits of c hundred dollars a day, hotel incl ed. I was trenchantly aware, o moment-to-moment basis, t nothing in Cuba comes easy: everythin is political. From its overlap economies—socialist, capitalist, and und ground, the latter on which many Cubans ret meet even their most basic needs—to the isla beautiful but deteriorating architecture. Cub a country in transition, if not controlled turn
Lacking hundreds of consumer goods and services, which clamor for 24-hour attention, the State, its leader, and his philosophy are the only products consistently available to everyone.

To quote Fidel Castro, "For some, history is good fortune; for others, it is a process ruled by laws." For Cuba, more than most countries, certainly ours, history, with its centuries of colonization and turbulent revolution, has always rested most heavily upon its peoples' heads. One only need refer to our respective national anthems to get a flavor of our differing historical perspectives, if not belief systems. "The Star Spangled Banner" tours, "Then conquer we must, when our cause is just" while "La bayamesa," Cuba's national anthem reads, "To submit to the bondage of aliens is to suffer a life of degradation."

To understand Cuba today, and in no small way, the workings of its contemporary art scene, a whirlwind, thumbnail sketch of the island's history, much simplified, is in order. For those given to fuller study, Hugh Thomas's lively Cuba or the Pursuit of Freedom is the authority. For history of Cuban contemporary art, Luis Camnitzer's New Art of Cuba, though slightly dated vis a vis today's art scene, is a good jumping-off point.

Like our own history, that written, the history of Cuba started with Columbus. Apocryphal or not, upon seeing the coast of Cuba, the explorer, during his first voyage to the New World, is said to have pronounced the island, "the most beautiful land human eyes have ever seen." Foreign intervention and domination, four centuries worth, were to follow. First came Velázquez to claim the island for the Spanish crown. Then bloodshed. The history is familiar.

Stripped of what little gold it had, Cuba was reduced to the status of supply post for the more lucrative plundering of South and Central America. Its indigenous people, the Taínos, were enslaved under the pretext of receiving religious instruction. European diseases decimated those who didn't die "on the job." Next came slaves imported from Africa. They worked the cattle ranches, the mainstay of the Cuban economy, until the early 18th Century, when tobacco became Cuba's cash cow. "Spain in the Tropics" was being established. For a brief period, 11 months during the Seven Year's War, the British occupied Havana. In what could be termed a coming of age, after the British forces left, with its trading links vastly expanded, Cuba (in the late 18th century) shed its role as service colony to become the world's premier sugar producer. Again, tens of thousands of imported slaves, bringing their African religion with them, were to follow.

If one accepts that modern art begins with Manet's "Luncheon on the Grass" (H.W. Janson cites the "revolutionary" 1863 painting as "a visual manifest of artistic freedom that asserts the painter's privilege to combine whatever elements he pleases for aesthetic effect alone."), then the political history of modern Cuba can be said to start, at least for purposes of this article, with the 1868 revolution. Cuba's first try, led by Creole planter Carlos Manuel de Céspedes, to and gave the U.S. veto power over all Cuban trade agreements.

Suddenly a foster child of the United States, Cuba hadn't exactly won her freedom; she simply changed owners. A resentment would last until Castro, converting popular discontent into active enthusiasm for his revolution, eventually forced Batista, who ruled Cuba for nearly three decades, to flee on New Year's Eve, 1959. The later Batista years are often referred to, with their political corruption, gambling, prostitution, and drug dealing, as the Age of Decadence. Interestingly enough, the image of the martyred José Martí, who believed that Cuba must maintain an identity separate from that of the U.S. and could not be totally free without racial and sexual equality, appears in statuary and portraiture all over the island. Along with other Cuban revolutionary heroes, chief among them the ubiquitous Che Guevara, whose image has also been reduced to popular kitsch, the type that tourists take home, Martí's image, representing both the promise of the Revolution and its betrayal, occasionally appears as an icon in the work of contemporary artists.

When Castro took over Cuba, for all intents and purposes, the ownership of Cuba was essentially in foreign hands, as it had been for centuries. With the U.S. at the top of the list, and Spain a distant second, foreign investors owned some 75 percent of rural real estate and farmland. Americans owned more than 165 major companies, including 90 percent of public services. We also controlled the refining industries and owned outright, and through joint ventures, an estimated 40-50 percent of Cuba's sugar mills. In addition, 90 percent of Cuban imports, funneled almost entirely through Havana, came from the U.S.

Castro's reforms were swift. In short order, much to the good of Cuba, at least initially, he nationalized most industries and the banking system, and confiscated most foreign- and many Cuban-owned properties. All existing leases and mortgages were cancelled; rents were reduced to 10 percent of tenants' income. Under these new laws (still in effect), rent was paid directly to the State, but tenants were responsible for all upkeep, effectively choking off rental revenues—and a major source of investment for the Cuban middle class, primarily from new rental construction and

José Martí's image, representing both the promise of the Revolution and its betrayal, occasionally appears as an icon in the work of contemporary artists.
Life in Cuba

Palacio Presidencial - La Habana

Capitolio Nacional

Tourist Market

Pro-Communist Billboard

El Malecón - La Habana

Museo de Arte, La Habana

La Habana, Cuba
Achieving Utopia

Though no official guidelines were established, the Cuban revolution affected art enormously. For the first time in island history, the distinct possibility of achieving Utopia, another subject dealt with extensively in both Cuban art and art criticism, existed, and all the arts flourished. What’s more, the State established a system of free art education. Taking it even a step further, the government guaranteed art students upon graduation, work in an art-related field. Surprisingly, unlike Russia or other Eastern Bloc countries, Cuba aligned and comfortable with Western art traditions, did not adopt the social realist mode.

But Castro did instill a kind of imprimatur in his famous Speech to the Intellectuals (1961), in which he imported all artists, “Within the Revolution: everything; outside the Revolution, nothing.” This simple phrase, casually dismissed by artists and critics as rhetoric, appears to inform (if not consciously, certainly unconsciously) the work of many Cuban artists today. So much so that the most influential art I saw on the island, powerful statements that attacked zero in on the powers that be, like ammunition hoarded for future use, was hidden away in the artists’ personal collections. Moreover, everyone was aware of why it remains hidden.

From the beginning of Modern Art in Cuba during the ’20s, artists rejected the Academy and turned to Europe. Mexico, and New York for inspiration. In no ideas. Both Carlos Enríquez and Amelia Peláez, early Cuban modernists, studied in Europe. Always aware of international currents, the Cuban artist, perhaps in self-defense, has long vaged battle to define, construct, maintain, and, more recently, to promote, without ever abandoning nationalistic concerns, the Cuban identity, what Cuban art critic Gerardo Mosquera terms “the Latin American Obsession.”

Amazingly, no matter what school of art came down the pike, be it Cubism, Expressionism, Surrealism, Abstract, Photorealism, or Pop, successive generations of artists have been facile enough to digest and adapt these movements to their own needs. Without losing the local color and touch of exorcism that Cuban artist/artist critic Tonel calls “the hallmarks of authentic Cubanity.” I would add, also in evidence, a certain folkloric and Afro-Cuban religiosity, often with sensual and sexual overtones, whose essences seem to permeate much of the island’s life and art. Wilfredo Lam (1902–1982), Cuba’s most famous artist, the son of a Chinese father and mulatto mother, explored these avenues with much success.

During the last 40 Post-Revolution years—the entire reign of Castro—Cuban people, and artists by extension, have experienced continual change, very often in the form of cataclysmic happenings and acrobatic reversals. Again, perhaps oversimplifying, following the Revolution, the Bay of Pigs led to the U.S. Trade Embargo, which drove Cuba into the arms of Russia. Next came the Missile Crisis, which brought the world to the brink of the unthinkable. Greater Russian support was to follow. On the heels of Cuban troops in Angola, the Mariel Boatlift (1980), in which the Cuban government, to quiet inner turmoil, allowed 125,000 Cubans to leave for the U.S., reawakened our interest in the island. A number of Cuba’s leading artists and writers were among the defectors.

With the fall of the wall, the collapse of the Eastern Bloc, and the withdrawal of Russian technical and financial support in the early ’90s (an estimated four to seven billion dollars a year), Cuba’s economy was more than halved. This in turn created severe shortages and tightened the preexisting rationing of foods, goods, and services. To counteract these setbacks, the government continually initiates economic and political purification programs, not to mention draconian laws, to keep the island both independent, aloof, and under the sure hand of Castro. Among the more visible, The Rectification Process (1986), instituted to avoid the political transformation of glasnost and perestroika sweeping Russia and to find “new solutions to old problems,” The Special Period in Peacetime (1990), which introduced austerity measures, still in effect today.

Subjected to the turbulent tides of political change, the artists, ever adaptive, went with the flow. The early ’60s gave the artists support. The latter ’60s took it away. The ’70s, with Cuba fully under the influence of the Soviet Union—money does talk—brought the heavy hand of authority. Under the slogan, “Art: An Arm of the Revolution,” all stripes of artists were marginalized for ideological (not being a Marxist) and so-called moral issues, such as homosexuality. Many were deprived of their livelihood. Ironically, which is often the Cuban way, at the end of the ’70s, the Ministry of Culture, the censorious arm of Cuban art, was created. At the same time, “New Art of Cuba,” which was to surface during the ’80s and focus artistic concern on the social and political, was given its first
breath with the creation of Havana’s ISA, Inistituto Superior de Arte.

**Instituto Superior de Arte**

Modeled after an MFA program in New York, to provide art students (most of whom start their art education at age 12) with the best studio and theoretical visual arts training, ISA houses the island’s elite producers of culture. The mid-’80s also saw the establishment of the most formidable agency of Third World and Cuban art promotion, the Havana Bienal.

Out of ISA came the first generation of visual artists, fully trained by the Cuban Revolution. Known as the generation of the ’80s, these artists changed the direction of art significantly, so that the art of the ’90s, with good reason, is still referred to as "The New Art of Cuba." Less concerned with identity (for them it was an inner, not outer, question), and tired of slogans and political dogma, artists turned their energy toward the realities of everyday life. Poverty, shortage of goods, and racism took the brunt of the criticism. Conceptualism and outdoor performance were the main weapons in their arsenal.

During the second half of the ’80s, with a strong presence of the grotesque, the scatological, and sexual impudence, double ironies, and triple meanings, coupled one too many times with an image of Che or Castro, the art turned too political for the authorities and the Rectification Process was begun. With little money for materials, reduced government support, and the beginnings of an international interest in Cuban art, many of the island’s foremost artists, who were also teachers at ISA, migrated in masse from Havana to Mexico City, eventually settling in cities as disparate as Monterey, Miami, and New York, further expanding Cuba’s 'out of country' art presence.

In the wake of these tumultuous events, despite numerous losses and setbacks for freedom of expression, Cuban artists continued, like weeds under a rock, whether publicly exhibiting or not, to produce work of the highest quality. In fact, one could say that the artists, now battle-scarred and hardened, like Cuba’s soldiers and athletes, were being well trained for both survival and competition. This quality would stand them in good stead as Cuba entered the international art market of the ’90s.

Given the history of Post-Revolutionary Cuba, the decades of the ’90s were to bring astounding change. With the withdrawal of Russian economic support, which virtually kept the island afloat for decades and the Cuban people subject to the most extreme hardships, the government, aside from instituting austerity measures, began a series of changes that were to affect the entire population. Over a period of years, in what could be termed “reversal of strategies,” for the first time since the Revolution, people were allowed to become small-business owners. Tourism was encouraged, foreign investment courted, hotels built, and use of the U.S. dollar and tipping, each of which had been against the law, were legalized. To announce these seemingly democratizing changes worldwide, the Pope was invited to Cuba. To many Cubans, the government is forsaking everything the Revolution stood for. Today Cuba’s primary source of income is tourism. It 1984, Cuba had fewer than 200,000 visitors. Two million are expected this year. Pretty staggering when you consider most will go to Havana whose population is three million. No wonder it’s called “Return to Capitalism,” and all that it entails, is a major theme in the work of man of today’s younger artists. This is more or less, the Cuba I encountered when I first arrived.

Edward Rubin is a senior editor for Manhattan Art International and a regular contributor to the New Art Examiner. His essays, criticism, and photographs have appeared in such publications as Artnews, Winc City Times (Chicago), Backstage, the Philadelphia Inquirer, the Indianapolis News, the Village, and, prior to their close of publication, Arts Magazine, Theater Week and American Film. During the ’80s, he produced and directed over 50 plays, concerts and readings in New York City. During this same decade, his play, Mother of the Year and His Oman show, At the Sound of 1 Beep, opened to successful Off-C Broadway runs. Rubin is a founding member of AICA (International Association of Art Critics), the Outer Critics Circle, the Drama Desk, and the Marketing Research Association. Based in New York City, Rubin is the National Field Director for Audits & Surveys Worldwide, an international research company. His slide lecture: La Vida Loca: The Life of an Artist in Cuba, is currently available for booking. For more information, he can be reached at erubin5000@aol.com.

The conclusion of this article, Part Two, will appear in the August 25 issue.
Artist, Activist, Educator

Carmen Lomas Garza in Profile

BY JEFF SIMMONS

Carmen Lomas Garza bristles when I asked about her favorite work.

“You can’t ask an artist for a favorite painting,” she insists. “They’re all my favorites.” The distinguished artist pauses, and then adds, “I am very much involved in whichever painting I am working on.”

Each of her watercolors, cutouts, home altars, and oil paintings is a part of her history and her culture. Garza has spent three decades vividly illustrating the scenes of her life, works that initially captivated Mexican Americans but now have garnered acclaim from a much broader audience.

Garza has produced four children’s books and more than 60 paintings, and recently completed a sculpture that will be unveiled in a new airport wing in San Francisco. Her work has explored cultural traditions and Chicano struggles alike, and she was the first Chicana to be the subject of a substantial traveling retrospective.

“People love her artwork,” says Luis Torres, chair of the Department of Chicana and Chicano Studies at the Metropolitan State College of Denver. “They really identify with her artwork, and it really helps kids appreciate art and appreciate the Mexican and Chicano traditions and people.”

Much of her work reflects childhood memories, growing up in the small town of Kingsville, Texas—bright, colorful images of tamale-making parties and young girls fixing their hair. Garza says these images depict her most cherished memories of time spent with far and friends.

Her exhibit, A Piece of Heart/Pedazo de mi corazon, which traveled to several galleries and museums, triggered a catalogue in 1994 by The New Press in New York City. The catalog explores her work and her life, includes 57 reproductions.

In the foreword, Daniel Stet writes that Garza’s reflect “strikes a familiar bell of understanding standing within each of us.”

Each of these paintings, paper cutouts, and altars is a from the artist of a world view proffers understanding. Sharp memory, so empowered, transf the everyday into potent narrati he writes.

Her works speak of sibling care-taking healing traditions, and reflect the beaut Chican0 culture. This year, one print can be s at post offices and libraries across the nation is featured in a Census 2000 poster in hope reaching out to the Hispanic community, w1 was severely undercounted in the 1990 censu Last year, Metropolitan State College awar
her its third annual Chicana/Chicano Latina/Latino Distinguished Visiting Professor award. Over five days, she met with hundreds of teachers, staff, and students.

“She was extremely generous with her time,” Torres recalls. “She was anxious to give presentations to K-12 teachers. Head Start teachers, anybody who works with kids, which is very much where her heart is: to improve education as much as possible.

“She even gave workshops to parents so they could teach their kids how to do paper cutouts. Maybe her devotion to this is because she doesn’t want the same thing to happen to children now that happened to her and her generation of Chicano kids back then growing up.”

Garza agrees, and says that while she was growing up, there was not much encouragement for budding Chicana artists, let alone classroom lessons that reflected her culture and heritage.

In recent years, she has had one-person shows at the Hirshhorn Museum and Sculpture Garden at the Smithsonian Institution in Washington, D.C., the Whitney Museum of American Art in Manhattan, and the Mexican Museum in San Francisco.

She now is fielding so many offers to speak and lecture that she’s had to turn many down. Instead, she is focusing on her future works, which she creates in a rented studio in a deactivated shipyard with a panoramic view of the East Bay. “I don’t have a regular schedule, but there are so many things going on,” she says. She is now working on a solo traveling show that will unfold at the San Jose Museum of Art in California in February and then move to other venues.

Hispanic Outlook recently talked with Garza about her work, what the future holds, and about why she chose to pursue a career in art.

**Early Influences**

“Most teenagers are having to consider what they will do as an adult, but I already had been doing artwork in my life. I was inspired by my mother to do watercolor and pen and ink drawings. It was something my parents told me to think about, think what I like to do, and that would be something I could do as an adult.

hometown university (which is now called Texas A&M University in Kingsville, Texas) has an art-in-education program, so I went.

“[My paintings are based on memories of my childhood. I wanted to celebrate my culture by depicting the everyday life that I grew up in the everyday things that we did as a family and as a community.”

**Overcoming Obstacles**

“As a Mexican American there were the obstacles of discrimination and racism in my public school education and college education. As a woman, there were also obstacles in the general community, though I felt a lot of support from other Chicana and Chicano artists. They were very supportive.

“In our town, the school district was divided, so most of the kids who were Mexican American and African American went to one junior high school, and the white kids went to another junior high school. When I was in junior high in the 1960s, my parents fought the kind of gerrymandering that made the school district change its sections.

“I didn’t really know politically speaking the words for discrimination and racism until I got to junior high school. In my elementary school, we were all Mexican Americans, and when I got to junior high school, I had my first encounter with students from other races, and there was a lot of tension in school between the white kids and the Mexican American and African American kids. But there wasn’t much tension between the Africa American and Mexican American kids.

“At that time, there wasn’t a lot taught in the public school system about my history as Mexican American. There were large gaps in knowledge, and many Mexican Americans felt we should have learned about the Chicano mov...
ment. Education in our public school system and in higher education was lacking in history, what was relevant to us since as Mexican Americans we were so close to Mexico and South America.

“There were no art classes in my junior high school, so I did it on my own. I do remember the segregation between the boys and girls. Girls were told to go into home economics, and boys went to biology. I protested that and got my mother to support me and insist on allowing me into a biology class that was strictly for boys. The way we made a case for me was that I already knew a lot about home economics—I knew how to sew and cook—and my mother said she’d been teaching me those things.

“So they listened to us and did let me take it. I was the only girl in the class, and I loved it. I was one week late in class, but I still did well.”

Becoming an Artist/Activist

“I finally got a chance to take an art class in my high school. By then I had taught myself to draw, and I had a collection of sketchbooks. I would draw everything that was in front of me. I would practice drawing whatever was in front of my hands, objects on the table, my sister watching television. That’s how I developed my skills. I always carried sketchbooks with me and a pencil.

“By the time I got to high school, my art teacher saw that I was quite serious about art work and in my senior year encouraged me to apply for a tuition scholarship to attend the university. I received a summer school scholarship and then a tuition scholarship.

“I was loosely tied to the Mexican American youth organization on campus. We did a lot of organizing of students to make demands on the administration for programs, and we organized local junior and high school students to make demands on their school districts to have more relevant education for them and to get more Mexican American teachers in the school district.

“I started working for a migrant education program. I was a graphic designer for two years. Then I went to various places. I did teach one year in a public school in Austin, Texas. By that time, there were more of my peers who were starting to get teaching positions. We were a part of the baby boom generation.”

The Business of Art

“I moved to San Francisco in 1976. I started work at Galeria de la Raza/Studio 21, a nonprofit community art gallery of Latino artists. The gallery exhibits work by Mexican American and Latino artists. It was the first exhibition for a lot of us, the first opportunity to exhibit.

“I came there to help them run their store and do administrative work. I wound up doing a little bit of everything. I worked there for five years, and had one solo show there.

“This was more of an education because it’s still very difficult to be an artist. For one thing, though artists may be getting an education about their culture, they are still not being taught about the business of art.”

Advice for Would-Be Artists

“They definitely must study the business of art and learn how to survive as an artist. You have to be confident in your artwork. If you have a good body of artwork. First off, you must wear the business hat. You must be able to trumpet yourself, because nobody else is going to do it for you—unless you have an incredibly devoted spouse. It is almost like a full-time job to handle the business side of art.”

The First Sale

“It was an etching print that another student bought from me in my freshman year. It was a print of trees that had human figures visible in the shape of the branches. It was the trunk of the tree. I sold it for five dollars. Basically, I just wanted enough money to buy some paper.

“I was really honored that another student who probably was on a very tight budget, they was willing to spend money to collect one of my prints.

“I received support mostly from other Mexican Americans and Chicano students. They were very politically aware of the importance of fine art in our community. They were supportive and encouraging. For the longest time, they have been my collectors and my supporters.”

Chicano Artists

“Chicano artists are considered too political, too radical. The museums were not interested in our work. We did our own cultural centers, our own galleries. My peers were the ones who organized the exhibitions in university art galleries.

“There were several big misconceptions. Latinos were seen as one entity, when we were quite diverse, even within the Mexican American community. We still are quite diverse. The other perception is that we all came from Mexico, but many of us have roots that go back to the
Indians of the Southwest.

"In my artwork, I try to focus on everyday life. I want Mexican Americans to see and recognize themselves in my artwork and feel proud of our culture. This also serves as a good tool for giving a glimpse, a window into our culture, for others who are not in our culture.

"I cannot tell you how many times people have come up to me from the Mexican American community to thank me for doing my artwork. The goal I had for my artwork has been to communicate with the community. That's the most gratifying reward in my career as an artist.

"Sometimes the responses are very emotional. I get fan mail from kids who tell me that they like the artwork. And they ask a lot of questions. Adults generally tell me similarities in their experiences in the artwork, and they tell me their stories.

"I had already been showing my work before I graduated. I had organized exhibitions and youth conferences for Chicanos. I became known among other Chicanos and I was doing a lot of printmaking and selling and trading."

Milestones

"There were some milestones. The most important exhibitions were here in San Francisco in 1977 and 1987. The first one introduced me to the loyal Mexican American community, and the second one introduced me to many more Mexican Americans. By then, the community was much more well known. The museum patrons printed a color catalogue of my work, and that catalogue was very instrumental in helping me disseminate my work.

"After my first show at the museum, the editor from Children's Book Press invited me to come down and illustrate somebody else's story for a children's book. I didn't do it because I was too busy preparing for an exhibition. And I really didn't want to do it because I was busy doing my own artwork. So I convinced her to do a book about my paintings with my stories for each painting, and it became a series of short stories.

"I just finished a large commission for the San Francisco International Airport. It's a metal cutout based on one of my paper cutouts. It's 16 by 24 feet, and in Gate Room 693, which will open in the fall of this year. The image of that design is in the book Magic Window, and it depicts dancers dancing to mariachi music from the waist down and the hands of artists painting the skirt of the dancer.

"I was trained as an art teacher, and that was my goal since I was 13. I decided that if I was to be an artist, it was going to be difficult to be a parent. I saw that because I am the oldest daughter and I had to help to take care of my brothers and sisters. I saw the amount of work it takes to take care of children. I also felt that I would spend a lot of time doing artwork and that it was be very expensive to be an artist, and figured I couldn't do both."

Being an Artist

"It means a lot of sacrifice on many levels. But it also means that for me, the success that I have achieved is very gratifying. The recognition from the Mexican American community and from other Chicanos is especially the most inspiring."
The locations of its campuses and outreach centers speak volumes—Miami-Dade Community College could not be better placed geographically to serve South Florida’s minority community. With 63 percent Hispanic and 21 percent African American enrollment, Miami-Dade has more than fulfilled the great promise that is the best contract that higher education can make with students—access and opportunity for those who apply themselves, for those who reach for a dream. This community college is a remarkable success story, one of rapid growth for the 40-year-old institution that has been honored for achievement in so many areas of academics, the arts, and community service.

Miami-Dade has consistently ranked No.1 in the nation throughout the past decade for enrolling and graduating the most minorities. A multi-campus, two-year, state-supported community college, Miami-Dade is nationally recognized as one of the largest and most distinguished in the country. The institution’s operating budget is in excess of $213 million. There are six campuses and numerous outreach centers with more than 2,100 faculty serving more than 128,000 students.

Approximately one-third of students are between the ages of 21 and 25. More than two-thirds attend on a part-time basis. Nearly 63 percent of the students are Hispanic; 21 percent, Black non-Hispanic; and 13 percent, white non-Hispanic. 59 percent are female. There are 682 full-time and 1,427 part-time faculty. Of these, 165 Hispanics teach full-time, and 564 Hispanics are part-time instructors.

Dr. Eduardo J. Padrón, fourth president of M-DCC, states, “As a community college, we particularly reflect the extraordinary diversity of our South Florida community, and we are all enriched by those students who graduate to achieve their goals.” Last year, Padrón was elected chair of the Florida Board of Community Colleges’ Council of Presidents. He also was presented with the Florida Community College System Award. He has a special association with the school, as well as being the most visible of the institution’s role models.

A graduate of Miami Senior High School, Padrón attended Miami-Dade in the mid-60s, majoring in business administration. He went on to earn his bachelor’s degree in economics from Florida Atlantic University, and later a master’s and doctorate in economics from the University of Florida. Before becoming M-DCC’s president, Padrón held many positions at the college, including the presidency of the Wolfson Campus for 15
Honor Roll Facts in Brief

INSTITUTION
Miami-Dade Community College

LOCATION
300 N.E. Second Avenue
Miami, FL 33132
(305) 237-3333

ESTABLISHED
1960

ENROLLMENT
128,000 (63 percent Hispanic)

DEGREE OFFERINGS
Associate

TUITION AND FEES
$595.80 tuition per semester/Florida resident/12 credits

FACULTY
682 full-time (165 Hispanic) and 1,427 part-time
(564 Hispanic)

SEVERAL DEGREE PROGRAMS
Criminal Justice Administration
Engineering
International Relations
Music or Music Education
Nursing

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latin American Students
Latin Student Association
Society of Hispanic Professional Engineers

INTERNET ADDRESS
www.mdcc.edu

Miami-Dade is one of the 28 colleges in the Florida System of Community Colleges. Dade County Junior College began operations in 1959 under the direction of the Dade County Board of Public Instruction. It commenced instruction on September 6, 1960, using temporary facilities, and was governed by that board for its first eight years. By action of the Florida Legislature, effective July 1, 1968, community college districts were created as independent, separate legal entities for the operation of community college colleges. Under the new organizational format, Miami-Dade's Advisory Committee

years. In addition, Padrón served President Jimmy Carter and Secretaries of State Edmond Muskie and Cyrus Vance. President Clinton publicly acclaimed Dr. Padrón "one of America's outstanding educators."

Dr. Padrón points out that the reason for the institution's great success is "obvious." "We are a community college. Make no mistake, in the obvious there is great richness. First and foremost, our door is open, and there is no more defining characteristic of this college than what is signified by that simple statement. We offer opportunity and hope to anyone who seeks to improve the quality of his or her life."

In many cases, suggests Padrón, Miami-Dade is the only avenue some individuals have to move forward. "To those who would say that college is not for everyone, I say to them, from a very personal point of view, that opportunity is--must be--for everyone who is willing to learn."

Padrón reports that the College has the largest enrollment in the nation of African American students as well as the largest number of Hispanics, and awards the most degrees to minorities of any college or university in the country. More than half of Miami-Dade's students, he notes, are first-generation college students, "just like their president." "Our ultimate goal at Miami-Dade," reports Padrón, "is both simple and unimaginably ambitious: to cultivate learners and cultivate learners. The goal is as necessary as it is ambitious, for any society that does not foster new learning in its people undermines its own foundation. To learn and to grow in understanding is intrinsically human, and Miami-Dade has made a conscious choice to be responsive to that need." He adds, "Learning humanizes our environment."
became the District Board of Trustees, working directly with the College president in all matters pertaining to the governance and operation of the College. Since its founding, the Community College has functioned as a public two-year college supported by the State of Florida. The institution was named Miami-Dade Junior College in 1968 and Miami-Dade Community College ten years later.

The original class included 1,100 students. Now the school enrolls more than 128,000 credit and non-credit students throughout the county. The North Campus, a beautifully landscaped 245-acre site, originally part of a World War II Naval Air Station, was the first campus, and opened in 1960. The Kendall Campus, situated on a lush 185-acre tract of trees and lakes, opened in 1967. The Wolfson Campus, located in the heart of the county's business and governmental center, opened in 1973. The campus offers a full range of academic and occupational programs, as well as customized workforce training. Fair International and the Cultura del Lobo Series enrich community life, while multimedia classrooms, a computer courtyard, and a conference center support academic programs.

The Medical Center Campus opened in 1977, in Miami's medical/civic center complex. With its special focus on nursing and allied health, it offers state-of-the-art technology and the opportunity for high-paying jobs in a wide range of medical careers.

The Homestead Campus opened in 1990 in Homestead's historic downtown business district. The InterAmerican Campus is the newest, located in the heart of Little Havana, one of South Florida's most colorful and ethnically diverse communities. InterAmerican is the nation's largest higher educational bilingual and bicultural academic setting. With a major expansion under way, the InterAmerican Campus will offer a new satellite link, multimedia classrooms, computer courtyard, and distance learning.

Miami-Dade Community College has distinguished itself in the arts, too, and this has brought the institution even closer to connecting with the diverse people in South Florida. M-DCC will host the biennial International Conference of Latino Arts and Culture (NALAC) for the group's year 2000 International Conference September 6-10. NALAC is a nonprofit organization dedicated to providing assistance to and advocating on behalf of community-based Latino arts and culture organizations. Founded ten years ago, NALAC serves more than 300 arts groups from all over the U.S., from predominantly Cuban, Mexican American, Puerto Rican, Dominican, and Central and South American communities. This year's theme is "One People, Many Cultures: Un Pueblo, Muchas Culturas."

"The main focus of NALAC is to mentor Hispanic arts organizations and individuals in the arts," reports President Padrón. "This conference will offer learning opportunities for our students and networking opportunities for emerging grassroots organizations to connect with more established groups and develop plans for growth. It also will be an extraordinary opportunity for arts administrators, artists, and scholars to meet their counterparts from around the world." Major sponsors for the event include The National Endowment for the Arts, The Rockefeller Foundation, and the Ford Foundation, with participation by the City of Miami, Metro-Dade Cultural Affairs Council, and Miami-Dade County Public Schools. Other events, such as the annual Miami Book Fair International, bring the world's most distinguished authors annually to the Wolfson Campus, and hundreds of thousands of people to the College to learn and participate in the event.

The school is making an impact in other areas as well. Last year, it was announced that the Medical Center Campus of M-DCC received two national rankings for awarding the most associate degrees in the country; No. 1 in nursing and in the health professions and related sciences. This was reported in Community College Week magazine's annual ranking of the "100 Top Associate Degree Producers"—based on U.S. Department of Education 1996-97 data, as well as in The Hispanic Outlook's June 2, 2000, issue devoted to the health careers.

The Medical Center Campus has an enrollment of 3,000 students and offers nearly 20 associate's degree and vocational certificate programs, including an associate's degree in nursing with three tracks that lead to becoming a registered nurse, with a variety of continuing education courses. Students gain practical experience at the on-campus dental hygiene and vision care clinics, and through the campus's affiliation with more than 100 health care agencies in Miami-Dade County.

Last April, the graduating Class of 2000 numbered approximately 5,000 students. The procession, led by a bagpiper, featured ROTC flag bearers who carried 71 flags representing the home countries of the students. Each student walked across the stage to personally receive a diploma and a handshake from the campus president and the College President.

"The history of Miami-Dade Community College is a history of achievement—the achievements of our students and our graduates," said Dr. Padrón. "For the past 40 years, we have provided an open door to education for all those who thought, due to their economic circumstances, their language, or other obstacles, that they could never have the experience of attending college."
A Curatorial Perspective

Marysol Nieves, Bronx Museum of the Arts

The Bronx, like the other four boroughs of New York City, is not exactly a melting pot but more of a rich stew of diverse cultures. Artists of these cultures—African American, Asian American, and Latin American—are the special focus of the Bronx Museum of the Arts.

Founded nearly 30 years ago, the Museum's first home was the rotunda of the Bronx County Courthouse building, a small space where it stayed about a decade before moving to its current site, a former synagogue just four blocks away, bought by the city of New York. Six years of renovation and expansion, given a boost by a large challenge grant from the National Endowment for the Humanities, resulted in 30,900 square feet of space, including climate-controlled galleries and fine art storage, education classrooms, administrative offices, and a three-story glass atrium lobby, all wheelchair accessible.

HO spoke at length with the senior curator of the museum, Marysol Nieves, about its programs and collections, and about the nature of her work and her career path to the post as curator. Following are highlights of that interview.

Getting Started

I was always interested in visual arts. My mother was very creative and really instilled those kinds of interests at home. I never thought I was making craft projects at home or in art class school. I don't think as a kid I ever had any concept that it was possible to make a living at it. Much of any idea of what a curator was.

As a sophomore at the University of Puerto Rico, in 1968, I decided to study business administration. I needed to take an appreciation course, part of...
core requirements—and ended up taking a course in contemporary art. I really enjoyed it, and that was what led me to a major in art history and, ultimately, to choose the career that I did.

I was born and raised in New Jersey, and when I was in my early teens, my parents decided to go back to Puerto Rico, so I went there for high school and then college. In my senior year of college, I was beginning to think of career avenues. There weren’t too many options in Puerto Rico with regard to the museum field. There are few museums. They are underfunded. There aren’t many jobs available, and there are even fewer art galleries.

I hadn’t decided whether I wanted to work in the profit or the nonprofit field. But I was clear that I wanted to go on to graduate school, and I was hoping that would allow me a better sense of what I wanted to do. I ended up going to Stonybrook for the program there, which focused on 20th-century and contemporary art history and included a minor in critical theory. [Nieves earned a master’s in art history and criticism at SUNY-Stonybrook.]

Influences

There was one professor who specialized in sort of postwar art. His name was Stephen Polcari. He was particularly interested in looking at the New York School, the abstract expressionists, and finding new ways of approaching their work. Thinking about the social history of that period and how that had an influence on their work, and looking at some of the sources in their work—nontraditional sources, whether it was Jungian theory or Freudian theory, or looking at cross-disciplinary sources that have been influential to some of these artists—the work of Martha Graham, the dancer, for example.

This was one of the first art history classes where I sat in a room and a professor openly discussed the possibility that, opposed to artists of color being influenced by the world of European American master’s programs at Stonybrook, I actually interned here at the Bronx Museum for a summer. And the experience here was not only wonderful, but it helped me secure an internship the following year at the Met in the 20th-Century department.

Both were extremely important because one was working for a small community-based museum, a museum that has a very strong connection to its local surroundings and that really wants to have a voice and a presence within its community, versus a museum like the Met, which has a very different mandate.

Every aspect of the two museums—the organizational structure, the staffing, the funding situation—is really quite different because ultimately their missions are extremely different and the focus of their collections. The Met is encyclopedic whereas the Bronx Museum has a very small and specific collection that focuses on work of artists of African American and Latin American and Asian ancestry.

The two experiences were a big break because internships like that give you the entry-level experience you need to get other positions. And because they were two such incredibly different institutions, an incredible opportunity for insight. Examining their inner workings gave me the information I needed to choose which path I wanted to follow.

Did I want to work for a large institution like the Met or commit myself to a smaller museum where oftentimes you wear many different hats and you have fewer resources in terms of financial resources and staffing resources, but you balance that with the other benefits—the learning experience it is to work in a small institution, especially when you are a young professional entering the field.

Curator as Apprentice

It’s not been until recently that universities and schools have developed what are primarily graduate-
level programs in curatorial studies. The vast majority of professionals in our field have backgrounds in art history or perhaps fine art, and I think internships consequently have historically been very important—much more practical experience for entering the job market.

In the first internship, I worked with Phillip Verre, who at the time was the chief curator and is now the executive director at the Hudson Museum in Yonkers. And I also worked here with curator Laura Hoppman, who has since gone on and is now the assistant curator in the Department of Drawing at the Museum of Modern Art. They were extremely helpful and just really wonderful mentors.

And then at the Met. I worked under Lowry Sims, associate curator in the 20th-Century Department, who just this year was made executive director of the Studio Museum of Harlem. Again, she was extraordinary as a mentor and very helpful. All of the people I worked with were helpful, and even over the years, as I’ve needed to call on them, they’ve continued to be extremely helpful.

Using the Galleries

We have two main galleries that are used for special exhibitions—changing or temporary exhibitions, usually thematic. In terms of gallery space, we probably have around 12,000 square feet. These two main ones are quite generous—wonderful height, about eighteen feet. And we have two additional galleries—one for the permanent collection, and the small project space.

The project space is where we do solo exhibitions of younger or underrecognized artists—artists who are perhaps at a critical juncture where they are not quite mid-career but beyond the point of being “emerging.” And they have developed a significant body of work.

We usually present a few bodies of work in that space, a work that has not been seen previously in New York. It has not been exhibited anywhere else—often very experimental in nature, a new direction in their work, a space where the artists try out new ideas. Classic example, a new piece by Ernesto Pujol, at a point in his career where

Class Picture, 1999 by Anthony Gicolea

The first year I started working here, in 1991, Ernesto Pujol was one of the first artists I interviewed for the program, which is essentially a career development and exhibition program. We select a total of 36 artists each year. They’re divided into two groups, and they go through a 12-week series of semi-

We’re currently celebrating the 20th anniversary of AIM. We selected 20 artists who had been through the program and gone on to a certain level of critical as well as commercial success. He is among the artists selected. (Through September 10 “Good Business for the Best Art” 20 Years of The Arts in the Marketplace Program. InfoZone a media/resource area featuring materials on arts opportunities, such as residencies, fellowships, and funding sources.

AIM is important. It fills a void because most young artists graduating from colleges essentially get very short studio experience. The programs are very much geared toward the theoretical issues or the hands-on practical matter of making the art, but they don’t get the tools necessary to market themselves and approach the artwork as a business, which it is. This program is greatly interested in giving artists some entrepreneurial skills that can be used in their careers. We basically try to give them information and the necessary tools so that they are not in the dark, so they can go on and be more proactive.

Trends

If one looks at much of the work done in the 80s and early 90s, all the artists of color were very interested in dealing with issues of identity, and the physical concept of multiculturalism became very important during that period. I think that by the late 90s artists were looking for other strategies—other ways of approaching issues of identity and difference. The shift has been to work that is less literal and a bit more poetic. Many of the concerns continue to be the same. They’re s
examining aspects of their own personal or collective identities, whether from the point of view of gender or sexuality—whether it's looking at ethnicity, race, culture. But I think they are approaching it in a way that is more indirect.

Esthetics have come into play a bit more, whereas in the '80s and '90s, in an effort to be part of a larger cultural discourse, often times working within a grassroots level, the work at times would sacrifice esthetics in order to be accessible to a much larger audience. Work being done now is much more subdued and that goes back to concepts of esthetics, beauty, poetry, but at the same time, is very rich in its content, dealing with similar cultural issues in a less overt way. Strategies have changed. It's very exciting to see that.

Curatorial Dream Assignment

I think today, for curators who wear so many hats, the opportunity to curate and to deal more creatively with the job—to actually be a curator—is getting harder and harder to do. There are so many other things we're called upon to do: to be fundraisers, to cultivate collectors and individual donors, to be educators, to be administrators. There is so much going on that we need to be a part of that perhaps the dream assignment would be to just have an opportunity to focus on doing research and developing an exhibition concept and taking it to its fruition—without having these ten million other distractions that we have to deal with on a daily basis.

Requisite Traits

I think it's important to maintain a sense of curiosity and to really develop your visual skills. It's very much about having an eye, and really taking that time to look at the work that's out there, particularly if you're working with contemporary art. It can become easy to rely on the small group of artists who are exhibiting everywhere else. It takes an extra effort to get out there and visit studios and explore and find new artists who have been and are making valuable contributions.

Women as Curators

My experience has been that the field is very open to women—but I

works with found materials and who creates wonderful large grid-like constructions or mixed media installations that deal with issues of memory and issues pertinent to the urban environment. It's a traveling exhibition from the Madison Art Center in Wisconsin.

Running concurrently is work of the Havana-based artist Carlos Garaicoa, coming from the Biblioteca Luis Angel Arango, in Colombia [Oct. 12, 2000 through March 4, 2001]. This is an artist who works in many different ways—photographs, drawings, installations, public interventions, video work. Carlos is of the '90s generation of Cuban artists. He started out doing a lot of public interventions in Havana that commented on or reflected the changes that have taken place in the urban landscape over the years, primarily during the Castro regime—looking at the process of deterioration of many of the architectural sites throughout the city—and from that he has continued to develop a body of work in which he often creates these sort of fictional architectural proposals or renderings in which he proposes possible projects to revitalize the city of Havana. He's recently been doing a lot of installations, as well as sculptures and videos, that deal with the constant dichotomy in Cuban contemporary culture and life between, on the one hand, the utopian, and on the other, the sense of loss in which Cuba lives today.

Peter Pan's Table, 1994 by Ernesto Pujol

1609
Arte, Musica, Danza, Historia

at the Smithsonian

Hispanic Influence on the Rise

by Nelly Mellander

The Center's Festival of American Folklife, based on extensive field research, has become one of the largest annual cultural events in Washington.

Washington, D.C., is one of the world's most popular destinations. Its many monuments, historic buildings, and stimulating environment attract millions of visitors every year. An enduring magnet for those visitors time and time again is the Smithsonian Institution, the world's largest museum complex.

James Smithson

Named in honor of its founding benefactor, James Smithson, its very establishment and early history could easily be considered fiction. Smithson, born in 1765, never visited the United States but admired the new experiment greatly. A successful scientist with a life-long passion for research, he amassed a sizable fortune.

When Smithson died in 1829 he left his fortune to his 16-year-old nephew with the proviso that if the nephew died heirless, the fortune would go to the United States—specifically, "to found, at Washington, under the name the Smithsonian Institution, an establishment for the increase and diffusion of knowledge." Since his nephew was only sixteen, who would suspect that he would die heirless—which indeed he did six years later.

Today the Smithsonian is composed of 18 museums and galleries and the National Zoological Park. Fourteen museums and nine National Zoos are in Washington, D.C., and two museums are in New York City. With facilities in eight states and the Republic of Panama, the Institution is also a leading international scho
Diversity

Dedicated to public education, national service, and scholarship in the arts, sciences, and history, the Smithsonian carries out its founding mission. And it has fulfilled that goal with vengeance. All told, the Smithsonian has 240 million objects. Of that number, 150 million are in the museum collections. But, amazingly, at any one time, less than two percent of these objects are on exhibition.

As diversity continues to increase in the U.S., the Smithsonian's founding mission takes on new meaning. To meet the new challenges, it is committed to enhancing its public programs, exhibitions, and collections to provide a comprehensive interpretation of the many facets of America's changing social and cultural environment.

Those of us who live in the Washington, D.C., area are lucky to have at hand its unending cornucopia of programs. Its website at http://www.si.edu/activity/events/start.htm, entitled Smithsonian Programs in Washington, D.C., lists a month or so of daily activities. Recent programs with Latino/Hispanic themes included:

- Latin Music on the Plaza, featuring the 15-member Brazilian folk group "Raízes de um Povo" performing dances and songs that mixed indigenous rainforest traditions with African and European influences;
- Encuentros, part of a continuing series of community-specific works exploring the effects of history, culture, and ethnicity on individual lives;
- classical pianist Ruben Pelayo performing on some of the pianos of a related exhibition;
- readings of contemporary East Los Angeles Chicana poetry;
- a film on research that might show that the Pueblo Indians used astronomy to align buildings and roads and designed them with an appreciation of the impact of light and shadows on the mind;
- Música de las Americas 2000, featuring Cuban composer and bandleader Chucho Valdes and highlighting his four-decade career;
- a lecture analyzing original documents and cultural artifacts of Hispanic settlements in early California;
- and varied concerts by Hispanic musicians performing Latin music—some held on the Mall itself.

Growing Presence

There has been a revitalized and sharpened interest at the Smithsonian in Latin content the last few years. The Smithsonian Center for Latino Initiatives was established in 1998, pursuant to a directive from the Board of Regents which stated, "The Latino presence in the Americas is centuries old, culturally rich and demographically vast and growing. The Center is dedicated to the generation of new knowledge to the end that American history and culture may be understood and displayed in all its diversity."

Headed by Dr. Refugio Rochin, the Center's commitment to Hispanic/Latino influences is firm, current, and as varied as the many human achievements it honors. Mindful that Salvadorans are by far the largest Hispanic cohort in the Washington, D.C., region, the Center will sponsor a conference on Salvadoran literature and writers this fall. Concerned that a high percent of young Salvadorans are dropping out of school, the program will feature the thoughts and writings of Salvadoran teenagers, both to encourage these youngsters and to motivate their less committed friends to finish high school.

Fall will also bring a Latino film festival and exhibits throughout Hispanic Heritage Month. Important as that month is, the Center's staff is determined to bring Hispanic contributions to the forefront all year long.

Among other endeavors, scholars and graduate students are offered a variety of opportunities to pursue research in Washington. For more details, consult http://latino.si.edu/about.htm.

Eight Outstanding Hispanic Sites

The Smithsonian offers many other programs that highlight Hispanic contributions to the U.S. Space limits me to mention only eight.

The Center for Folklife Programs and Cultural Studies promotes the understanding and continuity of contemporary grassroots cultures.

The Center's Festival of American Folklife has become one of the largest annual cultural events in Washington. Based on extensive field research, the Festival has featured programs on culture and development in Latin America; the U.S.-Mexico borderlands; Hispanic traditions in New Mexico; Chicano folk arts in California; Hispanic culture in Washington, D.C.; Puerto Rican music in New York, Hawaii, and Puerto Rico; and folk traditions of the Caribbean, Latin America, and Spain.

The Center's archives include audio recordings made in Mexico, Ecuador, and the Caribbean,
and the Paredon Records collection of political song material and speeches, much of it from Latin America, especially Cuba and Puerto Rico.

Smithsonian Folkways Recordings is the best-known commercial record publisher of folk and tribal music in the U.S. and also publishes historically significant spoken-word recordings. Its catalog includes more than 2,200 recordings. Among the Folkways albums are 68 Caribbean, 34 of Mexico and Central America, 50 South American, and 21 of Spain and Portugal.

The Smithsonian's Hirshhorn Museum and Sculpture Garden, its showcase for modern and contemporary art, presents an international perspective of 20th-century innovation in the visual arts. Hispanic artists working in the U.S. and artists from Latin America, Spain, and Portugal figure prominently within this collection.

The evolution of 20th-century modernism can be traced in works by pioneering Spanish artists Pablo Picasso, Joan Miró, and Salvador Dalí. Later developments include expressionist canvases by Antonio Saura of Spain, mixed media works by Catalan artist Antoni Tàpies, color abstractions by María Elena Vieira de Silva of Portugal, and the incisive realism of Spanish painter Isabel Quintanilla.

The Latin American contribution is richly represented. Paintings by Rufino Tamayo of Mexico, Wifredo Lam of Cuba, Joaquín Torres-García of Uruguay, and Chilean-born Roberto Matta reflect the influences that pre-Columbian history and art, Afro-Caribbean religions, and other Latin American traditions have had on modern art.

Works by nearly 40 Latin American painters and sculptors—from Claudio Bravo (Chile) to Francisco Zuniga (Mexico, born in Costa Rica)—are in the Hirshhorn collection.

This past spring, the Museum hosted "Dalí's Optical Illusions," a very well-attended exhibit of more than 65 works that showed how Dalí created "his disturbing visionary illusions."

The National Museum of American Art is devoted to the collection, conservation, study, and presentation of painting, sculpture, photography, crafts, and graphic arts.

Luis Jiménez's 17-foot fiberglas sculpture "Vaquero," prominently displayed at the museum entrance since 1990, has come to be regarded as a symbol of the museum.

Other holdings in the permanent collection survey two centuries of Hispanic art in the U.S., dating from the late 18th century to 1994.

Smithsonian Institution
SPANISH ESPAÑOL

The National Museum of American History illuminates, through collections, exhibitions, research, publications, and educational programs, the history of the U.S., including the influences that helped shape America's national character.

That history spans the last 5 years, from the time when the Spanish Americans explored and settled parts of what is now the United States. The museum collects research materials and presents Hispanic artifacts for exhibition.

A series of public programs exploring the rich diversity of Hispanic American cultural identity includes lectures, films, symposia, seminars, workshops, and performances of music and dance. Recent programs have concentrated on the interplay between varying cultural groups with Mexican influence, in conjunction with American Encounters exhibit.

The Archives of American Art is the nation's largest repository of documentary materials relating to history of the visual arts. Its primary purpose is to acquire and preserve the documents needed by historians and other scholars for research into American art and culture.

The West Coast Region Center houses the California Chicano Mural Archive, a collection of 350 color slides documents 741 murals created by Chicano artists in southern and northern California between 1969 and 1984. The Center also collects associated papers and oral histories on Chicano art activity.

The National Portrait Gallery was established to exhibit and study images of American women who have made significant contributions to the history, development, and culture of the U.S. Most media, including paintings, sculptures...
drawings, photographs, and prints are represented.

Among the Hispanic portraits on view are those of activist César Chávez, Mexican American dancer and choreographer José Limón, and Puerto Rican baseball great Roberto Clemente.

Through a network of 18 branches, the Smithsonian Institution Libraries support the Institution's research and exhibition activities. Access is provided to Smithsonian scientists, scholars, curators, and others with research needs. The Libraries offer exhibitions, internships, publications, lectures, and user instruction.

Hispanic-related components of the collections include materials on Brazil and the Caribbean at the African Art Branch; books on Latin American aviation at the Air and Space Branch; and materials about indigenous peoples of the Americas at the Anthropology Branch.

The Center for Museum Studies helps museums fulfill their public service mission through courses and seminars, fellowships and internships, information services, and professional support.

The Center sponsors ongoing initiatives designed to foster excellence and diversity in the museum profession. In 1994, the office began a pilot training program for Latino graduate students titled "Interpreting Latino Cultures: Research and Museums" in collaboration with the Inter-University Program for Latino Research.

As The Hispanic Outlook celebrates the Arts in this issue, it is encouraging to note that the revered Smithsonian Institution is making an effort to highlight Hispanic contributions. Secondly, given the Smithsonian's website at http://www.si.edu/ and its multiplicity of concise and useful links, one need not be in Washington to be informed, entertained, and even dazzled.

Nelly Mellander teaches Spanish at George Mason University.
Eyes of Texas on Latin American Art

BY ADALYN HIXSON

The Jack S. Blanton Museum of Art at UT-Austin has researched, taught, exhibited, and acquired art and artists of Latin America since it was founded in the early 1960s. Important works by Fernando Botero, Jorge de la Vega, Armando Morales, and Joaquin Torres-Garcia are among the more than 1,600 works in its permanent collection of Latin American art, the core being the Barbara Duncan Collection. The holdings represent the most significant artists and movements emerging in Mexico, South and Central America, and the Caribbean in the last 80 years—more than 500 artists from 17 countries. The Blanton, formerly the Archer M. Huntington Art Gallery, also houses a small but growing collection of contemporary Latino art—works by American artists such as Luis Jimenez, Carmen Lomas-Garza, and John Valadez.

The Cisneros Connection

Last year, the University entered into an important agreement with the Patricia Phelps de Cisneros Collection that calls for a 10-year, three-phase collaboration in the form of exhibitions, educational programming, and graduate seminars. The aim of the agreement is to showcase Latin American artists in a major U.S. teaching and research museum, and to promote research about 20th-century Latin American art. The stated purpose of the exhibitions is to forge new methods of inquiry into the artists' development, the cultural context in which each work was produced, and the relationships of these works to major currents in 20th-century art and to other works in the Blanton's collection.

Patricia Phelps de Cisneros and her husband, Gustavo Cisneros, have amassed a body of work known for its impressive scope and focus—nearly 3,000 works by primarily modern and contemporary artists from Latin America, the U.S., and Europe—a broad array of modern art movements and deepened holdings of specific areas—the Argentinean Arte Madi, Arte Concreto, and Brazilian Concreto and Neo-Concreto movements.

A founding member of the Blanton's Latin American Art Advisory Group, Patricia Phelps de Cisneros is a trustee of the Museum of Modern Art in New York and has worked with other museums of international renown—the Metropolitan and the Tate, for instance—and with Harvard's Rockefeller Center for Latin American Studies.

The new collaboration was kicked off last fall with Phase One—a presentation of 50 Venezuelan kinetic artworks, Dynamic Oppositions, which continues through December and can be previewed at www.utexas.edu/cofa/bma/cisneros. Mindful that abstract three-dimensional does not often translate optimal to the two-dimensional Web, a UT Austin graduate student, for his thesis, is now developing "Wel based methods for preparing teachers to visit and present the Collection to their students." Use this exhibit as her test case.

Also launched last fall was the Cisneros Reading Seminar, developed with UT Art and Art History Department's Center for the Study of Modernism. The seminar brought together for the first time a cross-section of students of art and art history and faculty who specialize in U.S. Latin American and European modern art. Guest speakers from Euro and the U.S. were featured, and two curators from the Cisneros Collection in Caracas are the Latin American Art curator at the Phoenix Museum traveled to Austin to be part of the discussions.

Papers resulting from the Cisneros connection are to be made available online. The agreement also calls for informal educational workshops and gallery tours for non-specialized audience. Phase Two, which centers on Argentinean constructivism, is set to begin next January.
Art and Its Politics

Two of the Blanton's summer exhibitions, on view through August 13, center on Latino artists in the U.S. Just Another Poster?, said to be the first major exhibition about Chicano graphic production in California, offers more than 100 original works from the mid-'60s to the present, mostly silk screens produced within four Chicano collectives: Galería de La Raza of California, Royal Chicano Air Force of Sacramento, Self Help Graphics of Los Angeles, and Centro Cultural de La Raza of San Diego. This exhibition of posters, "a vigorous and richly elaborate art form," takes a specific look at how Chicano posters function to "stimulate political action, build community, oppose U.S. immigration policies, and promote solidarity with international liberation movements." The show was curated by an interdisciplinary team and organized by the University Art Museum, University of California-Santa Barbara, in collaboration with the California Ethnic and Multicultural Archives, a special collection within UCSB's Davidson Library.

The second exhibition, Pressing the Point: Parallel Expressions in the Graphic Arts of the Chicano and Puerto Rican Movements, presents prints and posters created by social activist artists of the '60s and '70s, as well as archival materials—more than 70 in all. Included are prints made in the early 1900s by "Mexico's revered popular printer Jose Guadalupe Posada," prints from the '40s and '50s by members of Mexico's Taller de Grafica Popular, and '50s works from Puerto Rico's El Centro de Arte Puertorriqueño and El Taller de Grafica del Instituto de Cultura Puertorriqueño. Organized by El Museo del Barrio in New York, it draws on El Museo's collection and on works from the Gilberto Cardenas Collection, on long-term loan to the Blanton.

"By pressing their points of view on paper," reads a release, "Chicano and Puerto Rican artists of the 1960s and 1970s supplied a wealth of ideas on issues related to Latino cultural survival in the United States that are still relevant today."

Award-Winning Curator

"One important aspect of our department," says Nicole Chism Griffin, Blanton's public affairs officer, "is its role in the training of museum professionals in Latin American Art—a field that has not received enough attention in the past."

The permanent collection and the temporary exhibitions, she says, are of great benefit to all students and faculty in a number of University departments. But one lucky student in UT-Austin's art history program gets an added benefit—a post as curatorial assistant for Latin American Art. The assistant, she says, receives valuable hands-on experience in planning and staging exhibitions, publication of catalogues, and more. And these days, that assistant will be learning from a curator recently honored by two Latin American art institutions.

Mari Carmen Ramirez, curator of the Latin American Art Department, was this summer chosen Latin American Art Critic of the Year by the Argentinean Association of Art Critics. And her recent publication, Destinos del yo: Cinco décadas en Domingo García, was named book of the year, "Libro de Arte-1999," by the Puerto Rican Association of Art Critics.

Ramirez has been curator and an adjunct lecturer in the UT-Austin Department of Art and Art History since 1989, the year she earned her Ph.D. in art history from the University of Chicago, from which she also earned an M.A., magna cum laude. Her B.A. in humanities was from the University of Puerto Rico-Rio Piedras, where she received a tuition scholarship, followed over the years by four fellowships, a research grant, and a foundation award.

In announcing her recent honors, she was cited as having "shaped the direction in which the Museum's renowned Latin American art department has grown."

Another Latina curator who got a bachelor's at UPF-Rio Piedras, Maryse Nieves, heavily concurred, calling Ramirez an incredible art historian who has been very important in leading new research in the field.

"She did this incredible exhibition in the early '90s—School of the South and Its Legacy. It was an historic survey of the Uruapan artist Joaquín Torres García in the early part of the 20th century. It looked at the influence he had upon the work of other artists, both artists from his generation and from the following generation, all the way up to the present," said Nieves.

"It was an extremely important exhibition." Nieves continued, "important in terms of documenting the work of artists who really have not had major retrospectives or monographs of their work. She was instrumental in providing a context for the work of a lot of these artists, bringing their work to the forefront in the U.S."

The 16 ex. "tions for which she was curator or co-curator appeared in many countries and venues, starting with the Squibb Gallery in Princeton, N.J., back in 1987 through the show now in preparation for Madrid's Museo Nacional Centro de Arte Reina Sofia. And in between, Little Rock, Phoenix, Queens, Bogota, Buenos Aires, Sao Paulo, Caracas, Monterrey, Miami,
The Bronx, Mexico City, Río Piedras, and, of course, Austin.

She is the author, editor, or co-editor of dozens of publications—books, catalogues, and journal articles. And she is in demand as a lecturer, panelist, grants reviewer, and conference chair, having traveled thus far to Brazil, Italy, Puerto Rico, Venezuela, Spain, Mexico, and major cities throughout the U.S. in those capacities.

Ramirez curated the current Dynamic Oppositions and before that Cantos Paralelos: Visual Parody in Contemporary Argentinean Art, which over the last year appeared in Austin and Phoenix before traveling to Bogota and Buenos Aires.

Latin American Art Catalogue Project

In place since 1992 is another collaborative project—one in which many of the Blanton's Latin American holdings will be thoroughly documented for scholarly and teaching purposes, with results published by UT Press. Art historians and curators have been recruited from leading historical research centers and research-oriented museums in Latin America as essayists for the Blanton catalogue. The Museum is also commissioning essays from independent scholars in Latin America and the U.S.

Participating institutions include Centro Nacional de Investigación en Artes Plásticas and CURARE, Mexico; Centro Argentino de Investigadores de Arte and Fundacion Espigas, Buenos Aires; Pontifica Universidad Católica, Santiago de Chile; Museo Nacional de Arte Moderno, Lima, Peru; Museo da Arte Contemporânea, Universidade de São Paulo, Brazil; Patricia Phelps de Cisneros Collection: Museo de Bellas Artes, Caracas, Venezuela; Biblioteca-Centro de Arte Luis Ange Arango, Bogota, Colombia; and Teo/RETIKA, San Jose de Costa Rica.

If all goes as planned, all participants will meet in Austin next spring.

Also on View

Latin American Art is one feature of the Blanton. Another highlight is its Mari and James A. Michener Collection, tracing the history of American painting from 1900 to the present and including works of the Ashcan School, Early American Modernism, Social Realism, Abstract Expressionism, Pop, and Minimalist movements. Luis Cruz Azaceta, Thomas Hart Benton, Arthur Dove, Arshile Gorky are but a few artists therein.

There are Old Masters in the Suida-Manning Collection—Rubens, Tiepolo—four centuries of European drawings and paintings. And the G.R. Smith Collection of Art of the American West offers important landscapes and Western genre scenes by Albert Bierstadt, Willia Ranney, and more. Holdings also include works by Thomas Eakins, Frederic Remington, and others of their caliber.

Raising the Roof

Currently housed in two buildings, the Blanton's present gallery space totals roughly 28,000 square feet. But a major new facility planned that would unite all collections, exhibitions, and program under one roof, for the first time Blanton's history. As of May 1st University had raised more than $25 million in gifts and pledges for the building and endowment campaign. Among the campaign donors of last year is one who like its artwork is known well beyond the Texas borders—Mrs. Lady Bird Johnson.

UT-Austin offers a multitude programs related to Latin America and to our own Hispanic populations. Its potential for an enrich interaction of art and education seems limitless.
Manhattan School of Music Orchestra Captivated by Venezuelan Youth

BY

ADALYN HIXSON

My first impression was of a sea of heads and instruments. From when the first chords came out, I was in complete shock. I am a boy - I should not say these things, but when they started to play, I just started crying. I felt that again I am eight, nine years old, walking with my small violin to the school. And I just want to take my violin and play with them." The speaker is violinist Mateusz Wolski from Poland, not a boy in U.S. parlance, but a graduate student at the Manhattan School of Music (MSM) in New York and one of 101 MSM students who visited Caracas last May to interact with the National Children's Symphony Orchestra of Venezuela.

He and some colleagues have gathered to discuss what was for all a life-changing experience. When Marta Istomin, MSM president, first announced the tour, she predicted that it would provide "exceptional, long-lasting artistic and educational experiences for all the student musicians." But the reality surpassed the rhetoric. Those five days in May shook their world.

"Since our arrival back in the U.S., my colleagues and I have not been able to stop expressing our amazement at all the great things we have learned from the children of Venezuela," says Caracas-born violinist Itael Eduardo Marchena Leon, who is pursuing a bachelor's at MSM after a lifetime of violin study that started at a conservatory, when he was four, and who at age 12 became the first Latin American student accepted at the Yehudi Menuhin School in England, following an audition with the grand master.

The trip was the MSM orchestra's first international tour in the school's 81-year history, and came at the invitation of Maestro Antonio Abreu, founder of the State Foundation for the National System of Youth and Children's Orchestras to be reasonable. They have chosen to forget about their differences and emphasize their affinities."

Maestro Abreu's curriculum vita is replete with honors awarded at home and abroad for his music endeavors. It notes too that Abreu studied petroleum economy at Pena State in the early '60s, and taught economics at two universities before devoting himself to music and, in '75, founding the youth orchestra.

Abreu's young musicians, ages nine to 16, performed on May 18th to honor the visit of Manhattan School of Music Symphony Orchestra and President Marta Istomin, whom he describes as "one of the most eminent personalities of the Americas," and an "exemplary woman of the continent." And indeed she is. Istomin trained as a cellist.

Married for 17 years to Pablo Casals, the two worked together in Puerto Rico, founding a symphony orchestra, a conservatory, and the Festival Casals. She is now married to pianist Eugene Istomin.

Interviewed in Caracas by el nacional, Istomin noted that MSM teaches students from age five through the doctoral level, but that her mission, and that of Dr. Abreu, "is not a matter of helping a chosen few to become excellent musicians. We are talking about fomenting the culture and sensibility of a whole country."

My goal, she continued, "is that as many people as possible will be able to witness this encounter between two orchestras..."
and see with their own eyes the beautiful things that can be achieved.**”** “What about the responsibility of the state in this whole issue?” Isomín said the state and the private sector have “an equal share of responsibility. We must all get together and decide that this is a very important issue.”

The original idea of the tour was that the MSM orchestra, led by Glen Barton Cortese, MSM’s principal conductor, would perform a public concert, give master classes, and play in side-by-side rehearsals with the Venezuelan students musicians.

**The First Master Class**

MSM was to lead off with a reading of a Tchaikovsky serenade. “Before we did the reading, they played, and for me it was just explosive,” says Wolski. “It was unbelievable the sound they produced, and this energy! It was so great to hear young people play like that. Very unusual.”

“People say that music is a language...what these children had to say through the music meant everything to us. It was an awakening, and not only that, these children had nothing to lose and everything to gain from us, and we felt the same way. Once we joined them...the work of both orchestras integrated so well, there was no chance of anything going wrong...”

Marchena speaks of violinist Joel, calling him magnificent, incredibly talented and gifted. “Even knowing the kind of preparation we have received over the years, he had no hesitation showing us what his music was about, what he had to say. He stood up on that podium and wanted to show us how beautiful the music was. All of us were amazed by what this kid could do on the violin.”

Joel began to play, his own improvisation on a piece of Venezuelan music, and the next minute, there was a little orchestra playing behind him, accompanying him. Everything was integrated...” recounts Marchena.

“A string came down. I offered mine to him, and this kid—he was so happy to be able to express who he was to us.” “Actually, I think Joel and most of the others showed us that playing is really about fun,” says graduate student Chan. “That the music has become something not from the heart. Phrasing, refinements. We tend to forget that this is about fun.”

They are very accurate technically, she says, but “all their music is from the heart; a very inspiring thing, the freedom. They were playing with no inhibitions whatsoever.”

**The Concerts**

The welcoming concert on May 18th opens with the MSM Symphony Orchestra performing Brahms’ Academic Festival Overture, Opus 80. The youth orchestra plays next. Violinist Chala Yancy of Houston, who earned a master’s in May, was “deeply impressed. I literally had to step back two feet from the first chord of that piece.”

“They were ready to die for it—playing like the last day of their lives,” adds Wolski.

“One of the reasons I was moved was that I didn’t really know them as people, because we all come from very different backgrounds and cultures, but once they play the understanding was right there says Chan. “I understood their emotions, and what they were trying to express. That was so overwhelming.”

“I’ve seen some Gypsy musicians play without music in son cafes, and what they can do with the instruments. Those children have the same capability, but then received some excellent training,” says Wolski.

“They kind of blend into the nature of playing for fun, and the folk tunes are difficult. I must say when it blends with the classic music, this is giving such an electrifying effect on the audience that was completely taken by it.”

“I wanted to scream,” says Wolski. “I wanted to jump. I want to take my violin out right there. The choreography they did with the encores—when they were playing encores, they were doing incredibly stage arrangements. I have not seen a wave like that before.”

“You always get a sense of electricity in the air. I greater the performance, the more energy. When it reaches maximum level, people just get crazy.”

For the big Saturday night concert, the Youth Orchestra opens with Beethoven’s Egmont Overture, Opus 84. MSM’s orchestra plays music from Bernstein’s West Side Story, showcasing two graduates—soprano Joliet Vare from San Juan, Puerto Rico, and tenor Mauricio Tejo from Mexico. For the MSN encore, a mambo gets the entire audience moving.

The Venezuelan youth orchestra receives a standing ovation. The MSM orchestra is also received warmly, like nothing they’ve ever seen.

“They were cheering us. I mad. Shouting ‘bravo, bravo!’ On
the violinists from Venezuela, this guy was yelling, and crying so hard," says Chan.

The Conductor

The Youth Orchestra’s dashing conductor and composer, Gustavo Dudamel, born in 1981, began his music studies at age seven. Renowned in Venezuela and beyond, he has performed in South America, Mexico, Europe, and the U.S.

MSM’s Wolski calls him “one of the few geniuses that I have met in my life.” He notes, “Orchestras usually have adult conductors. This kid is 18 years old, and the passion that he gives them, the control that he has over them, the energy that he spreads throughout the orchestra and that later spreads to the audience—not to mention that he conducts everything from Tchaikovsky to Mahler, from memory! This was unbelievable, Gustavo. Congratulations.” These kudos are accompanied by a bow toward a video camera that is recording the MSM students’ commentary.

HO is privileged to see and hear Dudamel and the Youth Orchestra via a tape of an audition for MSM in March. He looks so slim and young, despite his glasses, wearing a white collared shirt and the medallion that signifies orchestra membership. Serious at first, he breaks into a few smiles as the audition progresses.

The students on that occasion are not laughing but wholly attentive. Each wears a medallion and colorful jackets and pants. Their sound shifts effortlessly from savage to sweet. They play the Star-Spangled Banner so tenderly, it is impossible not to cry. They move into their own national anthem, singing loud and clear as they play. As the audition draws to a close, their smiles and dimples appear. Bravo!

Lessons Learned

“Since I got to New York,” says Wolski, “I was being surrounded by professional atmosphere and incredible knowledge. And I was thinking, well, we are going to Venezuela. What can I expect from this country? I thought that all the students were going to meet with the young people and share the knowledge that we acquired here, and that we are going to act as teachers there.

“But when we arrived and when we listened to children playing for us, I suddenly realized that we didn’t get there to teach them anything. We went there to study, to find out what is our purpose of existence as musicians. I suddenly realized that what we do, we are supposed to move people. We are supposed to make them laugh, make them cry. And suddenly I have been exposed to such incredible energy and passion for music in this country, which had so many natural disasters recently, and which is going through a crisis. And I felt I am coming back to the roots of what I am supposed to be doing as a musician. It definitely changed my life.

“I realized how privileged we are by being here [in N.Y., at MSM] and being taken care of, and such incredible teachers, and everybody who takes care of us,” says Wolski. And those children—just touch them a little bit and they think it is the most incredible thing in the world. Wow. Suddenly you start to see yourself, your school in a completely different light—with their eyes. It is so fantastic.

“In the business class, we always talk about how it’s very hard to get a new audience, a young audience,” says Chan. “Classical music is supposed to be boring.” But in Venezuela, on this occasion, it’s not like that at all. In the rehearsals, they would sit there watching entranced for three hours.

“That should teach everybody that music can be such a strong means of communication. The reason why we find classical music to be boring is that we are really not communicating with it. It’s NOT classical music; it is just music, and it speaks to people.”

A basic premise of the Venezuelan system is to approach music “as a whole and not to make categorical differences between concert music and other manifestations of a rather folkloric nature.” Its literature notes that “all teaching within the system leads to orchestral practice.” And it shows.

Cellist Robin Snyder from Santa Monica, California, who earned a bachelor’s at MSM in May, called the tour an extraordinary experience, “being surrounded by musicians who had so much love for what they were doing, and so much heart.”

“Over the course of my years of study, you get so bogged down in the technique of your playing that you sort of lose that passion for your music—because you are criticizing yourself so much, and you don’t have the freedom that you once had. These children played with that freedom—with absolutely no inhibitions. They were very expressive.

“I was very impressed with the way music thrived there, being from
America and seeing music programs get kicked out of the schools because there's not enough money for them.

Amelia Chan said the Venezuelans "brought out the best in us. They brought out the real musicians in us, not just how we played, but what we are supposed to be as musicians. And on the personal level, they are just incredible human beings."

"I have never been asked such intelligent, well thought-out questions," says Yancy. "We've never pitched in so much before as a group." Chan continued. "Every one of us got together. We started doing sectionals..."

"We actually felt very much challenged by their performance," said Wolski. "When we start in the school, everyone is very much focused on himself. When we play within the orchestra, we usually know a few people around us, but we don't really know everybody. But when you teach the Venezuelan youth, he said, "you can tell that everybody knows everybody. And when we went up to play solo, they wanted to show—he is one of us. And we just felt, we HAVE to unify, we HAVE to get together. I learned that there is a joint effort, like playing chamber music, but on a larger scale.

"After the concert, we were weeping, kind of all speechless. Later everyone is giving opinions. We are rapping. We are talking. We really came together as a group.

"These kids reminded us that it doesn't mean anything if you don't put your whole heart into it. To see these children who come from very very simple families, from very humble places—it is such an enormous struggle to make it happen."

Marchena speaks of one in particular, from an extremely poor family. "And when he arrived first in that institution, his shoes had holes and this kid was in a really poor state. They offered him the opportunity to have a life as a musician, as a person to integrate in a society as friends, to be part of a group of children. They taught us what it means to be a team, but to have a very good sense of equality. These children are not looking down on each other. They look at each other.

"As a Venezuelan, I am extremely proud of my people for what they have taught us, not only the teachers but the staff.

"Every one of us is changed for the rest of his life, somewhere deep inside," said Wolski. Everyone wanted to do their best, played their hearts—something you don't see a lot in New York."

"Sometimes an attitude, ambition, competition, gets in the way. You forget why you're doing things. They gave that back to us."

Saying Goodbye

"I believe that after such an incredible spiritual experience, the hardest thing for all of us was to say goodbye. I cannot even begin to describe the emotions that were on both sides. We must not let this experience die. We must keep it alive. We must make it happen again."

"My old bow I had when I was 10 or 11," said Lori Simpson. "I don't use it. So I gave it to the principal violist to maybe use it, and resi to the other girl. Because that is another thing—the fact that we are very privileged, and if I need a bow, new resin, new strings... It opened my eyes when I looked at those instruments. So I have this bow and I'm not using it. They just touched my heart so much, that was the least I could do."

On parting, many of the young Venezuelans offer their caps and their medallions to the MSM students.

"Their medallions are kind of part of their working suit, and one of the most important things they have in their life, because they are very carefully selected throughout the country," says Snyder. "And the fact that they wanted to give one of the most precious things to us, I didn't know what to say when it was offered," added Wolski.

Mauryce looks into the camera and sends "my deepest, warmest, heartfelt greetings to John, Daniela, Carmen, Norma, Maria, Fernando, Diego—all the kids. I love you. You are the best."

"I had to really watch Mauryce so he doesn't put in the visa application."

"When they gave us the medals... they were so sincere. Everything is genuine. From the heart. Those children are such great people."

Since returning from Venezuela, there have been e-mails, and for Mauryce, a phone call. All are eager to keep up the connection. The best news is that the Youth Orchestra will be coming to New York, probably in early October.

Wolski is excited at the prospect. "I can't wait. I don't know where they are going to play, but I think they deserve the best."

Mauryce's looks into the camera and sends "my deepest, warmest, heartfelt greetings to John, Daniela, Carmen, Norma, Maria, Fernando, Diego—all the kids. I love you. You are the best."

Pictured at the Ambassador's residence are cellist Robin Snyder, Dr. Jose Antonio Abreu, and string bassist Saskia Lane.
Villains Honored and Heroes Unsung

California State University Historian on the Vallejos of California

BY RUBEN G. MENDOZA

A February conference of the California Mission Studies Association, I attended a presentation by a direct descendant of early California pioneer Mariano Guadalupe Vallejo (1808-1890) of Sonoma, California. Martha A. McGettigan, Mariano Guadalupe Vallejo’s great great granddaughter, presented a paper titled “Epifania de Guadalupe Vallejo: California’s 1st Woman Daguerreotypist” (McGettigan, 2000). McGettigan’s study, and Epifania’s story, bear particular relevance to those of us concerned with the accurate and unbiased representation and reappraisal of visual anthropology and the history of science, technology, and medicine in early California and North America more generally.

Mariano Guadalupe Vallejo, a direct descendant of the earliest Hispanic colonists of the Puerto and Presidio de Monterey of the late 1700s, forged the path to the earliest Hispanic settlement of the northern Mexican province of upper Alta California. In fact, Mariano Guadalupe Vallejo and his family, essentially founded the town of Sonoma, where later the Bear Flag revolt by a group of trappers and outlaws would serve to underwrite the subsequent conquest of California by the American military of 1847. Today, the home and ranching properties, as well as the old Hispanic and Mexican civic core of the Sonoma community, pay tribute to Mariano Guadalupe Vallejo’s contributions to the founding and planning of that community.

Having visited the Vallejo home and estate, now a museum in the town of Sonoma, I was taken by the culture, sophistication, and early contributions of Mariano Guadalupe Vallejo and his family. I was similarly struck by the family’s access to contemporary literature and to early technological innovations such as photography. Prior to settling the area, only the old Hispanic mission of San Francisco de Solano, established July 4, 1823, stood on the site. In 1833, Mariano Guadalupe Vallejo undertook the secularization of the old mission of San Francisco de Solano, and founded the town of Sonoma in 1834. During his watch, former mission lands were dispersed, under the mandate of the Secularization Decree of 1833, and the quarter or barracks and related administrative buildings and many of the remaining early adobe structures of the civic core of the community took shape. These same structures seemingly now proclaim and honor the industrious, ordered, and cultured sophistication that the Vallejo’s introduced to this otherwise neglected frontier province of the
times. Moreover, it should be noted that this characterization stands in stark contrast to those presented by early American and later historians who seemingly went to great lengths to document the “rudimentary” and “uncultured” nature of the pioneer Spanish- and Mexican-era settlers of the Hispanic southwest.

The American Occupation

Both before and after the American invasion of upper Alta California in 1846 and 1847, the Vallejo family was renowned for its civility and generosity toward the earliest American and other foreign visitors to the region. Given the neglect of this province by the Mexican government, even “General” Mariano Guadalupe Vallejo, the appointed Mexican military commander of the region, was said to have pondered the prospects of declaring the region independent of Mexico. Sadly, as the result of the early American incursions and subsequent conquest of California, Mariano Vallejo and his family were subjected to the depredations and hostilities of Colonel John C. Fremont and his band of rebels. The American military had originally assigned Fremont to do no more than conduct a mapping survey of the region west of the Mississippi. But as soon as he arrived in the territory, he became embroiled in the effort to seize Alta California. In June of 1846, the so-called “Bear Flaggers,” under the prompting of Fremont, took Mariano Guadalupe Vallejo prisoner at his ranch in Sonoma. Soon thereafter, both Native American and Mexican residents and colonists of Sonoma were subjected to the brutality and outlaw actions of Fremont and his men. Even those Mexican settlers and merchants who were sympathetic to the idea of liberating the region from Mexico were soon subjected to robbery, theft, extortion, rape, and the murder of innocent civilians. In one such case, Kit Carson and the “Bear Flaggers” executed three members of the unarmed Berreyesa family, including the elderly Jose de los Reyes Berreyesa, and his twin nephews, Francisco and Ramon de Haro.

Little was ever made of the executions of the three unarmed men, or of, for that matter, related murders and the rape and pillage of the civilian sector of Sonoma. And from historical accounts by the perpetrators themselves, it is clear that Sonoma and the Vallejo family in particular were subjected to an intense period of hostility and brutality. According to one of my immediate colleagues, social historian Dr. Gerald Shenk of the California State University, Monterey Bay, early military diaries written by soldiers under the “command” of Fremont further document specific atrocities and other morally unconscionable actions by Fremont and the Americans against early California families such as the Vallejos of Sonoma.

According to Dr. Shenk (1998), those military diaries document Fremont’s orchestration of the rape of a number of the women of the Vallejo family, having his soldiers select their victims after he himself had had first pick of his intended victims. Ironically, despite such behavior by Fremont, who was court-martialed and jailed by the U.S. Congress of that time, many of the old adobes constructed by Hispanic- and Mexican-period families throughout California and the West now bear the name of Colonel Fremont. Such is the case with the “Fremont house,” an historic adobe in Monterey. Oddly enough, the historical marker just outside the home indicates that Fremont had no direct connection to the building, but since he, Fremont, once set up camp in Monterey, the adobe was named in his honor. Local historians of the Monterey community have conveniently forgotten the Mexican family that built and lived within this structure. In my mind, this would be akin to naming the California state capital building, or other very public landmarks, after the most notorious rapists and pedophiles of our own time. Clearly, those who seek to honor Fremont do so with utter disregard for his reprehensible character and actions and those of his men.

While the names of the likes of Fremont continue to grace the hallowed halls and signage of many public buildings and city streets in California and the American West, the names and contributions of early California pioneers like Epifanía de Guadalupe Vallejo have been lost to the historians’ blue pencil and the cutting-room floor of the academy.

This is her story in brief.

Epifanía de Guadalupe Vallejo

Epifanía de Guadalupe Vallejo was the daughter of Mariano Guadalupe Vallejo, of whose story has so often been the case with early Hispanic/Latina contributions to the settlement and development of early towns and communities in North America. Epifanía’s name and legacy have been lost to history and the historian. Whether by virtue of the politics of personal and cultural destruction that left most “American” histories bereft of any but those contributions by Anglos or others of direct European descent, the case of Epifanía and many of her Latina contemporaries cries out for serious study and a much deeper level of inquiry into the politics and polemics of the history of science, technology, and medicine in the United States.

Epifanía’s story would have gone unnoticed and undocumented had it not been for March McGlashan’s inheritance of a ring left to her...
upon her father’s death. The ring, which held a small container and was hinged in much the same way as a “poison ring” or locket, contained an early photograph of a Vallejo family member. Concerned about the origins of the ring, Martha McGgettigan inquired at the Bancroft Library in Berkeley and was told that despite the contents, the ring could not possibly date any earlier than the 1850’s. After all, they noted, the “Americans had not yet settled the region.”

With the Bancroft’s commentary fully in mind, Martha proceeded to investigate the ring’s origins and identified an early photograph that showed the ring on the hand of Mariano Guadalupe Vallejo himself. Soon, Martha recovered early family documents and personal correspondence pre-dating the American occupation period of California history. The documents and correspondence revealed that Epifania de Guadalupe Vallejo was an aspiring photographer who owned daguerreotype cameras and equipment and was fully proficient in their use...as made clear by the technical merits of photographs that she produced in 1840 Alta California.

Epifania’s Contribution

As a photographer and as a specialist in the study of Hispanic material culture and traditional technologies, I am well aware of the complexities of the early daguerreotype photographic process (originally developed in France by Daguerre himself). In the course of collecting Latina and Latino social histories, I have had the opportunity to examine and reproduce many a family photograph from the collections of Mexican American and Hispanic families of the southwestern United States.

Over the past twenty years, I have sought to reproduce and document and thereby preserve the abundantly rich visual histories and photographs that serve to document the Hispanic legacy and contributions to our collective “American” history. In addition to documenting the early social clubs, family and community gatherings, laborers and miners, women and children, and a broad array of social history and culture, these early family photos collectively represent the largely “undocumented” heritage of a community that has been given short shrift in the historical literature of early American contributions.

I was moved and moved by those early letters and photographs by Epifania and her contemporaries exhibited by Martha McGgettigan at the conference I attended. Significantly enough, it was made patent clear by Martha McGgettigan’s conference presentation regarding Epifania de Guadalupe Vallejo that Epifania had in fact mastered the art of photography and the daguerreotype process in the period prior to 1847, and years before the American occupation and settlement of Alta California.

To this day, many American historians and other “culture brokers” generally assume that the contested territory of history itself arrived on these shores with the landfill and settlement of the region by the earliest Americans.

Postscript: Life after Photography

After leaving her mark on the “history” of photography in early California, Epifania went on to bear a dozen children with her “American” husband. In turn, she was a special guest at the inaugural celebration for President Abraham Lincoln, and she is further documented to have had the President and First Lady of Mexico (mid-1800s) as godparents to her children. Clearly, the life and times of this most fascinating woman have yet to be rendered beyond the pale of historical and political obscurity. The challenge now is to assure that such early Latina and Latino contributions in North America do not continue to represent the growing body of “undocumented” heritage and history that so speaks to the political and cultural economy of history and its rendering.

Ruben G. Mendoza, Ph.D., is associate director and founding faculty member, Institute of Archaeological Science, Technology, and Visualization, at the Center for Social and Behavioral Sciences, California State University-Monterey Bay.

References Cited


Shenk, Gerald. 1998. Personal Communications as per his research in a California history archive, Social and Behavioral Sciences Center, CSU-Monterey Bay.
Gutiérrez Addresses Cal State-Northridge College of Arts

Felix Gutiérrez, senior vice president and executive director of the Freedom Forum, gave the commencement speech address to graduates of the California State University-Northridge (CSUN) College of Arts, Media, and Communication.

Gutiérrez was an Associated Press reporter, a journalism professor, and a college dean, having worked at CSUN and the University of Southern California before joining the San Francisco-based Freedom Forum, a nonpartisan international foundation dedicated to a free press and free speech. He has written four books and more than 45 scholarly articles or book chapters, mostly on racial and technological diversity and the media.

Featured speakers at other graduation ceremonies were: Rep. Xavier Becerra, CSUN College of Humanities; CSI trustee Debra S. Farar, Channel Islands campus; Jon V. Ferrara, co-founder of Goldmine Software Corp., College of Engineering and Computer Science; and Michael E. Spagna, associate professor of special education at CSUN, College of Education.

Record Number of HSF Scholars at Laredo

A record number of Laredo Community College (Texas) students were named Hispanic Scholarship Fund (HSF) Scholars in 1999-2000 by the San Francisco-based organization. HSF awarded more than $25,000 to 25 Laredo students, nearly triple the number of just two years ago.

According to Sara Martinez Tucker, HSF president and CEO, the national organization awarded more than $33 million in scholarships to 4,200 Hispanic college students representing all 50 states and Puerto Rico. Both the number of winners and the cumulative amount disbursed are organizational records.

WorldCom and Brown Announce Grants to Underserved Communities

Brown University (R.I.) and WorldCom announced grants to 20 programs nationwide that link public schools or community organizations with local colleges or universities to develop educational technology projects for youth in underserved areas.

One grant recipient is the University Partnership for Learning the Internet with Families Together (UPLIFT), a joint venture between California State University-Northridge and the nearby Community Charter Middle School. UPLIFT will establish a community computer laboratory where minority students from the University's computer science department will teach sixth and seventh graders and their families basic computer and Internet skills.

Another recipient is Bridging the Digital Divide, a partnership between Houston Community College-Southeast (Texas) and the Advancement of Mexican Americans—community-based organization servicing low-income, underrepresented populations through the George L. Sanchez High School. This program will initiate a new dual-credit high school/community computer technician and network certification curriculum as an investment in youth and their families in one of Houston's oldest neighborhoods.

Saint Peter's Sophomore Attends Congressional Institute

Steven Llanes, a sophomore at Saint Peter's College in New Jersey, was one of approximately 30 students nationwide to attend the Congressional Hispanic Caucus Institute's (CHCI's) summer undergraduate internship program in Washington, D.C.

Llanes was exposed to a rigorous leadership development curriculum that emphasized work experience, community service, and academic study. The Institute required him to work 20 hours a week in a congressional office, attend weekly seminars and workshops, conduct a community service project, and submit a research paper. During this summer, Llanes has been interning with U.S. Rep. Robert Menendez, St Peter's class of 1976; in July, Menendez transferred Llanes to the Democratic Leadership Office, where Menendez serves as the chair.

A double major in journalism and political science, Llanes has maintained a 3.98 GPA and is the new editor-in-chief of the Pauw Woe, Saint Peter's student newspaper.

Michigan Studies Latinos as Criminals on TV News

A new University of Michigan study corroborates prior research that African Americans are more likely than whites to be portrayed as criminals on television news, and also reveals that Latino are less likely to be so depicted—when compared with actual crime statistics. Although both Blacks and Latinos are more likely than whites to be shown as lawbreakers than a law defenders in television news report: Latinos—like whites—are underrepresented as criminals while Blacks are overrepresented.

Travis L. Dixon, University of Michigan assistant professor of communication studies and Daniel Linn, professor of communication law, and society at the University of California Santa Barbara, conducted a content analysis of 116 "breaking" news programs on five commercial television stations covering Los Angeles and Orange Counties (Calif.) during an eight-month period in 1995-96.

According to the study, which appeared in the spring issue of the Journal of Communication, African-Americans are near "3 percent lower and Latinos 8 percent more likely than whites to be portrayed in television news as criminals. White whites—according to California Crimin..."
Justice data—commit 28 percent of crimes in the Los Angeles and Orange Counties area, they are portrayed as criminals only 21 percent of the time for Blacks, the percentages are 21 (real) and 5 (TV); for Latinos, 47 (real) and 39 (TV); for Other, 37 (real) and 13 (TV).

Although an ethnic blame discourse based on stereotypes about minority groups may affect what is aired on television news, structural limitations or institutional biases may also shape mass media depiction of race and crime, said Dixon.

Texas—El Paso President Says Abraham Chavez’s Legacy “Will Play On”

“Abraham Chavez, who embodied the powerful force of music, was one of El Paso’s most beloved citizens,” said University of Texas—El Paso (UTEP) President Diana Natalicio in a statement following the announcement of his death. (Natalicio is shown congratulating Chavez at an April 2000 convocation).

Chavez, a native of El Paso and a graduate of Texas Western College, gained a national reputation as a violinist and conductor. At the age of 13, he was accepted to the El Paso Symphony Orchestra, becoming its concertmaster after only five years. He then left to become director of music at the University of Colorado. Chavez later returned to El Paso and served as musical director/conductor of the El Paso Symphony Orchestra until 1992. A distinguished faculty member at UTEP, he won many awards, including the Hispanic Heritage Award for Education, given in Washington, D.C.

“El Paso and UTEP have lost a dear friend, but his maestro’s legacy will play on,” said Natalicio

Cal State L.A. Presents Golden Apple Awards

The Charter School of Education at California State University Los Angeles recognized 10 outstanding student teachers during its annual “Day of the Teacher” reception. Special guest speaker was Maria Casillas, president, Los Angeles Annenberg Metropolitan Project (LAMP). LAMP is the Los Angeles chapter of the Annenberg Challenge, a public private partnership improving education for 1.5 million urban and rural public school students.

Jose L. Artilles, Nelly Guillen, and Helia Ramirez were among the awardees. All rated in the top 10 percent among their peers and provided exemplary work in the following: instruction that encourages students to think; inclusion of students’ cultural values and cultural knowledge in lesson context and activities; development of learning opportunities responsive to language diversity and to the needs of special education children; knowledge of and exposure to the cultures that characterize the school community; development of culturally relevant materials; and completion of all the student teaching competencies at an exemplary level.

Cal State—Bakersfield Students Win at Research Meet

Two California State University—Bakersfield (CSUB) students earned plaudits at the 14th annual statewide student research competition sponsored by CSU at California State Polytechnic University—Pomona.

Dustine Rojas-Kraft won first place in the graduate division, behavioral and social sciences; and Ruth Veniot earned second place in the undergraduate division, biological and agricultural sciences.

Rojas-Kraft investigated the acculturation pressures that Mexican American women face from Mexican culture and American society. Luis Vega was faculty mentor. Veniot presented her research into a key enzyme activity of common horehound: Roy LaFeve was faculty mentor.

Irma Morales Waugh was among several other CSUB students who presented original research.

California—San Francisco Researches Latina Maternal and Infant Health

New research by a University of California—San Francisco team looks at the behavioral, medical, and nutritional characteristics of Latinas and how they affect the risk of infant mortality.

The study, conducted by Dr. Elena Fuentes-Aflick and Nancy Hessol, was prompted by the observation of an “epidemiological paradox” of infant mortality in Latinas that has been documented for nearly 30 years. While Latinas born in Mexico have many risk factors associated with infant mortality, they have unexpectedly low rates of infant death. The researchers found that Latinas born in Mexico were 25 percent less likely to have an infant death than were U.S.-born white women.

In a related study, also one with surprising results, Fuentes-Aflick and Hessol found that the increased risk of low birth-weight infants is linked to older Latinas but not to adolescents. The study showed that while maternal age influenced the risk of having a low birth-weight infant, only Latinas who were 25 years of age or older had an increased risk.

Jesus Salas Graduates from St. Mary’s

Jesus Salas, the first village from the small town of Cozacoalcos, Mexico, to come to the U.S. to attend college, recently graduated from St. Mary’s University (Texas) with a bachelor’s degree in mathematics.

Salas strove hard to bring home the skills he learned in college and put them to work. As he worked erly within Desarrollo del Campo, a nonprofit organization developed by Marxists to serve rural development in southern Mexico. He says that his goal is to shed light on the impoverished conditions in which many in Mexico live.

While at St. Mary’s, Salas maintained a high level of academic achievement and was involved in many campus activities and service opportunities.

In the News at Cal Poly Pomona

Katie Estrada is one of 36 California State Polytechnic University-Pomona 2000 students to receive a 2000 Kellogg Scholarship. Awarded to high school students who demonstrate academic excellence and named for W. K. Kellogg, a founder of Cal Poly Pomona. The scholarship is renewable over four years and carries an annual $8,600 over that period. Estrada, who will enter as a math major in the fall, was a member of the high school marching band, water polo team, and unity club.

Marcella Arias, Arturo Carmona, Esperanza De La Torre, Pedro Cabrera, and Oscar Villarreal received $1,750 in scholar-
ships from the Latino Faculty, Staff, and Student Association. The awards luncheon: “Empowerment Through Unity” featured guest speaker Gus Frias, program manager with the Los Angeles County Office of Education, where he helps develop violence prevention programs at local K-12 schools.

NCLR Praises Leadership Conference Report

The National Council of La Raza (NCLR) congratulated the Leadership Conference on Civil Rights/Leadership Conference Education Fund on the issuance of the report “Justice on Trial: Racial Disparities in the Criminal Justice System.” In the future, says NCLR, this report will be seen as the beginning of a major campaign that replaced late 20th-century politicians’ single-minded focus on being “tough on crime” with an emphasis on being “smart and fair,” as well as tough on crime in the new century.

The report shows the following: “racial profiling” against Latinos is endemic in many states; federal agencies, including the INS, DEA, and Customs Service, almost routinely single out Hispanics for enforcement actions; in the exercise of “prosecutorial discretion” Latinos are typically charged with more serious crimes than are comparable white defendants; once convicted, Hispanics receive longer sentences than do those of similarly situated white offenders; the juvenile justice system treats Latino youth more harshly than white youth; and the cumulative impact of this inequality is such that Hispanic incarceration rates are more than doubled in recent years.

Fresno State Honors Migrant Students

The CSU-Fresno College Assistant Migrant Program (CAMP) honored 85 first-year students at its Student Recognition Program. Teresa Plascencia, field representative for Sen. Diane Feinstein, was the featured guest speaker. The students received commendation certificates from Lt. Gov. Cruz Bustamante.

Director Odelia Gamo said that four students received special recognition for earning a 4.0 GPA. Additionally, 48 CAMP students were honored for earning a GPA above a 3.0. Other students were recognized for the “Outstanding Coursework Award” and the “Farmworker Service Award.”

CAMP is a federally funded program begun at Fresno State in 1981 that helps migrant students to enter the university.

Illinois Wesleyan Student Researches Latinos and U.S. Politics


Hennessy examines the reasons why Hispanics have a low participation rate in U.S. politics. He developed three models—citizenship, registration, and voting—to identify the demographic factors that might promote citizenship. He hypothesized that Latinos fluent in English—those with higher levels of education, employment, and income—and Latino men will be more likely to seek U.S. citizenship. As hypothesized, Hennessy found that lower income and education levels, combined with English language difficulties, prevent many Latinos from registering and voting.

Although the Hispanic population numbers 31 million, more than seven million adults are ineligible to vote because they aren’t citizens. Therefore, Hennessy concludes it is necessary to increase the citizenship status of Latinos to augment their voting potential.

Eastern New Mexico Graduates Former Levi Employees

In November 1997, Levi Strauss and Company announced that its Roswell, New Mexico, plant would be closing, putting 560 people out of work. By the end of 1998, many of those Levi employees enrolled in classes at Eastern New Mexico University-Roswell hoping to find a new career. Many likened it to “mission impossible”. But now it is mission accomplished.

The class of 2000 included about a dozen from Levi who graduated with honors. Jane Barreto and Phyllis Gutierrez used the buddy system to get through the transition. “I thought I was too old to start over,” said Gutierrez. “Now I understand a new language and will be looking for a new job.”

Juanita Suarez had been with Levi for 20 years. She said, “I have a new outlook, a new future, new friends, and a new life.” Mar Bencomo and Connie R. Salinas were part of the graduating class.

Gonzalez Takes Job at Georgetown

Juan Gonzalez, California Polytechnic State University-San Luis Obispo vice president for student affairs since 1994, left in July for the same position at Georgetown University in Washington, D.C.

As head of student affairs, Gonzalez played a key role in helping to develop university policy. He oversaw all aspects of Student Personnel Services, student activities, health and psychological services, residential life and education, campus safety, relations and judicial affairs, and career services.

“Dr. Gonzalez has been an extraordinary vice president for Cal Poly, and I am confident he will be a wonderful addition to Georgetown, one of the nation’s great universities,” said Cal Poly-San Luis Obispo President Dr. Warren J. Baker.

Contreras-Sweet Addresses Mt. Antonio Grads

Maria Contreras-Sweet, California’s secretary of the Business, Transportation, Housing, and Energy Agency, gave the commencement address at Mt. San Antonio College’s (SAC’s) Class of 2000 graduation.

As Agency secretary, Contreras-Sweet, a Mt. SAC alumna, oversees 13 departments with more than 4,300 employees and a billion budget. The departments include Caltrans; the Departments of Motor Vehicles, Corporations of Financial Institutions, Real Estate; the California Highway Patrol; and the California Housing Finance Agency.

She chairs the California Complete Committee and the Governor’s Task Force on Diversity and Outreach and co-chairs a newly created Commission on Building the 21st Century.
Brewer Outstanding Senior at Bowling Green

Jason Brewer, biology major, received Bowling Green State University's (Ohio) President's Award for Distinguished Service. The award recognizes a graduating senior who has demonstrated academic excellence as well as provided outstanding leadership and service to both the campus and the community.

A four-year member of La Union de Estudiantes Latinos, Brewer was its treasurer for three years and received its Executive Cabinet Award all three years and its Building Community Award in 1998. As an officer, he helped organize many educational programs for Latino students, including the U.S. States Hispanic Leadership Conference.

Gonzales Named Alamo Community Trustee

Jesse Gonzales was elected to the Alamo Community College District board of trustees in Texas.

Gonzales, a small-business owner and military retiree, has a bachelor's degree from San Antonio College and a master's from Our Lady of the Lake University. He was an accounting instructor at St. Philip's College and a middle school teacher. A San Antonio resident for 50 years, and a licensed pilot, Gonzales has served on many committees in the Northside Independent School District (NISD) and as vice president of its PTA Council.

Belafonte, Blades, and Rangel Address Graduates

Prominent entertainers and civil rights activists Harry Belafonte and Ruben Blades were among the distinguished speakers at City University of New York's college commencements.

Belafonte received the President's Medal at Baruch College's undergraduate commencement. Blades addressed graduating students at Lehman College, where he received an honorary Doctor of Laws degree.

U.S. Rep. Charles Rangel was the featured speaker at the Medgar Evers College commencement.

Two Outstanding Grads at Maricopa

Karla Gonzalez and Nayeli Guzman are two successes among the many Maricopa County Community College District (Ariz.) graduates.

Gonzalez, a Phoenix College sophomore with a 4.0 GPA, was recognized in a ceremony in Washington, D.C. as a first team selection to the 2000 All-USA Academic Team. One of 20 scholars across America to receive the honor, she might attend Stanford University to study international business with an emphasis on marketing and then work for an international marketing organization.

Guzman (r.), who graduated from South Mountain Community College (SMCC) with honors and now attends Grand Canyon University, was student body vice president at SMCC and initiated a campus relief project to help Hondurans affected by Hurricane Mitch. When Guzman was five, she was slapped illegally into the U.S. by relatives in Mexico. At her mother's death in Mexico when Guzman was age nine, Guzman moved from relative to relative and attended six schools in 10 years. At 15, looking for financial aid, she walked into the office of SMCC faculty member Laurita Moore (l.), who herself had left Mexico City, penniless, at age 15. Moore, after taking Guzman to an immigration attorney, adopted the model teenager.

Cain Gift of $3.9 Million to Houston-Downtown

In Texas, the Gordon and Mary Cain Foundation recently granted $3.9 million to the University of Houston-Downtown (UHD) for students pursuing a degree in urban education, the largest grant for scholarships ever received by the institution and one that will enhance UHD's success in providing quality educators for inner-city schools.

Dr. Max Castillo, UHD president, said, "Because of our own diversity, we can provide a pool of qualified, culturally sensitive teachers who, due to their training in the classroom and their multicultural experiences, are well-prepared to teach in an urban setting."

Financial difficulty is the main reason UHD students drop out and don't return. Many must choose between supporting themselves and their families or earning a college degree.

Pictured is Gordon Cain during a May 2000 visit to the campus.

New York State and Syracuse Recognize Student Achievement

Syracuse University hosted more than 300 students from 33 colleges and universities across the state at the eighth annual Collegiate Science and Technology Entry Program (CSTEP) conference. CSTEP is a state-funded program to increase the number of historically underrepresented and economically disadvantaged undergraduate and graduate students who complete programs leading to careers in scientific, technical, health-related, or licensure programs.

Carlos Garcia, associate at the N.Y. State Education Department, said, "In the scope of the state budget, CSTEP is small. But considering the benefits reaped by New York State, in terms of ensuring that we have a highly skilled work force, it is immense."

Among those receiving awards for research were (pictured, clockwise from top left) Andrea Montaño, Antonio Gonzalez, and Elanis Pérez.

News from the White House

The staff of The White House Initiative on Educational Excellence for Hispanic Americans has developed one-page fact sheets that provide data on the conditions of Latinos in the educational pipeline from early childhood...
through graduate and professional education. To obtain free fact sheets, call the White House Initiative at (202) 401-1411 or log on to www.ed.gov/offices/OIIA/Hispanic.

At the start of the year, Guillermo Linares replaced Ana "Cha" Guzman as chair of the President's Advisory Commission. Linares has been a member of the Commission since its inception in 1994. He co-chairs the commission's Committee on Children, Families, and Communities. He is a member of the New York City Council and the first Dominican American elected to office in the United States. Guzman is a senior advisor in the Department of Education.

**News from The Getty**

Mexico: From Empire to Revolution. An upcoming exhibition at The J. Paul Getty Museum (Calif.), explores the historical importance of photography in documenting places, events, and people. Drawn from photographs in The Getty Research Institute collection, the exhibit—divided into two parts—shows how photographs serve as documents offering knowledge and insight into Mexican history and culture between the 1860s and 1910s. Part I, from Oct. 21 to Jan. 21, 2001, includes "Empire and Intervention" and "Ruins of Pre-Hispanic Empires." Part II, from Feb. 24 to May 20, 2001, includes "Building the Nation" and "From Celebration to Revolution."

A Getty grant of $120,000 will enable the Centro de Documentación de Bienes Patrimoniales, in Santiago, Chile, to complete a Spanish translation of the Art and Architecture Thesaurus, a comprehensive vocabulary of nearly 120,000 terms for describing objects, images, architecture, and material culture from antiquity to the present.

**San Antonio Center Encourages Health Awareness in Women**

Recognizing that women have multiple demands on their time and energy, a new nationwide, community-based education campaign was launched proposing simple and time-sensitive steps to help improve women's health. Dubbed "Pick Your Path to Health," the campaign from the U.S. Department of Health and Human Services Office on Women's Health encourages health awareness among all women, but primarily targets Hispanic, African American, Alaska Native, American Indian, and Asian American/Pacific Islander women.

The Hispanic Center of Excellence at The UT Health Science Center at San Antonio has partnered with a number of organizations via a local advisory board to help plan year-long activities and distribute materials to women in the community.

"Women are the heart of the Hispanic family. If they are healthy, so are their families," said Dr. Martha Medrano, director of the Hispanic Center of Excellence.

**Western Oregon Hosts Conference on Latino Awareness**

**Western Oregon** The Multicultural University Student Union at Western Oregon University held "Comunidades Latinos Haciendo Diferencias (Latino Communities Making a Difference)," its fourth annual Latino Awareness Conference.

Established to provide awareness and to address relevant issues, the conference featured keynote speaker Ramona Ramirez and workshop presenters who included Jim Garcia, Jose Romero, Dovie Trevino, representatives from Movimiento Estudiantil Chicoano de Aztlán, and more. Workshops discussed community involvement, Latinos of today, Latinos in the 21st century, and remembrance of Latino history.

**Crofton Hills President Retires**

Dr. Luis S. Gomez, 60, retired as president of Crofton Hills College (CHR) in California after a 25-year career in education.

It was during a high school Career Day project in 1959 that Gomez, a high school junior, first experienced being a teacher. Based on his interest, he was assigned to instruct a seventh grade math class for a day. "It was a fabulous day," Gomez reminisced. "The students responded well, and I knew at the time that this was the career I wanted to pursue.

Since that beginning, Gomez has had an enduring impact on the lives of many students. "When you see former students who have succeeded in realizing their dreams, it is very significant."

Before becoming CIC president, Gomez was a high school instructor, high school counselor, college professor, college counselor, and college dean. He attended California Polytechnic University-Pomona; he has a bachelor's degree and a master's in CSU-San Bernardino; and the University of Southern California, where he earned a doctorate, named him a Hispanic Education Leadership Fellow.

**In the News at Miami-Dade**

A four-member student team from Miami Dade Community College (M-DCC) took honors at the Mathematics Olympiad 2 competition held at the University of North Florida. Beating out more than 20 other Florida community college teams, Albo Condori, Romel Franco, and Louis Pesqu of M-DCC's Wolfson Campus and Racial V of the Kendall Campus won first place in a three-part competition. M-DCC math instructors Candido Sanchez (L) and Al Saleh coached the students.

Of the 5,000 or so students in M-D graduating class of 2000, Carlos A. Amezeta 21, is one who can inspire others. Born in Puerto Rico, his birth was premature weighed only three pounds, and was diagnosed as having cerebral palsy. Although he has been in a wheelchair his entire life does not think of himself as disabled. Writing an associates degree at M-DCC, S was a senator for the student government reporter for the student newspaper, and intern at a nearby television station. He participated in weightlifting competitively while lifting weights in the gym, and played basketball, and volunteer the community, regularly speaking to school groups and parents of disabled children. He will attend the University of Florida.

**California-Los Angeles Health Association Honors Bonita**

The University of California-Los Angeles (UCLA) Health Policy and Management Association honored the distinguished career of Dr. Diana M. Bonita, director of California Department of Health Services.

Bonita, who received her doctorate and master's degrees from the UCLA School of Public Health, took her present post in June 1999.
nearly 11 years as director of the Long Beach Department of Health and Human Services. She also was deputy executive director of the Los Angeles Regional Family Planning Council, regional administrator of the California Rural Health Programs, and clinical instructor and head nurse of medical and pediatric units at hospitals in Los Angeles, Buffalo, and New York City.

As the state health services director, Bona oversees a budget of more than $24 billion and 5,600 employees.

Canisius Students Study in Mexico

A group of Canisius College (N.Y.) students majoring in Spanish, business, and international relations spent the summer studying in and near Morelia, Mexico, interning at Canisius' sister institution, the Universidad Michoacana de San Nicolas de Hidalgo. The internship, Mexico 2000, was made possible through an Osheli grant awarded to Drs. Coral Snodgrass and Julia Wescott for the study of international business and modern languages. Miguel Garcia Silva of the Universidad Michoacana de San Nicolas de Hidalgo was the on-site director of the trip.

Spanish majors were offered an intensive course in the language. Students also were required to earn their room and board by teaching conversational English to university professors.

California-Santa Barbara Student Receives Coveted Award

Imelda Minerva Loza, a first-generation Hispanic American and a college re-entry student, won the Thomas More Storke Medal for Excellence, the highest and most coveted honor at the University of California-Santa Barbara (UCSB). The Storke award is presented annually to one graduating senior who has demonstrated outstanding scholarship and extraordinary service to the university, its students, and the community.

Loza grew up as a child laborer in a farm-working family, speaking only Spanish during her childhood. While at UCSB, she raised three small children, worked 20 hours a week, and maintained a full academic course load. Active in the local community, Loza has held highly visible positions with the Santa Barbara Hispanic Chamber of Commerce and the local Spanish language television program Por Todo el Pueblo, and she has volunteered much of her time to other community and UCSB functions. Loza received degrees in communication and Chicano studies and intends to continue her education by seeking a law degree.

New York Times Selects Bravo Group for Hispanic Market

The Bravo Group, a Young and Rubicam company, was selected by The New York Times as its advertising agency of record for the Hispanic market. The Bravo Group will be developing integrated Hispanic communications including advertising, direct mail, and media planning/buying in an effort to reach bilingual Latinos in the New York area.

"The New York Times is committed to building strong relationships with diverse groups in our home market, where multicultural consumers comprise 65 percent of the city's population," said Alby Myers, vice president, marketing services of The New York Times. "Our current integrated Hispanic marketing effort in New York represents the continuation of our efforts to reach ethnic segments, both within New York as well as in our national markets."

Pictured here is Daisy Espósito, president and chief creative officer of Bravo, who has, among other awards, been recognized by Crains New York Business as one of New York's "100 Top Minority Executives" and by Hispanic Magazine as one of the "100 Outstanding Hispanic Women in Communications."

News from Rio Hondo College

President Dr. Jesus Castrejon was elected to the American Association of Community Colleges board of directors.

Honor student Martha Sanchez earned one of the highest academic honors within California's community colleges, All-California Academic Team membership for 2000.

Professor Lenore Navarro Dowling was awarded the California Teacher's Association 2000 Human Rights Award at the Human Rights Conference in San Diego.

Women's basketball player Darlene Nunez was named Most Valuable Player of the Foothill Conference. Nunez also was selected in the All-State Basketball Second Team. Corina De La Cruz, Nicole Codd, and Caroline Thompson won All-Conference awards. Led by Foothill Conference Coach of the Year Kathy Pardillo, the team won the conference championship.

Laredo Child Development Students Receive Boost

In Texas, three Laredo Community College (LCC) child development students are getting a significant boost toward their life goals with the Berta Z. Galvan Scholarship. Dr. Galvan attended a special banquet to present the scholarships to the gifted students.

Pictured (l. to r.): Galvan, Francisca Fernandez, Ana Laura Gonzalez, and Francisco Martinez Jr., dean for workforce education. Not shown is scholarship honoree Mary Garcia.

LCC's Child Care and Education Club launched the scholarship in 1999 to celebrate the admirable career of Galvan, who retired last year after 22 years at LCC as founder, instructor, and department chair of the child development program.

Garcia Promotes Safety at Western Washington

As a community services officer at Western Washington University, David Garcia is a key part of the University police department's community-oriented policing program, designed to enhance safety and security at Western by working together with the public.
Garcia works with University residence hall advisers and student residents to provide personal safety training and to discuss sexual assault and violence prevention. He maintains and coordinates crime prevention education programs, issues community advisories and other crime information, and works with many University departments on safety and security-related issues.

**Latino Literary Hall of Fame Honors New Mexico Press**

The Latino Literary Hall of Fame announced winners of its Second Annual Latino Book Awards. Three books published by the University of New Mexico Press were awarded first place, and two books were awarded second place during the Latino Book Summit, held in June at BookExpo America 2000 in Chicago, Ill.

The first place winners were: Best Poetry Book, *CrashBoomLove: A Novel in Verse*, by Juan Felipe Herrera; Best Biography, *Capirrotada: A Nogales Memoir*, by Alberto Alvaro Rios; and Best Historical Fiction Novel, *Sor Juana’s Second Dream: A Novel*, by Alicia Gaspar de Alba.

The second place winners were: Best Arts Book, *Chimayo Weaving*, by Helen Lucero and Suzanne Baizerman; and Best Biography, *A Patriot After All: The Story of a Chicano Vietnam Vet*, by Juan Ramirez.

**Union County Athletes Named All Stars**

Adalberto Acevedo and Anthony Rotola, student athletes on the Union County College (N.J.) 2000 men’s baseball team, were honored recently.

Acevedo was named to the first team All Region XIX, Division III of the National Junior College Athletic Association (NJCAA) and to the second team of the All-Garden State Athletic Conference Division III-North as an infielder. Rotola was named to the second team All Region XIX, Division III of the NJCAA and the second team of the All-Garden State Athletic Conference Division III-North as an outfielder.

---

**PUBLICATIONS**

**“Pueblos Enfermos”: The Discourse of Illness in the Turn-of-the-Century Spanish and Latin American Essay**

By Michael Aronna

This book investigates *ideartum español*, by Ángel Ganivet, *Ariel*, by José Enrique Rodó, and *Pueblo enfermo*, by Alcides Arguedas—three essays that share a view of the nation as an organism threatened by “social pathogens.”


**Contemporary Argentinean Women Writers: A Critical Anthology**

Gustavo Fares and Eliana C. Hermann, eds.

This collection includes short stories, novel segments, interviews, and bibliographies of works of 16 major Argentinean women writers.


**Agrarian Reform and Class Consciousness in Nicaragua**

By Laura J. Enriquez

Laura J. Enriquez analyzes the political impact of agrarian reform by comparing the effects of several reform strategies employed in Nicaragua between 1958 and 1994. She shows that the impact is often paradoxical: socioeconomic reforms that clearly benefit the peasants do not necessarily result in political support for the reform movement that brought them about.


**The Invisible Faculty: Improving the Status of Part-Timers in Higher Education**

By Judith M. Gappa and David V. Lesli

Part-time faculty are treated largely as the second-class citizens of academia—denied status, benefits, collegial support, and the respect and attention that full-time faculty take for granted. Exposing myths and false assumptions, this book shows how institutions can strengthen academic programs through the use of part-timers.


**Afro-Cuban Voices: On Race and Identity in Contemporary Cuba**

By Pedro Pérez Sarduy and Jean Stubl

Based on the vivid firsthand testimonies of prominent Afro-Cubans who live in Cuba, this book of interviews looks at how race affects daily life on the island. While celebrating their racial and national identity, the collected voices express an urgent need to end the silts and distortions of history in both pre- and post-revolutionary Cuba.


**Cactus Blood**

By Lucha Corpi

This is Lucha Corpi’s second mystery novel featuring Chicana detective Gloria Damian. During the 1970s, a young Mexican woman is raped.
then exposed to pesticide contamination. Five men and two women save her and help her put her life back together. Sixteen years later, one of the men who helped her is dead, and two others have disappeared. Historic settings, California panoramas, and Hispanic culture texture this suspenseful search for a ritualistic assassin.


Song of the Hummingbird
By Graciela Limón

From Aztec princess to slave and concubine, Hummingbird—or Huixitzilin—in her native Nahua—recounts her life during the Spanish conquest of Mexico. Expressing a confidence and freedom that women have striven for centuries to attain, Huixitzilin passionately relates her tale to Father Benito the priest who seeks to lead her to confess and convert, and who offers her an absolution she neither needs nor wants. Instead, she forces him to see the conquest, for the first time, through the eyes of the conquered.


Coming into Her Own: Educational Success in Girls and Women
Sara N. Davis, Mary Crawford, Jadwiga Sebrechts, eds.

Written by experts in education, psychology, and women's studies, this book offers innovative strategies and a range of approaches and models for optimizing the educational experiences of girls and women.


Legislative Entrepreneurship in the U.S. House of Representatives
By Gregory Wawro

Just as entrepreneurs build businesses in the marketplace, members of Congress build legislative programs and use their records to establish reputations in the institution. This book shows how entrepreneurial actions relate to members' goals of reelection, enacting good public policy, and obtaining influence in the House.


Tales of Two Cities: Race and Economic Culture in Early Republican North and South America
By Camilla Townsend

Europeans colonized all the United States and the countries of Latin America, yet in terms of economic development, the U.S. far outstripped Latin America, beginning in the 19th century. Townsend contends that North Americans prospered relative to South Americans because of differences in attitudes towards workers that evolved in the colonial era. She focuses on two similar port cities—Guayaquil, Ecuador, and Baltimore, Maryland.


Reflexiones 1999: New Directions in Mexican American Studies
Richard R. Flores, ed.

Established in 1970, the Center for Mexican American Studies at the University of Texas-Austin is a national leader in teaching, research, and publications in Chicano studies. Reflexiones, its annual review, highlights new work by scholars affiliated with the Center. Reflexiones 1999 invites us to consider the complex relationship between cultural identity, racial and ethnic politics, and the production of knowledge.


Alive at the Core: Exemplary Approaches to General Education in the Humanities
By Michael Nelson and Associates

Written for faculty and administrators, this book reveals the fundamental importance of general education in the humanities. It lays the groundwork for meaningful learning in college, and offers different approaches to changing the core curriculum into a powerful tool for lifelong learning.


Crossing Borders, Reinforcing Borders: Social Categories, Metaphors, and Narrative Identities on the U.S.-Mexico Frontier
By Pablo Vila

This path-finding ethnography charts the social categories, metaphors, and narrative stories that inhabitants of El Paso and Ciudad Juárez use to define their group identity and distinguish themselves from "others." It describes how Mexican nationals, Mexican immigrants, Mexican Americans, African Americans, and Anglos make sense of themselves and perceive their differences from others.


Race, Place, and Medicine: The Idea of the Tropics in Nineteenth-Century Brazilian Medicine
By Julian G. Peckard
This book examines the impact of a group of 19th-century Brazilian physicians who became known posthumously as the Bahian Tropicalista School of Medicine. Julian G. Peard explores how this group of obscure clinicians became participants in an international debate as they helped change the scientific framework and practices of doctors in Brazil.


Al partir
(Spanish)
By Omar Torres

Al partir, novela histórica y testimonial, nos presenta a una de las verdaderas heroínas de la lucha del siglo XIX por la independencia de Cuba.


Many publications featured in this section are available through amazon.com.

CONFERENCES

CSUSB International Congress
August 30-September 1

California State University at San Bernardino and others are sponsoring "Challenges to Education: Balancing Unity and Diversity in a Changing World." In Mexico City.
Contact: (909) 880-9777 ext. 210. e-mail dwalker@csusb.edu.

Kiva's Mexico 2000 Education Tour
September 19-20, Guadalajara
September 22-23, Mexico City
September 25-26, Montevideo

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.
Contact: Annette Wright, (303) 770-3063; e-mail, kivaexpo@mindspring.com.

International Society for Luso-Hispanic Humor Studies International Conference
September 28-30

At Delta Hotel, Montreal.
Contact: K.M. Sibbald, Department of Hispanic Studies, McGill University, 3541 398-6683; e-mail ksibbalk@leacock. lan.mcgill.ca.

18th Annual U.S. Hispanic Leadership Conference
September 28-October 1

The USHLI has as its conference theme this year: "Latinos in the New Millennium: Building on the Past to Promise Promise for the Future." At the Hyatt Regency, McCormick Place, Chicago.
Contact: (312) 42-8683; website: www.ushl.com.

Hispanic Women's Corporation 15th Annual Conference
October 5-6

The 15th Annual Hispanic Women's Conference, presented by the Hispanic Women's Corporation. At the Phoenix Civic Plaza in Phoenix, Ariz.
Contact: (888) 388-4HWC or (602) 954-7095; e-mail, hwc@netmail.att.net

Latin American and Caribbean Studies Symposium
October 6-7

St. John's University's Committee on Latin American and Caribbean Studies (CLACS) will hold an international symposium, "Immigrants from Latin America and the Caribbean: Coping in New York City," to "evaluate the social, educational, legal, economic, political, and psychological adaptation of immigrants from Latin America and the Caribbean to the New York City area." At St. John's University.
Contact: (718) 990-1932. e-mail clacs@stjohns.edu.

Forum 2000 & NACME Career Fair
October 25-26

"Affirming Diversity: Real Commitment, Real Results." Among the confirmed speakers are Dr. Ana Margarita "Cha" Guzman, W. House Commission on Educational Excellence for Hispanic Americans, and Dr. Elsa Mac senior research associate, Tomás Rivera Po Institute. At the Westin Hotel, Long Beach, CA.
Contact: NACME, (212) 23-2626; web: www.nacme.org/events.

AACU's 3rd Biennial Diversity and Learning Conference
October 26-29

"Diversity and Learning: Identifying Community, and Intellectual Development designed both for working teams of faculty and administrators for individuals interested in improving classroom teaching and changing their curriculum, fostering systemic change in their institutions, and investing in local and global communities. At Westin William Penn Hotel in Pittsburgh, PA.
Contact: (202) 388-3760; e-mail, mnings@aacu.nw.net; website, www.aacu.edu/Meetings/divlearn00.html.

The College Board Centennial Forum
October 28-November 1

Networking and professional development opportunities: sessions on cutting-edge specific research and development. Key addresses by well-known speakers. At Marriott Marquis Hotel, New York City.
Contact: (212) 13-8050; website www.collegeboard.com.

HACU 14th Annual Conference
November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, NM.

One does not have to agree with Richard Rorty to acknowledge that he is a wonderful writer—able to offer apothegms of wisdom crystallized into a few sentences, winks of mischievous perspicacity. One of my favorites: "We pragmatists think that the reality-appearance distinction is an awkward and misleading tool of analysis, one that needs to be replaced with a distinction between the oppressor's descriptions of what is going on and the oppressed's descriptions, unsupplemented by the claim that the oppressed are on the side of the really real." This sentence comes from Rorty's review of Cornel West's The American Evacuation of Philosophy: A Genealogy of Pragmatism. Many would argue that this is what many thinkers and intellectuals in the former colonies of Europe and Euro-America have been doing at least since the project of decolonization got underway in the 50s and 60s.

Others, and this is where Walter Mignolo steps in, have argued that we can't even begin this process because the oppressed's descriptions are always suspect, without legitimacy, authority, or credibility—precisely because of the way descriptions are supposed to be arbitrated and imprinted with the stamp of credibility and reliability granted by the epistemic machines and knowledge factories on which the power and hegemony of the West, and the oppressor in general, are sedimented.

No matter how much we advocate for the marginalized, oppressed, excluded, and subalternized, their descriptions—in the view of the doctors of knowledge—will remain contaminated, impregnated, partisan, perhaps even blinded, by immediacy and political expediency.

This analysis leads us to a critique of how knowledge is produced—for whom, why, under what conditions, where, in what languages, and under what genres is it peddled. An encyclopedic and daunting task. A simple sociology of knowledge will not do. Nor will a political sociology of either the university or the public spheres of critical thinkers.

A world-systems analysis begins to get close, but only if it eschews narrow Marxist economism. A science of the sciences—how the natural and social (or human) sciences came to be configured around particular fields of study, structures of human organizing, gerrymandering of cultural epochs, and so on—is the kind of science that would be needed to get even a glimmer of why the descriptions of the oppressed have remained hidden and suppressed, marginal and suspect.

This science must also be aware of its historicity—how its own categories came to be available only at certain junctures. This science, thus, must think the history of other sciences: or disciplines and its very own standpoint of analysis. Does an eye see itself in its horizon of vision? The science that could think simultaneously the normativity of all sciences and its abjected alterity (that which it excludes as error or non-scientific, i.e., myth, superstition) is like an eye trying to give an account of its point of view without seeing itself. A tall order, an exorbitant expectation, and, many would claim, paradoxically unachievable.

But it is such a science of the sciences that Mignolo has set out to profile. He does not call it that. He calls it by several extremely evocative names: a critique of knowledges, a border geosemology, border thinking, border epistemology, post-Occidental reason. The goal of this geosemology (from gnosia, which is more than epistemology, alluding to a theory of knowledge related to human praxis), or post-Occidental reason, is to think the production, parceling, distribution and, yes, packaging and marketing of knowledges in terms of how they look from the other side of the line of subalternism, coloniality, and subjugated knowledges.

Walter Mignolo focuses on four main areas of genealogical excavation: history (the way narratives about salvation became narratives about civilization, and then about modernization, and, more recently, about globalization), the social sciences (the way sociology, economy, politics, and sociology, in turn with anthropology and oriental studies, parcel out and parcel the past and present, allocating the present to Western societies, and the past to non-Western societies'), philosophy (how it institutionalized within the university, thus absorbing and being guided by the imperatives of nation and empire building), and languages (languages of the disciplines, i.e., authorized knowledges, are the languages of the colonizer and empires that parcelled the world over the last 500 years).

This book is one of the most fascinating and challenging texts of the borderlands of critical thinking in a new age. Mignolo's text demonstrates why Latin Americans, Latinos, and Hispanics are the theoretical ghosts, as well as subalternized bodies and languages, that haunt the U.S. cultures of Empire. This is one of the most eloquent, thorough, and persuasive defenses and explications of the theoretical import and relevance that the works of many Chicanas/os, Hispanics/Latinos, etc. have for a reconfiguring of human knowledges. It is a major contribution to the project of mental decolonization begun by the children of Caliban in the Americas, but also in the whole colonial world-system that has developed over the last 500 years.

Eduardo Mendieta is assistant professor of philosophy at the University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.
FULL TIME POSITIONS

TEACHING

COMPUTER INFORMATION SYSTEMS - (3 Positions)

Multimedia
Teach a full range of courses in multimedia programming and design. Experience with authoring systems, programming, graphics software, and web development tools. Knowledge of networking, industry certifications, and teaching experience desirable. Vac. #533. Closing Date: 6/25/00.

Computer Scientist
Teach a range of computer science courses including object-oriented programming, machine architecture, and participate in grant writing and software development activities. Vac. #537. Closing Date: 6/25/00.

Telecommunications
Teach a range of computer courses including operating systems, programming, telecommunications, and network-related topics in networking, coordination, and communication. Vac. #520. Closing Date: 6/25/00.

NON TEACHING

BUSINESS MANAGER & CPMETROLLER
(Higher Education Officer)

Reporting to the Vice President and Dean for Administration & Planning, this position will have responsibility for the day-to-day business affairs of the College, including consolidated financial statements and reports; administering and ensuring compliance with College and University policies; revenue management and projecting revenue targets; developing, maintaining and ensuring a comprehensive accounting system; overseeing budget preparation, and maintenance, modifications and adjustments; representing the Vice President and the College externally; and handling all related matters. Bachelor's degree and eight (8) years of professional experience in financial affairs, accounting and related work in a large, educational or government agency. The successful candidate will have a minimum of an undergraduate degree in Accounting or Finance. CMA and/or CPA preferred. The candidate must be proficient in the use of Excel, Financial modeling and database management systems. Salary: $28,000/yr - $31,250/year. Vac. #556. Closing Date: 6/18/00.

TUTORIAL COORDINATOR
(Asst. to Higher Education Officer)

Coordinating and administering the tutoring center program, responsibilities include: recruiting, hiring, training, scheduling, and evaluating tutors; maintaining appropriate student and tutor records; designing and conducting student study skills workshops; coordinating student recruitment and utilization of program; and coordinating on- and off-campus tutoring activities with academic departments and other school related to LRC operation. Bachelor's degree and experience in a related field preferred. Master's degree and teaching experience preferred. The candidate should be familiar with the skills necessary for learning and must have excellent organizational and supervisory skills, good computer skills (with a demonstrable competency in MS Office and the ability to interact well with students and faculty as a must). Salary: $28,312/yr - $44,284/yr. Vac. #631. Closing Date: 6/18/00.

ASSISTANT REGISTRAR
(Asst. to Higher Education Officer)

Responsibilities: registration, graduation, program registration, and grading. Some evenings & weekends will be required. Bachelor's degree required (Master's preferred); at least two (2) years experience in higher education; must possess good communications, supervisory & computer skills (including familiarity with MS Office software & database management systems). Salary: $38,312/yr - $54,284/yr. Vac. #638. Closing Date: 6/25/00.

INTERNET PRODUCTION ASSISTANT
(Asst. to Higher Education Officer)

Responsibilities: reporting to the Director of Publications, the Internet Production Assistant helps to design and update the college's Web site; assists in the day-to-day maintenance of the college's Web site; creates internal pages and graphics for the college's Web site; and assists with the college's HTML, Dreamweaver, and other tools, as needed. Bachelor's degree in computer science, or related field required. Two years' related experience required. Prior knowledge of computers, web page creation and maintenance is necessary. Preferred: software knowledge includes: Dreamweaver, HTML, Microsoft Office, and other graphic packages such as Adobe Photoshop. Experience in a cross-platform environment is also preferred. Knowledge of CGI protocol, Javascript, VBScript and a plus. Must possess the ability to work effectively with non-technical users. Requires good judgment, communication skills, and the ability to work with a diverse college population in an urban environment. Salary: $26,312/yr - $44,284/yr. Vac. #539. Closing Date: 6/25/00.

The University of Vermont is seeking applications for the position of Controller.

Founded in 1791, the University of Vermont is a comprehensive public research university of approximately 10,000 students and 3,000 faculty and staff. The University enrolls students in six undergraduate colleges: a graduate college, a medical college, and a division continuing education. The University's annual budget is in excess of $310 million. The University is located in Burlington, the State largest city with a population of 50,000. Burlington is consistent ranked as one of the nation's most livable cities (e.g., A+E Television US Conference of Mayors, National Geographic Traveler, and Lati Horse Journal).

The Controller will both oversee the financial management and accounting functions of the University and serve as a key member of the team responsible for the overall financial affairs, procedures, and policies of the University.

As chief accounting officer for the University, the Controller is responsible for all financial policies and procedures, monitoring regulatory issues, establishing internal controls, producing financial reports, coordinating external audits, and developing and implementing best acceptable business practices. The successful candidate must also provide strategic direction and leadership for the nine-departmental units, with 50 employees, which report to the Controller. The Controller is responsible for: Accounting Information Service, Accounts Payable, Cashier's Office, Grant and Contract Accountant General Accounting; Student Accounting; Student Loan Services; and Organizational and Treasury operations.

A Master's degree in Accounting, Business, Finance or related field is required; CPA license highly desirable. At least six years progressively responsible experience in financial management and public accounting in a complex organization are required; high education experience is preferred. Other minimum qualifications include: supervisory experience; strong interpersonal communications and presentation skills; ability to work in a collaborative environment; and familiarity with higher education financial software, systems, and technology.

Please send letter of application, a current resume, and the names of three professional references to:

Chair, Controller Search Committee
358 Waterman Building
85 So. Prospect St.
Burlington, VT 05405

Deadline for Applications: Until position is filled. Priority will be given to resumes received before September 8, 2000.

The University of Vermont is an Equal Opportunity/Affirmative Action Employer. Applications from women and individuals of diverse racial and ethnic and cultural backgrounds are encouraged.

For further information about the University of Vermont, please visit us at:

www.uvm.edu
Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following position:

ASSISTANT DIRECTOR OF RESIDENTIAL LIFE

In an increasingly diverse environment, Colby seeks an individual well versed in the challenges that face undergraduates from a variety of racial, ethnic, geographic, sexual orientation, religious, socio-economic, and other backgrounds. Reporting to the Associate Dean/Director of Residential Life, the Assistant Director will assist in the overall development of the residential life program. Responsibilities will include assisting in the selection, training, and evaluation of hall staff; advising; administration of the College’s policies and discipline process; programming; and on-call duties as necessary. Position requires on-campus residence, housekeeping provided. Qualifications: A Bachelor’s degree is required; a Master’s degree in college student personnel or related field is preferred or two years of professional residential life experience; experience in staff development, discipline procedures, and programming preferred; computer proficiency required.

Interested candidates please submit two copies of a cover letter and two copies of a resume, including the names and telephone numbers of three references, to: Douglas C. Terp, Director of Personnel Services, Colby College, 5800 Mayflower Hill, Waterville, ME 04901-9855. A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby website: www.colby.edu

DIVISION CHAIR FOR ARTS, HUMANITIES, AND SOCIAL SCIENCES (POSITION FA034)

J. Sargeant Reynolds Community College is Virginia’s third largest community college, serving more than 15,000 credit and 32,000 non-credit students annually. The College provides education and training at three campuses, at 35 satellite locations, and through distance learning programs. J. Sargeant Reynolds plays a pivotal role in economic development in the metro Richmond area, training, and retraining the workforce. The College is seeking applicants for the position of Division Chair for Arts, Humanities, and Social Sciences. TYPE OF APPOINTMENT: Full-time, twelve-month, faculty rank appointment. Salary commensurate with the education and experience of the applicant. QUALIFICATIONS REQUIRED: Advanced degree in the arts, humanities, and/or social sciences, or related area. Considerable knowledge of higher education or community college administration practices and principles; curriculum design and instructional methods and technology; course development, scheduling, and monitoring; budget and resource management; and personnel administration. Demonstrated ability to develop academic programs, conduct course assessments and evaluations; and make faculty assignments and teaching loads. Demonstrated ability to supervise and manage large numbers of full-time and adjunct faculty, staff, and college employees; conduct employee evaluations; determine and recommend appointments; and make classification and hiring decisions. Demonstrated ability to perform administrative functions of the division office including strategic planning, student enrollment reporting, student advising, managing equipment, usage and replacement, monitoring instructional technology, and assessing needs. Demonstrated ability to develop and manage division budget and to develop community relations to promote the academic offerings of the college. Demonstrated ability to communicate effectively, orally and in writing. QUALIFICATIONS PREFERRED: Previous teaching experience strongly preferred. Doctorate degree and progressive experience in college administration at the community college level also desired. POSITION RESPONSIBILITIES: The academic division chair provides college-wide strategic planning, leadership, supervision, and management for the division and its faculty, staff, and students to ensure consistency in the delivery of academic services. The Chair is responsible for the Provost for the academic, administrative, and fiscal operations of the division, and acts as the spokesperson for the division and its programs and coordinates with other academic and administrative units of the college to plan, implement, and assess quality educational courses and programs. APPLICATION PROCESS: Application inquiries must be received, if hand-delivered, or postmarked by OCTOBER 31, 2000. A completed application folder contains a completed State application and resume, three letters of recommendation relevant to this position and all official academic transcripts. All correspondence should be sent to the Human Resources Department, J. Sargeant Reynolds Community College, P. O. Box 85622, Richmond, VA 23285-5622. Phone: (804) 371-3249.

Claremont GRADUATE UNIVERSITY DEAN

School of Politics and Economics

Claremont Graduate University (CGU) seeks a senior academic leader to serve as the Dean for the School of Politics and Economics (SPE).

The School of Politics and Economics is composed of two departments with a core faculty of 16 and a student enrollment of about 250. Three Ph.D. degrees are offered: Politics, Economics, and a joint degree in Political Economy. Besides traditional M.A. programs in both economics and political science, the school also offers several professional degree programs in Public Policy, International Political Economy and a multidisciplinary Politics, Economics, and Business degree. Many Master programs draw on the combined course offerings of the two departments. The School cooperates with the five undergraduate Claremont Colleges and places high value on these relationships.

The Dean has primary responsibility for administering the School’s daily affairs, fundraising and program development and should be able to demonstrate a level of scholarly achievement that would warrant appointment with tenure at the rank of professor. The successful candidate should have extensive academic experience as a faculty member and academic leader in the Social Sciences. Because CGU is a graduate-only university, candidates should demonstrate achievement in scholarship, teaching, and the supervision and mentoring of graduate students.

Salary and benefits are competitive and dependent upon qualifications and experience. The review of candidates will begin on October 2nd but will continue until the position is filled, with the final decision made as early as the fall semester of 2000.

In addition to meeting fully its obligations under federal and state law, CGU is committed to creating a community in which a diverse population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.

For a full description of this position or other positions which are open, please see the CGU web page at www.cgu.edu. Please send inquiries, applications, and nominations to: Associate Provost Phillip H. Dreyer, Harper Hall, Rm 123, 150 E. Tenth Street, Claremont Graduate University, Claremont, CA 91711. For further inquiries please call (909) 607-1239.
St. John's University

FACILITIES AND CONSTRUCTION OPPORTUNITIES

St. John's University, one of the nation's largest Catholic universities with three campuses covering nearly 300 acres in the New York metropolitan area, has embarked on a $300 million Master Plan. This ambitious construction plan, which affects virtually every aspect of University life, has created the following opportunities for motivated professionals who are seeking challenges in a dynamic intellectual environment.

VICE PRESIDENT FOR FACILITIES AND CONSTRUCTION

We seek a high caliber executive, a leader with vision, to oversee design and construction, plant operations, and public safety. Responsibilities include overall management of the planning design and construction of the University's Master Plan, as well as capital renewal and deferred maintenance projects. Position will also serve as liaison with architectural and construction firms, oversee all technical and administrative activities relating to the University's physical plant and grounds as well as the University's uniformed security force. We require at least 15 years of experience managing multiple construction projects of over $10 million. Degree in engineering, architecture preferred. Strong planning, problem solving and communications skills also required.

The Vice President for Facilities and Construction will report to the Executive Vice President and Treasurer and will serve as advisor to the President and other University officials on all matters relating to University facilities. Additionally, the Vice President will serve on various committees and will be a key liaison with community groups.

PROJECT MANAGER/DIRECTOR

We seek a hands-on, highly qualified Project Manager/Director to coordinate all phases of the University's capital projects for new construction and/or alteration. Ideal candidate will be involved in all aspects of architecture and engineering design as well as the preconstruction planning and management of contracts and CM. A minimum of 8 years experience in construction is required, as well as experience in managing, project managing and scheduling. We also require a degree in engineering, architecture or construction management, and excellent communication, interpersonal and computer skills.

Salary for each position is competitive and commensurate with qualifications and experience. The University offers an excellent, all-inclusive benefits package. Please forward cover letter, resume and salary requirements to:

Mary Harper
Vice President, Human Resources
St. John's University
8000 Utopia Parkway
Jamaica, N.Y. 11439

St. John's is an equal opportunity employer and encourages applications from women and minorities.

Smithsonian Institution

The Smithsonian Institution's National Museum of American History is seeking a Manager of Offsite Collections. Salary range is $51,204 to $66,854. Promotion potential to $79,155. Applications must be received by 8/31/00.

We are an EEO/AA employer

For complete package
E-mail Dan Weinwurm at Weinwurm@nmah.si.edu.

USF University South Florid

The University of South Florida is our recruiting for various faculty and/or staff positions. For more information about the University's positions, please visit our Web site at http://usfweb.usf.edu/usfjobs/vacancies, or call our Job Line for staff positions at 974-2875.

USF is an equal opportunity/equal to affirmative action institution, commits to excellence through diversity, education and employment.
UNIVERSITY OF CALIFORNIA, DAVIS

Environmental Engineering
Faculty Position Available

The Department of Civil and Environmental Engineering at UC Davis invites applications and nominations for a tenure-track position in environmental engineering with specialization in biological systems and treatment. The position is open at Assistant and Associate Professor levels. Requirements include a doctorate in engineering and a demonstrated record of success in, or evidence of outstanding potential for, both teaching and building a vigorous independent research program. The successful candidate will have a strong background and interest in water and wastewater quality and applying advances in the biological sciences to process design.

Areas of special interest include, but are not limited to, microbial ecology, application of molecular tools, public health, and non-point source pollution. Experience with municipal wastewater or water treatment plants and formal training in computational methods is desirable. She/he will join departmental colleagues in teaching undergraduate courses in environmental engineering and graduate courses related to water and wastewater treatment as well as biological systems.

To be assured of consideration, applications must be submitted by October 2, 2000. Applicants should submit a complete resume, including a statement of teaching and research interests, transcripts, a list of relevant professional experience and publications, and the name, mailing address, telephone number, and e-mail address of three references to:

Jeanne L. Darby, Professor
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

E-mail inquiries may be addressed to jdarby@ecodavis.edu

Information about the department can be found at http://cee.engr.ucdavis.edu/

UC Davis and the Department of Civil and Environmental Engineering are committed to building a diverse faculty, staff, and student body in response to the changing population and educational needs of California and the nation. The University of California is an affirmative action/equal opportunity employer.

THE UNIVERSITY OF UTAH

CHAIR, DEPARTMENT OF NEUROSURGERY
UNIVERSITY OF UTAH SCHOOL OF MEDICINE

The University is seeking a physician to lead the Department of Neurosurgery at the University of Utah. The Department has a well established and strong program of clinical activities, teaching and research, and is an integral part of the active clinical and scholarly community of the University of Utah School of Medicine. In addition, there are excellent ties with the community physicians. Candidates should have a distinguished record of accomplishment in the areas of education, research and clinical expertise.

The University of Utah is an equal opportunity employer and qualified men, women and members of minority groups are encouraged to apply.

Interested individuals should submit a letter and curriculum vitae to Gayle Pipes, Director of Faculty Administration, University of Utah School of Medicine, AC109, 50 North Medical Dr., Salt Lake City, Utah 84132. Applications may also be submitted by e-mail to:pipes.gayle@utah.edu

MSCU

Minnesota State Colleges & Universities

CHANCELLOR

The Minnesota State Colleges and Universities (MSCU) invites applications and nominations for the position of Chancellor of the system. MSCU is made up of 35+ universities, and community, technical and comprehensive colleges. The system serves approximately 230,000 students a year and employs 5,000 faculty and 9,500 staff on campuses. The strengths and promise of the system is its size, geographic distribution, and importantly, the opportunities presented by having such diverse colleges and universities led by the Chancellor and governed by one board.

The Chancellor plays a critical leadership role in articulating a compelling vision of a more highly educated and competitive Minnesota. As the Chief Executive Officer, the Chancellor reports directly to the Board of Trustees of MSCU and leads the campus presidents in strengthening the state’s public colleges and universities. The Chancellor must vision, lead, manage, communicate, advocate, steward and champion the dreams, aspirations and expectations of the campus presidents, faculty, staff, students and system office staff of MSCU.

The Chancellor will lead the effort to strengthen our statewide, high-quality, accessible, full-service higher education system, and community service initiatives for citizens of Minnesota. The Chancellor will articulate the core values and strengths of the MSCU system to the citizens of Minnesota, Governor, legislature, business, professional community, and media. The Chancellor will raise awareness of the unique and diverse MSCU colleges and programs and the system. Under the Chancellor’s leadership, MSCU will continue to be the most accessible, highest quality, innovative and transformative higher education provider in the region.

Chancellor Profile

- Visionary
- Leader
- Manager
- Communicator
- Advocate
- Steward

For a detailed description of profile, contact A.T. Kearney.

Qualifications

- Advanced degree required, earned doctorate or terminal degree preferred
- At least 10 years of successful executive leadership experience and management of diverse, complex organization
- Demonstrated academic competencies focused on the educational and training needs of the educated person in the 21st century

Appointment

Salary, benefits, contract details and other terms of employment are negotiable and competitive and are subject to agreement between the MnSCU Board of Trustees and successful candidate.

Applications and Nominations

Applicants should submit a letter of interest addressing each of the profile items, a current resume, and the names, addresses, and telephone numbers of references. Individuals wishing to nominate candidates for the position should submit nominations, including the name, position, address and telephone number of nominee. Review of applications will begin August 15 and will continue until appointment is made.

Applications and nominations should be sent to:

Dr. Jan Greenwood, Vice President
A.T. Kearney, Inc.
MnSCU Chancellor Search
330 John Carlyle Street
Alexandria, VA 22314
**Dean of Business Administration**

**Position Description** The University of Wisconsin-La Crosse invites applications and nominations for the position of Dean of the College of Business Administration (COBA). The college's undergraduate and MBA program are accredited by AACSB. The college is comprised of seven departments: Accounting, Business Development, Center for Economics, Finance, Information Systems, Management, and Marketing with a combined total of approximately seventy-five faculty and staff.

The Dean will act as a vital link between the college, the university, and the local business and civic community. The Dean will take the lead in generating ongoing institutional support among the broader business and local community and college alumni. The Dean, within a shared governance context, will provide intellectual and creative leadership and coordination of academic programs and will work with the respective department and programs in ongoing planning activities. Primary responsibilities include general administration of all college programs and the oversight of curricular, budgetary, program, and faculty development. For further information, go to: [http://portal.wisc.edu/vacancies](http://portal.wisc.edu/vacancies)

**Minimum Qualifications:**
- Earned doctorate or other acceptable professional qualification (as determined by the search committee)
- Demonstrated excellence in teaching and/or research and a successful record of service that warrants tenure in the College of Business Administration
- A minimum of 5 years administrative experience in higher education (Chair level or above), including accreditation experience
- Demonstrated ability to interact with the business community
- Demonstrated ability to generate institutional support from external sources
- Demonstrated ability to interact with local and broader communities
- Commitment to Equal Opportunity and Affirmative Action and to working with a diverse university community

**Preferred Qualifications:**
- AACSB accreditation experience
- International experience/exposure
- Understanding of the role of information/technology in business and education
- Demonstrated leadership in program and institutional development

**Values and Honor:**
- A passion for learning and education and a commitment to:
  - Intellectual inquiry
  - Freely and open exchange of ideas
  - Student learning and development
- A sense of history and context for both business and academe
- An understanding of the issues facing higher education as a comprehensive university
- An ability to foster cooperation and community within the CBA
- A commitment to forging partnerships within and among:
  - CBA alumni
  - The university
  - The business community
  - The local and broader community
- Unwavering integrity and the courage to make difficult decisions
- A clear sense of self, a generous spirit, and a keen sense of humor

**Appointment:** Full-time, 12-month appointment starting July 1, 2021. Salary competitive among comparable comprehensive, AACSB-accredited universities. Excellent benefits and insurance programs.

**Applicant Information:** Refer to Recruitment Number "B2CD6" when applying for and inquiring about this position. A complete applicant file must include letter of application, statement of philosophy and experience, curriculum vitae, and the names, addresses, e-mail addresses, telephone numbers, and fax numbers of five references. To assure full consideration, all material must be postmarked by Monday, October 31, 2000. Email and fax applications received before the deadline will be considered but must be followed by original paper copies.

These copies must be postmarked by Monday, November 6, 2000.

**Send applications to:** Attn: Susan Rutkowski, CBA Dean Search and Screening Committee
Prow's Office, University of Wisconsin - La Crosse
145 Grafe Hall
La Crosse, WI 54601
Fax application to 608/785-6054. E-mail: Susi@uwla.edu

For further information about the position, please direct inquiries to
Dr. Stephen Brokaw, Chair, Dean Search and Screening Committee University of Wisconsin-La Crosse 1725 State Street La Crosse WI 54601 Phone (608) 785-6721. E-mail sbrokaw@uwla.edu

Under Wisconsin Statutes, we are required to provide, upon request, a list of nominees and applicants. Written requests can be addressed to

**MICHIGAN STATE UNIVERSITY**

**DEAN**

**COLLEGE OF AGRICULTURE AND NATURAL RESOURCES**

Michigan State University invites applications and nominations for the position of Dean of the College of Agriculture and Natural Resources.

We offer competitive salaries and benefits as well as a dynamic and collaborative environment.

1. **Provide strategic and visionary leadership** for programs planning the coordination of teaching, research, extension, and graduate programs of the College.
2. **Maintain College accountability** by providing strong strategic planning, leadership, and support for the College.
3. **Provide leadership** in collaboration with other colleges to set university-wide teaching, research, and outreach missions.
4. **Advise and recommend** the strengths and weaknesses of the College to the University President and to the Board of Trustees.
5. **Provide leadership** to the College and the University in the development of new opportunities, affirmative action, and diversity programs in the student body, faculty, and staff of the College.

We hope to fill the position as soon as possible.

**Dr. Kirk L. Hiscox, Chairperson**

**Search and Screening Committee**

Dean of College of Agriculture and Natural Resources
Office of the President
450 Administration Building
East Lansing, MI 48824-1021
Phone: 517-353-9111
Fax: 517-355-0027
E-mail: hiscoxk@msu.edu

Under Michigan Statutes, we are required to provide, upon request, a list of nominees and applicants. Written requests can be addressed to Dr. Kirk L. Hiscox, Chairperson,Search and Screening Committee, College of Agriculture and Natural Resources, MSU, 450 Administration Building, East Lansing, MI 48824-1021.
**Rhode Island School of Design**

**Vice President for Institutional Advancement**

Rhode Island School of Design (RISD) seeks to recruit a seasoned advancement professional to direct an aggressive institutional advancement program involving both the University and the RISD Museum. Responsibilities include managing a comprehensive fund-raising program, including a major capital campaign, program funding and annual fund initiatives as well as alumni alumni and public relations. The position involves the President on advancement issues and strategic planning initiatives; supervises, manages, and coordinates the work of the advancement staff; provides direction in areas of research, identification, and cultivation of prospects; and solicits prospects with the President, members of the Board, and other key volunteers.

The Rhode Island School of Design in Providence is internationally recognized as the pre-eminent college of visual arts in the United States. Founded in 1877, the school has a long and proud tradition of providing students with a creative and inspirational environment for achievement in Architecture, Design, and the Fine Arts. RISD has been celebrated as one of the top undergraduate and graduate visual arts colleges in U.S. News & World Report and has been included in Peterson's "Top Colleges for Top Students." 2000 students from 55 states and 50 nations have 22 undergraduate majors and 15 Master's degrees from which to choose. RISD's strong relationship with nearby Brown University enhances students' experience, allowing them to enroll in courses at Brown and have access to its extensive athletic and cultural facilities. A truly outstanding feature of the RISD campus is the RISD Museum. Described by The New York Times as "an eloquent teaching museum," it is widely acknowledged as one of the country's finest museums of its size. This Museum's location at the heart of the RISD campus makes it a vital part of every student's education and provides a welcome resource for the people of Providence and southern New England.

The successful member of the President's team will have 15 years of comprehensive fund-raising experience in all aspects of advancement, a proven and demonstrable record of leadership, with experience in supervision and management of professional staff in a college, university or in a comparable field. The position requires superior oral and written communication skills, and intellectual depth, moral integrity, creativity, and a sense of humor.

Qualifications: Applicants should submit a resume and a letter of interest to Steven A. or Katie White, Assistant/Associate Professor of Information Systems to teach information systems courses at the undergraduate & MBA levels. Standard teaching load four courses per academic year. The SOM is attractive to scholars with an interest in interdisciplinary research & teaching. The B.S. in Global Business provides students an opportunity to concentrate in information systems, marketing, financial, management, human resource management or international studies. A Bachelor's in Accounting and /or Postbaccalaureate Certificate in Accounting are also available. MBA programs include on-campus evening, as well as off-campus programs such as the Scottsdale MBA, those offered at local corporations, the ConnectMBA, a dual degree MBA with Thunderbird. Baccalaureate & MBA programs accredited by AACSB. Accountancy Program has separate AACSB accounting accreditation. Required qualifications: Doctorate in information systems or related field; evidence of teaching effectiveness in information systems commensurate with level of appointment; evidence of achievement in scholarship commensurate with level of appointment.

Bring your management expertise to Bentley College, the Business School for the Information Age. Located just west of Boston, we prepare undergraduate, graduate, and continuing education students for technically strong business careers in a global economy.

Assistant Professors
- Strategic Management
- Operations Management

For these tenure-track positions beginning September, 2001, candidates should have completed or be near completion of a doctorate degree, and be dedicated to both teaching excellence and scholarly research. Candidates must also be computer-literate, and able to use information technology in teaching and research.

Move to the forefront of business education with Bentley College. Please send your letter of application and resume to:

Aaron Nutrack, Management Department, Bentley College, 175 Forest Street, Waltham, MA 02452-4705; Fax (781) 891-2896. Or email to: ANUTRACK@bentley.edu

www.bentley.edu
University of Kentucky

PRESIDENT

The University of Kentucky invites nominations and applications for the position of President commencing July 1, 2001. The University of Kentucky is embarking on an ambitious campaign to advance its place among the nation’s top-tier comprehensive research universities through several programs supported by the General Assembly of the Commonwealth of Kentucky, the University, and the people of the Commonwealth. In support of the University’s efforts, in 1988 the Commonwealth created a Research Challenge Trust Fund with $66.7 million that was matched by institutional fundraising efforts for the permanent endowment. As a result, endowed professorships rose in number from 2 to 126. Again in 2000, the Commonwealth appropriated an additional $66.7 million to be matched in a similar fashion.

The University of Kentucky, established in 1865, has a statewide mission and is the Commonwealth of Kentucky’s principal doctoral degree-granting institution. A land-grant institution, classified as a Comprehensive Research I University, offers undergraduate, graduate, and professional programs in agriculture, allied health professions, architecture, arts and sciences, business and economics, communications and information studies, dentistry, education, engineering, fine arts, human environmental sciences, law, medicine, nursing, pharmacy, social work, and multidisciplinary studies. The University has an on-campus academic health center as well as specialized research centers.

Approximately 30,500 students, including 6,000 graduate students and 6,000 community college students, are currently enrolled on the campus located in Lexington. During FY-1999, research awards totaled $118 million in grants and contracts, of which $72 million were from federal sources. The University’s total operating budget during 1999-2000 is in excess of $1.1 billion.

The President is appointed by the Board of Trustees and has authority and responsibility over the administration of the academic and financial operations of the University and for fostering excellence in instruction, research, and service. Candidates should have a record of outstanding achievement in teaching, research, and service; superior leadership skills in management, institutional development, team building, and fundraising; demonstrated commitment to a diverse faculty, staff, and student body. They should be able to provide energetic leadership of the University, to articulate its mission and goals, and to communicate effectively with internal and external constituencies.

Application materials should include a letter of application addressing the attributes noted above, curriculum vitae, and the names, addresses, e-mails, and telephone numbers of at least four references. Review of applications will begin immediately, and will continue until a new president is selected. Names of potential candidates will be confidential.

Nominations, applications, inquiries and expressions of interest should be forwarded, in confidence, to:

CONTACTS:
Ms. JoEtta Y. Wickliffe, Chair Presidential Search Committee
1900 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0025
Phone (859) 257-9897
Fax (859) 323-001
E-mail: wickliffe01@pop.uky.edu

OR
Dr. Jan Greenwood, Vice President
A. T. Keamney, Inc.
343 John Carlyle Street
Alexandria, Virginia 22314
Main (703) 838-6210
Direct (703) 739-4283
Fax (703) 519-0391
E-mail: jan.greenwood@keamney.com

The University of Kentucky is an Affirmative Action, Equal Opportunity Employer and encourages and especially welcomes applications from female and minority candidates.

Visit our website: www.uky.edu/presidentialsearch

UK

MANCHESTER COMMUNITY COLLEGE

Work in a creative, innovative environment with caring, enthusiastic colleagues and users. Work with cutting-edge tools in a newly opened, high technology learning resource center. Work on developing the next generation of multimedia courseware. If you've got the right stuff, we've got the right job for you!

Director of Educational Technology and Distance Learning

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at www.mcc.commnet.edu/er or call (860) 647-6153.

Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community College
R. O. Box 1046, Manchester, CT 06042-1046
Must be postmarked no later than September 6, 2000.

SOUTHAMPTON PUBLIC SCHOOL

The following position will be available in the Southampton Public Schools immediately:

High School
ASSISTANT PRINCIPAL
Probationary Position

Secondary level educational experience & leadership, Study management & strong interpersonal skills, Salary commensurate with administrative experience

Send letter of application, resume & certification information by
Wednesday, August 16, 2000

Richard C. Malone
Superintendent of Schools
70 Leland Lane
Southampton, NY 11968

TENURE TRACK
ASSISTANT PROFESSOR

RELIGIOUS STUDIES

The Department of Religious Studies at Iona College seeks a tenure track, assistant professor in Biblical Studies with an emphasis on New Testament. The position begins either Spring 2001 or Fall 2001.

Qualifications include a strong commitment to teaching and research, a record of promotion and significant scholarly productivity. The successful candidate will teach a variety of courses in Biblical Studies.

Interested applicants should send a CV, a letter of application, a list of three letters of reference to:

Barbara Zozanski, S.C.
Chair - Religious Studies Department

715 North Avenue
New Rochelle, New York 10801
www.iona.edu

Applications will be accepted until December 1, 2000.
HEAD, DIVISION OF SOCIAL SCIENCE

Truman State University invites applications and nominations for the position of the Head of Division of Social Science. The Division has 79 full-time faculty and 4 staff serving about 1100 undergraduate majors in economics, history, justice systems, philosophy, and religion, political science, psychology, and sociology/anthropology degree programs. The Division also serves Truman’s 6000 undergraduate students by providing courses in various modes of inquiry for the Liberal Studies Program (LSP). The Division also offers graduate programs in history and counseling.

The Division Head is the academic leader and administrator, whose duties are all-encompassing and include responsibilities similar to a dean and a department chair in more traditional university administrative models. Academic Affairs at Truman consists of 11 academic divisions, 8 of which grant degrees in 43 undergraduate and 9 graduate programs. A Division Head leads each division, reporting directly to the Vice President for Academic Affairs. Truman’s unique administrative structure emphasizes interaction among faculty, students, and administrators. The Division Head must have an institutional perspective and support the University’s mission as a public liberal arts and sciences institution. The salary is commensurate with the responsibilities required.

RESPONSIBILITIES INCLUDE:

- Supporting and promoting student learning and high achievement in the context of a public liberal arts and sciences university
- Providing leadership for the Division and serving as an advocate of Division needs and programs
- Ensuring Division support for LSP
- Ensuring academic rigor and high standards in the Division’s degree programs
- Supporting University and Division assessment by disseminating and using data in decision-making by faculty, staff, and students
- Supporting faculty in research, professional development, intellectual contributions, and their collaboration with students
- Administering the Division budget
- Recruiting, hiring, and evaluating recommendations for tenure, promotion, and reappointment of Division faculty
- Supporting the recruiting and retention of high ability students
- Establishing and maintaining relationships with external constituencies

QUALIFICATIONS:

- Ph.D. in a field represented in the Division and an overall academic record that reflects a strong liberal arts background
- Substantial experience as a classroom teacher
- Significant contributions to scholarship
- Excellent interpersonal skills and the ability to work cooperatively, building consensus in decision-making
- Administrative experience and potential to lead and work with faculty
- Understanding of and commitment to issues of diversity

Truman State University is Missouri’s statewide, highly selective, public liberal arts and sciences university. Truman is located in Kirksville, a community of over 17,000, a 3-hour drive from Kansas City, St. Louis, and Des Moines. The University is consistently recognized as one of the nation’s best educational values. Truman was recognized by U.S. News & World Report as the number one public university in the Midwest. It was recently selected as one of the top 100 best college buys by America’s Best College Buys 2000. The New York Times in its January 1, 2000, special millennium edition listed Truman as one of five institutions “that higher education experts expect to be on the cutting edge.” Truman’s 1999 entering freshmen class had an average ACT of 27 and a 3.7 GPA. In addition, 46 percent of the freshmen were in the top 10 percent of their high school classes and 99 percent of the class had some high school leadership experience. Truman has received national recognition for its institutional assessment program, nationally competitive student body, excellent undergraduate programs, and overall effectiveness as an institution.

Interested candidates should submit a letter of application, current vita, a statement of educational and administrative philosophy, and complete undergraduate and graduate transcripts. Candidates should provide a list of names, addresses (including e-mail), and phone numbers of no fewer than four people who may be asked to forward three confidential letters of reference directly to the University.

Application materials should be sent to:

Gary L. Gordon
Vice President for Academic Affairs
Truman State University
McCown Hall, 203
100 East Normal Street
Kirkville, MO 65301

Screening of complete applications will begin October 2, 2000 and continue until a candidate is hired.

The anticipated appointment date is July 1, 2001.

ASSOCIATE DEAN OF ACADEMIC AFFAIRS

Academic Support Services and Faculty Development

Report directly to the Senior Vice President of Academic Affairs; supervise the directors of the Learning Resource Center, Academic Support Services, Teaching and Learning Center, and Manhattan Educational Opportunity Center; supervise special vocational and college preparation programs; write and supervise grant proposals that address student academic preparation and faculty development; organize and supervise the college’s Coordinated Freshman Program including the Summer and Winter Immersion Programs; assist in the establishment of faculty development programs; and other duties as determined appropriate by the Senior Vice President. Earned doctorate from an accredited institution of higher education plus a minimum of three (3) years’ experience in higher education administration and a minimum of five (5) years’ college-level teaching experience. Outstanding written and verbal communication skills are required. The successful candidate must be familiar with MS Office and database management systems. Ability to work effectively and closely with a diverse faculty, staff, and student population is a must. Salary: $70,500 – $75,000. App. Vac. #834.

REFER TO THE ABOVE BACC VACANCY AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS BY AUGUST 18, 2000 TO:

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AJORIC DISABILITY ACT EMPL EYER/EEC VERIFICATION REQUIRED/NO PHONE CALLS, PLEASE

FULL TIME POSITION

NORTHERN VIRGINIA COMMUNITY COLLEGE

ASSOCIATE DEAN, INSTRUCTIONAL TECHNOLOGIES, FFA 432

Northern Virginia Community College, College Staff Salary $55,311-$57,400 + benefits. Effective 9/25/00. Coordinate the design, development and support of applications of technologies that enhance and support Instructional programs of the College, including implementation of non-traditional programs and delivery systems (including compressed video) as student options for independent study, individualized learning and distance education. Provide oversight and leadership for the Extended Learning Institute and the Technical Applications Center. Assist in developing comprehensive plans and strategies for instructional technology environments. Provide leadership in the planning, design, development and implementation of technology-based curricula. Coordinate the development of administrative policies that facilitate expanded use of emerging technologies. Seek external funding and develop partnerships with businesses and governmental agencies for instructional technology projects. Requires: Master’s degree with 24 graduate semester hours in Instructional Technology, Instructional Development, Curriculum, Education, Psychology, Training or related field. Formal instructional design/technology coursework and at least five years instructional design/technology experience in supporting facility in higher education. Excellent verbal and written communication skills. Higher education management experience and distance education experience. Degree and credits from any other field may be considered only if applicant has exceptional experience managing an instructional development or distance education program and can demonstrate formal training in the instructional technology field. Desired: Doctorate degree. Classroom teaching experience. Community college experience. Experience managing an asynchronous distance education program. Experience designing or supporting web-based instruction. Experience with two-way video desirable. For details, contact our 24-hour jobline 703-323-3444 or visit our website @ www.nvcc.edu/hr. Send resume to NVCC-HL 4501 Wakefield Channel
Florida Gulf Coast University

COLLEGE OF BUSINESS

FGCU is seeking individuals who have a strong commitment to high quality teaching of undergraduate/graduate appropriate to academic rank, research and service. Our faculty are expected to collaborate with other faculty members in the College to develop team-based programs and courses; advise students; and scholarly productivity and college and university service.

ACCOUNTING PROFESSOR - Pos. #12015.
Teach courses in accounting and finance delivered partially via distance learning and coordinate activities on behalf of the Dept. of Accng. Req: Earned Doctorate or AR's w/diploma from an accredited institution expected by 1/11. Deadline 9/25/99.

PRODUCTION/OPERATIONS MANAGEMENT PROFESSOR - Pos. #12010.
Teach courses in upper division undergraduate/graduates in production/operations mgmt; with secondary responsibilities in related fields such as business statistics and quantitative methods. Req: Earned Doctorate in Production Operations Mgmt. from an AACSB accredited institution preferred. Req. evidence of strong research credentials in the college's business statistics and/or industrial operations. Preliminary interview expected by 1/11. Deadline 12/2/98.

BUSINESS STRATEGY PROFESSOR - Pos. #12008.

SPECIAL POSITION NOTES: Applications will be received until the position is filled. Appointments will be made at a faculty rank and salary commensurate with the candidate's experience. TO APPLY: Submit two packages including a letter of interest, curriculum vitae, and list of 3 referees postmarked by the deadline date to FGCU, Professors, HR Dept., 1601 FGCU Blvd. S., Ft. Myers, FL, 33960. Preliminary interview expected by 1/11. Deadline for the position is 2/29/99. For further information, call 941-394-1111 or visit www.fgcu.edu.

FGCU is an EO/EA/AAI.

Bates College-Peice

Psychologist/Statistician

The Department of Psychology at Bates College invites applications for a tenure-track position in research-oriented psychology. The candidate will have a Ph.D. in psychology or a related field. Bates College is a leading liberal arts college with approximately 1,600 students and 200 faculty members. The department seeks to hire a psychologist with a specialization in social or personality psychology, with interests in research methods, statistics, and quantitative methods.

Responsibilities include teaching courses in research methods and statistics, advising students, and engaging in research. The candidate will be expected to maintain an active research program and maintain a commitment to teaching excellence. Bates College is located in Lewiston, Maine, and offers a competitive salary and benefits package.

Applications should be submitted to:

Psychology Department Search Committee
Bates College
Lewiston, ME 04240

Bates College values diversity and is committed to ensuring equal opportunity through a continuous affirmative action program.

University at Buffalo
The State University of New York

School of Social Work
Recruiting For Four Positions

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

Applications are being invited for the position of Associate Dean for Academic Affairs (associate or full) to provide leadership for the School’s MSW program.

Responsibilities: Working with foundation year sequence chairs and advanced curriculum concentration chairs in organizing and delivering the MSW program. This is a 12-month appointment with salary commensurate with academic rank and experience. The Associate Dean reports directly to the Dean.

RESEARCH PROFESSOR AND DIRECTOR, CENTER FOR RESEARCH ON CHILDREN AND YOUTH

Applications are being invited for a newly created tenure-track position in the School of Social Work to provide leadership to an interdisciplinary research center that focuses on issues related to the needs of children and families.

Responsibilities: An earned doctorate in social work/social welfare (preferred) or a closely related field (e.g., education, sociology, or psychology) and an established record of scholarship and externally funded research.

FACULTY POSITIONS (2), RANK OPEN

Applications are being invited for two faculty positions.

Requirements: A MSW and an earned doctorate in social work/social welfare (preferred) or a closely related field, an established record of scholarship, and an ability to teach at the MSW and doctoral levels.

The University at Buffalo, a Carnegie Foundation Category I research university, is New York's premier public center for undergraduate professional education and the state's largest and most comprehensive public university. The School of Social Work enrolls over 440 students and offers an M.S.W. and Ph.D. and a dual degree in social work and law. Faculty have established an outstanding record of research, scholarship, and community outreach in such areas as aging policy, child welfare, substance abuse, poverty, health, and mental health services, and institutional social work.

Deadline: December 15 or until positions are filled. Please submit a letter of application, curriculum vitae, samples of scholarship, and names of three references to:

Lawrence Shulman, Dean, School of Social Work
State University of New York at Buffalo, 655 Baldy Hall, Buffalo, New York 14260-1050
Visit our website at: www.socialwork.buffalo.edu

The University at Buffalo is an affirmative action, equal opportunity employer with accommodations for persons with disabilities committed to diversity.

National Science Foundation
Arlington, VA

DIRECTOR

DIVISION OF ASTRONOMICAL SCIENCES

The Director of the Division of Astronomical Sciences (the division) is the primary advisor for the NSF's Division of Astronomical Sciences (DAS). The division's mission is to support and develop the field of astronomy and astrophysics in the United States. The division is responsible for supporting research, education, and training in astronomy and astrophysics.

The division is responsible for managing a budget of approximately $100 million annually. The division's budget is divided among the various programs and initiatives, with a focus on supporting research in various areas of astronomy and astrophysics.

Applications are invited from individuals with extensive experience in astronomy and astrophysics, as well as a strong commitment to advancing diversity and inclusion in the field. The successful candidate will be expected to have a Ph.D. in astronomy or a related field, and a proven record of accomplishment in research, education, and training.

The successful candidate will be expected to have a Ph.D. in astronomy or a related field, and a proven record of accomplishment in research, education, and training.

Applications are being accepted and applications are due on October 31, 2023. The successful candidate will begin their appointment on January 1, 2024.


Applications must be submitted by January 1, 2024, and the successful candidate will begin their appointment on January 1, 2024.
ASSISTANT/ASSOCIATE PROFESSOR ENGLISH AS A SECOND LANGUAGE

(22UC6110) College of Education. Responsibilities: Teaching graduate courses in TESL and second language acquisition as well as undergraduate and graduate courses in English as a Second Language, advising graduate students; conducting research.

Min. Quals.: An earned doctorate with a specialization in TESL, applied linguistics, or a closely related field; research, publication, and experience securing grant funds; native or near-native proficiency in English; and a minimum of 3 yrs. experience teaching ESL at the university level. Research or expertise in the areas of sociolinguistics, sociopolitical issues in ESL, critical theory and/ or the use of technology in language teaching is required.

Applications and nomination will be accepted until the position is filled. Send letter of interest (noting control #), current vita, official graduate transcripts and current letters of reference to:

Mary S. Benedetti, EdD, Chairperson
TESL/ESL Search Committee
Division of Teacher Education
University of Cincinnati
PO Box 210002
Cincinnati OH 45221-0002

The University of Cincinnati is an affirmative action/equal opportunity employer. Women, minorities, disabled persons, Vietnam-era and disabled veterans are encouraged to apply.

UC is a smoke-free environment.

DEAN

The Lally School of Management and Technology
Rensselaer Polytechnic Institute - Troy, New York

Applications and nominations are invited for the position of Dean of the Lally School of Management & Technology at Rensselaer Polytechnic Institute www.rpi.edu.

This position offers an opportunity for significant impact. The Lally School offers a strong intellectual foundation in Innovation and Technological Entrepreneurship on which to build and has aggressive objectives for growth in terms of size, stature and prominence in the global community of business schools. The Lally School is well positioned to leverage technical strengths throughout Rensselaer.

The Dean will join a broad new leadership team at Rensselaer, which has adopted a bold new strategic vision with the overall goal of being a world-class technological research university with global reach and global impact. The Dean will play a major role in developing this vision, including participating in the upcoming capital campaign and in exploring growth opportunities that build on the Lally School's core strengths in management and technology.

Rensselaer is a private, coeducational, technological university consisting of five schools with approximately 4,500 students. There are 4,500 undergraduates and 2,200 graduate students at the main campus in Troy, NY, and an additional 2,200 graduate students in Hartford, CT and another 1,000 working pre-service students participating through distance education.

Review of applications will begin August 25. Materials and inquiries should be directed to William C. Jennings, Chair, Lally Dean Search Committee, Rensselaer Polytechnic Institute Center for Industrial Innovation, Room 4011, 110 8th Street, Troy, NY 12180-3590; Phone: 518-276-4925; Fax: 518-276-4002; Email: wjennings@rpi.edu http://www.rpi.edu/lally/management/academics/dean/ld.html

Heidrick & Struggles, Inc. is assisting in the search. Inquiries may also be made in confidence to William J. Bowen, Vice Chairman, Heidrick & Struggles, Inc., 233 S. Wacker Drive, Suite 7000, Chicago, IL 60606-6402; Phone (312) 496-1794; Fax (312) 496-1846; e-mail: wjb@hs.com

Rensselaer Polytechnic Institute is an Equal Opportunity/Affirmative Action Employer.

DEAN

College of Law

The University of Nebraska-Lincoln invites applications and nominations for the position of Dean of the College of Law. Established in 1891, the College of Law has 29 faculty members and serves more than 400 students.

The Dean is the chief academic and administrative officer of the College of Law. The Dean is responsible for the quality of instruction, the administration of the College, and the overall management of its affairs. The Dean is a member of the University Senate and is also a member of the Council of Deans of the University of Nebraska system.

Applications and nominations will be accepted until the position is filled. Send letter of interest (noting control #), current vita, and current letters of reference to:

Professor Robert C. Denicol, Chair, Dean Search Committee, College of Law, University of Nebraska-Lincoln, Lincoln, NE 68583-0902, Telephone (402) 472-1223, Fax: (402) 472-1585, E-Mail: rdenicol@unl.edu

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity. Women, minorities, disabled persons, and persons with disabilities are encouraged to apply.

University of Nebraska-Lincoln
We do not discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.

The University of San Diego is an Affirmative Action/Equal Opportunity Employer.
LOYOLA MARYMOUNT UNIVERSITY
Openings for 2001-02

Loyola Marymount University is currently seeking applicants for the following faculty positions within the College of Liberal Arts, which will be available in the Fall 2001. All positions listed are tenure track and at the Assistant Professor level. Salaries are competitive and commensurate with background and experience.

HISTORY. Two positions available. (1) Medieval History, 500-1500. Emphasis is on Medieval continental Europe (excluding England). Desired topics of specialization include one or more of the following areas: Germanic, French, the Low Countries, Northern and Eastern Europe. All fields in the recommended areas of medieval history are welcome, including cultural, political, religious, social, gender, and economic studies. Teaching responsibilities include survey courses in Western Civilization. Teaching load is nine hours per semester; Ph.D. is required. Send letter of application, curriculum vita (including e-mail address), academic transcripts, three letters of recommendation and evidence of teaching ability and research/publication potential to Dr. Lawrence A. Tritle, Search Committee Chair, History Department, MC-8415. Application deadline is November 8, 2000. (2) Modern Asia. Emphasis is on modern Asia (19th and/or 20th centuries); preferred areas of specialization are China and Japan. Teaching responsibilities include survey courses in Modern Asian and, recommended but not required, Western Civilization after 1400 or the Asian Diaspora. Teaching load is nine hours per semester; Ph.D. is required. Send letter of application, curriculum vita (including e-mail address), academic transcripts, three letters of recommendation and evidence of teaching ability and research/publication potential to Dr. John H. Grever, Search Committee Chair, History Department, MC-8415. Application deadline is November 8, 2000.

THEOLOGICAL STUDIES. Position available in Pastoral Theology; Faith and Culture, with practical experience in multicultural ministry, particularly Hispanic ministry. Position involves commitment to both graduate and undergraduate teaching as well as educational pastoral leaders in the largest Catholic Archdiocese in the U.S. The department, in addition to undergraduate majors and minor programs, also offers Master of Arts degrees in pastoral studies and systematic theology. Ph.D. is equivalent is required. Send three letters of recommendation to the Department of Theological Studies, Loyola Marymount University, 7900 U.S. 101, Los Angeles, CA 90045-8316 (MC-8000 as indicated).

Special emphasis is placed on teaching effectiveness, scholarly achievements, and service to the University for purposes of reappointment, tenure and promotion consideration. LMU offers faculty-housing assistance. Women and Minorities are strongly encouraged to apply.

Loyola Marymount University, located in Los Angeles, California, is an Equal Opportunity/Affirmative Action Employer.

LOYOLA MARYMOUNT UNIVERSITY
George Mason University

SPONSORED PROGRAMS

Director

George Mason University has an immediate opening for a Director, Office of Sponsored Programs (OSP). The current director has accepted a new assignment in the University. The Director administers a rapidly growing sponsored program portfolio of more than $40 million annually. With a staff of 25 organized in multifunctional teams in support of clusters of academic units, the Director, OSP manages all aspects of both pre- and post-award grants and contracts administration, including management of cash and accounts receivable. The Director reports to the Vice Provost for Research, and is accountable for financial matters to the Senior Vice President. In addition to OSP administration, the Director develops and recommends GMU policies affecting the growth and operations of sponsored programs, assists and encourages faculty in the pursuit of funding opportunities, negotiates and executes contracts and grants for the University, ensures University accountability for the expenditures of funds in compliance with pertinent policies and regulations, and participates actively in related professional associations.

This position is a 12-month administrative faculty position. It requires a minimum of an accredited undergraduate degree and five to ten years experience in grants administration in a college or university, or equivalent experience in other settings.

GMU is a public university of the Commonwealth of Virginia, located in Fairfax, Va., the center of the burgeoning high-technology Northern Virginia community, fifteen miles directly west of Washington, DC. Its enrollment is approximately 20,000 students, of whom 45 percent are enrolled in graduate, professional and other post-baccalaureate programs. GMU awards more than 125 doctoral degrees annually in a dozen disciplinary and interdisciplinary fields. Bread area with special emphasis in sponsored activities include information technology, computational sciences, public policy and law, applied social sciences, nursing and health sciences, and educational research.

Review of applications will begin September 1, 2000 and continue until the position is filled. Please send nominations or letters of application (include vita and names of three references) to:

Mr. Daniel Campbell
Office of Sponsored Programs Search
Office of the Provost MSN 3A2
George Mason University
4400 University Drive
Fairfax, VA 22030

AA/EEO

Chancellor,
Bloomington Campus
and Vice President for
Academic Affairs

Indiana University invites applications and nominations for the Chancellor of the Bloomington Campus and Vice President for Academic Affairs. Indiana University, Bloomington, Indiana University, founded in 1820, has a total enrollment of 93,000 students. The Bloomington campus is the largest of the campuses, enrolls 27,000 undergraduates and 7,500 graduate students. Indiana University Bloomington is committed to creating a Research 1 University and a member of the Association of American Universities.

This individual reports directly to the President. The position carries dual responsibilities as the Chancellor of Bloomington campus and the Vice President for Academic Affairs in the system-wide university. Qualifications of the Campus Chancellor

Bloomington Chancellor

The Chancellor is the chief operating officer of the Bloomington campus of Indiana University and oversees planning for the campus and its programs. The position has direct responsibility for campus academic and non-academic programs. The Chancellor has responsibility for recommending decisions about campus tenure and promotion to the President; recommends to the President the appointment of campus deans and directors and supervises regular reviews of their performance; and administers budget allocations for academic and non-degree-granting units of the campus. The Chancellor is responsible for many service operations and is expected to maintain a close working relationship with campus deans, faculty staff members, and their respective organizations. By interacting with members of the surrounding community as well as with local and state officials, the Chancellor helps to build the institution into a part of the community.

Vice President for Academic Affairs

The Vice President for Academic Affairs is responsible for providing direction and guidance on academic matters to campus chancellors and vice chancellors, for coordinating the conduct of academic program reviews, for reviewing new proposals for academic programs and for acting as liaison to the Board of Trustees and the Higher Education Commission on academic matters. He/she reviews promotion and tenure dossiers from all campuses and makes recommendations about them to the President.

Qualifications

The successful candidate will have a well-established record of administrative excellence, excellent administrative experience at a major research university, a deep commitment to faculty governance, and ability to communicate effectively with faculty, staff, and students. He/she must have a strong understanding of the importance of promoting a diverse university community. He/she must be experienced in budget preparation and management issues. Qualifications include a PhD and a background in the liberal arts; experience in the academic setting is essential.

Applications and nominations will be accepted until the position is filled. To assure optimal consideration, interested individuals are encouraged to submit their materials by the end of September. Please address all correspondence to:

R. William (Mills) Fink
National Managing Director
Kearney-Ferry International Education Partnership
500 N. Akard
5252 Lincolnn Plaza
Dallas, Texas 75267

email: rwilliam@kearneyferry.com

Indiana University is an equal opportunity/
ASSOCIATE DEAN AND DIRECTOR OF ADMISSIONS

An exciting opportunity exists for a chief admissions officer to join Northeastern University School of Law. The successful candidate will develop and implement a strategic enrollment plan for the School of Law; create marketing strategies; manage admissions office staff and process; develop, implement and assess systems for data collection and record-keeping; develop admissions protocols; regularly assess efforts to meet enrollment goals; and represent the law school in various external forums. Qualifications: J.D., M.B.A. or other appropriate advanced degree required. Six to eight years of progressively more responsible experience in either a higher education administrative setting (preferably an admissions or law school setting) or the same number of years' administrative and marketing experience transferable to a law school admissions setting; strong leadership, organizational and managerial skills; proven marketing track record, well-developed computer database experience; ability to analyze large volume of quantitative data; high energy and ability to market the school to diverse audiences; demonstrated commitment to and experience in a diverse work environment. Northeastern University School of Law has a unique and innovative program. We are the only co-operative legal education program in the country, and we graduate students who have had a full year of legal practice. We are non-competitive in that we do not have grades, class rank or law review. We value and embrace diversity in our student body and in our curricular offerings, and we have a strong commitment to social justice and public interest law. We are located near Boston's South End, adjacent to the Museum of Fine Arts. Send letter of interest, resume and three references to Diane L. Tsoulas, Associate Dean, Northeastern University School of Law, 400 Huntington Avenue, Boston, MA 02115. Applications received by September 5, 2000 will be given full consideration. Northeastern is an Equal Opportunity/Affirmative Action Title IX Employer. Minorities and women are strongly encouraged to apply.
ABE/GED INSTRUCTORS
INSTITUTE FOR EXTENDED LEARNING
AIRWAY HEIGHTS CORRECTION CENTER

Two full-time, non-tenure track positions will teach Adult Basic Education (ABE) and General Education Development (GED) competencies to incarcerated adult males, utilizing group and individualized methods, including computer aided instruction. Instructional topics consist of Writing skills (basic grammar, usage, mechanics, sentence structure, essay writing and proofreading skills), Social Studies, Science, Literature and the Arts/Reading, and Math (basic math through Algebra and Geometry). Bachelor's degree in Education and six months experience teaching adults OR a Bachelor's degree in a related field (see instructional topics above) and two years recent experience teaching adults. Master's degree in Education or related field and one year successful experience teaching basic skills to adult students desired. $37,132 for academic year and $7,945 for the summer of 2001. Closes August 21, 2000.

For position details, qualifications requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-5499 at (509) 535-7459, TDD (509) 535-7466 or access our Website at http://ccs.spokane.edu. AA/EEO

THE UNIVERSITY OF UTAH
Tenure Track Position
In Experimental Nanometer Scale Physics

The Department of Physics at the University of Utah invites applications for an experimental, tenure-track, Assistant/Associate faculty position to begin August 2001 in the area of nanometer scale physics. This broad area includes but is not limited to the fields of surface physics, physical chemistry, self assembly, organic and inorganic nanostructures, molecular electronics and nanotechnology. A Ph.D. in physics or a related field is required. Postdoctoral research experience is desirable. The successful candidate must have an outstanding research record for higher level research and show promise of teaching effectively at both the undergraduate and graduate levels. Information about the University and Physics Department may be found at URL, http://www.physics.utah.edu.

The deadline for receipt of application materials is December 1, 2000. A letter of interest, statement of research plans, vita, publication list and three letters of recommendation should be sent to:

Nanoscale Physics Search Committee
Chair
Department of Physics
University of Utah
115 South 1400 East, Room 201
Salt Lake City, Utah 84112-0830

The University of Utah is an equal opportunity affirmative action employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of candidates and employees.
AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

DIRECTOR OF CAREER PLANNING

Agnes Scott College seeks a Director of Career Planning to develop and manage a comprehensive program to ensure challenging career opportunities for Agnes Scott College graduates. The candidate chosen for this full-time, twelve-month position will administer and supervise the Career Services Center, including counseling, advising, assessment and counseling, workshop facilitation, and presentation skills, and collaborate with faculty to design career services for intern and extern opportunities, which complement the curriculum.

Qualifications: Graduate degree in related field of study, minimum three to five years experience, considerable knowledge of career counseling and student development, familiarity with potential sponsors of internships, demonstrated proficiency in managing and leadership, excellent communication skills, and proficiency in Windows, Word, Excel, PowerPoint, databases and electronic mail. Licensure as a professional counselor preferred.

Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott’s curriculum encourages students to become fluent across disciplines, across centuries and across centuries. Founded in 1889 by Presbyterians, Agnes Scott is a diverse and growing residential community of scholars with one of the largest endowments per student of any U.S. college or university.

Agnes Scott College offers competitive salaries and a comprehensive benefits package. Send a letter of application designating position of interest, resume and professional references to the Office of Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030-3797.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation or disability in its employment. An Equal Opportunity Employer.

www.agnesscott.edu
President-Superintendent
Cerritos College
Norwalk, California

The Board of Trustees of Cerritos College invites applications and nominations for the position of President-Superintendent.

Cerritos College, a comprehensive community college, is a one-college district enrolling nearly 23,000 students on a 140-acre campus. Located in southeast Los Angeles County, bordering both the city of Long Beach and Orange County, the college district encompasses eight cities. Cerritos College has more than 1600 full- and part-time employees, and an annual budget in excess of $10 million. The college prides itself on being one of the most ethnically diverse community colleges in the nation and on being the most technologically advanced community college in the state for teaching and learning. A model of effective shared governance and collegiality, Cerritos College is one of only three California community colleges without a unionized faculty.

The presidency of Cerritos College offers an attractive opportunity to guide a dynamic college that is well positioned to continue as one of the flagship community colleges in California. The successful candidate will embrace this ethic and provide the leadership that guides the college in its quest for excellence.

For a presidential profile brochure and application information contact:
Office of Personnel Services
Cerritos College
11100 Alondra Blvd.
Norwalk, CA 90650
Tel: (562) 860-2451 Ext. 2284, Fax: (562) 467-5003

or visit our web site: www.cerritos.edu

For additional information contact:
Del M. Anderson, Search Consultant
Association of Community College Trustees
4109-10 Redwood Road #251
Oakland, CA 94619
Tel: (510) 638-5288 Fax: (510) 382-9637

Review of applications will begin after October 20, 2000

Nationally Recognized. Individually Focused.

Loyola University Chicago is a Jesuit, Catholic institution of higher education and health care. Located in the heart of Chicago, Loyola University is known for its national reputation for excellence and diversity. We currently seek a dynamic individual to join us in this important role:

- **Assistant VP for Communications**
  Create and direct a comprehensive communications program in the areas of media relations; university identity/design; and university publications/marketing communication. 10+ years of managerial experience within a higher education non-profit environment; outstanding writing/speaking skills and the ability to think strategically required.

Interested candidates should visit our website for more details at www.luc.edu/resources

Loyola University Chicago offers a competitive salary and an excellent benefits package including full tuition benefits. Please e-mail/fax/mail your resume, in Sept. 1st, 2000, to: Loyola, Human Resources, 6525 Sheridan Rd., Chicago, IL 60626. Fax: 773-508-8889. E-mail hr-luc@luc.edu

Assistant Budget Director
Russ College of Engineering and Technol
Department: Engineering and Technology
Campus: Athens

Available: Immediately following search

Salary: Paygrade E5, starting salary $34,937-$46,656, commensurate with experience or in accordance with Policy and Procedure for internal contract candidates

Minimum Qualifications: Bachelor's degree in Accounting, Business, Managerial Information Systems, or Business Administration and knowledge of non-profit (University) Accounting. At least two years of experience in a University setting with a Bachelor's degree, or four years with a Master's degree required. Knowledge of University budgeting and accounting processes necessary. Knowledge of computers, including in-depth knowledge of word processing, spreadsheet, database, and email and the ability to use standard office equipment reasonably. Experience with CAFS, Access and/or Oracle, and Excel software preferred. Demonstrated analysis, planning and organizational skills; excellent interpersonal communication skills; oral and written, exceptional attention to detail, ability to manage details, organize, prioritize and multi-task.

Responsibilities: The position reports to the Director of Planning and Budget. The Assistant Budget Director analyses financial and budgetary data to determine the fiscal status of line units and makes recommendations to the Director. The individual must be able to recommend, implement and monitor office procedures in order to achieve proper reporting, institutional/unit goals, and provide information to management. This person must be a strong University/College policy, state/federal laws, and standard accounting principles; financial procedures, transactions, and reporting. The Assistant Budget Director also oversees the preparation and presentation of annual budget documents, and provides input to the preparation of the University's annual financial statements. The position involves preparing and presenting detailed financial reports for the University's internal clients and external parties. The Assistant Budget Director also oversees the preparation and presentation of annual budget documents, and provides input to the preparation of the University's annual financial statements.

To apply: Please send cover letter, resume, and references (please include email address and phone number of at least two references) to Pamela Evandin, Director of Planning and Budget, Russ College of Engineering and Technology, 151 Stocker Center, Athens, OH 45701-2970

Applications Deadline: 10/15/06
Assistant Dean of the College/Director of Academic Advising

Agnes Scott College invites applications for the position of Assistant Dean of the College/Director of Academic Advising. This position monitors academic procedures and policies in academic standards, and develops and supervises academic advising. Primary responsibilities include assisting the Dean of the College in the supervision and further development of the academic advising system, working with students and faculty to ensure that policies and procedures in academic standards are followed, monitoring students on academic probation, coordinating cross-registration program, analyzing transfer credit for all incoming students, and advising joint enrollment students, and administering applications for special topic courses, independent studies and internships, and disseminating information concerning graduate scholarships, fellowships and graduate studies.

Requirements include: Graduate degree in an appropriate field required, minimum of five years experience, considerable knowledge of graduate fellowships, scholarships, and studies, academic standards, and student concerns and values, proficiency in managing a diverse group of projects, interacting with a variety of personalities and working with students, mastery of public speaking, ability to manage multiple tasks simultaneously, excellent interpersonal communication skills, both written and verbal, and demonstrated ability to work independently and to maintain confidentiality.

Send letter of interest, resume, and the names of three professional references and salary requirement to Office of Human Resources, Agnes Scott College, 141 East College Avenue, Atlanta/Decatur, GA, 30036-3797. Review of submitted materials will begin immediately.

Agnes Scott College is a highly selective, independent liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott is a diverse and growing residential community of scholars with one of the largest endowments per student of any U.S. college or university.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation or disability in its employment. An Equal Opportunity Employer.

www.agnesscott.edu

---

How Easy Can It Get? Outlook E-Mail us your ads at:

Outlook@sprintmail.com and visit our Website at http://www.HispanicOutlook.com

---

GRAND VALLEY STATE UNIVERSITY
VICE PRESIDENT
FOR FINANCE AND ADMINISTRATION

Grand Valley State University is seeking candidates for the position of Vice President for Finance Administration. The Vice President is an executive officer of the University and a member of President's senior executive staff.

Responsibilities of the position include oversight of Business and Finance, Facilities Services and Plant Human Resources, Intercollege Athletics, Model Golf Club, University Counsel, Treasurer, Board Contol and Treasurer, Grand Valley Univer Foundation.

For a more detailed description of the position, qualifications and how to apply, please visit our website at: www.gvsu.edu/hr/openings/vpfinadmin.ht

Grand Valley State University is located 12 miles west of downtown Grand Rapids, Michigan and been Michigan's fastest growing university for past 15 years.

Grand Valley State University has a strong commitment to an inclusive educational and work environment. Women, minorities and disabled individuals are invited and particularly encouraged to apply.

Grand Valley State University is an affirmative action equal opportunity institution.

---

"Lati sera in the New Millennium: Building on the Past to Provide Promise for the Future"
11th Annual United States Hispanic Leadership Conference

September 28-October 1, 2000
Hyatt Regency McCormick Place Chicago, Illinois
For more information contact: info@laitsrca.org
SUNY EMPIRE STATE COLLEGE
VICE PRESIDENT FOR ACADEMIC AFFAIRS

SUNY Empire State College invites nominations and applications for the position of Vice President for Academic Affairs. Founded in 1971 with a mandate to serve all of New York State, ESC is recognized as a world leader in designing and delivering programs that meet the academic, personal and professional goals of more than 10,000 students each year. These students, mostly working adults, enroll in associate, baccalaureate, and master’s programs through 46 locations across New York State, several international sites and at a distance.

ESC provides degree programs in business, human services and the arts and sciences that begin with the educational goals and interests of individual students. Degrees are earned through individual and group study, distance learning, tutorials, evaluated experiential learning and the transfer of credit from prior college experience. Offering the latest in learning technologies as well as faculty mentors and students working-together one-to-one, Empire State College remains a true innovator in delivering high-quality education to its diverse students. ESC has 600 full and part-time faculty and staff.

The Vice President for Academic Affairs reports directly to the President, and is responsible for the academic program, including ensuring its high quality; the development of new program initiatives; the formulation and implementation of academic policies and procedures; the development, support, and evaluation of faculty; and effective leadership within an educational community that values shared governance. With the President, the VPAA and three other vice presidents (administration, educational technology, and external affairs) are responsible for collegewide leadership and integrated planning.

Candidates should have a background of significant college-level teaching, senior administrative and program development experience, and appropriate credentials including an earned doctorate or its academic equivalent.

For additional information, please visit the College's web site (www.esc.edu). Further material on this search can be found at (www.esc.edu/vpaaesearch).

The Search Committee will begin consideration of applications after August 15, 2000. Please send letter of application and résumé to:

VPAA Search Committee
Office of the President
SUNY Empire State College
1 Union Avenue
Saratoga Springs, NY 12866

Empire State College is an equal opportunity employer and encourages the nomination and candidacy of women and persons of color.

2001/02 Tenure Track Position in Spanish
California State University, Sacramento, CA 95819-6087
Department of Foreign Languages
Assistant Professor of Spanish, Fall 2001

Assistant Professor of Spanish, tenure track, appropriate doctoral degree required. Successful candidate will have a broad training in Spanish, including the ability to teach Spanish linguistics and composition/grammar classes. Ability and willingness to work with a diverse student body; ability to teach a language other than Spanish, while not required, will be considered positively; native or near-native fluency in Spanish and English.

Salary Range: $44,000 to $58,000. Review of applications will begin on February 1, 2001 and continue until the position is filled. Applications received after March 15 will not be considered for this hiring cycle. Send application letter, CV and names and telephone numbers of three references to Prof. Lewis Robinson.
AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

DIRECTOR OF INTERNATIONAL EDUCATION

Agnes Scott College is seeking a highly qualified, experienced candidate for the position of Director of International Education to develop, implement, and direct academic international programs. Primary responsibilities include: coordinating Global Awareness, Global Connection, study abroad, international student and faculty exchange programs, and coordinating the appointment of foreign language teaching assistants, and advising international and domestic students.

Qualifications: A master's degree required, additional degree preferred; minimum of three years' managerial experience in international programs (study abroad and international student advising), considerable knowledge of international study programs and regulations; proficiency in modern office procedures and software; mastery of managing a diverse population, and working with a variety of people and personalities; strong written and verbal communication skills, international/intercultural experience and organizational skills, demonstrated ability to speak a minimum of one foreign language, work well with students and faculty, manage multiple tasks simultaneously, and maintain confidentiality, and college-level teaching/scholarship record.

Agnes Scott College offers competitive salaries and a comprehensive benefits package.

Application Process: Send a letter of application, resume, and the names of three professional references to: Office of Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30040-3799. Review of submitted materials will begin immediately.

Agnes Scott College is a highly selective, independent liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across countries, and across centuries. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community of scholars with one of the largest endowments per student of any college in the country.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation, or disability in its employment. An Equal Opportunity Employer.

www.agnesscott.edu

THE UNIVERSITY OF WEST FLORIDA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

The University of West Florida, one of the state university system's fastest growing institutions, is located on Pensacola Bay and nestled on 5,300 acres of natural beauty. This position is responsible for the leadership, direction, and coordination of the Administrative Affairs units which include Business Services, Pelc College, Environmental Health and Safety, Facilities, Human Resources, Plant Operations, Maintenance, Purchasing, and University Budgets.

QUALIFICATIONS: Minimum qualifications are a master's in an appropriate field of specialization and eight years of progressive experience in a leadership position. Demonstrated ability to manage and coordinate multiple staff and fiscal functions. Ability to manage large, complex databases and plan budgets and multi-regional programs. Excellent communication and problem-solving skills. Experience in a university setting is desired. For more information on the position, Development Officer, and Alumni Affairs, visit http://www.gmu.edu

GEORGE MASON UNIVERSITY

GMU Foundation/University Development

Director Development Systems

The Director of Development Systems manages the comprehensive, central database for the George Mason University that includes alumni, donors, and friends. Reporting to the Foundation President and Director of Development and Alumni Affairs, the Director is responsible for maintaining all aspects of the University/Development/Foundation database. The Director will manage the technical staff, a gift processing staff, and a data verification staff. The Director will also be responsible for coordinating the budget related to the development systems and computer support. The Director is a member of the senior management team with responsibility for the oversight of the overall database and systems within the department.

Minimum Requirements: A bachelor's degree, preferably in an advanced degree in information technology, or equivalent experience; a minimum of five years in leadership positions; demonstrated ability to manage and coordinate multiple staff and fiscal functions. Ability to manage large, complex databases and plan budgets and multi-regional programs. Excellent communication and problem-solving skills. Experience in a university setting is desired. For more information on the position, Development Officer, and Alumni Affairs, visit http://www.gmu.edu

Review of applications will begin August 25, 2000, and continue until the position is filled. Interested candidates should submit their applications to: Search Team, Director of Development Systems, George Mason University, Foundation, Inc., 4400 University Drive, Fairfax, VA 22030.

October 19-22, 2000
Marriott World Center
Orlando, Florida

"CREATING A BRIGHT FUTURE"

88TH Annual Meeting

Central Association of
College and University
Business Officers

FOR INFORMATION CONTACT

CACUBO 2000
Kaye O'Connor
University of Wisconsin-Milwaukee
PO Box 413
Milwaukee, WI 53201
PHONE: 414-229-5995
FAX: 414-229-6797
EMAIL: kmo@bfu.uwm.edu

The University of West Florida in Pensacola, Florida, is a public institution offering liberal arts, professional, and graduate degree programs in arts, humanities, natural sciences, business, education, social sciences, and health professions. The University provides comprehensive services to students, faculty, staff, and the local community through its innovative programs and services. For more information, visit the University's website at http://www.uwf.edu

Responsibilities:
The position requires the candidate to be responsible for the leadership, direction, and coordination of the Administrative Affairs units, which include Business Services, Pelc College, Environmental Health and Safety, Facilities, Human Resources, Plant Operations, Maintenance, Purchasing, and University Budgets.

QUALIFICATIONS: Minimum qualifications are a bachelor's degree in an appropriate field of specialization and previous experience in financial administration. The candidate should be able to manage a large, complex database and plan budgets and multi-regional programs. Excellent communication and problem-solving skills are required. Experience in a university setting is desired. For more information on the position, Development Officer, and Alumni Affairs, visit http://www.gmu.edu

Salary: The salary will be competitive.

APPLICATION: UNII is an equal opportunity employer. Women and minorities are strongly encouraged to apply. To ensure consideration, candidates are asked to submit the following:

- A cover letter summarizing qualifications;
- A detailed resume;
- Names, mailing addresses, e-mail addresses, and telephone numbers for three professional references; and
- Salary history.

Deadline: August 19, 2000. Desired starting date is January 1.

Send all materials to the following address:

CACUBO 2000
Kaye O’Connor
University of Wisconsin-Milwaukee
PO Box 413
Milwaukee, WI 53201
PHONE: 414-229-5995
FAX: 414-229-6797
EMAIL: kmo@bfu.uwm.edu

www.agnesscott.edu
DIRECTOR OF MARKETING

SUNY Empire State College, a national leader in nontraditional adult higher education, seeks a highly organized, creative and energetic individual to join our advancement team as director of marketing.

The director of marketing is responsible for the design and implementation of a comprehensive marketing program for the College. The director will: (1) develop an image awareness campaign to position the College as a "brand"; (2) undertake market research, including environmental scanning and applications of geodemographic clustering; (3) be responsible for advertising placements and all other marketing initiatives throughout the state; and (4) implement strategies to present the College effectively on the WWW. The director works closely with the dean's and outreach and recruitment professionals at regional centers and reports to the Director of College Relations.

Qualified applicants will have a minimum of five years of marketing experience; a bachelor's degree in marketing or related field; strong organizational skills; advertising placement experience; superior writing and editing skills; strong interpersonal abilities; and experience using databases and spreadsheets.

The position is based at the College's Coordinating Center in Saratoga Springs. Salary is dependent on experience (probable range of $37,450.00). Applications will be accepted until the position is filled, with the search committee beginning its review on August 1. Letter and resume to: Kirk Starczewski, Director of College Relations, SUNY Empire State College, One Union Avenue, Saratoga Springs, NY 12866. E-mail: kirk.starczewski@esc.edu.

ADVERTISING INDEX

POSITIONS

ARIZONA
Arizona State University 60
Arizona State University West 53
CALIFORNIA
California State University, Sacramento 65
Cerritos College 53
Claremont Graduate University 49
Loyola Marymount University 58
Mills College 61
University of California, Davis 51
University of California, Riverside 62
University of San Diego 57
University of San Francisco 5
CONNECTICUT
Manchester Community College 54
DC
Seminole Institution 50
FLORIDA
Florida Gulf Coast University 56
Manatee Community College 50
The University of West Florida 66
University of South Florida 50
GEORGIA
Augsburg College 62, 64
Illinois
Loyola University Chicago 63
INDIANA
Indiana University 59
KENTUCKY
University of Kentucky 54
MAINE
Bates College 56
Colby College 48
MARYLAND
University of Maryland, College Park 53
MASSACHUSETTS
Bentley College 53
New England University 66
MICHIGAN
Grand Valley State University 64
Michigan State University 52
MINNESOTA
Minnesota State Colleges and Universities 51
St. Olaf College 60
MISSOURI
Truman State University 55
NEBRASKA
University of Nebraska, Lincoln 60
NEW MEXICO
Santa Fe Community College 27
NEW YORK
Bronx Borough Manhattan Community College/CUNY 49, 55, 56
Iona College 54
New York Institute of Technology 61
Rensselaer Polytechnic Institute 57
Saint John's University 59
Southampton Public Schools 54
SUNY Empire State College 65, 67
SUNY University at Buffalo 58
OHIO
Ohio University 63
University of Cincinnati 57
PENNSYLVANIA
Kutztown University 58
RHODE ISLAND
Bryant College 27
Rhode Island School of Design 53
TEXAS
University of Houston 67
UTAH
University of Utah 51, 61
Utah State University 58
VERMONT
University of Vermont 48
VIRGINIA
J. Sargeant Reynolds Community College 49
George Mason University 59, 66
National Science Foundation 56
Northern Virginia Community College 55
WASHINGTON
Community Colleges of Spokane 61
WISCONSIN
University of Wisconsin-La Crosse 52
CONFERENCES
Hispanic Association of Colleges and Universities 59
I PUNTO FINAL!

CELEBRATING BILINGUALISM

Higher education institutions in the United States have always had difficulty recruiting minority faculty; academic libraries are no exception. But efforts are underway. The American Library Association, for example, annually provides Spectrum Scholarships to 50 minority graduate students to ease the cost of a master’s degree in Library/Information Science. Many state library organizations offer similar scholarships to minorities.

In March 1999, Hispanics were about 11.7 percent of the U.S. population. And in 1998, only 1.8 percent of academic librarians were Hispanic, according to an ALA survey. This is an appallingly low number.

Not only are there few Hispanic librarians; there are fewer who speak Spanish. As the Spanish-speaking population grows, the need for bilingual librarians grows. Academic libraries are in the business of serving the information needs of the patrons who access the library, physically or virtually. Many are open to the public. Must that service always be in English?

Usually, only U.S. librarians attend the ALA conference. Last January, in San Antonio, the conference theme was “Building International Library Communities.” Librarians attended from ten Latin American countries. We were able to meet them and compare how our library issues were similar or different. My nametag read, “Yo hablo español.” Many people were afraid to approach me, not realizing that I speak English. Once they noticed from my nametag that I am from the U.S., or once I spoke to them in English, they relaxed and smiled.

Since we are a Euro-based culture, many U.S. citizens think that all people speak English as a “universal language,” including all immigrants. The reality is that most come to this country unable to speak this “universal language,” or with limited fluency. Given the proximity of Latin America to the U.S., many immigrants speak Spanish as their first, or even second, language. Speaking a foreign language is intimidating, and, to most of the world, English is a foreign language. After learning Spanish and German in school, I was terrified to speak either for fear of making a mistake or appearing foolish. I have learned, however, that most people are thrilled when at least I try.

If interested in submitting a ¡Punto Final! “think piece,” please e-mail us at sloutlook@aol.com for guidelines.

P.O. Box 68
Paramus, NJ 07652-0068

ADDRESS SERVICE REQUESTED

Bulk Rate
U.S. POSTAGE PAID
Permit #664
S. Hackensack, N

MS PATRICIA WOOD
ERIC CLEARING HOUSE
1 DUPONT CIRCLE, SUITE 630
WASHINGTON, DC 20036

6605
Endowed Professorship in Families and Communities

The Mandel School of Applied Social Sciences (MSASS), Case Western Reserve University, is soliciting applications for the Verna Houck Motto Professor in Families and Communities. The position involves primary responsibility for providing research leadership to the School's program on Community Initiatives for Families and Young Children, with secondary responsibility for teaching and service in the master and doctoral programs. The community initiative is a collaborative effort to promote and improve effective parenting, healthy children, and quality of child care in order to assure the well-being of all children from birth to 5 years of age in Cuyahoga County, of which the City of Cleveland is part. This community initiative will provide the Motto Professor with an urban community laboratory from which to conduct research and develop scholarship.

Requirements include a Ph.D. in social work, or a related social science or public policy field. A Master's degree in Social Work is preferred. Candidates should possess a record of scholarship, teaching, and service for appointment at the Senior level. The ideal candidate must also have demonstrated leadership abilities in the development and management of research programs, capacity to integrate qualitative and quantitative skills, ability to present evidence to local and national audiences inside and outside the academic community, and experience supervising dissertations.

Applicants must submit a curriculum vita and five references. Please send applications or nominations to:

John Yankey, Ph. D., Professor
Verna Houck Motto Professorship Search Committee
Mandel School of Applied Social Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7164
E-mail: jay@p.css.edu

Applications will be accepted until the position is filled.

Faculty Position

The Mandel School of Applied Social Sciences (MSASS), Case Western Reserve University, is soliciting applications for a tenure track faculty position at the Assistant or Associate level. The emphasis of this position is qualitative methods and applied social science research. The position involves primary responsibility for teaching the doctoral program, teaching courses in both quantitative and qualitative methods and statistics and serving on dissertation committees, and secondary responsibility for research and service in the Master's program. The position also requires a Ph.D. in social work, or a related social science or public policy field. We are interested in individuals who are committed to the field of applied social science research and have demonstrated skills in research and teaching in the social sciences. Candidates should have the ability to develop, maintain, and fund a program of applied research. The ideal candidate should have a solid understanding of the funding community and be able to identify opportunities for new partnerships.

Applicants must submit a curriculum vita and five references. Please send applications to:

Vlad K. Groza, Ph.D., Professor
Associate Dean for Research and Training
Mandel School of Applied Social Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7164
E-mail: vkg2@p.css.edu

Applications will be accepted until the position is filled.

Endowed Professorship in Anti-Violence

The Mandel School of Applied Social Sciences (MSASS), Case Western Reserve University, is soliciting applications for the Dr. Semj J. and Ruth W. Begun Professor in Anti-Violence. The position involves primary responsibility for leading the newly established Begun Center for Anti-Violence Research and Education, with secondary responsibility for teaching and service in the Master's and Doctoral programs. The goals of the Center include: (1) building interdisciplinary academic partnerships to research and address the causes and effects of violent behavior; (2) continuing advanced research in state-of-the-art technology to create a system of identifying "at-risk" populations; establishing active networks among parents, educators, and key community constituencies to effectively intervene in the cycle of violence; and (4) building on existing curricula that address the persistent and emerging social issues associated with youth violence. The Professorship will be co-terminus with a Director of the new Center.

Requirements include a Ph.D. in social work, or a related social science or public policy field. The Director will lead and manage all Center activities, including grant writing, advocacy, and technical assistance. The Director must be considered an expert in the field of violence prevention and have made significant contributions to the literature. As such, candidates should possess a record of scholarship, teaching, and service for appointment at the Senior level. The Director will be responsible for soliciting ongoing funding for the Center's programs and initiatives. The ideal candidate should have a solid understanding of the funding community and be able to identify opportunities for new partnerships.

Applicants must submit a curriculum vita and five references. Please send applications or nominations to:

Darlene Bailey, Ph.D., Professor and Dean
Dr. Semj J. and Ruth W. Begun Search Committee
Mandel School of Applied Social Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7164
E-mail: msassdirector@p.css.edu

Applications will be accepted until the position is filled.

Faculty Position

The Mandel School of Applied Social Sciences (MSASS), Case Western Reserve University, is soliciting applications for a tenure track faculty position in community clinical practice. The position focuses on teaching in the mental health, aging, and community clinical practice. The position involves primary responsibility for teaching the Master's degree in Social Work with two years, or more, post-master's practice experience. The candidate should have a background and experience in community-based practice, development theory, and the application of theory to practice and research. The candidate should also have the capacity to develop, maintain, and fund a program of research.

Applicants must submit a curriculum vita and five references. Please send applications to:

Paul Adams, Ph.D., Professor
Associate Dean of Academic Affairs
Mandel School of Applied Social Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7164
E-mail: pia@p.css.edu

Applications will be accepted until the position is filled.

The Mandel School of Applied Social Sciences currently offers Master's and Doctoral degrees to over 300 students. We offer joint degrees in Social Work and Law, Social Work and Business, Social Work and Nonprofit Management, and Social Work and Economics. Our faculty is multidisciplinary, representing various disciplines such as social work, psychology, sociology, public health, economics, and education. We have secondary appointments with other departments and have collaborative projects with other departments. The School has a long history of community-based research, and we have major roles in these initiatives, such as the Center on Urban Poverty and Social Change in the Cuyahoga County Community Mental Health Institute.

MSASS is a non-profit organization that integrates professional social work education, research, and service to promote social justice and empowerment in communities through social work practice, social policy, research, and internationalization.
Websites Help for Classroom Teachers

BY GUSTAVO A. MELLANDER

As we look forward to a new
year, it is good to be able to
identify a few more
Washington-based websites that can
help the classroom teacher. In our
ever-expanding information-laden
electronic age, there are websites ad
infinity with useful suggestions
and communication links so we can
all learn from one another, regard-
less of how many miles separate us.

Sometimes it appears there is too
much information about and on the
Internet. Nonetheless, one has to
remain open to new learning possi-
bilities. I have selected a few new fed-
ernally funded ones. They have a
particular emphasis on civic education
and how Congress operates, but in
reality, they provide more than that.

CongressLink

The CongressLink Communicator,
http://www.congresslink.org, pro-
vides educators with news about
CongressLink and ideas for using the
site to enhance civic education and
improve understanding of Congress.

The Dirksen Congressional
Center, http://www.pekin.net/dirksen,
provides similar data plus useful
information for classroom
teachers, including lesson plans
and suggestions on how to incorporate
technology in the classroom.

CongressLink's Message Board

The Message Board provides oppor-
tunities to communicate with col-
leagues nationwide, indeed worldwide.

CongressLink's Message Board is
free and open to faculty and students
to share their questions, ideas, and
work. Educators are welcome to post
lesson plans or to brainstorm about
how to use CongressLink in their
classrooms. Further, if a student in
your class creates a project with
CongressLink, you can give her visual
recognition by posting her work
on the Board. Your class can also use
the Message Board to communicate
with CongressLink's Experts Online
for advice and guidance.

To reach the Message Board, go
http://www.congresslink.org/com-
 munications.html and follow the
instructions.

Further instructions are available
through the "Communications" page
by clicking on "CongressLink Message
Board Orientation." Once you have
signed on to the Message Board, the
"Help" option is also very useful.

Online Scavenger Hunts

If you are looking for a differ-
ent way to introduce students to
Congress, the Constitution, or the
CongressLink site, try the
CongressLink Student Scaveren
org/scavengerstudents1.html.

This activity consists of 20 ques-
tions from "How many articles are
there in the Constitution?" to "Which
body of Congress impeached
President Clinton?" All answers
can be found on CongressLink or one of
its related websites. By completing
the Scavenger Hunt, students learn
content basics and are taken on a
tour of CongressLink.

CongressLink has a scavenger
hunt for faculty members too—at
http://www.congresslink.org/scav-
engerteachers1.html. The object of
the activity is not just to find the
right answers but to explain how
you found them as well. If you are a
new CongressLink user, or if you
would like to learn more about the
site, the faculty version of the Hunt
will lead you through numerous
resources and will show you many of
CongressLink's highlights.

The Robert H. Michel Civic
Education Grants

This is the second year of a new
grants program designed to help
teachers, curriculum developers,
and others improve the quality of
civics instruction. Its priority is the
role of government in our federal
government. Areas of interest include
designing lesson plans, creating
student activities, and applying instruc-
tional technology in the classroom.

A total of $40,000 is available
annually. The emphasis is on prac-
tical classroom applications that can
be replicated at other institutions.

Community college faculty and
college and university faculty are
eligible to apply, as are teacher-led
student teams and individuals who
develop curricula. Institutions and
organizations are not eligible.

Types of projects that qualify
for consideration are: lesson plans
or student activities based on civic
education websites; projects that
incorporate historical materials
about Congress and instructional
technology; activities that identify
additional resources for the teaching
of civics, multidisciplinary
strategies, simulation exercises,
curricular reform efforts, and uni-
versity-level methods curriculum.

The Center's website at http://
www.pekin.net/dirksen/micheled-
grants.html lists all grants made in
1999, providing insight into the types
of projects likely to be funded.

To apply, submit a preliminary
proposal in the form of a letter or e-
mail message. Visit the Center's
site for complete information on
proposals. Preliminary proposals
may be submitted at any time; final
awards will be made in March;
but not more often than quarterly.

Expanding the Lesson Plan
Library

CongressLink currently offers
free library of twelve lesson plans,
videos, and teaching ideas. The
Center occasionally will add new
plans for the site, but prefers to
include those written by teachers.
You are encouraged to send in best
ideas. CongressLink hopes to help
expand the list. The following guidelines are suggested:

1. Incorporate CongressLink
   your lesson to the greatest degree
   possible.

2. Follow the CongressLink
   lesson plan template, using Blue
   Taxonomy http://www.congress
   link.org/lessontemplate.html.

3. If possible, make a basic
   resource that can be modified
   and shared with others.
   Your project should not be
   created

4. E-mail questions, lesson
   ideas, and completed lesson
   plans to femackaman@pekin.net.

It might not be a Braver
World, but it is certainly a diffi-
cult world from the one when
we started teaching.

G. Mellander is a professor,
George Mason University.
Internet Roundup

Apartment Rentals near Campus to Free Videos—via the Web

BY MARILYN GILROY

With its endless websites, the Internet now offers the Hispanic community an array of dot-com addresses dedicated to providing news, information, goods and services, and entertainment.

Educators, too, will find a wealth of information and tools for enhancing instruction that have sprouted on the Web this year.

Some of these sites are advertiser-supported; others have special services that are subscription-based but still contain a lot of accessible information through introductory homemades and links.

Since even the most knowledgeable Web surfers can miss the latest developments, The Hispanic Outlook offers this alphabetical roundup of sites worth checking out.

Applauso.com

A Latin music and entertainment site in English, Spanish, and Portuguese featuring new bands and artists, industry news, information and reviews, artist sites, celebrity chats, and the ability to download music, create custom compilations, and purchase CDs and DVDs online. Two of its founders are Julio Iglesias and Don Francisco. The site provides options from rock en Español to tropical and from telenovelas to movies.

Blackboard.com

A site for creating and taking online courses. By using the site's platform software, instructors can add an online component to their classes or develop an entire course online.

The software is very user-friendly and includes components that enable institutions to integrate all of the academic and administrative functions that are necessary in online learning environments.

EVCinc.com

Offers courses and degree programs via two-way video and audio on the Internet. This technology allows professors to see and hear students at different locations—live, interactively, and in real-time. Working accredited universities such as St. John's and Adelphi, EVC offers...
undergraduate and graduate degree programs and 1,000 courses, ranging from liberal arts to engineering. It also offers test preparation courses, licensing and certificate programs, and executive training seminars.

**FreeWorksheets.com**

The goal of this website is to improve children's learning, increase their knowledge, and reinforce skills by offering thousands of free educational worksheets to print or download and save. Worksheets are categorized by subject, including science, phonics, math, social studies, language arts, reading, history, animal subjects, and more. Primarily used by teachers, parents and homeschooling families.

**hispanicvista.com**

Primarily a news and information service, Hispanicvista provides original editorial content, full news stories, and online breaking news. Its slogan is "Tu punto de vista" (your point of view), and its focus is just that—to present the Hispanic point of view on all issues. It recently launched Mexicovista.com, which is dedicated to the coverage of Mexico and the border.

**¡HolaMujer!®**

Established this year as a bilingual online network for English-speaking Latinas. Its magazine-like format includes content related to beauty, health, career, education, fashion, travel, and shopping.

**KnowledgeFirst**

KnowledgeFirst.com is a site for students and parents that helps members of its online community obtain educational funding information.

Users can comparison shop with different lenders and find out how to apply for, manage, and repay loans online. KnowledgeFirst facilitates the processing of loan applications by linking lenders, schools, and grant agencies, thus accelerating the processing cycle time and hastening the availability of loan funds to schools and students.

**LatinoLink**

Launched in 1995, LatinoLink was the first news magazine for Latino on the World Wide Web. The current site, featuring original staff articles supplemented by information culled from national dailies and wire services, contains sections on news, arts and entertainment, sports, business and finance. It also offers links to various e-commerce sites and offers free e-mail, bulletin boards, and a members-only service for meeting Hispanic professionals online.

**LatinVenture**

LatinVenture.com is a New York-based company founded by Latin entrepreneurs for Latin entrepreneurs and the international venture capital community with the intention of promoting the formation of new high-tech enterprises focusing on the Spanish- and Portuguese-speaking world. Helps new media businesses find funding by matching them with potential investors.
An education technology company that provides K-12 schools with a comprehensive menu of Internet-based tools for use by students, parents, and teachers. Tools include an interactive calendaring system, online registration for school activities, school related e-commerce, access to homework and progress reports, individualized assignments, and lines to real-time Webcams at school events. Learning Pays supplies schools with application software, system analysis and installation services, hardware, customer service and support, and training and assistance in securing funding via grants.

A site for learning language through the immersion methods, Parlo.com offers interactive and conversational courses that can be used by students on their own or as a supplement to classroom instruction. The founders believe that the best way to achieve language fluency is to surround a student with language experiences and the sites and sounds of a new culture. On this site, students can converse with others at their same level and also have access to magazines, newspapers, music, and games to help them learn. Languages offered include English, French, and Spanish.

An online credit and personal finance company providing information and interactive content in both English and Spanish. Through the credio.com link, it provides resources to help Hispanics build and manage their credit needs and provides a variety of credit products and services including access to mortgage loans, credit cards, auto loans, home equity loans, and student loans. Founded in 1998, it also includes a search engine, free-mail, news feeds, worldwide weather message boards, games, and maps.

This site is dedicated to promoting diversity in the workplace through the employment and promotion of Hispanics. It offers free resume posting for job seekers, recruiting activities such as online job fairs, and profiles of Latin role models who serve on boards of Fortune 500 companies and in other prestigious positions. It is the companion website to Saludos Latinos, a bilingual magazine that has been published since 1997.

A virtual learning assistance center where students can get additional support via tutors and academic resources. Students can participate in drop-in study sessions, pre-scheduled tutoring, and an online virtual classroom. They can be connected to independent study resources, such as text books and online textbooks. Piloted in the Spring 2000 semester, two- and four-year colleges, this site plans to offer 24-hour access to most basic undergraduate courses.

For K-12 teachers, this site offers an opportunity to network with classroom challenges. Teachers from around the world share their network to discuss classroom management and new approaches to lessons. The Lesson Bank link features 1,500 lessons on Teachers.Net Gazette link is a multimedia magazine with news articles. The site includes a link to educatorsmarket.com, which offers educational supplies at discount prices.

VPW.com provides free educational videos for public, private, and parochial school teachers. The videos are produced by corporations, and government agencies and cover topics such as consumer science, social studies, business, health, and science. Magazines include teachers' guides, posters, and activity worksheets. Those who register receive a regular newsletter from VPW and are notified when they are available.

This is the most popular Web course platform in higher education. It offers teaching and learning resources to community of students across courses and institutional boundaries. Used by 40,000 instructors at more than 1,300 colleges and universities, more than 60 million students. Through agreements with others, WebCT also offers teachers and students up-to-date information and scholarly materials for term papers, projects, and other assignments.
Financial Aid: What's Needed? What's Feasible?

The Election-Year Debate over Pell Grants

BY JEFF SIMMC

Noel Garcia knew that he wasn't on solid financial footing. College was an attractive endeavor, but the Bay Ridge, Brooklyn, man realized that entering higher education generated higher bills as well.

"Tuition is going up all of the time," the 27-year-old lamented. "My income was low, and I worried about the economic burden I would carry later on if I went to graduate school."

He also set his sights high, on New York University, where tuition was considerably steeper than in his own backyard at any of the city's public institutions. What helped him get his foot in the door, he says, was federal assistance.

"It was standard procedure: you apply for financial aid, and a Pell grant goes along with the whole ball of wax."

That federal financial aid allowed him access, but he says it was not enough to keep him enrolled when reality set in: his family needed him to work full time to make ends meet, and so Garcia dropped out.

But Garcia enjoyed his taste of school, and later enrolled at uptown Hunter College, one of the city's public universities. The political science major graduated earlier this year, and awaits his first semester at Fordham University's law school.

Garcia says that he had to pull his weight and work arduously to save enough for college, but that every little bit of assistance helps. The federal government, he reasons, should be poised to assist needy students, especially those from low-income households who might have been forced to attend marginal high schools.

"I think that government has the responsibility to make aid accessible to all citizens to get a good education. Now, this doesn't mean that the government should be paying all college expenses," Garcia says.

"The problem is that without that help, you get stuck between getting a lesser education or really having to borrow a whole lot of money to go to a really prestigious institution. You are stuck between a rock and a hard place."

How much of a financial boost should the government provide is under debate in federal quarters. Pell grant program, designed originally to help the neediest students under review, and awaiting millions of dollars for larger increases, Pell grants are awarded to nearly four million students annually.

The debate lies in the doll: the maximum Pell grant is currently at $3,300. While President Clinton and the House want to inject a maximum $200-a-per increase, some senators are looking for $350, and education advocates are seeking $400 per person.

Garcia is a proponent of the more-is-better argument: the more federal aid, the better for students who need it most.

"The Pell needs to be increased dramatically to well over $5,000 for a student to be able to buy what needs to be bought in college education today."

JAMIE MIRISOTIS, PRESIDENT, INSTITUTE FOR HIGHER EDUCATION POLICY
money, the better the opportunity. He is backed by groups like the national Student Aid Alliance and the Washington-based American Council on Education, which maintains that presidential election-year politicking has raised the level of discourse over the funding boost. That could prove a boon to the program.

"Pell is one of those programs that Democrats and Republicans like for different reasons," says Terry Hartle, ACE's senior vice president for government and public affairs. "Republicans like the program because it is a voucher: it puts money in the hands of individuals and lets the individual decide where to purchase the service."

"Democrats like the program because it clearly and unambiguously puts money in the hands of low- and lower-middle-income families. So this is one of those happy occasions where the program clearly meets the needs of both political parties," says Hartle, whose group represents 1,600 college and universities.

Over the last few years, Republicans have proposed larger increases than have Democrats. But both parties have attempted to demonstrate a commitment to Pell by calling for what each considers a "generous" increase.

Still, ACE maintains that both sides still are lowballing. "We would like to see funded the maximum authorized level," Hartle says. "ACE and the Student Aid Alliance have called for a $400 increase in the maximum Pell grant." He points to the need, saying that 87 percent of grant recipients have a family income of below $30,000 annually.

That debate continues at press time. This wasn't the first season that the Pell grants have sparked fiery rhetoric over their purpose and their amounts. There have been seasons of debate over whether the grants inevitably cause colleges and universities to elevate tuition costs.

One study by the Education Resources Institute found that in 1976 and 1977, the average Pell grant covered nearly 40 percent of the tuition to attend a four-year public university. But 20 years later, it covered only 22 percent.

There was much more disturbing news when it came to four-year private institutions. In 1976 and 1977, Pell grants covered 19 percent of their tuition costs, but in the mid-'90s, they covered only nine percent.

When it came to the maximum part of a sweeping education plan unveiled earlier this year. He aimed to boost spending on federal grant and loan programs to more than $54 billion. That would represent a 55 percent hike from the 1999-2000 spending plan, and it would increase the number of recipients by 277,000 to 8.6 million.

For the 1998-1999 academic year, Clinton said, "When we open the doors to college, we open the opportunity."

Pell grants were established a way to set up a foundation for needy students. They are as only to undergraduate and who haven't earned a bachelor's professional degree, and the don't have to be paid back.

Eligibility is determined on income as well. The Department of Education has been professional for deciding whether a student can a grant. And the grant level slowly, and moderately, inc. For the 1998-99 school year, maximum award was $2,761. Awards are based additionally on tuition costs and whether a student attends school on a full- or part-time basis, and whether the student attends for an entire academic year.

Do Grants Matter?

A survey titled "Do Grants Matter" and "Low-Income Student Grant Aid and Affordability" noted a disparity between the treatment of low- and high-income students. It's a chasm that has largely because while tuition has skyrocketed, federal grants only improved slightly.

The survey called Pell "important and broadly a form of grant support." I that in the 1995-96 school percent of all undergraduates received Pell grants.

Even a few hundred pumped into each award can make a significant difference in the lives of many students. The Institute for Higher Education Policy in Washington, D.C., says that the proposed increase is not sufficient to meet the needs of higher education.

"We still have a very big gap in the purchasing power of Pell grant that hasn't been since the early 1980s, and needs to be increased dramatically to well over $5000 for able to buy what nee..."
“The President’s proposed increases are necessary but not sufficient to meet the increased costs of college,” he says.

Founded in 1993, the nonprofit, nonpartisan Institute promotes educational equality. Merisots says that too much focus has for years been placed on tax support for higher education and tax credits, programs that support middle-income students, while support for Pell, which benefits low-income students, has “lagged.”

“It’s not to say that middle-income students don’t have legitimate needs and concerns,” Merisots says. “But the needs of low-income students continue to lag behind as college costs continue to increase. As Hispanics, African Americans, and American Indians all fall below the median income level, so does a disproportionate share of resources from programs like Pell to support the college attendance of students in those groups.”

“Changes in the Pell grant disproportionately affect low-income and minority students,” he says, “so that’s why this gap is a very serious concern. If we continue to underinvest in Pell grants, what we’re doing is further disadvantaging the disadvantaged populations of low-income, minority students.”

Many of the recipients come from low-income families in urban areas. Education experts estimated that a majority of the recipients were African American and Latino, though they did not have any figures to back that up.

Antonio R. Flores, president and CEO of HACU, the Hispanic Association of Colleges and Universities, recommends that Congress raise the maximum Pell Grant student award to $4,500.

“We are pleased about President Clinton’s proposition to raise it by $200,” he says. “It is a step in the right direction. However, Hispanics, and all students in general, have an increased demand for more gift-aid because of rising college costs. The Pell Grant, since it is not repayable, is critical in assisting Hispanics cover college expenses.”

Addo Harle: “The sad fact is that a large number of Hispanic and African American college students come from families with low incomes. They are the Pell grant, the greater the opportunities they will have to choose where they want to pursue postsecondary education.

“The role of higher education has always been to expand access to low-income and minority students. The Pell grant program is the very foundation of that effort.”

Garcia says that Hispanic students often need that extra push, and every little bit counts. “Students really have to think beyond college, to law school and medical school and graduate school,” he says. “So when you are considering graduate school and you’re facing $60,000 in debt, that’s a whole lot of money you’re talking about. Anything the government can do to help those who are deserving school should be done.”

More than a thousand students recently attended the 10th annual Latino College Expo at Pace University in Manhattan. Antonio Aponte, who has orchestrated the expo to open up doors to Hispanic students in the region, says that often finances prove the main obstacle to access.

Aponte, who set up a website, www.latinogettoeuropexpo.org, to provide resources to students, says that they crave any information on scholarships and grants, and that Pell grants often give them an extra lift.

“Anything that can increase aid for a student can only expand their choices.” Aponte says. “Because being realistic, once they’re in college, then they have at their financial package the determining factor.”

Money is always the issue often the obstacle, he says. Announcement that there has a increase in Pell grants can on kids more optimistic and more interested, especially the in low-income families.” Aponte.

In New York City, in African American and Latino students stand to benefit a lot by any increases. “Even on level that $200 dollars can big difference,” he says. But Garcia disagrees.

“Two hundred dollars is nothing,” Garcia says. “It’s just a bucket and doesn’t make much of a difference.”
Bringing in the Harvest

Grossmont’s New President, Dr. Ted Martínez, Jr.

BY DAN LANDY

As president of Grossmont College in San Diego, Dr. Ted Martínez, Jr., rides high every day. The beautiful 138-acre campus is on a butte, surrounded by canyons; as his car winds slowly up the campus drive, he passes steep drop-offs. But the drive is worth it. The balmy climate and a team of groundkeepers work together to produce wide greenswards, trees, and banks of colorful flowers.

The surroundings are enjoyed by more students each year, and the Martínez style adds new possibilities and excitement to the campus for its young students. This is the educational harvest to which Dr. Ted Martínez, Jr., now devotes his time. It is quite different from the first harvests that he knew.

The story of Ted Martínez starts like that of many Americans from small towns in the Southwest; it sounds like the opening of a television drama. The old Ford pickup truck bumps across the country roads, almost as if it is driving itself. But those who look closely can see the head of a twelve-year-old boy just above door level, with his eyes just high enough to see the road through the steering wheel. The boy is Ted Martínez, Jr., one of the members of the Martínez family who headed north to hoe sugarcane in Michigan. Ted Jr. is tall because his father’s eyes have failed, and he is the one who can do it.

The year was 1929. Martínez family was not rich; the sons and the money they earned by the hard work in the fields. They grew lettuce, onions, and other crops. The residents of Asherton, Texas, a town of 1,000 people, were offering to pay for gas and meals in return for picking the crops. The family lived in a small house on the outskirts of town.

Since Martínez became president in February 1999, new fiber optic cable runs beneath the campus lawns, and long-delayed plans for a $17 million Learning Resource Center and a $5.2 million technology mall are clearly moving ahead.
and Indiana, to join the other migrant families who picked America’s fruits and vegetables.

Twelve-year-old Ted Martínez, Jr., was the driver on this journey of two thousand miles, covered in three days and two nights. Once there, they moved into the camp set up by the company that had sponsored them, and worked from sunrise to sundown in the fields. They would listen for word of the next crop, whether it was strawberries and plums in California, sugar beets in North Dakota, or cucumbers in Colorado. But his parents would plan their picking trips with more than the harvest in mind. After survival, their priority was education. So each year, the children would be back in Asherton on the day before school opened, ready to resume their education. The family goal was to get all seven kids through high school. And they did.

That early life and that goal set the direction for Ted Martínez, Jr. Familiar with hard, highly focused work, he excelled in school. He was such a good student, bright and motivated, that in eighth grade, a history teacher told him that he should consider going to college. Until then, the idea had never occurred to him; until then, he had no idea what college was. The decisive point came in high school, while he was taking a business class. The business teacher, Thomas Vinalera, was excellent, very friendly, highly supportive of students. He had beautiful handwriting, Martínez knew that he wanted to be like this man, both in his manner and in the way he presented himself: crisply dressed in a tie and suit. Martínez decided to become a teacher. But where would he go for college? “I had no idea there was a Stanford, or a Harvard, or even a University of Texas at Austin,” he recalls. He talked with a counselor and went to the college she had attended, Sul Ross State University, in Alpine, Texas. There, while taking economics, Martínez heard about community colleges; his goals became earning an M.A., teaching in a community college, and earning a Ph.D. by the age of thirty. He achieved all three.

Between 1975 and 1992, Dr. Martínez held several positions at El Paso Community College, finally as a vice president in the Dallas County Community College District. While his duties varied, they consistently called upon his skills at community outreach and coordination of services and planning, and upon his strengths as a fair, decisive leader.

Martínez in Chicago

In 1992, Dr. Martínez came to the City Colleges of Chicago as associate vice chancellor for basic and continuing education. This was a major challenge. With a budget of $2 million and a staff of 80 full- and part-time faculty, he took on the Adult Learning Skills Program with a budget of $24 million and a staff of 1,100. This program served tens of thousands of students each year and included GED preparation, both in English and Spanish.

The problem he faced was as enormous as the budget. Scattered at hundreds of sites throughout Chicago, the program posed a classic management dilemma. The Adult Learning Skills Program was highly popular: an educational service provided by the college district to community organizations in every neighborhood. While this was a comfortable arrangement for the organizations, Martínez saw the problem immediately: too many locations and too little academic supervision. There had been no thought of efficiency, and sometimes the program was offered at two locations on a single city block. The classes were popular and convenient, so the organizations hosting the classes could see no reason to change the status quo.

But Dr. Martínez knew that action was needed. An obvious step was creation of a common curriculum, which he initiated. But what about the nearly 400 sites? The state regulatory agency was concerned too, noting that supervision of so enormous a program was virtually impossible. How could the number of sites be reduced without cutting back services, angering the community, and seriously affecting enrollment?

The solution was planning. Working with community organizations, Martínez developed standards for the sites. They included standards for space, for facilities, for security, for equipment, and for enrollment. To continue receiving services, organizations would have to propose a timetable for meeting these standards, and stick to it. He urged and supported coordination between organizations, and was liberal in granting extensions to organizations that made progress. To everyone’s amazement, in eight months, the number of sites that had been reduced from close to 400 to about 100—yet because consolidation, enrollment had dipped only slightly. The remaining sites were the best of those operated by the large, well-run community organizations that also provided a range of other services. Both the organizations and the relocation students benefited by the consolidation. Enrollments again began to rise.

In 1994, when Dr. Ted Martínez, Jr., became president of Richard J. Daley College, he was the first Hispanic college president in the City Colleges of Chicago district. While an academically strong institution, the college had no strong identity. Located in an industrial park, the campus was bounded by light industry, warehouses, and one of the city’s first shopping malls. The neighborhood, which had long been mid-class Caucasian, originally populated with immigrants from Ireland and Eastern Europe, now changing with the influx of African Americans. The college was isolated, and lacked the facilities, resources, and support to compete with the other colleges in the district. Martínez set out to change this. He worked to improve facilities, increase resources, and establish a strong identity for the college. He worked to increase enrollment and improve academic programs. He also worked to improve community relations and partnerships. Martínez was successful in all of these goals, and Daley College became a respected and well-funded institution.
Americans and a majority of Hispanics. Moving quickly, Martínez had the institution recognized as an Hispanic-Serving Institution. He began bringing in grant funds, technology, and projects. When he left five years later, Daley College had fifteen state-of-the-art computer labs, a diverse administration, an influx of new faculty, and a new science/mathematics/engineering technology emphasis. He had opened a long-delayed satellite campus, enrolling 1,800 students, and moved in a major union apprenticeship program with accountability measures for diversity. Under his leadership, the college had won a Program of the Year award for a bridge program to the Illinois Institute of Technology; won a coveted state award for Excellence in Learner-Centered Instruction; and received a foundation grant for developing a program that subsequently won a national “Exemplary Initiative” award shortly after he left in 1999.

Martínez is now president of one of the two colleges in the Grossmont Community College district, reporting to Chancellor Omar Martinez, another excellent Hispanic administrator who had served the City Colleges of Chicago. Joining Martinez as head of the Grossmont campus, Martinez found an extraordinary educational environment for his management skills. With 17,000 students, a beautiful location, successful athletic programs, and a strong academic reputation, the college was already thriving. Excellent programs in both the arts and the sciences produced a term after term of enrollment increases. But the quality of the institution is not reflected in the facilities. Working with Martinez, Dr. Martinez's initial task is to build on the traditional quality of the campus with additional facilities and resources. There has been no new construction on the campus for 35 years, the library is too small, and science programs have far outstripped the available space. Parking is a constant headache, with illegally parked cars an ongoing challenge for campus security.

Since Martinez became president in February 1999, the changes on campus have become evident. New fiber optic cable runs beneath the campus lawns, and long-delayed plans for a $17 million Learning Resource Center and a $5.2 million technology mall are clearly moving ahead, as are longer-range plans for a $13 million science building. Even the parking problem complicated by lack of open space, has been a focus for action, with new options being explored. “Our first priority is building Grossmont's educational excellence,” he noted, “and addressing our facilities issues is an absolute critical aspect of that priority.”

During his presidency in Chicago, Martinez wrote, “The best progress report is the one ten accomplishments.” By that measure, achievements of Dr. Ted Martinez, Jr., are most evident in the experience of the thousands of students served by institutions that he has managed through his 25 years in American higher education—through improved facilities, the newest technology, and through his responsiveness to the social and cultural changes in American society. His record in all areas is outstanding.

For the thousands of other families who followed the crops and hoped for better lives for their children, few role models are as inspiring as Dr. Ted Martinez, Jr.
Washington State University

Endowments, Scholarships, and Diversity Growing

BY ROGER DEITZ

Washington State University President Samuel H. Smith recently retired. He took this as an opportunity to look back at his tenure as an "era of accomplishment, a time of transition" for WSU. President Smith stepped down last July after leading the institution for fifteen years, turning the helm over to his successor, Lane Rawlins, chosen as WSU's ninth president by the Board of Regents. Board President Peter Goldmark said of Smith, "His leadership has made a great difference to this university and the state of Washington," then noted that Rawlins has unique capabilities and vast experience and will move WSU in new directions.

"Government and business leaders, community and education leaders, and our loyal alumni, donors, and friends have supported our transformation work," said Smith. "WSU is positioned for the new century and for meeting the demands our global society will be making on all of its educational and research institutions. Thanks to our talented faculty and staff, WSU is a national leader in many of the innovations changing the face of higher education. Whether in new approaches to teaching and learning, the delivery of education to place-bound and job-bound students, the use of technology, or in new fields of research and scholarship, WSU is providing models for the new era."

New president V. Lane Rawlins comes to WSU from a post as president of the University of Memphis, an office he has held since 1991. "This is like coming home," said Rawlins, who spent 18 years as a faculty member and administrator at WSU. "It is very exciting to return to the institution that has meant so much to me in my professional life. I'm especially thankful for the opportunity to contribute to the success of WSU in a leadership role."

Washington State University is an internationally known research university. The institution was founded in 1890 as the state's land-grant university, with responsibilities statewide for undergraduate and graduate education, research, and public service. On January 13, 1892, the college opened its doors to 29 students, 63 preparatory students, and a faculty of five under the name Washington Agricultural College and School of Science. The first class of seven graduated in 1897. In 1905, the name was changed to State College...
of Washington, and in 1919, the Cougar officially became the school mascot. The first Ph.D. degree was awarded in 1929, and in 1939, the name was changed to Washington State University. In 1962, WSU joined the Western Athletic Association, now known as the Pacific-10 Conference. The Performing Arts Center opened in 1973. In 1983, the 100,000th student was graduated.

WSU’s main campus is in Pullman, in the heart of the fertile Palouse country of southeast Washington. The 600-acre campus near the Idaho border features modern classrooms and laboratories, libraries, museums, student residences recreational and athletic facilities, student union, performing arts coliseum, and a community hospital. A new addition has doubled the capacity of WSU’s Holland Library. WSU is also home to the nation’s newest veterinary teaching hospital, opened in 1996. The University has 10 colleges. Its Honors College is one of the oldest and most respected all-university programs for academically talented students in the U.S.

Money Magazine has called WSU a “public ivy” and rated the college as one of the best eight in the nation in 1995, while the institution was also in the “top half of America’s finest universities” as noted by U.S. News and World Report in “America’s Best Colleges” in 1998. WSU was also rated the No. 1 state university and No. 7 of all universities among America’s “100 Most Wired Colleges;” as ranked by Yahoo! Internet Life magazine in 1999. One of 29 research institutions in the U.S. designated as Internet members by President

Clinton, WSU is also on the top 20 list of cyber-universities in America for use of the latest technology for distance education, according to Forbes magazine. The school was ranked 30th in the country for quality and value by Kiplinger’s Personal Finance Magazine in 1998. In addition to Pullman, students may earn a wide range of degrees at: WSU-Spokane, WSU-Tri-Cities, and WSU- Vancouver. Partnerships bring targeted WSU degree programs to locations throughout the state, including Boeing locations, community colleges, and the Northwest Indian College in Bellingham.
Washington's only statewide university, WSU has cooperative extension offices in all 39 counties, eight regional learning centers, seven research and extension facilities in various locations, and 26 small business development centers.

Enrollment for the 1999-2000 school year was 20,799 students statewide. That included 678 Hispanic students along with 1,032 Asian American, 486 African American, 338 Native American, and 1,128 International students. A full-time instructional faculty of 1,230 includes 24 Hispanics, 101 Asian Americans, 16 African Americans, and six Native Americans. Residents pay $3,233 for tuition and $429 for fees annually. This past May, The Hispanic Outlook ranked WSU on the Top 100 list for granting eight doctoral degrees to Hispanics. Steve Burkett, WSU Graduate School associate dean says, "For the past several years, WSU has aggressively recruited outstanding Chicoano/Latino and other students of color across all disciplines. It is extremely satisfying to see positive results from the efforts that began some time ago and to provide concrete evidence supporting statements regarding our commitment to diversity."

Burkett noted that, according to WSU Institutional Research, in the 1999 fall semester, there were 235 graduate students of color at WSU, including 89 Hispanic students. The 89 students were 97 percent of WSU's total graduate students of color population that semester. By contrast, in the 1994 fall semester—including students at WSU-Vancouver, WSU- Spokane, and WSU-Tri-Cities—there were 128 graduate students of color at WSU of whom were Hispanic. The University is "increasing access through scholarships and fellowships."

WSU's scholarship endowment has grown by more than 400 percent in the last decade—from $14.9 million to $64.5 million. Last year the University awarded scholarships to 5,200 students, up from 2,000 students just five years earlier. This progress is due to the great generosity of alumni and friends and to the positive growth of WSU's invested funds. While much of the growth of the scholarship endowment occurred during Campaign WSU, which ended in 1997, many new gifts continue, including a gift of $1 million to create the Ruth Allen "Pass It On" scholarship. Running from 1990 to 1997, Campaign WSU— the first comprehensive effort, raised $275.4 million. Endowment funds to provide fellowships for graduate students have doubled during the past five years, jumping from $2.5 million in 1994-95 to $5.2 million in 1998-99. WSU now has 97 permanently endowed graduate fellowships.

WSU believes that in education, a global perspective is essential. At WSU, 1,300 international students representing 90 countries introduce an international atmosphere in which dialogue leads to understanding. On-campus activities include cross-cultural social events, dinners, talks, and readings. Students may reside at the International House, where half the residents are from other nations. Each year about 350 WSU students enter education abroad programs at more than 100 study centers worldwide. The staff of International Programs offers students from abroad and students traveling abroad a wide range of support services to enhance their cultural and academic experience.

On the home front, Javier A. Lopez is an undergraduate studying agricultural economics. He was pretty "independent minded," so he says that college wasn't a huge change for him, but he has had to learn how to manage his time for study and how to best manage his money. His biggest surprise was how approachable and personal the WSU professors are, how they want to see him do well in their classes. Lopez reflects, "I knew I would study some kind of agriculture, and in my sophomore year settled on agricultural economics. I want to have a management career in an agricultural firm or do financial consulting with farmers. Besides my ag classes, a favorite has been Introduction to Chicano Studies. Even with my Hispanic background, it's opened my eyes to many current issues." He adds, "I like to be busy, and there is plenty to do at WSU. I go to concerts and to the gym to work out. With classes, work-study, student clubs, and being with friends, that's plenty!"
La Vida Loca

Meeting the Artist, Part Two

BY EDWARD RUBIN

There is a saying in Cuba, first told me by Roberto Fernández Retamar, director of the Casa de las Americas, a Cuban arts organization, "to have a friend in Cuba is to have a sugar mill." As I was to learn, in my attempts to get around the city, place a call, or find a restaurant, this is no idle talk. The Cuban people that I met (aside from some of the hotel employees, who had little conception of service—tourist school lasts six weeks), even those fearful of the authorities, were warm, friendly and eager to be helpful.

As I was to notice, the police frequently stop Cubans to check ID, especially if they are in the company of tourists. Like racial profiling in this country, the majority of those stopped are Black. There are no high-ranking Blacks in the Cuban government.

In selecting my "ulls," which were many, I varied my translators, so as to include as many points of view as possible. Being an outsider, to lessen my chances of misunderstanding and misrepresentation, I questioned everything and everybody, before, during, and after my trip. Repeatedly asking the same question from different angles was a necessity, as certain types of information, even if common knowledge, are not bandied about, and the simplest questions elicited extremely varied responses. It seems nobody has the entire story. Even published information is unreliable, if not the methods of data collection, due to Cuba's secrecy.

Despite Castro's long speeches and media appearances, he keeps the lowest profile in the country. While Americans know exactly where Clinton goes, where and when, nobody I asked knew for sure even where Castro lived. Again, due to fear of authorities, talk, especially on the telephone, is self-censored.

The success of my fact-finding rested heavily on the good will of independent critic/curator Wendy Navarro (then working at the Center of Development of Visual Arts, now working in Spain), who acted as primary translator, and Gustavo "Cuti" Echevarria, a self-taught artist whose erotic paintings, examining intimate moments of people in the bathroom, underscored his freewheeling manner and genial nature. It was his Moscowich, a 1988 Russian jalopy, that drove us around from morning to night. As we crisscrossed the city, traversing the many potholes, Cuti had this delightfully fun habit of leaning out when we passed the rubble of decaying buildings, and yelling, "Beep! Laughter kept us going.

It was Cuti's "forceful" suggestive and he had many, that we visit a Santa Priestess, a Pio Monte baldacino (the priest), and Taller de Manera, a little known government art school, with professors, that is open to non-professionals of all ages. He felt that the experiences would deepen my understanding, if not feeling, for Cuban culture. We also visited ISA [Instituto Superior de Arte], housed on the grounds of a former country club to which the graduate art students doing since most of today's young artists, at least those that I met, had studied at ISA and a number of them still teach there, it was not to be missed.

I was fairly amazed at how advanced and savvy to the art scene students were. Unlike most American artists, they are equally adept at work in duos, trios, and groups, in all here and can draw. Though much work is conceptual and tinged with the political use of metaphor and ambiguity abound, there seems to be a resurgence of the painterly and narrative. Everyone I spoke to (Russian Tor Alain Pino, Luis Enrique Canejo, to name a few following in the footsteps of their still yeaters, were already being booked for local and international exhibitions and asking American prices for their work. While the average salary for most workers ranges between $11-15 a month (government pensions are half that), a single painting for $2,000 places the artist an Cuba's elite. Only musicians, assorted performers who like artists are allowed to travel interna
ally, and the owners of some paladares (in-home restaurants that by law can seat no more than 12 people), are able to shield actual income, and of course those well connected belong to this class. Government workers, these of low echelon, have many perks, like buses that take them to and from work, but little money.

As luck would have it, very early in my trip, I attended René Francisco's opening at the Galería Habana. In one fell swoop, not unlike a trendy Soho Gallery opening, I was to meet many of Havana's young, traveling, art elite, a virtual Who's Who on the international circuit. Cuba's most respected critic/curator, elder statesman Gerardo Mosquera (who is also a curator at The New Museum in New York) was in attendance. Performance artist Tania Bruguera, currently working in Chicago, just flew in from Spain. Later I was to attend her lecture at the Centro Wifredo Lam. About to leave the country, Los Carpinteros, Cuba's famous male art trio, were holding court. Their work addresses the lingering effects of colonialism, the promises of utopia, and the shortfalls in realizing it. The only star that seemed to be missing was Kcho, an artist whose better-known works refer to voyage, navigation, uppers, and exile.

Given that some of the artists I wanted to visit do not have telephones, few have e-mail, and fewer Internet (access is limited by cost, low tech, and stringent government control), I couldn't have planned a better networking party. Later, I visited with many of these artists and critics at my hotel and at their homes and studios, most often one and the same. In this exhibition, titled Tubusaru (a hybrid of Tube and Kamasutra), Francisco, a popular teacher at ISA, used silver tubes of Perla toothpaste that he collected from friends and family. He then twisted them into human forms, to represent various rituals, the sexual act among them, of the Cuban people. In analyzing this work, it helps to know that toothpaste is rationed, one tube to a family of four per month. True to form, as critic Eugenio Valdés Figueroa observed of contemporary Cuban art in general, Francisco's work, with its many interpretations of reality, oscillated between speculation and metaphor. The surprise perk—later on, we were, in a sense, were the appearance of Holly Block, director of New York's Art in General, an early sponsor of Cuban art and artists. Holly observed that during the last few years, the Cuban population seems to have been gaining weight—visual evidence of recent growth in foreign investments and tourist spending.

Though I had heard stories of recent censorship in which a government official, before the opening of an exhibition, forbade certain works to be shown, international eyes on the Cuban art scene, overt government censorship is at low ebb. What does exist and what is practiced by all arts organizations and artists is self-censorship. With years of experience under their belts, everybody knows exactly how to play the game and just at an opening in Europe. It is a perfect example of tweaking the censors. With radio, they sat at a table and listened to Castro's four-hour speeches. While they faithfully listening to Fidel was unimpressed by their wearing of flashy and ridiculous, outlandish suits, the height of incongruity, and there was the entire scene.

Tania Bruguera is Cuba's 'Que Metaphor.' Her performances, reminiscent of those of U.S. artist Karen Finlay, are mesmerizing. In one, which Mosquera called "perhaps the most powerful political statement ever done in the island," Bruguera, reenacting the his Cuba's Taino Indians, many of committed suicide by eating dirt than submit to slavery, did the same forty-five minutes. In another, she cut a bloody sarcasm of a dead horse strapped to the front of her body, in the roles of passivity and submission as strategies for survival.

When it comes to the products, presentation, and distribution of a the Ministry of Culture that wields the most power. It manages, controls has the last say over culture in Though the art world in general is complicated, in Cuba—with music, dance, photography, and the arts each overseen by its own organization, sometimes two—it is Machian "Always on watch" to avoid trouble. The function of each of these institutions to keep the Ministry happy. As one imagined, challenges to whatever means of survival are few.

The institution that covers ascribes to Consejo Nacional de las Artes Plasticas. This organizes conferences, shows, and rations around the work that is "allowed." This bit more freedom in what is exhibited, especially internationally.

Many artists of all media belong to 1 (Union of Cuban writers and artists). This association arranges conferences, shows, and exhibitions outside of New York. It also arranges national travel for artists and in some
defends their rights. Juries of specialists evaluate applicants annually.

The Fondo Cubano de Bienes Culturales, which also falls under the umbrella of the Ministry, oversees all art sales. Every month, each organization submits a detailed list of what it has sold. As a rule, artists get to keep 50 percent of the sale price; supposedly the rest goes for gallery support, exhibitions, and travel to various biennales. As to be expected, given the economy of the country, there is no discernible domestic art market. Though art dealers in Havana are more than scarce, I did visit the RM Project, run by Milagros Borges and Roberto Fernández. Anticipating further growth in the art market, this husband and wife team is turning one of the floors of their home into a full-fledged gallery. Right now they handle about a dozen artists, taking only 15 percent of the sale price. Most of their sales are foreign, with most paintings going to Spain.

The big money is in international sales and sales made in-home, from visits, by foreign art collectors, critics, and curators. Marilyn Zeitlin, director of the Arizona State University Art Museum (her exhibition, Contemporary Art from Cuba: Irony and Survival on the Utopian Island, will be traveling around the U.S. through 2001), purchased a large percentage of her exhibition directly from the artists. Another coup for artists, though they pay low prices, is when the Museo Nacional de Bellas Artes, Cuba’s National Gallery (under renovation, it has been closed to the public for a few years) buys a painting. Given the lack of market, this is one way to keep their art in Cuba.

The living arrangements of the artists whom I visited vary dramatically. Some live with their parents (housing shortages in Havana acute) some with families and friends. Not that I visited alone. Still others doing financially, have extended, renovated, and some cases, built an entire new residence or of an existing building, a common practice Cuba. One had his own studio, which he for $40 a month. Many of the artists study ISA. A number of those that didn’t were so what resentful. They didn’t have what termed “the protection of the officials.”

Art supplies are bought, depending on finances of the artist, locally or from foreign sources during travel. More often than not, rations are donated or given to the artist by foreign institutions and galleries that want to show work found on the street, acquired via the market or the barter system. Artists are information-hungry: in each household, across stacks of old and newer issues American and European art magazines, likely brought into the country by visitors or chased during foreign travel. Each artist has a well-chosen library. Titles of books: authors jotted around names like Beuys, W, Duchamp, Yoko Ono, Monorysky. On the other side, I found Derrida, Foucault, Baudrillard, Lacan, all artists and writers whose challeging methods dispense with expected elements.

The first artist I visited, René Peña, a taught, Black photographer, lives on the skirts of Havana with his parents. Similar to my artist visits, I was served sweetened espress coffee, a Cuban custom. René’s work, po and erotic, focuses on the human form of his own. In one photograph, he pierce knife, in another, a can of fruit punch, directed from the front of his genitals, leaving the many possible interpretations up to the viewer. Peña is concerned with the individual, especially the role of institutions, identity, societal role and relation. His close-ups, self-portraits with the skin of the skin, resemble a piece of the most foreign landscape. We forget that we looking at a human body, which is precise point. Very early in the Revolution, the father, in a fit of zeal, gave the government two houses he owned (one at the beach) used for the rest and relaxation of weavers. In exchange, the family was given a three-room apartment, not the house the government promised. Holding their tongues for the pain they elicit in the father, they are never brought up by the family. I was many such sad and touching stories.
Another artist, a quite jovial one whom I particularly enjoyed meeting, was Aisar Jalil. He lives with his wife, Yana Elga Brugal, editor of Revista Tablas, a theatre magazine. They live on a crowded and noisy street in central Havana. He says, "the noise keeps me working." Jalil studied in Leningrad during the early ‘80s. Very often using himself as the central character, a kind of an Everyman, Jalil’s paintings deal with humanity in all its awesome fullness. Sometimes painting in series, his works are filled with grotesque, half man, half animal creatures. If not found participating in some bacchanalian orgy, they are cavorting at carnivals. The fact that Jalil with his beard resembles Castro adds yet another dimension to his work. In one painting titled "Yugoslavia," these creatures can be seen sitting around a table. Stretched out in front of them is a shrouded body. In their senselessness, they are arguing not what to do with the body, whether to bury it or not, but whether or not it is even a body.

Abel Barros is another artist who has spent time (courtesy of Art in General) in the U.S. His work is extremely inventive. Using the tools of a woodcarver and carpenter, Barros creates original works out of cedarwood panels. These works become both a matrix for his prints and three-dimensional objects exhibited solo or as part of an installation. His subject is "exploitation," by tourists as well as by foreign investors. The day I visited, he was working on a large floor puzzle titled "Nobody Can Assemble This." It resembled a Monopoly board. On this "canvas" is carved the island of Cuba. Stretched across the island is a Hollywood-like starlet. Movie cameras, computers, telephones, stockbrokers, and real estate agents, all very busy trying to make a buck, surround her. For Barros, dollars might offer economic renewal, but at what cost? Once again, Cuba is being invaded. Adapt at playing the game, Barros priced this work at $10,000.

Alexis Esquivel, a Black artist, minimizes the risks of his political paintings by dressing them up in historical disguise. He believes that "memory and history are manipulated processes and that our realities change depending on how the power structure of society wants you to remember." He remembers, very well, his school textbooks. His work often refers to past influences of U.S. culture and memories of the USSR. In "Picnic Natural" (1996), based on Manet, he depicts a Black policeman asking José Martí for his ID. "Portrait of Gorbatchov in Romantic Position" features the Russian leader engaging in Cuba’s national pastime, baseball. At bat, he is wearing a red uniform with a sickle. As to be expected, as a foreigner to baseball, and more importantly to Cuban culture, the placement of his hands on the bat (and country) is entirely wrong. He’s all mixed up when it comes to the left and the right, terms that are essential in party politics. While I was intrigued, sometimes held captive, by Cuban political art (Zeitlin calls the context of the art "riveting"), I soon thirsted for the merely aesthetic. I was tired of messages. To satisfy this craving, I scheduled a visit with Rocio García, a professor of art at the San Alejandro School of Art in Havana. Like Jalil, she too studied in Russia during the ‘80s. Of course, I was fooling myself, for to escape politics in Cuba is an impossibility, a dream. Still, García’s paintings, colorful and erotic, were a breath of fresh air. With a bow to Pasolini, her recent work, more personal than political, embraces the "forbidden" in Cuba—homosexuality, sadomasochism, and bisexuality. In "Little Pieces of Me for Sale," exhibited at the University of Michigan (1997), the artist uses the Japanese symbol of geisha—the masked woman—as a mirror through which to reflect on the meaning of sexuality in today’s Havana. In these paintings, coexisting in uneasy balance, we find pleasure and danger, wrenching material need and intense spiritual longing.

One of the more intriguing artists on the island, marching with steps all his own, is architect-turned-artist Eduardo Rubén. Using architectural structures as symbols, e.g., windows, stairs, and passageways that often lead nowhere (at least on canvas), the artist examines the spaces that humans are apt to encounter on a daily basis. Though one is tempted to label...
Rubén’s meticulously rendered work Photorealistic, which in ways it is his paintings, redolent of Precisionists Scheeler and Crawford in their use of flat planes of color and austerity of subject matter, and Escher in their complexity, are far too imaginative to be crippled with such a label. Each painting, a close-up view of architectural settings, very often with a blue sky or a shimmering sea in the background, sometimes presented head-on, sometimes dramatically cropped, always without people or nature, places us in a dream-like world. Like a kaleidoscope, the elements of the painting pulling us in play havoc with our mind’s eye. Drawn into the action of what is essentially a static picture, following these same paths we contemplate the generations that have passed this way before and the generations that will follow.

Though ISA is brimming with students, and more and more Cuban artists are receiving international grants, participating in foreign residency programs, and appearing in international exhibitions, there remains the question of whether or not the art of Cuba, so very popular at the moment, hasn’t exhausted its possibilities. More to the point, how long can the “New Art of Cuba,” nearly 20 years old, stay new? Negative criticism is already surfacing. Most notably, Cuban art critics are claiming that their artists are “going soft” and, knowing what is selling, they are selling out. Forsaking a direct frontal attack, they are making art about politics instead of making political art.

Even the Havana Bienal, which once stood for anti-commercialism and solidarity among Third World artists, is taking a high-culture approach and has professionalized its discourse to fit in with other biennials. The Bienal now serves a “Tropical Market” geared solely for what Arthur Danto calls the “curatoriate,” those visiting curators, dealers, and collectors who descend on the island looking for the new, the latest, and the most affordable.

If Cuba continues its gradual shift from a socialist to more of a free-market economy, with global changes in communication and horizons of tourists invading the island, further liberalization and economic improvement are likely. Whether these benefits will be passed on to the people or remain in the hands of the few, which is now the case, remains to be seen. For as Castro said in 1954, even before he took power, “For some, history is good fortune, for others, it is a process ruled by laws.”

How all of this will affect the Cuban artist, whose life and subject matter are so tightly woven into the country’s political and economic fabric, is open to question. Whatever the case, what currently appears to be a movement will probably settle back into Cuban history as another chapter until the next wave of new art hits the beach.

Edward Rubin is a senior editor at Manhattan Arts International and a contributor to the New Art Examinet essays, criticism, and photographs appeared in such publications as A Windy City Times (Chicago), Backs: Philadelphia Inquirer, the Indianapolis the Villager, and prior to their close, the Indianapolis, Arts Magazine, Theatre West, American Film. During the ‘80s, he p and/or directed over 50 plays, once readings in New York City. During th decade, his play Mother of the Year won a one-man show. At the Sounds of the opened to successful Off-Off Broadway Rubin is a long-standing member of A International Association of Art Critics the Drama Desk, the Critics Circle, the Drama Desk, Outer Critics Circle, Marketing Research Association, and others. Rubin is the National Field for Audits & Surveys Worldwide, an itional research company. His slide le Vida Loca: The Life of the Artist in Cuba recently available for booking For mo nation he can be reach enubin5000@aol.com.

Part One of “La Vida Loca: Life in Cuba” appeared in The H Outlook’s August 11, 2000. Issue No. 23.)
One Million from NASA for Proyecto Access

UTSA Program Doing Well Nationwide

By Inés Pinto Alicea

"This generous gift from the world's best-known space agency represents the fourth $1 million grant in four years from NASA to HACU in support of a model program that is dedicated to reversing the severe shortage of minorities..." said HACU President Antonio Flores.

NASA awarded $1 million to HACU, the Hispanic Association of Colleges and Universities, to continue an innovative project steering hundreds of minority students each year toward college. The $1 million will be used to support Proyecto Access, a summer program designed to provide logic and problem-solving skills to selected minority middle school and high school students interested in pursuing a college degree in the engineering, science, information technology, and mathematics fields.

"This generous gift from the world's best-known space agency represents the fourth $1 million grant in four years from NASA to HACU in support of a model program that is dedicated to reversing the severe shortage of minorities..." said HACU President Antonio Flores.

"Between 1988 and 1997, for example, Mexican Americans were awarded less than one-half of one percent of all Ph.D.s in technology and sciences," Flores said, citing a recent National Science Foundation report. "NASA's partnership with HACU in this endeavor will benefit all of us..."

Proyecto Access, which is in place at nine college campuses in eight states, graduated 749 middle and high school students from its eight-week program in the summer of 1993. It is the national replication of the successful TexPREP program started in 1979 by Manuel Berriozabal, a professor of mathematics at the Univ. of Texas at San Antonio - a HACU-member campus. Berriozabal started the program in San Antonio, now sending their children. In 80 percent of the participants, the Texas program have been women, more than 50 percent of the participants come from low-income families defined by the Texas School for Science and Mathematics, Engineering Mentoring.

Berriozabal said that when launched the program in 1979, a project did not believe he would be successful. "One person told me, 'We need people from, out of, Berriozabal. "We've high expectations of students, the students meet them."

Berriozabal said that the program has been successful because it students get over fears or misconceptions they have about college. "After eight weeks on a college campus, they discover they can successfully pursue science and engineering degrees on a college campus," said Berriozabal. "College becomes a viable option."

Berriozabal said that the big
challenges the program faces overall is getting the financial support to run the summer sessions. Berrioszabal said that he has discovered when he turns to some companies for financial support for the program, they are unwilling to turn some of their rhetoric into reality.

"Even though they talk big, they don’t put their money where their mouth is," he said. During the summer of 1999, Berrioszabal’s program sent out a survey to all former participants in the San Antonio program, and 2,113 of the 3,477 college-age former participants responded. According to the survey results, their high school graduation rate is 99 percent, 92 percent are college students or college graduates, 55 percent of the college graduates are engineering or science majors, 76 percent of the college graduates are minority, and 70 percent of the engineering and science graduates are minority.

“We plan to have that success nationwide,” said Greg Cortez, HACU director of information systems, Cortez was involved in Proyecto Access for eight years in Texas and then joined HACU to expand the program nationwide after NASA became interested in the program.

While NASA is the largest contributor to Proyecto Access, Cortez said that officials hope others will soon provide money as well so the program can serve more youngsters. NASA also funds an annual meeting for all instructors and directors of the program, and it pays for some students to visit the NASA facilities in Orlando, Fla.

"It’s important because minorities are not duly represented in science and math," said Cortez. "We should service more students if we had funding. We’re getting more applications than we can handle."

Rene A. Gonzalez, HACU Director of Program Collaboratives, said Proyecto Access began as a program for 350 students at seven campuses.

More than 800 middle and high school students in Arizona, California, Colorado, Florida, Illinois, New Mexico, New Jersey, and New York were expected to graduate from this year's summer program.

And science," Gonzalez said. "The importance of receiving an adequate preparation in logic, critical thinking, math, science, and problem solving cannot be over emphasized."

"The program has been successful because it helps students get over fears or misunderstandings they have about college."  

MANUEL P. BERRIOSZABAL, PH.D., PRINCIPAL INVESTIGATOR AT THE UNIVERSITY OF TEXAS AT SAN ANTONIO

“This funding from NASA for Proyecto Access allows us to continue expanding the educational opportunities for young students in our community in the area of math and science," Gonzalez said. "The importance of receiving an adequate preparation in logic, critical thinking, math, science, and problem solving cannot be over emphasized."

The schools participating TexPREP program are: Am College, Amarillo; the University of Texas at Arlington, Arlington; Huston-Tillotson College in / the University of Texas at Brownsville, Brownsville; El Centro Community College, El Centro Community College, and University of Texas at Dallas, Dallas; the University of Texas at Austin; University of Edinburg; University of Texas at El Paso; Texas Wesleyan University; Fort Worth; Texas State Technical College in Harlingen; the University of Houston-Downtown in Houston; and Texas A&M University in Lubbock.

"This year we will look to improve the program by updating the materials, improving communication, and the program's co-principal investigators," said Gonzalez.

Cortez, whose primary role is to follow students and their progress throughout the challenges of the program.

"[Berrioszabal] believes all students have the ability to handle these topics, and he is very open to expand the educational opportunities for young students in the area of math and science," Gonzalez said. "The importance of receiving an adequate preparation in logic, critical thinking, math, science, and problem solving cannot be over emphasized."

Students apply for the program and if they are accepted, Proyecto Access first year, will be invited to return for a second year. All students in high school are eligible. More than 50 percent of the participants are female. 7 percent are minority. All interested in participating have a grade point average of 3.5 or better. The cost of oper
or better, provide two letters of recommendation from instructors, and submit a transcript.

Participants receive the courses free of charge. Students who participate in the program also are eligible for scholarships through associations affiliated with the program, said Cortez.

The program generally lasts eight weeks, and the typical day lasts about six hours. Successful scientists, mathematicians, and engineers speak to the students in daily sessions throughout the program. Students also take a number of courses in science, engineering, math, technical writing, problem solving, probability and statistics, computer science, and logic.

College students serve as mentors to the middle and high school students, guiding them through their coursework.

Cortez said that Proyecto Access hopes to be able soon to provide students with high school credit for participating in the program, which is what the TexPREP program currently offers to its participants.

All of the colleges and universities offering Proyecto Access are Hispanic Serving Institutions, meaning they have student populations that are more than 25 percent Latino. Schools participating in Proyecto Access and providing math, science, and engineering classes to middle and high school students are: Hostos Community College in The Bronx, New York; New Jersey City University, Jersey City, New Jersey; Florida International University, Miami, Florida; New Mexico State University, Las Cruces, New Mexico; Community College of Denver, Denver, Colorado; Pima Community College, Tucson, Arizona; Richard Daley College, Chicago, Illinois; Los Angeles City College, Los Angeles, California; and Oxnard College, Oxnard, California.

HACU represents more than 235 colleges and universities with high Hispanic enrollment rates in the United States, Puerto Rico, and abroad.

---

SUL ROSS STATE UNIVERSITY
VICE PRESIDENT, RIO GRANDE COLLEGE

Sul Ross State University invites applications for Vice President, Rio Grande College. The Position is 12-month, negotiable, 12-month contracts with qualifications. Excellent benefits. Required: Effective leadership to manage an upper level college in a multi-campus teaching university; experience in senior managerial positions (three years dean level or above) and high interest in regional development and innovations; prior experience in higher education administration with responsibility for personnel, programs, and/or resources; excellent interpersonal skills and experience in creating, building, and maintaining collaborative relationships. Individuals desiring an academic appointment must have a terminal degree in a field taught at Sul Ross State University and have significant academic experience with credentials appropriate for a tenure-track appointment. Preferred: Program development, including grant writing and fund-raising experience; experience with new educational technologies related to on-line and distance learning; minimum of ten years combined teaching, educational administration, business, and technical experience. Serves as the chief operating officer and administrative leader of the College and reports directly to the President of the University; responsible for all phases of administrative, student affairs, and academic services, the quality of programs in teaching, research, and service; strategic planning; budgeting; fund-raising; alumni relations and outreach; management of the college's facilities and day-to-day operations. Position is Security Sensitive: Submit a letter of application, resume, and three references to Jeanne S. Burton, Director of Business Operations, Sul Ross State University, Rio Grande College, 205 Wildcat Dr., Del Rio, TX 78840.

Written requests for information and nominations may also be sent to this address. Review of applications will begin July 1, 2000 and continue until the position is filled. EEO/AEE. Sul Ross is a member of the Texas State University System. Visit our website (http://www.sulross.edu).
Sampling the Realities of Campus Teaching

200 Institutions Join Faculty Project

INNOVATIONS

BY GARY M. STERN

"Only five percent of doctoral students who move into faculty positions accept jobs where they obtain their Ph.D.s," explained Ronald Lee, professor of communication studies at the University of Nebraska-Lincoln and director of the Preparing Future Faculty project. Most doctoral students attend Research I universities, the elite, prestigious universities, and then proceed to teach at small liberal arts colleges, private colleges, religious institutions, and community colleges, whose diverse populations often differ greatly from those of their alma maters.

That explains the genesis of the Preparing Future Faculty Program, which is sponsored by the Association of American Colleges and Universities (AACU) and the Council of Graduate Schools and funded by Pew Charitable Trust. Launched in the early '90s, it involves more than 200 universities and colleges.

Preparing Future Faculty links doctoral students at a graduate school with an undergraduate college. For example, the University of Nebraska-Lincoln, whose white population is 94 percent, is partnered with New Mexico Highlands University, located in Las Vegas, New Mexico, whose population is 72 percent Hispanic. More than 60 percent Hispanic Native American students are trying to open the doctorates' eyes to different experiences and the environment in which they are teaching at a private liberal arts college, but their students may be interested in learning and growing, but their students may be interested in learning and growing, but their students may be interested in learning and growing, but their students may be interested in learning and growing, but their students may be interested in learning and growing, but the entire experience might take place at the University of Nebraska-Lincoln. Lee said. If the student hasn't been exposed to a diverse environment, he or she might have problems adjusting to a new environment and cultural environment.

In some partnerships, students at Research I universities pay, but in other partnerships, master's-level students comprehensive colleges are also involved.

The Research I doctoral students and the master's students participating in the Preparing Future Faculty Program both gain. "This program enables both students to think critically and compare both universities," said Davidson, provost at New Mexico Highlands University. They both think beyond the content to consider how best to convey their intellectual discipline to a different kind of student body.

Preparing Future Faculty enables New Mexico Highlands Unive
find those faculty who are going to be the most effective for our student body before they come off the production line," said Davidson. As a comprehensive university, New Mexico Highlands offers undergraduate and master's degrees, but not doctorates. "We have to recruit faculty from Research I universities," he offered.

How does the program prepare students? During their three days on campus at New Mexico Highlands, the doctoral students become intensely engaged. "They directly observe classes," said Davidson. They'll work closely with a bilingual teacher. Doctoral students see how another culture operates, learn what it takes to reach students who are economically deprived, understand what it takes to reach someone whose native language is not English. Prior to this program, future faculty members "had not received any kind of pedagogical background as to how to present their discipline to undergraduates," Davidson said. Math and science faculty in the past were particularly out of touch with lower-level students.

At New Mexico Highlands, this program can raise students' aspirations. "When we send them to the University of Nebraska, we're working with them at the baccalaureate level to encourage them to pursue higher education," Davidson said.

"It's very important for our majority students to have a broader sense of regional differences in educational culture and learning style of students," explained Suzanne Ortega, associate dean of graduate studies at the University of Nebraska-Lincoln. Many doctoral students will wind up teaching in urban universities with a diverse student body and, without this program, would be unprepared. Even the largely homogeneous state of Nebraska is experiencing cultural changes.

A rising number of immigrants enters the state to work in certain trades, so learning how to teach a diverse student body can benefit all doctoral students.

Preparing Future Faculty operates in two ways—intra and long-distance. In addition to the distance learning that takes place at New Mexico Highlands over a concentrated three-day period, the University of Nebraska-Lincoln students are assigned a mentor at a local Nebraska college, including religious, private liberal arts, and community colleges. "Every two weeks, students attend a colloquium at a local college focusing on different issues, including assessment, faculty governance, diversity," said Lee. Students visit the local Nebraska college four to six times a semester for several days. With the more distant universities, New Mexico Highlands University, Grambling University in Louisiana, and Alcorn State University, an historic Black college located in Mississippi, doctoral students attend videoconferences that introduce them to the university and to such issues as recruiting, teaching, and standards. Usually doctoral students spend three days on campus at the more distant partnered school. "They learn with a different kind of institution that is more diverse," Lee said. "They learn how to be acculturated in a different environment," he added.

The mentors at the partnered college play a major role in the doctoral students' success. The mentors "guide the students, help them unders[and] the institution, and will teach them about the different disciplines, learning about grant writing in the chemistry department or the intricacies of lessons and instruments in the music curriculum," Lee said.

Doctoral students might be teaching in a more diverse universe but have little knowledge of what it means to teach there, what exceptional issues arise, how to handle different student styles. They'll have a broader perspective on teaching academic disciplines. "The broader preparation, the broader involvement of the student will like different at the partnered college," Lee said. "Students learn what questions to ask. They'll be more prepared to handle different student styles. They'll have a broader vision of the students' career expectations." Ortega added. Realistic.

Preparing Future Faculty is crucial for the success of a doctoral student become teacher and pedagogue. "The overwhelming emphasis on writing the dissertation and scholarly research, not on teaching. In this program, was introduced, doctoral students were not exposed to different facets of academic life," Lee said.

Indeed, service to a college is rarely discussed.

"What we at AACU and Co of Graduates Studies were trying to do is to change the work for doctoral students who aspire to be university faculty members. The traditional term has been research extensive and research exclusive," said Rit Weibl, director of programs at AACU's Office of Education and Institutional Renewal, based in Washington, D.C. AACU "advocates full immersion" in partnered universities in the two to three days spent on campus, Weibl, which can create a "powerful moment."

The Pew Charitable Trust funded the initial Preparing Future Faculty program in 1993-1996 with a $1.85 million grant, then renewed the program in 1997-2000 with a $1.19 million grant. The Trust noted that future college faculty were not being prepared at the colleges where most doctoral students eventually got jobs, "liberal arts, comprehensive colleges, and community colleges," said Ellen Welt, program officer in education at the Pew Charitable Trust, in Philadelphia, Pennsylvania. Future faculty "didn't understand
range of institutions where they might make their home. The research institution, where graduating new faculty intended to teach, was not where they were ending up. The Preparing Future Faculty program makes people "more intentional and deliberate about graduate experience," she said.

Feedback from doctoral students to the Council of Graduate Students suggested that Ph.D. candidates had many questions about teaching a different demographic student mix and fitting in at a different kind of college, said Anne Pruit Logan, scholar in residence at the Council, a Washington, D.C.-based organization that establishes policies regarding master's and doctoral degrees. Most doctoral students have driven past community colleges, and that's it," she said. "Rather than having them learn on the job, there should be some professional help to prepare them for the job," she added.

This program provides actual experience and fieldwork at colleges, albeit for a limited time when compared, for example, to internships and fieldwork that medical students perform at hospitals. Despite the enthusiasm of the students involved, the program has its limitations. Wert said she hoped but could not guarantee that most doctoral students were receiving feedback and guidance on teaching. "We've asked universities to be thoughtful of where doctoral students are assigned, and what experiences they are offered," she said. All Preparing Future Faculty students observe classes, but providing feedback on their teaching has not been a major requirement of the program. Observing is beneficial, but future faculty learn from teaching and receiving feedback, not merely observing. While future secondary school teachers student-teach under the watchful eyes of their cooperating, licensed teacher, no comparable program operates at a college or university. Until future faculty learn the mechanics of teaching as well as mastering content, the program won't be fully beneficial. What are the major benefits of Preparing Future Faculty? Pruit-Logan replied that doctoral students learn "about the diversity of higher education, all colleges are alike. It serves as a career planning device. They'll what a professor has to do involving research, teaching, and ser Future professors become aware of the potentially different learning of adults, single parents, students with disabilities, and minority stud Lee sees the major benefit as "academic socialization. Students are sized in learning about different academic cultures. They even do interviews to learn how to get a job." The program "presents a structured program for our students and a win for the University of Nebraska in sity," offered Davidson. Further, it boosts the confidence of New M Highlands students, encouraging them to pursue doctorates. In an survey of graduate students participating in the program, 97 percent satisfied with it and thought it prepared them to teach at a campus from their research university. Preparing Future Faculty "is try alter the equation of preparing a doctoral student to teach without mizing the value of research," Welbl noted. "It exposes the student outside of research," Lee said. Doctoral students will have a "better c of teaching students if they can relate to their ethnic and cultural ences." Pruit-Logan declared. "We've asked students what will make an effective faculty member and provided opportunities that are con with the needs of the school," said Ortega.

Preparing Future Faculty "isn't about research versus teaching; Wert. "It's about balancing research, teaching, and academic citizen.
An Untiring Professor at St. John University and the Committee That Never Sleep

BY ADALYN HIXSON

Last March, in a nod to Women’s History Month, Newsday put a spotlight on 20 women who are “Making Their Mark” in New York’s five boroughs and beyond. Joining honorees Doris Kearns Goodwin, Rosie O’Donnell, Patti Lupone, Mariah Carey, and 15 other talented women, was educator, writer, and literary critic Alina Camacho-Gingerich, an associate professor of Spanish at St. John’s University in New York, which named her a Woman of Distinction the same month. Two months later, it was a Faculty Outstanding Achievement medal.

Dr. Camacho-Gingerich has garnered many other honors at home and abroad. They cite her extraordinary leadership, her support of the Latin American community, her outstanding research and publications. No doubt she will earn even more through her stewardship of St. John’s very active Committee on Latin American and Caribbean Studies, the CLACS.

“Every single school of the university is represented on our committee,” she said, “political science, law school, school of education. In addition, all the deans are honorary members of our committee.” And CLACS, she added, is under the provost who also is a member.

“We wanted the committee to be completely multidisciplinary and interdisciplinary, so we have scholars, professors, and administrators who are committed in their scholarship to Latin American and the Caribbean. We included Caribbean in the name to make it very clear that it represents all of Latin America, including the French, English, and Dutch.”

“We are a fairly young committee yet are moving very fast.” That just might be an understatement.

Getting Started

“Since I arrived at St. John’s in 1985, I had a vision of helping create a center for Latin American Studies.” It remained just a vision for several years, “and then we got a new president, Father Harrington.”

Reverend Donald J. Harrington, she said, came in with a more global perspective, and the provost at the time, Tony Bonaparte, was sympathetic to an international focus, “so I populace and Latino influence could earn a distinction. She credited his professors.

“Right from the beginning, several scholars in Latin American studies helped us, in addition to those who established the institute.”

Lectures, Conferences, Symposia

When HO spoke with the chair in April, she was just a breath from St. International Conference on Contemporary Bolivian Literature organized by CLACS in conjunction with the Consulate of Bolivia in New York and the Bolivian Institute. The last of the week was to be the previous Sunday’s confer La Paz, Santa Cruz, Cochabamba. American Airlines had provided round-trip tickets for some of the best Bolivian writers today,” she said.

“We have had symposiums on Mexican and Argentinean literature, and we are sure that we don’t miss the small countries that have very good authors but do not have the opportunity to have their work published.”

In order to meet the expenses of its operation and maintain the level of excellence that is expected, CLACS often solicits sponsorship from the University, at some of the diplomatic
sions and from other universities, especially when it involves bringing speakers from Latin America. CLACS looks at home and beyond, too, for expert speakers.

Last September, renowned anthropologist Dr. David Pendergast, former vice president of Collection and Research at the Royal Ontario Museum, presented “From the Bottom of the Sea: Ancient Taino Life at Los Buchillones, Cuba,” sponsored by CLACS and St. John’s Department of Sociology of Anthropology. The following month, Ambassador Guillermo J. McCloud, Consul General, spoke on contemporary Argentina. In April, Jorge Quiroga Ramirez, president of the Bolivian Congress, presented “Bolivia Today.”

These lectures, open to all, begin to address the giant gaps in North American awareness of Latin America’s past and present, as well as forging relationships with significant figures in the international sphere.

CLACS Publications

CLACS is editing and soon will publish two books linked to recent symposia. *Mexico in the 21st Century: A Selection of Scholarly Articles*, published in conjunction with the Mexican Cultural Institute of New York and the Consulate General of Mexico in N.Y., includes contributions by some of Mexico’s foremost scholars and authors, as well as U.S. scholars on Mexico. Symposium speakers Miguel Leon Portilla, Homero Aridjis, Friedrich Katz, and Enrique Florescano Maget are represented, plus a few others selected since then. Portilla, says the CLACS chair, is an internationally known expert on Mesoamerican cultures, and the author of more than 20 related books. Aridjis, president of PEN International, is a distinguished poet and novelist.

In the morning, at that same symposium, we invited some people from Wall Street who are specialists in investing in Mexico—economists so you have a nut. The investors and the business people in the morning, and the historians, anthropologists, writers, and literary people in the afternoon.” Altogether, she said, they provided a very complete overview.

Coping in America: Caribbean East Indians in the United States, published in conjunction with the Guyanese East Indian Civic Association (GEICA), is also the result of a major symposium organized by CLACS and held at St. John’s. Presenter Dr. Mahin Gosine told the audience, “When I came to this country 30 years ago, you walked 20 blocks and saw one [Caribbean East] Indian. Today you walk one block and see 20 Indians.”

Also in the works is a publication based on the Committee’s symposium on Argentina. The CLACS newsletter, edited by Camacho-Gingerich and issued twice a year, highlights professional activities of its members and relevant events, past and upcoming. It routinely includes a guest column by visiting scholars and diplomats, typically from outside the U.S., that whets the appetite for more information.

A Foundation Knocks

When the directors of nonprofits have pleasant dreams instead of the usual nightmares, one of them probably goes like this: a foundation calls and says it wants to give you money. The dream came true for CLACS.

“A person from Bell Atlantic” said the chair, “called me and said, ‘Bell Atlantic supports academic and cultural organizations your committee has caught our attention, and we would like you to apply was competitive—many other cultural and academic organizations apply. Fortunately, we did get the grant.’ A year after it was awarded, Bell said, ‘I expect this to be continuous—not just one-year partnership’.”

With $10,000 from the Bell Atlantic Foundation, St. John’s will present an international and interdisciplinary symposium, Immigration from Latin America and the Caribbean: Coping in New York City on October 6 and 7 and publish the results of a related study, in book and digital form, later in the year.

David Quintas-Peque, director of government affairs in New York for Bell Atlantic, & The Daily News last year. “We have very little benchmark data on underrepresented populations, such as Latinos, African Americans, Asian Americans, and the whole issue of immigration. This will be a public policy document circulated among key leaders and elected officials to move the agenda forward.”

Camacho-Gingerich received additional good news from the philanthropic front this summer when she learned that Evelyn Veras, a student she nominated, had been selected for a Ga Milemillenium Scholarship. Veras was one of seven...
"Outstanding" Latino/a students who've worked in the CLACS office, from undergrads to graduate research assistants, and are, in turn, mentored by Camacho-Gingerich, who also has been a thesis advisor to some.

In addition to the conferences and symposia organized by CLACS, the Committee also created the Advanced Interdisciplinary Certificate on Latin American and Caribbean Studies. Quickly approved by New York State, it started in 1998, and, says Camacho-Gingerich, is "very popular with our Latino students."

"We have the first truly interdisciplinary program—truly interdisciplinary in the sense that it is housed in the Committee and equally represents all schools of the university—not given by the history department or the department of modern and foreign languages."

The 15-credit graduate certificate is, she says, equivalent to a minor on the undergraduate level. Students must be fluent in Spanish or Portuguese or French, in addition to speaking English, and must take the credits in at least three different fields. A student seeking an M.A. or doctorate in history, for example, could apply three credits, but no more, of the history of Latin America. The other twelve credits must be in at least two other disciplines—political science, education, modern foreign languages, psychology. There is a list of courses from which to choose.

The most popular combination so far, she says, has been history, politics, science, and literature in Spanish, and some business courses.

At an information night held in February about the certificate, the guest speaker was the Honorable Reinaldo E. Rivera, justice of the supreme court of the state of New York. Rivera is one of what seems a steady stream of informed, influential, and often renowned people recruited by CLACS—Carlos Fuentes, for example—who drew a large and enthusiastic crowd.

One of last year's speakers, New York City Comptroller Alan Hevesi, claimed "There has never been a city that is more ethnically diverse than NYC. As we speak, 40 percent of the people who live in N.Y. were born elsewhere. We are the immigrant city; there are 134 languages spoken in our public schools by kids who do not speak English first."

**Latino Students on the Rise**

"The Latino percentage of our student body is increasing very fast," says Camacho-Gingerich, "and reflects the diversity of the city of New York and of the U.S."

"There's a great deal of interest by first, second, and third generation Latino students. The first generation, of course, wants to continue with what they have known and to pursue more advanced studies. The second and third generations are very interested in Latin American studies for professional reasons, as they realize it is the wave of the future, and also for personal identity issues."

The certificate students who are not from a Latino background, she says, realize that they will be facing a Latin population as future clients, and thus are interested for career-related reasons. So would like to work for international companies with branches in Latin America and Caribbean.

**The Chair as Professor**

Camacho-Gingerich told HO that she gets credits off her administration duties for chair CLACS, and teaches two courses each semester on undergraduate, one graduate-level.

"Graduate courses are always Latin American literature, but at the undergraduate level, I teach a contemporary Latin American civilization course." The latter, she explains, explores the future and history of Latin America, and includes both the Latin American and the U.S. perspectives.

When HO last spoke with the CLACS chair she'd just returned from Costa Rica, where she spoke at a conference on globalization.

"There were contradictory thoughts among economists themselves, different points of view," she said. "I gave what I believe it should be, point of view based on several studies that read… Nobody has a final word."

"It is the people who have the technology who will go farthest and fastest, and we have to make sure that technology is shared. I definitely believe very much that there are many, many advantages. Secondly, as we go about it, we have to always see that it is done correctly—that sn
business can exist together with big business—that big companies don’t take over completely the small companies of some nations—that everybody can participate more equally. And again, technology is key. Not every group of citizens has equal access to that technology, and to equal knowledge.

St. John’s Abroad

As HO goes to print, Camacho-Gingerich is in Argentina for St. John’s first-ever study program to be held abroad in a Spanish-speaking country. Students could register for six credits to be earned there, and need letters of recommendation from two language professors.

The University has academic exchange agreements with universities in Argentina, Bolivia, Brazil, Chile, Puerto Rico, Uruguay. The list of schools and countries is always growing, a situation that CLACS no doubt feeds into and is fed by.

Fortunately for Alina Camacho-Gingerich, the Committee activities “are very closely linked to my scholarship, so I see it as a continuation and as a very important contribution.”

Still, she said, “sometimes I wish I had 48 hours in one day.”

CLACS, THE COMMITTEE THAT NEVER SLEEPS


MANY VOICES, MANY VIEWS

Following are excerpts from the CI newsletter’s Guest Column.

“The State of Chiapas has always been a battleground for conflicts: Guatemalan guerrillas, drug trafficking, immigrants from Central America and newcomers from other parts of Mexico, fights among mestizos, peasants and native Indians over land possession, between Catholics and Evangelists over religion. In the midst of all this are timber and other natural resources, all too vulnerable for exploitation.”

“I am convinced that the 21st century will be a century of Noah’s, when human beings will be compelled to save dying ecosystems and species, in biological arks. The moral dilemma reside in which and whom to choose, and what knowledge, or wisdom, we should have.” – Ambassador Homero Aridjis, President, PEN International

“All the creators of significant reforms, dramatically reformed the lives of the classes of society, all the great revolutions of this century, have militarized society in one way or another: some by making the army the arbiter of the revolution, others by giving secret police authority. Mexico, allocated by one single party, has never been a militarized society. In addition, Mexico never had to export its revolution to other countries.”

Friedrich Katz, Department of History, University of Chicago

“Our challenge is to recover our identity, order to do it, we need time. We need time to change the primates of impatience, indifference towards the and the lack of human reflection: we need time, a healing pause; time to transform information into knowledge; time to repair the dream that ambition disdained. The usage of power is sheer mindlessness has inflicted upon our.”

Carlos Ruenes, Mexican novelist and state historian

“The cultural and linguistic diversity of Mexico has a very long history. There are terms as the starting point: Native People Globalization... Globalization leads to the identity, beliefs, global vision of the native and their descendants. In short they run the risk of ceasing to be what they were.” – Dr. Miguel Portilla, Instituto de Historia, UNAM

BEST COPY AVAILABLE
Minority Scientists, Engineers, and Mathematicians in the Making

MIE a Joint NASA/NSF Endeavor

BY E. LYLE HENDERSON AND GILLIAN FOSTER

Kathy Jiménez, a native of the Dominican Republic, is the first in her family to attend college. The 22-year-old junior from the Universidad Metropolitana in Río Piedras, Puerto Rico, studies biology with a minor in mathematics, and boasts a 3.96 GPA.

Jiménez, who got married last year, is considered one of the shining stars in a program called the Model Institutions for Excellence (MIE), designed to increase the numbers of Hispanic, African American and Native American undergraduate students in science, engineering, and mathematics (SEM).

As President Clinton affirmed in his last State of the Union Address, innovation in science and technology is key not only to the health of the environment but to miraculous improvements in the quality of our lives and advances in the economy.

More than ever, building awareness and interest in science, engineering, and mathematics (SEM) as a degree and long-term career options is paramount. At colleges and universities serving underrepresented populations, improving recruitment and retention rates among students of color remains a concern.

Under an 11-year initiative developed by a collaboration between the National Aeronautics and Space Administration (NASA) and the National Science Foundation (NSF), the MIE program is integrated into the science and technology departments of six higher education institutions. Now in its fifth year, MIE enables the academic units at each institution to provide faculty and staff enhancement programs, support undergraduate scientific research, bolster science curriculum, foster continued learning through internships and mentoring opportunities, and procure modern equipment and facilities. Some schools even offer grants and fellowships to students. The end goal is to encourage these bright and promising students to reach higher, ideally attaining advanced degrees, especially doctorates.

In addition to Universidad Metropolitana, other institutions include Bowie State University, in Bowie, Md.; Ogala Lakota College in Kyle, S.D.; Spelman College in Atlanta, Ga.; the University of Texas at El Paso; and Xavier College at Louisiana, in New Orleans. The six institutions were chosen from a pool of more than 60 colleges and universities for their proven track record in graduating students of color in the sciences.

For Jiménez, the opportunity to study diverse science avenues was a dream come true. Although she is torn between studying medicine and mathematics, she hopes to find a doctoral program that combines both disciplines.

"MIE has helped me tremendously," says Jiménez. "Economically, with books and tuition. Because my tuition is paid for, my only focus is to study. They help me culturally. We go to conferences, and in 1999, I worked at the Biosphere II Center in Arizona. Then they help you scientifically, because when you enter into a program, you can be anything you want to be."

The MIE program addresses President Clinton’s concerns for scientific preparedness for competitiveness in the 21st c. In 1993, only 10 percent of less than 32,000 Americans earned graduate science and engineering programs were students of color. Our nation is to compete in the global marketplace, secure the necessary commitment from industry leaders to that today's students are scientifically and mathematically literate. We recognize the need for a diverse, highly skilled workforce to shepherd pioneering scientific research well into the mills and beyond. It is only fitting that the scientific and technological community invest now in programs like MIE to inspire the brightest minds for future long-term success.

Brisa Sánchez is a senior majoring in mathematics at the University of Texas at El Paso. Originally from Mexico, she
the first generation in her family to attend college. She wants to continue with her education—and eventually get her doctorate in statistics. Her interest, she says, is how statistics is applied to biomedical sciences. MIE helped her discover this interest.

"Last year, I went to the summer research program at Cornell University," says Sánchez. "We researched prostate cancer, and analyzed data sets using statistics to discover what the probability was of a person getting cancer."

"I want to be able to help people in some way," Sánchez says. "I feel I have received a lot—like the parable of the talents in the Bible...I feel as if I have received my talents."

Gustavo Martínez, who also attends UTEP, is a senior majoring in electrical engineering. He also hails from Mexico and is the first of his family to attend college. He attended the MIE's 5th Annual Conference, where his oral presentation, "Design and Implementation of Cooperative Mobile Robots," was well received. His immediate plan is to continue with his cooperative education internship through the MIE program at Adelphi Automobile and then look into getting his master's degree. The most valuable part of the program, Martínez says, was the mentoring. His mentor taught him how to do research and represent his projects.

Mentoring has always been an important component of the MIE program and viewed as a critical ingredient in encouraging the students to continue their education. The MIE program has instituted the Pathfinder Program, offering students mentoring from professionals in the field of their interest. The purpose is to encourage students to seek advanced SEM degrees. The ideal Pathfinder is a person with a master's degree or a doctorate who has been in his or her field for fewer than 10 years. While the program is not limited to non-white professionals, students have expressed a collective desire to meet and speak with professionals from underrepresented populations who can discuss how race and culture affected their school experience, and combating racism in the workplace.

Gabriel Bujazda, a second-generation Mexican American and a senior at UTEP majoring in metallurgy, agreed that mentoring is definitely the most important aspect of the program. The young man, whom friends dub "el profesor," says that his positive experience with his mentor in the MIE program is one of the things that convinced him to go into teaching. Although he plans to pursue a doctorate in material sciences, his lifelong dream is to teach, possibly physics or calculus in high school.

"I want to do something that can effect social change," Bujazda says. "The experience that I have had through the MIE program will enable me to help people a lot more.

All of the students speak in reverent tones about the hands-on experience they receive through the program. Lyamaris Delgado and Waleska Rivera-Ríos are on full scholarship at the Universidad Metropolitana. Both are environmental science majors who have spent their summers conducting research at world-renowned state-side laboratories.

Last summer, Delgado attended the Biosphere II Center in Arizona, and this year she's been accepted to the University of Minnesota, where she will work specifically with environmental chemistry, water, soil. Rivera-Ríos attended National Center for ATMOSP Research in Colorado and ex to do so for the next three semesters. A veteran of the MIE at conferences, she is enthusiastic about the opportunities the conference has provided. "If I hadn't seen UMET, I wouldn't have been able to go to Colorado last summer," National Center for ATMOSP Research," she says.

Each MIE annual conference hosted by a member institution, enabling faculty, staff, and students to visit one another and see the programs adjust to each institution's unique culture and local. The Oglala Lakota College, 4th Annual Conference next April, the 6th Annual Conference will be held at a University of Texas at El Paso.

All of the students agree these conferences are one of the most important benefits of being an MIE institution. Students meet, display poster presenters of their research, and conduct presentations. For many, the not only representing themselves but their schools and their culture. It is that sense of obligation to give back that carries many of them through their academic career.

In determined English, Ji describes the freedom of acceptance on her own terms. Universidad Metropolitana says that she has allegiance to gender and nationality. "I am proud," she said. "I am a Christian...and a woman. They don't discriminate."

"If I were to return to the Dominican Republic, I want to help the people who need me. I want to serve the world needs me."
Professor and Students Tour in Selena Forever

Coming Home to Southwest Community College

by José A. Álvarez

His first national play might never make it to Broadway, but the experience that Latino theatre director William “Bill” Virchis gained directing Selena Forever, a musical based on the life of slain Tejano singer Selena Quintanilla Pérez, is bound to go further.

“I am the David of theatre. I killed a lot of birds with one stone,” said Virchis, referring to being able to direct the musical and get eight of his students to be interns in the play. He’ll also use his experience directing Selena Forever when he returns to the classroom next fall. “When you have that chance, why not take advantage of it,” added Virchis.

Virchis, who’s been teaching theatre at Southwestern Community College in Chula Vista, California, for more than 25 years, agreed to direct Selena Forever only if he was allowed to write a prompt book and an academic paper highlighting the differences between education and professional theatre. In his contract, he also stipulated that some of his students would be hired to work as interns in different areas of the production.

“Impressive experience”

“Education is about experience, and what better way to be educated than to be there. This is an impressive experience to bring to the classroom,” explained Virchis. “My students had to learn from this.”

Directing Selena Forever has been an educational experience for Virchis as well. He had to learn how to handle the pressures and stresses of working with producers, designers, technicians, and actors, all with different artistic points of view and each one with a personal agenda.

“I had to keep the oceans calmed, earn their trust. That was the biggest pressure,” said Virchis.

Another challenge was working in a production with a multimillion-dollar budget and counting on non-professional actors. The two leading actresses—two had to be hired because each presentation included at least 14 musical numbers and the voice of the actresses had to be protected—and the secondary had little if any acting experience.

“They’re all beginners, don’t have a lot of acting experience. That was a challenge,” explained Virchis, adding that “sometimes it’s more” and that if the girls are there, it will last you forever.”

“Pure accident”

That same mentality has the college professor the late Latino theatre director in the Diego area. Born in Mexico, Virchis, 55, became interes
acting at age seven, watching his mother read poetry at parties and family gatherings.

"I loved to see the influence she had over people," said Vorchis, who arrived in San Diego by "pure accident." The family, en route to Los Angeles from Mexico City, decided to stay in Chula Vista, 10 miles south of San Diego, after his mother saw a house on the way and fell in love with it. Vorchis has not left Chula Vista since then.

"I love the power of drama because it allows you to communicate other people's flaws," added Vorchis, explaining that even though he fell in love with theatre at an early age, "I never thought I'd become a professional director or actor." As a matter of fact, Vorchis, the second of three brothers and father of two, wanted to be a psychiatrist to "solve other people's problems." However, acting and Spanish classes always accompanied his psychology and psychiatry courses. His goal was to major in psychiatry, theatre, and Spanish. He did not want to lose his native tongue.

"I was losing my Spanish," explained the professor, adding that it was "another accident" that his three goals fused into one.

That accident happened in 1971, when his high school drama teacher had a heart attack and he was asked to replace her. He taught theatre for one year at his alma mater but left one year later because "I was not allowed to do what I wanted."

He also had plans to move to New York to continue studying theatre, but he never made it. In 1973, he was offered a teaching position at Southwestern College, and he's been there ever since.

Vorchis has directed and acted in many plays that have resulted in innumerable awards and other recognitions. He's been artistic director and mentor to a number of local theatre groups. At the moment, he is artistic director of Teatro Macara Mágica, one of the leading Latino theatre troupes in San Diego. And he is president of Virco Enterprises, a local company that coordinates special events for television.

At the beginning, due to the lack of Latino material, Vorchis acted in and directed plays of all kinds. However, in the last few years, he's made the transition and now only directs Latino productions, whether it's from his stage in Maya Hall at Southwestern College or at other venues throughout San Diego.

Vorchis has gone back to his roots, just as Selena did before she became famous.

"She had to go back to Mexico, had to learn Spanish. Her first hits were in Spanish," said Vorchis, who admits he listened to Selena's music but did not consider himself a "true" fan. But entering Selena's world, he said, brought "an amazing awareness" that has made him a great admirer.

"How could you not become a fan if you are completely immersed in her world?" asked the director, adding that while taking a closer look at Selena's life, he discovered they had several things in common. Both entered the entertainment world as children, both were greatly influenced by their parents, and the two of them had to go back to their roots to achieve success. "She had to come home. That is exactly what I am doing."
We're going to the movies," assured Virchis. "We had discussions every day about how we were going to reach this market. Producers thought that everybody knew Selena, that people would come out just because of name recognition."

They did not listen, insisted the director, who strongly believes that in order for a Latino play to be successful and reach its desired audience, it needs to be produced by people who understand the Hispanic culture.

"We need our own producers, our own directors, our own people to produce our plays," said Virchis, convinced that "if we Latinos don't support our own products, producers won't put up the money."

Another Lesson Learned

When Virchis agreed to take a sabbatical from Southwestern College to direct Selena forever, he felt confident that the play would have an impact.

It definitely has had an impact on him. "Now I know why it's called show business. The bottom line is the bottom line. Profit is what they are interested in," stated Virchis. "It makes me mad that another Latino show that had the potential to cross over is now dead."

But despite all the problems, Virchis said that he is proud to have been involved in a play that promoted the Latino pride and culture. "It's the greatest educational experience I've ever had," said the director, adding, "My students did a great job they rose to the occasion."

Now Virchis is back in the classroom with another lesson to teach his students. And even though Selena forever is no longer, the director has vowed that audiences in Los Angeles and San Diego will get to see the play. It won't be the $2 million dollar production, but they'll get to see it. He'll make sure they do.

"I know I'll do this play someday," assured the professor, who is now preparing for his world college premiere of Cappeman, the play by Paul Simon. "I like this kind of shows. The risks are high, but the rewards are high."

After all, the Selena Quintanilla Pérez-William "Bill" Virchis union seemed to be fading. Before the producers approached him to direct the national musical, he was already experimenting with some Selena scripts of his own, particularly one written by one of his students.

"The play is really good. I love it because it's a woman in this macho culture that says, 'I can do it,'" said Virchis. "It's a play that people, especially kids, should get to see because it's about family and dreams."

Selena Forever, like the singer herself, saw a premature death, but for Virchis, "life goes on." He still dreams about making it to Broadway, but for the director, the future is now.

"Making it to Broadway is every director's and actor's dream," Virchis said. But for him, there are other priorities at the moment: college, his local productions, most important, his students.

He says he will continue activism by bringing more Latins to the stage. He acknowledges that as world moves on to a Latino major, he will continue to move with it.

"I am very fortunate that professional trajectory always been upward bound," said Virchis vowing to continue presenting Latino culture to a wider audience. He'll also continue to give his students any opportunity that comes his way. "My focus has always been to speak of my culture. As a Latín, it's my responsibility because if don't do it, who is going to?"

---

**UNIVERSITY OF CALIFORNIA, DAVIS**

**Environmental Engineering**

**Faculty Position Available**

The Department of Civil and Environmental Engineering at UC Davis invites applications and nominations for a tenure-track position in environmental engineering with specialization in biological systems and treatment. The position is open at Assistant and Associate Professor levels. Requirements include a doctorate in engineering and a demonstrated record of success in, or evidence of outstanding potential for, both teaching and building a vigorous independent research program. The successful candidate will have a strong background in and interest in water and wastewater quality and applying advances in the biological sciences to process design.

Areas of special interest include, but are not limited to, microbial ecology, application of molecular tools, public health, and non-point source pollution. Experience with municipal wastewater or water treatment plants and formal training in computational methods is desirable. She/he will join departmental colleagues in teaching undergraduate courses in environmental engineering and graduate courses related to water and wastewater treatment as well as biological systems.

To be assured of consideration, applications must be submitted by October 2, 2000. Applicants should submit a complete resume, including a statement of teaching and research interests, transcripts, a list of relevant professional experience and publications, and the name, mailing address, telephone number, and e-mail address of three references to

**Jannie L. Darby, Professor**

**Department of Civil and Environmental Engineering**

**University of California**

**One Shields Avenue**

**Davis, CA 95616-5294**

E-mail inquiries may be addressed to jdarby@ucdavis.edu

Information about the department can be found at [http://cee.engr.ucdavis.edu/](http://cee.engr.ucdavis.edu/)

---

**Nebraska**

**UNIVERSITY OF NEBRASKA - LINCOLN**

**DEAN**

**College of Law**

The University of Nebraska-Lincoln invites applications and nominations for the position of Dean of the College of Law. Established in 1891, the College of Law has 29 faculty members and serves more than 400 students.

The Dean is the chief academic and administrative officer of the College of Law. Candidates should have an outstanding academic record, a strong commitment to excellence in professional education and research, the ability to deal effectively with a broad range of constituencies, and the skills necessary to lead a complex and dynamic academic institution.

The position is available on or before July 1, 2001. Additional information about the College can be found at [www.unl.edu/lawcol/](http://www.unl.edu/lawcol/). Applications should be received by October 15, 2000 to ensure full consideration and should include letter of interest, curriculum vitae, and information on references. Contact Professor Robert C. Denicola, Chair, Dean Search Committee, College of Law, University of Nebraska-Lincoln, Lincoln, NE 68583-0902; Telephone (402) 472-1253; Fax: (402) 472-5185; E-mail: rdenicola@unl.edu.

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the America with Disabilities Act. Contact Professor Robert C. Denicola at (402) 472-1253 for assistance.
Macías Harrison New Crafton Hills President

The San Bernardino Community College District (Calif.) board of trustees, in a unanimous vote, appointed Gloria Macías Harrison president of Crafton Hills College (CHC). Former CHC vice president of instruction, she replaces Dr. Luis Gomez, who retired June 30 after 10 years as president.

Macías Harrison worked at San Bernardino Valley College (SBVC) for 25 years, as a Spanish instructor, department chair in foreign languages, and humanities chair. She is the founder of El Chicano newspaper, and with her family—husband Bill and children Diana and William—publishes nine other weeklies in San Bernardino and San Diego counties.

Macías Harrison holds an associate’s degree from SBVC and a bachelor’s and master’s from the University of California-Riverside.

Cal State-Northridge Honors Top Graduates

Gina García and Julio Ortiz were among eight CSU-Northridge graduates who received special recognition at the 18th annual Honors Convocation.

García received an Outstanding Graduating Senior Award from the Karen, Leon, and Rita Goldstein-Sauter Memorial for excelling in academia, contributions to school and community, and exceptional achievements. An honors student, García, who earned a bachelor’s degree, was president of the Latino Business Association and interned for Mattel, Inc.

The Alumni Association gave the Outstanding Graduating Senior Award to Ortiz, who graduated with two majors. He founded the journalism department’s Spanish Valley View News, which allows bilingual journalism students to expand their experiences and prepares them for the working world.

Penn State Researcher Envisions Democracy in Cuba

A democratic government and political freedom could be authentic possibilities for post-Castro Cuba, if pre-Castro history is any guide, a Pennsylvania State University researcher says.

“Casual observers of Cuban history might see only two choices after Castro—the rule of entrenched wealth and military dictatorship à la Batista, or a continuation of Castro’s socialist revolution,” says Dr. Charles D. Ameringer, professor emeritus of Latin American history at Penn State. “However, a third option could be real democracy, which had a little-remembered trial run in Cuba between 1944 and 1952.”

Ameringer wrote The Cuban Democratic Experience: The Autonomic Years, 1944-1952, published recently by the University Press of Florida.

“The Cuban Revolutionary Party-Autonomic administrations of Ramon Grau San Martin and Carlos Prio Socarras, though marred by serious flaws, together represented a unique era in Cuban history,” Ameringer notes. “In two free elections (1944 and 1948), Cubans had their first chance to vote for a government committed to protecting civil liberties, promoting Cuban culture, and achieving economic independence.”

Classical Guitarist in Concert at Grand Valley State

In Michigan, classical guitarist and former faculty member Guillermo Fierens appeared in concert at Grand Valley State University’s Performing Arts Center.

Celebrated as one of the world’s foremost classical guitarists and acclaimed for his technique and interpretations, Fierens’ appearance was the centerpiece of a reunion of the Thomas Jefferson Coll of the GVS colleges from 1968 to 1st Argentina-born artist, who perform wide, was a protégé of the legendary Segovia, who guided him to his pro debut in Spain in 1963.

Colorado State Substance Abuse Program Recognized Nationally

DARE To Be You, a program deve Colorado State University Coop Extension, received the Exemplary Substance Abuse Prevention Program Award in Washington, D.C.

The award, given by the Substance Abuse and Mental Health Services Administration’s (SAMHSA’S) Center for Substance Abuse Prevents recognizes programs that excelling effective prevention strategies to diverse needs of youth, parents, family communities. DARE To Be You at Color Cooperative Extension is among 31 pro 26 states to receive the award this year.

The award-winning programs “tales of what thousands of commun and must do if we, as a nation, are to reduce levels of substance abuse, e among young people,” said Nebda (picturing), SAMHSA administrator.

Honorary Degree to Sepulveda from Hunter

Hunter College of The City Univ New York (CUNY) conferred an h degree on John U. Sepulveda, deputy of the U.S. Office of Personnel Manag
Sepulveda, valedictorian of the Hunter College Class of 1977, received a Doctor of Humane Letters.

A New York native of Puerto Rican descent, Sepulveda entered Hunter through the SEEK program for disadvantaged students. He later earned two master's degrees in political science at Yale University and taught at both Yale and Hunter. Sepulveda became the highest-ranking CNY graduate in the executive branch after President Clinton nominated him for his present position.

Hunter President David A. Caputo (shown r.) presented the award to Sepulveda (l.).

**Rancho Santiago Hosts Border Trade Conference**

Trade between Mexico and California was the topic of a two-day conference hosted by California's Rancho Santiago Community College District. Members of the International Consortium for Education and Economic Development and of the California Mexico Trade Assistance Centers convened in Santa Ana to explore collaboration among educational institutions.

"Rancho Santiago Community College District has a strong commitment to helping educational and commercial institutions collaborate. Bringing these parties together in this region that is so influenced by its neighbor to the south is bound to reap economic rewards," said Francisco Bertot, director of the college district's Center for International Trade Development.

**ESPN/ESPN2 Add Accent Marks to Hispanic Names**

ESPN and ESPN2 are the first national networks to incorporate Spanish accent marks and the Spanish alphabet when graphically presenting the names of Hispanic Major League Baseball players. ESPN and ESPN2 have been using these marks since the beginning of the 2000 season. SportsCenter, Baseball Tonight, and Baseball 2Day were the first programs to adopt the marks.

Tim Scanlan, ESPN coordinating producer for Major League Baseball, reviewed a letter from a viewer wondering why Hispanic names were not spelled with their related accent marks. ESPN took action.

"It is a very simple addition which shows our dedication to detail and our respect for the Hispanic players and their heritage," said Scanlan.

**ACE/AAUP Studies Validate Benefits of Diversity**

Proponents have long argued that diversity benefits students and faculty. A new publication by the American Council on Education (ACE) and the American Association of University Professors (AAUP) provides empirical evidence. The report "Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms" compiles data on the ways in which racial and ethnic diversity advance the robust exchange of ideas on campus.

"The evidence presented in this report demonstrates that campus diversity provides educational benefits for all students—minority and white alike—and that these benefits cannot be duplicated in a racially and ethnically homogenous academic setting," said ACE President Stanley O. Ikenberry.

**Conference on Music of the West Held in Boulder**

A conference and music festival celebrating the cultural diversity of the American West was offered by the Center of the American West at the University of Colorado-Boulder.

"Listening to the West: Music in the Soul of a Region" featured free music performances on the lawn of Boulder's historic Chautauqua Park by Tish Hinojosa, Antonia Apodaca, Ramblin' Jack Elliot, Calvin Standing Bear, the Hot Club of Cow Town, and many others.

Discussions included Patricia Nelson Limerick, acclaimed American West historian at Colorado-Boulder; musicologists Thomas Riis and Brenda Romero of the Colorado-Boulder College of Music; David Wrobel, an expert in American pop music; and José Limón, professor of English, Mexican-American studies, and anthropology at the University of Texas-Austin.

**Fullerton Honors Top Scholars**

Fullerton College (Calif.) named Steven Ortiz Man of the Year for his outstanding academic achievement and community service.

Ortiz, a chemistry major, was named a First Team member of the All-California Academic Team and was nominated to the All-USA Academic Team. As recruitment chair of the Capital Campaign Fund, he helps more than $1.5 million for earthquake projects and volunteered more than 100 hours at Los Angeles County Hospital plans to attend the University of Cal. Irvine and then pursue a medical degree to become a family practice doctor.

Fullerton also named sociology Senshine Lawson Woman of the Year as a top scholar of 2000 Men and Women of Distinction.

**Texas-San Antonio Students Ti and Learn in Mexico**

Five University of Tex Antonio (UTSA) students spent a week in bilingual education ed their world during a visit to Saltillo, Coahuila, Mexico.

On a teach-and-learn mission, the students visited elementary classrooms in rural mountain areas. They met with 10 students, and teachers and heard lecturing the Mexican educational system at the Normal School. Later in the week, the students taught a lesson to a group of children. When they returned to UTSA, the students gave presentations to their peers.

The Alcalde Initiative, which made possible, is a five-year project admin by the UTSA Division of Bicultural-Bi Studies and funded by the Kellogg Foundation through the Intercultural Development Research Association, in cooperation with the Mexican American Solidarity Foundation.

**Heritage Scholars Enjoy Presidential Fellowship**

Eight students spent the 199 academic year as the Heritage College (Wash.) Presidential program. Alexandra Fuentes, Maria Alicia Campos, Laura Salinas, Susie I Melissa Grenz, Sarah Lemlie, and Walters received valuable leadership tory shadowing Heritage College Pr Kathleen Ross and other college and community leaders.

The Presidential Fellows program gives students the chance to work with high-ranking administrators and community leaders — gaining insight into leadership styles in various settings. Students see firsthand how leaders act within a range of professional settings.
Texas-Austin Hispanic Leaders Hold Conference

The University of Texas (UT)-Austin Hispanic Faculty/Staff Association held its second annual leadership conference, which is designed to promote communication and networking among Hispanics and serve as a voice for professional issues. The conference also strives to promote career growth development and initial employment of Hispanics at UT-Austin and expand opportunities for cultural and social interaction for Hispanic professionals, said association co-chair Rebecca Treviño.

A.R. "Tony" Sanchez Jr., a member of the UT System's board of regents, was the keynote speaker. Sanchez is a member of many committees, including the Special Committee on Minorities and Women.

Two UT-Austin employees—Dr. Juan Sanchez, vice president for research, and Dr. Margarita Arellano, associate dean of students—were honored during the conference.

San Diego State Latinas Excel and Achieve

In California, the following three San Diego State University (SDSU) students provide profiles of excellence and determination:

 INFORMATION DECISION SYSTEMS MAJOR Marybelle Melcher, crossed the U.S.-Mexico border alone as a teenager, driven by a desire to achieve a better life. Melcher lived in shelters but refused handouts, took on menial jobs, obtained a green card, gained citizenship, and graduated SDSU in the spring.

INTERNATIONAL BUSINESS MAJOR Juanita Rodriguez (pictured) is the first in her family of six siblings to attend college. Rodriguez and her family—her parents are both lifelong minimum-wage farmworkers—worked extra hours so she could afford college and study abroad in Chile, Mexico, and Quebec. Thanks to her poise and outstanding academic record, Rodriguez became SDSU's first Coca-Cola International Scholar.

Psychology and sociology double-major Linda Jasso is the only daughter of 11 children and the first in her family to pursue an advanced degree. Participating in the McNair Scholars Program—which assists low-income, first-generation and/or underrepresented university students—she overcame many obstacles and is relocating to Harvard University, where she has been admitted to the graduate program in education.

Pensacola Honors Ward for Excellence

Pensacola Junior College (Fla.) gave Zeida Ward a Teaching Excellence Award. The College's Academy of Teaching Excellence was established in 1996 to recognize outstanding faculty. Four to six full-time faculty and one adjunct are inducted into the academy annually.

A native of Havana, Cuba, Ward came to the United States at the age of 12. She has a bachelor's degree and a master's from the University of West Florida and another master's from the University of California-Berkeley, where she completed her doctoral coursework in Hispanic languages and literature. Recently, she has been researching and developing Spanish language software.

Pantoja Given Honorary Degree by The New School

New School University (N.Y.) awarded an honorary degree to Dr. Antonia Pantoja, who has dedicated her life to community development.

Pantoja designed, organized, and directed ASPIRA, which serves Puerto Rican youth in New Jersey, New York, Illinois, Pennsylvania, and Puerto Rico. Her philosophy, symbolized by ASPIRA, involves the assumption and belief that people are capable of creating the resources they need through their intelligence and their work. Other organizations with which she has been active include the Puerto Rican Association for Community Affairs (founded as the Hispanic Youth Association) and the Puerto Rican Forum.

Eastern Washington Students Receive Scholarships

At Eastern Washington University, $2,000 Chic Education Presidential Scholarships were given to Delia Hernandez, Dolores Cervantes, Jaime Sanchez, $1,500 Wittenbach Scholarships went to Wendy Lopez and Miranda. Cindy Garcia was given a $1,000 Luco Scholarship. Isabel Sanchez Zamarra and Brenda Rubio each won a $1,000 Ethnic Studies Scholarship. Evangelina Ravelo received a $500 Avila Scholarship and I Romero was given a $500 Jansen Scholarship.

Michigan-Flint Creates Internemic Student Organization

Students from abroad who are attending the University of Michigan (UM)-Flint have a group they can call their own—the International Student Organization (ISO).

Most student organizations meet monthly. ISO often meets weekly because members enjoy sharing ideas about adjusting to life in a new country. ISO President Isabella Laszlo, who is from Colombia, says of the students from Japan and the Bahamas, "time to talk to them, I learn something new.

Dr. Ricardo Alfaro (pictured), co-director of international studies, believes a group like this nurture benefits everyone. "This opportunity to meet students from other countries will help us all to open our minds to cultures," said Alfaro.

Cal State-Northridge Students Battle Odds to Graduate

Carmen Patricia Tovar, a native of Mexico, immigrated to East Los Angeles in 1994 at age 15. "My first whole immersion into the English language and into the culture was when I got to CSUN in 1995," said Tovar, 25. "My family and all of my friends were Spanish-speaking, so I never had to speak English other than in the classroom." Tovar left home at 5:45 a.m. for an hour bus ride to and from CSUN. Once
in campus activities, she would return home at 11 p.m. A top student in many of her classes, Tovar now wants to get her doctorate and become a professor of American literature.

Kent Tablada, 43, came with his wife to America from Belize in 1981, seeking a better life. He first struggled in low-level jobs; then became a machinist, working freelance sales on the side. All the while he supported a succession of friends and family members who also moved from Belize to California. He began attending CSUN in 1992 and, despite a few setbacks, has been admitted to a master's program in psychology. He hopes to eventually earn a doctorate and "play a greater role in society."

Johnnie García-Chávez, 28, first attended CSUN in 1990. The mother of two daughters, one disabled, García-Chávez started full-time a few years ago in the hope of graduating and getting a job teaching physical education to disabled students. "Even if it took me a while, I knew I would graduate," she said.

Edinboro Hosts Latino Leadership Program

Edinboro University of Pennsylvania, along with GE Transportation Systems, GE Lighting, and the GE Hispanic Forum chapters of Erie and Cleveland, hosted and sponsored the third annual Latino Leadership Development Program. More than 70 Latino high school students from Erie, Pittsburgh, Cleveland, and Philadelphia participated in the weeklong, residential program geared toward increasing the number of Latinos attending college. The program was an official event of TOGETHER 2000, Erie's celebration of the new millennium.

Pictured (l, to r): Dr. Denise Ohter, Edinboro's associate dean of enrollment management and director of career services; Wilfredo Velez, case manager at Erie's Perseus House; Dr. Frank Pogue, Edinboro president; Dr. Jerry Kiel, associate vice president for enrollment management and retention; and Kristine Jackson, IMPACT Program coordinator at Esperanza in Cleveland.

Urange Elected a Trustee of Long Beach CCD

Long Beach, Calif., city personnel recruiter Roberto Urange was sworn in as a member of the board of trustees of the Long Beach Community College District (LBCCD).

A graduate of CSU-Long Beach, Urange is the first Latino to serve on the LBCCD board. He worked at CSULB from 1978-85, before joining the city staff. He has been president and state deputy director of the League of United Latin American Citizens, president of the Long Beach Unified School District Advisory Committee, president of the Hispanic Business Association, and founder and president of the Latino Leadership Council.

Miami-Dade Newsmakers

Gina Cortés-Suárez (l), dean of academic affairs at Miami-Dade Community College's (M-DCCs) Kendall Campus in Florida, was one of thirty-three community college leaders nationwide who attended the 2000 Executive Leadership Institute in California, created to give potential community college presidents a chance to review their abilities and interests, refine their skills, and discuss leadership with their peers throughout North America.

Max Rodriguez (r.), special program coordinator for M-DCCs Kendall Campus, received a National Hurricane Conference Outstanding Achievement Award. The conference is the leading national forum for the education and training of experts from meteorological fields and disaster response organizations. Rodriguez was cited for "outstanding educational activities on preparedness and response." He also designed mazes hurricane damage map.

Oregon State Honored for Cross-Cultural Class

The Oregon Department of Education honored Oregon State University for a unique undergraduate course in which students worked directly with farmers, migrant workers, educators, and others to learn about multicultural issues surrounding a cultural labor in Oregon.

The class, Cross-cultural Perspectives in Agricultural Labor: Learning Through Listen, explored the learning process through action research.

Dwaine Plaza, assistant professor of sociology (l), with the department of ethnic studies; Geoffrey Habron, a graduate student who worked as course facilitator and is now assistant professor at Michigan State University, were recognized as Oregen Innovators in Education.

University of Texas-San Antonio Newsmakers

The University of Texas-San Antonio (UTSA) named Georg Morales director of facilities services. He will oversee plant operations for UTSA's 1604 and Insti of Texan Cultures campuses and a resource for the Downtown Campus. A professional engineer, Morales has managed plant operations at Angelo State University, UT-Brownsville, and Texas A&M Technical College-Harlingen. His 20-
career includes experience in maintenance, design, and construction in the health care, petrochemical, and manufacturing industries.

Sonia Campos, a May master's graduate, is one of two UTSA alumnae to recently receive a Fulbright teaching fellowship. One of eight children, Campos grew up in San Antonio speaking Spanish and English. Having traveled much of the world, she applied for Turkey as her Fulbright destination, and is due there in September to teach alongside Turkish professors. Holly Hansen-Thomas, a 1999 master's graduate, also received a Fulbright fellowship. She will teach in Hungary.

LIU-Brooklyn Holds “Ethnicity, Health, and Aging” Conference

Long Island University-Brooklyn (N.Y.) held a wide-ranging, one-day conference for professionals on “Ethnicity, Health, and Aging.” Professor Beverly P. Lyons, director of the Institute on Aging, was conference coordinator.

The Institute is part of an initiative to make Brooklyn a leading center for graduate and postgraduate study in ethnogerontology—the study of the role of culture and ethnicity in human development.

The conference aimed to increase awareness of the cultural values and health care beliefs and practices of older ethnic and immigrant groups; to examine the barriers blocking use of and delivery of services to this population; and to share useful strategies for working with diverse peoples in the later stages of life. José Ortiz Ortiz (picted), associate executive director of the Spanish Speaking Elderly Council-RAICES, was a keynote speaker.

ETS Projects Growth in Minority Enrollment

The number of undergraduates qualified to attend colleges and universities across the United States will swell by 19 percent—or 26 million students—between 1995 and 2015, with minority students making up 80 percent of the increase, according to a report released by the Educational Testing Service (ETS). The study, “Crossing the Great Divide: Can We Achieve Equity When Generation Y Goes to College,” projects that minority student enrollment will rise both in absolute number of students, up about 2 million, and in percentage terms, growing from 25.1 percent of overall undergraduate enrollment in 1995 to 37.2 percent in 2015.

A press conference in Washington, D.C., was held to discuss the report. Speakers included Anthony P. Carnevale, vice president for public leadership, ETS; Rep. Ruben Hinojosa, chair, Education Task Force, Congressional Hispanic Caucus; Dr. Sonia Hernández, deputy superintendent for curriculum and instruction, California Department of Education, and commissioner, White House Initiative on Educational Excellence for Hispanic Americans; and Art Ruiz, federal affairs director, State Farm Insurance.

Crafton Hills College Newsmakers

Noemi Espinoza and Mayda Gómez (picted 1. to r.) received Crafton Hills College (Calif.) MEChA (Movimiento Estudiantil Chicano de Aztlán) scholarships at the College’s Honors Celebration. Gómez also was awarded a Redlands Sunrise Rotary Scholarship, a Re-Entering Student Scholarship, the Roger C. Anton Memorial Scholarship, and a Medal of Distinction. Both students are majoring in liberal studies and are interested in becoming teachers.

María Arechiga (picted with her father, Guadalupe Martínez) received the Crafton Hills College Latino Faculty Scholarship. A liberal studies major, she received the scholarship at the Honors Celebration, which recognized outstanding students.

Citrus College Holds 11th Annul Latino Youth Conference

With a Latino student population of more than 35 percent and classification by the Office of Education as a Hispanic-serving institution, the Citrus College (Calif.) Latino Recruitment Committee established the annual Latino Youth Conference as a way to enlighten, motivate, and eliminate the barriers facing young Latinos and their pursuit of a postsecondary education.

A highlight was the presentation of a scholarship by the Latino-owned P Corporation, key conference sponsor. Citrus student Leticia Guerrero, a second child development major, Guerrero is pictured here (l.) with José Navarro (r.), a archway winner attending UCLA.

García in New Post at Arizona State

Mildred García, author and national activity on administration, faculty developer diversity in higher education, recently became the vice provost for academic personnel at Arizona State University (ASU)-West. García joined ASU-West in 1997 as associate vice provost for academic affairs. She also has been associate director of ASU’s His Research Center.

Prior to joining ASU-West, Garcia was assistant VP for academic affairs at Mount State University (N.J.). She is a board member of the American Association of Higher Education, serves on several editorial boards, and a trustee of Berkeley Colleges. Her books, Affirmative Action’s Testament: Hope and To Form a Perfect Union, are nationally. Another, Succeeding in Academic Career: A Guide for Faculty, is now in press.

Garza Elected AAUW-Texas President

Dr. Nora R. Garza, dean of general education at Laredo Community College (LCC), was elected president of the American Association of University Women (AAUW)-Texas for the next biennium.
Garza’s appointment was announced during an AAUW-Texas convention. Delegates from 52 Texas branches met for leadership development and to vote on important issues. Nearly 4,000 women and men belong to AAUW-Texas, which promotes education and equity for all women and girls, lifelong learning, and positive societal change.

Prior to her state appointment, Garza was president of the local branch of AAUW for 1999-2000. An employee of LCC since 1977, Garza is a graduate of Our Lady of the Lake College and UT-Austin.

Puerto Rican Writers Visit New York University

Six major writers of Puerto Rican ancestry—acclaimed poets Willie Perdomo, Sandra Maria Esteves, and José Luis Vega; playwright Carmen Rivera; novelist Edgardo Vega Yunqué; and Nuyorican Poets Café founder Miguel Algarín—read from their works and discussed the current and future state of Puerto Rican writing at New York University (NYU)

Esteves is one of the founding poets of the Nuyorican poetry movement; Perdomo is an acclaimed poet who joined the Nuyorican Poets Café in 1990; Rivera, an NYU alumna, co-founded the Latino Experimental Fantastic Theater as a writer and actress; Vega Yunqué founded the Clemente Soto Vélez Community Center; Vega is a professor of literature and dean of humanities at the University of Puerto Rico; and Algarín, who was the evening’s emcee, is associate professor of English at Rutgers University (N.J.).

Dallas District Promotes Gardea

In Texas, Dr. Corina Gardea, who spearheaded the community outreach initiatives for Dallas County Community College District’s (DCCCD’s) Rising Star Scholarship program, was promoted to executive director of Educational Partnerships. In addition to overseeing Rising Star, Gardea is now responsible for community development, educational partnerships with business and industry, and alliances with K-12 and university systems.

Gardea aims to strengthen current partnerships and create new ones that will open doors for individuals seeking educational and employment opportunities.

The Rising Star Scholarship program is funded by a $32 million endowment. “There are many examples of scholarships that go to waste because no one applies for them,” said Betheny Reid, executive director of the DCCCD Foundation. “Because of the work Dr. Gardea did in the Southern Dallas County High Schools, lack of applicants is not going to be a problem for us.”

NH holds Youth Session at New Mexico

The National Hispanic Institute (NHI) hosted more than 150 Hispanic students from New Mexico and surrounding states at the University of New Mexico for the 12th consecutive program of the Lorenzo de Zavala (LDZ) Youth Legislative Session.

Ernesto Nieto, president and founder of NHI, says the session is a crucial learning experience for Latino youth. “The best gift parents can give their children,” he states, “is the self-confidence and self-esteem that comes from experiences like the LDZ. As 15- and 16-year-olds, children start learning to see themselves as having important roles to play in the larger community as future leaders.”

Since 1981, NHI has worked with academic-achieving Hispanic youth from across the country to try to increase the number of students who attend and finish college. To date, more than 35,000 youth have participated in its programs.

Eastern New Mexico-Roswell Receives Federal Grant

Eastern New Mexico University (ENMU)-Roswell will receive a $1.8 million Title V Developing Hispanic-Serving Institutions grant, $377,250 a year for the next five years. The University will use the funds to improve access and success of ENMU’s large percentage of Hispanic and low-income students who previously have been underserved and underrepresented in higher education.

ENMU-Roswell proposes to increase the percentage of students who transition from adult basic education and English-as-a-second language programs into college and reduce student attrition from college programs from fall to fall.

Getty Trust Names New Museum Director

Barry Munitz, president of the Getty Trust, announces Deborah Gribbin, current director and curator of the J. Paul Getty Museum, will become the museum di and vice president of the Getty Trust effective October 1. John Walsh, who currently holds those positions, will retire September 30.

“Deborah Gribbin is an extraordinary leader who is overwhelmingly qualified lead the museum and to serve as vice president of the trust,” said Munitz.

Gribbin graduated from Wellesley College and was elected to Phi Beta Kappa. She doctorate in fine arts from Harvard.

Grand Valley State Seeks Endow for Latin Institute

Grand Valley State University (GVSU) in Michigan launched a campaign to bolster its Latin American Studies Institute (L/ building a $1 million endowment.

“This endowment campaign will build the Institute into an academic and collaboration between the universities all its different units, and with the nation and international Latin American community,” said Professor and LAS D. Cliff Welch. The increased funding to endow would provide enough to expand the collaborations with V: GVSU units, including the Seidman School of Business, the Padnos International Center and the Van Andel Global Trade Center.

Welch and civic leader Francisco V have worked for the past two years on help LAS reach out to the West Michigan Latino community.

Nursing Association Collaborates with Hispanic Organizations

In a new collaborative agreement, the American Association of Colleges of Nursing (AACN) has joined with two major associations to provide Hispanic scholars with expanded access to nursing education opportunities.

Under the agreement of intent sign: HACU (the Hispanic Association of Colleges and Universities) and NAH (the N-
Association of Hispanic Nurses), AACN will establish a relationship with the two groups to increase participation of Hispanics in nursing, the nation's largest health care profession.

AACN President Dr. Carolyn A. Williams, HCCU President Dr. Antonio R. Flores, and NAHN President Dr. Carmen J. Portillo (pictured) all have high hopes for the new union. "NAHN appreciates the opportunity to be involved in this synergy of events, particularly with organizations that value the importance of Hispanics in higher education and in nursing, at the same time building on our respective strengths," said Dr. Portillo.

Palo Alto Awards Tejeda Scholarships

Palo Alto College (Texas) awarded 10 Frank M. Tejeda/Palo Alto College Scholarships. Each winner receives up to $1,000 for the academic year 2000-01. Selections were based on overall academic achievement, demonstration of leadership qualities, and involvement in extracurricular activities and community service. The scholarship fund was established in 1996 in honor of U.S. Congressman Frank M. Tejeda, who died of brain cancer in January 1997, at which time his family asked that all memorial donations be sent to the scholarship fund.

Scholarship winners are Jeanette Colunga, Jesse Contreras, Mariann Durbin, Jennifer Gómez, Nicole Annette Lyssy, Tabbitha M. Queeney, Melissa M. Gatica, Carl Ormann II, Crystal Pfeif, and Olaya Valadez.


PUBLICATIONS

Teodoro Moscoso and Puerto Rico’s Operation Bootstrap

By A.W. Maldonado

This is the story of Puerto Rico’s extraordinary climb from poverty to economic success. Operation Bootstrap, a program conceived, promoted, and imple-
Affirmative Action and the University: Race, Ethnicity, and Gender in Higher Education Employment
By Kul B. Rai and John W. Crizer

Drawing on data provided by the Equal Employment Opportunity Commission and the U.S. Department of Education's National Center for Education Statistics, the authors summarize, track, and evaluate changes in the gender and ethnic makeup of academic and nonacademic employees at private and public colleges and universities from the late 1970s through the mid-1990s.


Tragedy in Havana: November 27, 1871
by Fermin Valdes Dominguez

Editor Consuelo E. Stebbins documents a crucial event in the history of Cuba's independence movement. The execution of eight medical students and imprisonment of 31 of their colleagues for defacing the tomb of loyalist general Gonzalez Castaño inflamed anti-colonial sentiment and rallied popular support to the first armed Cuban resistance to colonial rule. Fermin Valdes Dominguez's text is an eyewitness account.


Wise Women: Reflections of Teachers at Midlife
Phyllis R. Freeman and Jan Zlotnik Schmidt, eds.

This collection includes deeply personal and groundbreaking autobiographical accounts of women who came of age during the second wave of the women's movement and are now the wise women on campus. The essays provide powerful accounts of the psychological, physical, and social changes brought on by menopause and detail the ways in which the aging process affects their lives.


A University for the 21st Century
by James J. Duderstadt

Dr. James J. Duderstadt, president emeritus and university professor of science and engineering at the University of Michigan, discusses the array of powerful economic, social, and technological forces that are driving the rapid and profound change in American social institutions and universities in particular.


Against Race: Imagining Political Culture beyond the Color Line
by Paul Gilroy

Throughout the second half of the 20th century, we have made great progress in the way we think about and define race. Why then, do we still insist on dividing humanity into different identity groups based on skin color? Did the Civil Rights Movement and the decolonization of the Third World have such little lasting effect? This book offers a new political language and a fresh moral vision.


On the Plaza: The Politics of Public Space and Culture
By Setha M. Low

In this wide-ranging, multidisciplinary study, Setha M. Low explores the interplay of space and culture in the plaza, showing how culture acts to shape public spaces and how the physical form of the plaza encodes the social, political, and economic relations within the city. Low centers her study on two plazas in San José, Costa Rica.


Music of the Warao of Venezuela: Song People of the Rain Forest
by Dale A. Olsen

Cultural tragedy often accompanies the death of biological species in the South American rain forests. As fragile as the ecosystem is, however, the culture of the Warao Native Americans uses to thrive. In this lively blend of mgg, anthropology, and environmentalism, Olsen shows that music is a tool much of their existence.


Sixteenth-Century St. Augustine: The People and Their Homes
By Albert Manucy

The author goes back in time to detail the first years of St. Augustine's settlement, from 1565 to 1700. Manucy describes the buildings and backyards of the early settlers, the first Spanish colonists, and illustrates how the architecture of Timucuan Indians of Florida influenced Spanish colonial culture.


Cuando cantan los lagartos
(Spanish)
by Miguel Santana

Set amid the background of the Mexican-American border, this book tells of Ada a Tarahumara Indian who...
a Fort Bliss soldier, falls in love with him, and waits 50 years for his promised return. The novel portrays the encounter of multiple cultures forced upon one another. Yarumara Indian, Mexican, and American idiosyncrasies interact and merge.


Many publications featured in this section are available through amazon.com.

CONFERENCES

International Society for Luso-Hispanic Humor Studies
International Conference
September 28-30

At Delta Hotel, Montreal.

Contact: K. M. Sibbald. Department of Hispanic Studies, McGill University, (514) 398-6683; e-mail ksibbald@leacock.mcgill.ca.

18th Annual U.S. Hispanic Leadership Conference
September 28-October 1

The USHLI has as its conference theme this year: "Latinos in the New Millennium: Building on the Past to Provide Promise for the Future." At the Hyatt Regency, McCormick Place, Chicago.

Contact: (312) 427-8683; website: www.ushl.org.

Latin American and Caribbean Studies Symposium
October 6-7

St. John's University's Committee on Latin American and Caribbean Studies (CLACS) will hold an international symposium, "Immigrants from Latin America and the Caribbean: Coping in New York City," to evaluate the social, educational, legal, economic, political, and psychological adaptation of immigrants from Latin America and the Caribbean to the New York City area." At St. John's University.

Contact: (718) 990-1932; e-mail: CLACS@stjohns.edu.

Forum 2000 & NACME Career Fair
October 25-28

"Affirming Diversity: Real Commitment, Real Results." Among the confirmed speakers are Dr. Ana Margarita "Cha" Guzmán, White House Commission on Educational Excellence for Hispanic Americans, and Dr. Elsa Miatas, senior research associate, Tomás Rivera Policy Institute. At the Westin Hotel, Long Beach, Calif.

Contact: NACME. (212) 279-2626; website: www.nacme.org/events.

ASSISTANT PROFESSOR
Management Sciences, School of Business
University of Kansas

Full time position beginning August 2001. Required Qualifications: Completion by August 2001 of a Ph.D., DBA, or other doctoral degree in Management Science or an allied science, or the anticipated completion of a doctoral degree in 2001-2002, each at least two years of full-time management science and operations management experience, and some teaching experience. Applications are welcome in operations management or systems. Salary range: $32,000-$35,000. Application deadline: May 1, 2001 to the Department of Management Science and Operations Management, University of Kansas, Lawrence, KS 66045-8601. EOE/AA

BALL STATE UNIVERSITY

Ball State University is located in Muncie, Indiana on an attractive campus 50 miles northeast of Indianapolis. Approximately 17,500 graduate and undergraduate students enroll in one of seven academic colleges that offer 120 undergraduate programs. The master's programs and 20 doctoral programs. Ball State University seeks to be a premier teaching institution offering instruction and scholarly inquiry of high quality within an environment that emphasizes personal attention. Ball State University encourages applicants to submit information to the Department of Management Science and Operations Management. All applications must be completed by May 1, 2001. EOE/AA

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

The Community College of Baltimore County is a community college located in Baltimore County, Maryland. The college offers a wide range of programs and services to its students, including associate degrees, certificate programs, and non-credit courses. The college is committed to providing affordable and accessible higher education to its diverse student population. The college has a strong focus on student success and offers a variety of support services to help students achieve their educational goals. The college is located in Baltimore County, Maryland, and serves the residents of the county. The college is accredited by the Commission on Higher Education and is a member of the American Association of Community Colleges. The college has a strong focus on community engagement and works closely with local businesses, non-profits, and government agencies to provide programs and services that meet the needs of the community.
Book Review

By Martha Garcia


Chicano Poems: for the barrio, by Angela de Hoyos, condenses in its pages the pain of Mexicans who have come to the United States searching for a better future. Unfortunately, Mexican immigrants find ethnic barriers, social and political, that place them in a status inferior to that of the American citizen. The first poem describes the crude reality of Chicanos as second-generation immigrants. Though born in America, Chicanos continue to be regarded as intruders within their own country. The author code-switches between English and Spanish within the most relevant verses with the objective of giving more intensity to each strophe. Moreover, the descriptions and images of Cecilio Garcia-Camarillo illustrate in an allegorical form the problems that Mexican immigrants confront relating to assimilation.

Chicano Poems offers a text filled with literary symbolism, linguistic color, and artistic designs in which the author pictures the cruel reality experienced by Chicanos. De Hoyos presents an honest and explicit lyric that penetrates the fiber of the human conscience in a radical way to bring out the feelings that remain in its interior.

In the first poem, "IT'S THE SQUEAKY WHEEL THAT GETS THE OIL," the writer comments on the abyss between the lives of Americans accustomed to functioning in an enterprise environment and the working-class lives of the new "Spanish 'Chic' trying to translate progress in my own way..." In this poem, de Hoyos opens the first strophes in Spanish and confronts the impermissibility of a phonetic scream symbolized in capital letters when she describes the American businessman as "MR. CAPITALIST." The rest of the poem continues in English and allegorizes the process of assimilation and its painful manifestations.

In "CHICANO," the poet explores the hybrid nature of Chicanos and their two different worlds—wor: elaborated artistically in stanzas that symbolize the movement of the topic:

— a sadness,
porque te llamas JUAN y no JOHN
as the laws
of assimilation dictate

In this way, she states that the ethnic identity remains even while the laws of assimilation force the adoption of Angloized names. Chicanos are in a position where they are obligated to swim in two waters: theirs and the others.

"HERMANO," begins, "Remember the Alamo / and my Spanish ancestor / who had the sense to build it." These words are an eloquent protest, almost a flashback, of the poem's topic. De Hoyos expresses her pain and concern for the Mexican past. The Alamo represents the history of land stolen from its true owners, who converted themselves into simple dwellers. She spotlights the real origin of those who call themselves owners of the land: "They belong to a pilgrim / who arrived here only yesterday," To de Hoyos, everyone but the Native Indians is an immigrant—Chicanos and non-Chicanos alike.

Humor is the basic ingredient in "CAFE CON LECHE," which shows in a colloquial way the process of "Homogenization" when two races and two different cultures interlace. The result of this interlacing is a new local product: "What's wrong / with a beautiful race / cafe con leche?" The fusion of the Anglo and the Mexican is the end of the war between two races and cultures. It is a reunion "to dissolve differences" and creates a new inner self that will become the union of both opponents.

The last poem, "MINVERA," is the epilogue of this work and is where two deities confront each other: Minerva and Huiztilopochtli. The two ancestral powers are face to face to show their attributes. On one side, the reader sees Minerva and her thirst for revenge: "—your eyes twin-fires of justice / your arms whirlwinds of vengeance..." In the other arena, one sees Huiztilopochtli, an Aztec military god who, according to history, was born to wage war and also was sun of the galaxys, "brandishing his sword of lightning." The last lines establish the victory of the immigrant. The triumph of the Chicano is heard when a potent voice declares, "now I stand up / an entity / courting attention beside you..." The dark-skinned individual has prevailed, has been established, and has survived in a foreign territory.

Angela de Hoyos pronounces in each poem her love and solidarity for all those Chicanos who have fought and won the battle of assimilation. Because of its allegoric, linguistic, and artistic value, Chicano Poems: for the barrio represents a useful teaching tool for courses in Chicano literature and in bilingualism. This book will bring the history of Texas nearer to the student of Chicano literature. And it will reflect the hybrid essence of the Chicano. Due to its linguistic content and the appropriate use of code-switching, this book facilitates analysis of linguistic clauses and the social aspects of bilingualism in the United States. De Hoyos has provided, too, a social and cultural manual of significant academic value.

Martha Garcia, now a Ph.D. candidate at Vanderbilt University, is a coordinator assistant with the Spanish Master Program at University of Central Florida in Orlando, and teaches Spanish courses.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.
Vice President
for Enrollment Management

Northeastern University, a major private research university founded in 1898 and known for its professional education, liberal arts and sciences and cooperative education program, invites nominations and applications for the position of Vice President for Enrollment Management. Located in Boston, the University enrolls approximately 13,000 full-time undergraduates and 4,500 graduate and professional students in seven schools, as well as 8,500 part-time and adult students in University College.

The Position: Reporting to the Provost and serving as a member of the President’s Cabinet and Deans’ Council, the Vice President for Enrollment Management will be responsible for the enrollment management program for the University. The Vice President will:

- provide leadership for the continued successful enrollment management program, working collaboratively to develop and implement a strategic plan for the enrollment and retention of a diverse student body.
- oversee the Offices of Enrollment Management, Admissions, Financial Aid and the Registrar and the directors of those offices reporting to the position.
- work closely with the Provost, President, Senior Vice Presidents, Vice Presidents, deans, faculty, and campus community in developing recruitment and financial aid strategy and policy.
- manage and analyze research data related to admissions and financial aid modeling.
- work with the Provost to develop and implement an aggressive graduate marketing and recruitment plan.

Requirements: Candidates must have demonstrated effective leadership experience in college or university enrollment, admissions, and financial aid and a sophisticated understanding of enrollment strategies, market research, admissions, recruitment, financial aid, and student information systems. The position requires strong supervisory experience, analytical abilities, superb written and oral and interpersonal communication skills, and the ability to work collaboratively with faculty and staff at all levels in a complex, diverse environment.

Applications are currently being reviewed. Materials received by September 3, 2000 will receive full consideration. Send materials to: Office of the Provost, 112 Hayden Hall, Northeastern University, Boston, MA 02115, Attn: VPEM Search.

For further information contact Margot Lansing at Lansing & Associates at (781) 237-1754 or Lansing@medacon.net.

Northeastern University is an Equal Opportunity/Affirmative Action, Title IX Employer.
SUL ROSS STATE UNIVERSITY INVITES
APPLICATIONS FOR THE FOLLOWING FACULTY
AND STAFF POSITIONS:

- Assistant or Associate Professor of Computer Science/Mathematics
- Assistant Professor of Counselor Education
- Assistant or Associate Professor of Criminal Justice
- Assistant Professor of Education
- Assistant or Associate Professor of Industrial Technology
- Assistant Professor of Veterinary Technology
- Visiting Lecturer or Assistant Professor of Communication
- Part-time Music Instructors
- Utilities Maintenance Superintendent

The following Faculty and Staff positions are available at the SRSU/Rio Grande Campuses at Del Rio, Eagle Pass, and Uvalde:

- Assistant or Associate Professor of Business
- Assistant Professor of Education/Early Childhood
- Assistant Professor of Education/Reading
- Education Technology Specialist/Title I
- Title I Coordinator/Faculty
- Vice President/Rio Grande College

To request an application or announcement contact Sul Ross State University, Human Resources, Box C-13, Alpine, TX 78832. (915) 837-8098.

To view complete announcements and information regarding Sul Ross State University visit our website at http://www.sulross.edu.

Sul Ross is a member of the Texas State University System.

EEO/AAE.

A SPECIAL OPPORTUNITY
The Maricopa Community College District
Vice Chancellor Human Resources

The Maricopa Community College District is one of the largest educational systems in the country, located in one of the fastest growing counties with three million residents. The ten Maricopa Community Colleges and Centers offer 2,600 academic courses and 5,100 occupational courses in partnership with 1,000 corporations, government agencies and non-profit organizations.

The Maricopa Community Colleges serve nearly a quarter million culturally diverse students annually. MCCCD is dedicated to serving the needs of a diverse, growing population which, within a decade, will comprise more than 50% Hispanic and non-Anglo residents.

The Vice Chancellor Human Resources reports to the Chancellor and is responsible for creating the vision and providing leadership for 7,000 full and part-time faculty and staff.

The Vice Chancellor Human Resources is responsible for the administration of an enrollment and management program including employee recruitment, affirmative action, compensation, employee benefits, payroll, diversity, training, organization development, legal services, collaborative policy development, employee relations, related technology systems and resources. The Vice Chancellor works with a variety of groups including Governing Board members, senior level college administrators, employee groups and governmental representatives.

Training and experience required includes any combination of education, training, and experience that meets the position requirements, which may include a college degree, preferably a teaching degree, or an equivalent combination of education and experience. The Vice Chancellor Human Resources must be able to work under stressful conditions and in a team-oriented environment.

This position will close September 29, 2000. Direct inquiries to Josh Mackey, Maricopa Community Colleges 2411 West 14th St., Tempe, AZ 85281. An EEO/AA employer.

DEPARTMENT CHAIR
Chemical and Bioresource Engineering

Colorado State University is seeking a dynamic leader as its next Chair of the Department of Chemical & Bioresource Engineering. This leader will guide the department during its transition to a purely chemical engineering program, shape its future through faculty hires. The new Department Chair will provide leadership to build and enhance educational programs and funded research; establish internal and external partnerships and foster relationships with government agencies and industry.

The applicant must have a Ph.D. in chemical engineering or a closely related field, a demonstrated record of excellence in research and teaching in chemical engineering, and must possess outstanding communication, leadership, and interpersonal skills.

To obtain more information or to make a nomination, contact the Search Committee Chair for Chemical Engineering at 970) 491-5253. For interested faculty, a list of at least three references with contact information and separate statements on education philosophy, leadership style and research initiatives.

Chair
Search Committee for Chemical Engineering Chair
Office of the Dean
Colorado College of Engineering
Colorado State University
Fort Collins, CO 80523

Electronic applications will not be accepted. Application review will begin on October 1, 2000 and will continue until the position is filled. Colorado State University is an equal opportunity-affirmative action employer. Ethnic minorities, women, and disabled individuals are encouraged to apply.
Buffalo State
Senior Counselor
Provide counseling services to meet adjustment and mental health needs of students. Intake evaluations, crisis intervention, individual and group therapy, consultation, outreach and training services.
Required qualifications: NYS licensed (or license eligible) in psychology or certification in social work, rehabilitation; master's-level counseling or clinical degree; 3-5 years experience in clinical service delivery as a counselor.
Preferred qualifications: Ph.D. in clinical or counseling psychology; prior experience in a counseling center or other clinical service agency. Experience working with diverse racial and cultural groups in a clinical setting. Commitment to serving students from diverse backgrounds.
To apply: Submit letter of interest, résumé, and contact information for 3 references. Review of applications will begin October 20, 2000 and continue until the position is filled. Send applications to: Senior Counselor Search Committee, Counseling Center, Porter Hall, Buffalo State College, 1300 Elmwood Avenue, Buffalo, NY 14222.
Buffalo State is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.

University of Maryland,
Office of Continuing and Extended Education
Assistant Director, Summer and Special Programs
The Office of Continuing and Extended Education, an integral part of one of the nation's premier research institutions, provides leadership in linking the University of Maryland's knowledge resources to external audiences. OC&E seeks professional to provide academic and administrative leadership for the development and implementation of summer and special programs.
Duties: The Assistant Director will identify, analyze and facilitate the implementation of appropriate program initiatives for units within the Colleges specifically involving multidisciplinary efforts. In addition, the position requires coordination of a range of services including: assessment, curriculum design/development; instructor recruitment; program budget development; selection of course formats, locations and logistics; marketing and program evaluation.
The Assistant Director will provide start-up guidance for programming with Claire Smith Performing Arts Center. Some new course development for traditional undergraduate and graduate course offerings.
Qualifications: A master's degree is required; a terminal degree is preferred. At least three years of full-time professional program development, administrative, consulting, or project management experience is required, preferably in a large education setting. Experience in working with faculty and academic units at a research institution is especially desirable.
Compensation: Salary is commensurate with qualifications and experience and includes full benefits package.
To apply: Submit letter of interest, resume and three professional references to: Ms. Marianne Wager, Office of Continuing and Extended Education, UMCP, 2103 Rockdell Armory, College Park, MD 20742. For consideration, all applications must be submitted by August 25, 2000. Position will remain open until filled. Learn more about our summer programs visit www.umd.edu/summer.
The University of Maryland is an EEO/AA employer.

The University of Utah
ETHNIC STUDENT ADVISOR
University of Utah, Bachelor's degree in Educational Psychology, Social Work or related area of equivalent degree required. Master's degree in related area along with demonstrated knowledge and familiarity of and sensitivity to the educational and cultural experiences of Latino/a students preferred. Counseles and works with ethnic minority students regarding academic and non-academic matters. Serves as a referral guide for students to other campus agencies. Advises minority student organizations. Program functions and activities include outreach, counseling, tutoring and all support services. This is a full-time, salaried position. Submit two copies of resume with the names, addresses and telephone numbers of three references to:
Job# GP068607
University of Utah
Human Resources Department
1901 E. South Campus Drive, Room 101
Salt Lake City, UT 84112

ANTICIPATED ADJUNCT
FACULTY POSITION
Classes begin September 5, 2000
NJCU, New Jersey's only public, urban University, is seeking letters of application and curriculum vitae for adjunct faculty. Individuals interested in teaching as Adjunct Faculty. All candidates must be active in the discipline for which they are applying. Enjoy working collaboratively, possess excellent communication skills and, most significantly enjoy teaching a highly diverse student body.
All positions require a Master's Degree. Teaching experience and terminal degree are a plus. On flowering assignments are available. Assignments may not exceed two courses per semester.

COLLEGE OF ARTS & SCIENCES
Art/Computer Science/English/Mathematics/Philosophy/Psychology
Contact: Dr. Ansley W. LaMar, Dean

COLLEGE OF EDUCATION
Administration Curriculum & Instruction/Literacy Education/Educational Technology/Multicultural Center/Special Education
Contact: Dr. Yaping Wen, Dean

COLLEGE OF PROFESSIONAL STUDIES
Business Administration: Production Management and Management Information Systems Nursing: Holistic Urban Health & Nursing Administration/Criminal Justice/Health Sciences Sr and Junior Studies
Contact: Dr. Sandra Bloomberg, Dean

Please forward a letter of interest and resume, noting a evening availability, to the Dean of the appropriate College, New Jersey City University, 2030 Kennedy Blvd, Jersey City, NJ 07305.
California State University, Bakersfield

FOUNDING DEAN

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Description: As part of an academic reorganization, California State University, Bakersfield (CSUB) is initiating a search for the Founding Dean of the School of Humanities and Social Sciences. We seek an academic leader with a record of excellence and a commitment to innovation who will work collaboratively with this Liberal Arts faculty who, over the past 30 years, has compiled a distinguished record in teaching, research, and service. Humanities and Social Sciences offers baccalaureate and masters degrees in disciplines of the visual and performing arts, the humanities, and the social sciences, and in professional programs of criminal justice, environmental resource management, and social work. This position will also participate in a diversifying baccalaureate degree liberal arts curriculum for students interested in elementary school teaching. In addition, Humanities and Social Sciences has established baccalaureate degree programs at the University’s off-campus centers in Antelope Valley.

CSUB enrolled its first students in 1970 and is one of the 23 campuses in the California State University (CSU) system. In the Fall of 1999, CSUB enrolled 6,000 students (or 5,250 full-time equivalent students [FTE]). The majority of these students (2,000) were majors in the departments that now form the School of Humanities and Social Sciences, with 165 full-time faculty members. The University’s diverse student body is reflected in the Fall 2000 admissions which included students of the following groups: African American 127, Asian 172, Latino 568, Native American 34, and White 828, including undergraduate and graduate students. For additional information, please refer to the CSUB Home Page at http://www.csusb.edu.

The service region for CSUB is larger than West Virginia and includes the Southern San Joaquin Valley, the eastern Southern Sierra Nevada, and the western Mojave Desert. Bakersfield, the largest city in the region and among the fastest growing in the state, has a population of 221,000; the service region exceeds 700,000. Bakersfield offers the amenities of modern city life and a relaxed life style for families. Los Angeles and the Pacific Ocean beaches are only two hours away. New housing is the best in the State for value and availability. Light industries and service businesses have expanded on the traditional economic base of oil and agriculture.

Responsibilities: The Founding Dean of the School of Humanities and Social Sciences (SHSS) is expected to provide leadership within the context of the CSU system and CSUB’s service region. The Dean is responsible for ensuring excellence in teaching, in research and scholarship, and in community service; recruiting, hiring, and evaluating HSS faculty, academic planning, budgeting, and personnel management. The Dean is expected to work collaboratively with faculty and other academic administrators. The Dean will have major responsibilities in acquiring grants and contracts and engaging community leaders to establish partnerships that will enhance the CSUB’s programs. The Dean represents the School within the University and to external constituencies.

Qualifications:
1. An earned doctorate and a record of teaching excellence, scholarly achievement, and other qualifications sufficient to merit appointment as a Professor in one of the disciplines in the School of Humanities and Social Sciences;
2. Appropriate academic administrative experience preparing the candidate to perform the level and range of responsibilities described above;
3. Demonstrated success in the acquisition of external funding and the development of community partnerships;
4. A record of effective engagement with faculty, students, staff, university administrators, and members of the greater community;
5. A demonstrated commitment to serving the University’s ethically and culturally diverse population.

Applications and Nominations: Review of applications will begin on October 2, 2000 and will be accepted until this position is filled with a view toward holding on-campus interviews early in 2001. Completed applications must include the following:
1. Letter of application addressing the responsibilities and qualifications described above;
2. Current vita that includes the names, addresses, telephone numbers, and e-mail addresses of at least four references;
3. At least three letters of reference addressing the candidate’s qualifications for this position;

Nominations and applications should be sent to:

Dr. Robert Provencio,
Chair, Search Committee, HSS Dean
California State University, Bakersfield
Stockdale Highway
Bakersfield, CA 93311-1990

Salary and benefits are competitive and commensurate with experience and qualifications.

Please see the opening immediately and continue until the position is filled. Please send applications to:

Dr. Rebecca Bushnell, Associate Dean for Arts and Letters
School of Arts and Sciences
University of Pennsylvania
116 College Hall
Philadelphia, PA 19104-6377

DEVELOPMENT COORDINATOR 01-95

This position is responsible for supporting the activities of the Development Office. The individual is responsible for the annual giving program. Duties will include conducting prospect and donor research, managing constituent management database information, managing the scholarship program, and working on development of special events.

Bachelor’s degree from an accredited college or university is required. Master’s degree is preferred. Excellent oral and written communication skills; excellent organizational skills; attention to detail; ability to establish and maintain effective working relationships with college personnel, students, and others. Knowledge of database software programs. Must be willing to build a program and be an outstanding team player.

Salary: $25,000-27,000 (commensurate with education and experience) with excellent benefits. Start date: ASAP. Application Deadline: 9/10/00.

ASSISTANT DEAN/SPECIAL EFFECTIVENESS 01-105

The position is responsible for planning, developing, coordinating, and monitoring a systematic program of institutional effectiveness, evaluation, and assessment that addresses the educational goals of the College. The Assistant Director will report the evaluation and assessment findings to the College visiting committee and other appropriate constituencies in order to enhance student learning and the College’s self-study process.

Master’s degree in Social Sciences required; doctorate preferred. Knowledge and experience in statistical analysis and empirical research design; ability to work on multiple projects; effective presentational skills; working knowledge and experience with a major accreditation agency (i.e. SACS) strongly desired. Knowledge of policies and procedures of the University System of Georgia desired.

Minimum three years experience in educational evaluation and assessment in higher education (related equally) or four years of administrative experience preferred.

Salary: $44,500-$49,500 (commensurate with education and experience) with excellent benefits. Start date: ASAP. Application Deadline: 9/15/00.

Applicants should reference the appropriate position number and send the following: a cover letter, a resume, three professional references (names, addresses, email addresses, and telephone numbers), and (3) list of three professional references (names, addresses, email addresses, and telephone numbers) to:

Judy Chastony, Department of Human Resources
Georgia Perimeter College
2851 Panhallow Road
Decatur, GA 30034

GA IS AN OPEN RECORDS STATE

PENN

Director, Penn Language Center

Penn’s School of Arts and Sciences seeks a Director to coordinate the language program of the Penn Language Center (PLC). The PLC offers instruction in approximately forty less-commonly taught languages, coordinating language programs and training for language teachers. The PLC also provides leadership and training to the use of new technologies in language instruction for all language teachers in the School. With the leadership of a faculty director research, the PLC is a center for externally-funded programs in language-related research projects.

Responsibilities: Hire, train, and evaluate PLC teachers; plan curricula; consult with departments and other schools within the University; and conduct workshops for language teachers. Design programs in language pedagogy and second language acquisition using new technologies for teachers in the PLC and other language department. Co-direct seminars. Oversee the PLC staff and budget.

Qualifications: Ph.D. in Applied Linguistics, Second Language Acquisition, or a related field. Experience as a language faculty, second language coordinator. Experience in the development and implementation of a language teaching technology. Minimum one year of administrative or supervisory experience. Review of applications will begin immediately and continue until the position is filled. Please send applications to:

Dr. Rebecca Bushnell, Associate Dean for Arts and Letters
School of Arts and Sciences
University of Pennsylvania
116 College Hall
Philadelphia, PA 19104-6377
Located on an attractive campus in the heart of Boston, Northeastern University is a premier research university that is student-centered, practice-oriented and urban. Founded in 1898 and the world leader in cooperative education, Northeastern offers Bachelor's, Master's and Doctoral degrees to approximately 24,000 full-time and part-time students in seven colleges. Applications are invited for the following faculty positions. Candidates must have a strong commitment to excellence in teaching and research.

**College of Arts & Sciences**

- **Department of Art and Architecture** - Tenure track Assistant Professor in the area of Architecture. Creative work in design, scholarship, or professional practice or a combination thereof. Should include strong promise of creative achievement in the field. Qualifications include an M.Arch degree or equivalent.
- **Department of Biology** - Tenure track Assistant Professor in the area of Microbiology. Candidates expected to develop an externally funded research program that complements and supplements the department's current research strengths in virology, genomics, and functional genomics. Qualifications include an M.S. or Ph.D. and post-doctoral experience is desirable.
- **Department of Chemistry** - Tenure track Assistant Professor in the area of bioanalytical or biophysical chemistry. Candidates are expected to develop a nationally recognized, well-funded research program. Qualifications include a Ph.D. and post-doctoral experience is desirable.
- **Department of Communication Studies** - Tenure track Assistant Professor in the area of Media Studies. Desirable research areas include media and cultural studies, new media, media convergence, international communication, industry analysis, media and gender. Practical experience in the media is a plus. Qualifications include an earned doctorate.
- **Department of Modern Languages** - Tenure track Assistant Professor in the area of Spanish. Native/near native fluency in Spanish and English. Experience and strong commitment to Spanish language instruction. Qualifications include a Ph.D.

**Bowen College of Health Sciences**

- **Associate Chair, Physical Therapy** - May have the rank of Assistant or Associate Professor or Clinical Specialist depending on the qualifications of the applicant. Tenure may be granted upon entry. For the level of professor, an earned doctorate is required while the clinical specialist requirement is advanced MS degree and preferably APTA clinical specialization. All candidates must demonstrate evidence of administrative ability. A record of teaching professional/clinical activities and research is preferred. The successful candidate would contribute to the administration of the Physical Therapy Department. Provide leadership and support the expansion and integration of academic research, and clinical aspects of the program.

**College of Business Administration**

- **Assistant/Associate Professor, Accounting** - Must possess the doctoral degree and have a strong commitment to excellence in teaching and scholarly research. Candidates with an established publication record, teaching experience, and some business background are preferred.
- **Assistant Professor, Marketing** - Tenure track position effective September 2001. Must possess the doctoral degree and have a strong commitment to teaching and research. Teach required marketing courses, especially introduction to Marketing, and from among various marketing electives.

**College of Criminal Justice**

- **Full, Associate or Assistant Professor** - The College of Criminal Justice seeks to hire in all ranks with an emphasis at the full and associate professor level beginning fall 2001. Candidates must have a broad grasp of the field of criminal justice and criminology with specialties in one of the following areas: Courts/Law; Corrections/ Treatment, Community and Crime. Candidates should have a doctorate in criminology or related field, and have demonstrated high quality teaching and research.

**College of Engineering**

- **Chair, Chemical Engineering** - Energetic, innovative leader is sought. Doctorate in chemical engineering or related field required. Experience in chemical engineering, strong administrative skills, and commitment to higher education.
- **William Lincoln Smith Professor of Electrical and Computer Engineering** - A renowned scholar is sought for this endowed professorship. Candidates should have achieved international distinction in computer engineering, an established record of scholarship, effective teaching, and a record of external research awards.
- **Assistant/Associate Professors** - Sought in the following fields. All are expected to hold a doctorate in the appropriate discipline and have a strong potential or record of research commensurate with the faculty rank desired. Areas of particular teaching and research focus of interest are indicated for each department.

- **Chemical Engineering** - Advanced materials, biotechnology, and/or environmental protection: background to teach core chemical and physical equilibria, heat, mass, and momentum transfer; chemical reaction engineering, continuous and stage-wise separation operations; chemical process dynamics and control; and chemical process design.
- **Civil & Environmental Engineering** - Environmental Engineering.

**Department Chair, School of Journalism** - With an interest in ethics/broadcast journalism. Oversees department with 400 undergraduate and 50 graduate students. Maintain and build strong relations with the professional journalism community. Qualifications include a master's degree, substantial full-time journalism experience and administrative experience. College teaching and administration experience, fundraising and grant-writing experience preferred. Must possess necessary qualifications for an appointment as a tenured senior faculty member. Position available July 1, 2001.

**Department of Psychology** - Tenure track Assistant Professor in the area of social/personality. Candidate should be a personality psychologist with some clinical training who is highly research oriented and who can work effectively at the intersection of clinical and personality psychology. Qualifications include a Ph.D.

**Department of Sociology and Anthropology** - Tenure track Assistant Professor in Cultural Anthropology. Preference for focus on Latin America or Latinos in the U.S. with sub-field specialization in gender, migration, informal labor markets, political economy, urban, religion or mythology. Qualifications include a Ph.D.

**Department of Sociology and Anthropology** - Tenure track Assistant Professor in the area of substantive methods and statistics. Candidate should have a recent agenda with potential for external funding and policy relevant interests. Preference specialization in Sociology of Aging, Medical Sociology, Urban Studies, Race and Ethnic Studies, Social Inequality, Violence/Social Conflict, Family Violence, or Gender Studies. Qualifications include a Ph.D.

Please send letter of application (indicating position of interest) and CV to Provost Office, IL 2C Hayden Hall, Faculty Positions, Northeastern University, 360 Huntington Avenue, Boston, MA 02115. Mailing and women are strongly encouraged to apply. Northeastern is an Equal Opportunity/Affirmative Action, Title IX Employer.
PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

SUNY College at Potsdam seeks an experienced and dedicated academic to lead the institution toward national prominence as a small, selective, public college.

The college's educational values include a deep and abiding commitment to the liberal arts as the foundation for effective citizenship. As a four-year comprehensive college, SUNY Potsdam's educational programs include traditional liberal arts offerings with a strong interdisciplinary general education program and selected professional programs including teacher preparation in elementary, secondary, and music education, computer and information sciences, business administration, criminal justice, community health, and the business of music.

SUNY Potsdam is comprised of three schools: The School of Arts and Sciences, The School of Education and Graduate Studies, and The Crane School of Music. Distinctive initiatives include a strategic partnership with the music industry to support the music business and music production programs; interdisciplinary learning communities; and a first-year experience program; Center for Rural Education; Merwin Rural Services Institute; and a technology-focused teaching and learning center.

Responsibilities: The Provost and Vice President for Academic Affairs reports directly to the President and serves as the chief academic officer of the College. The Provost provides leadership for all academic programs as well as the areas of Information Services, Continuing Education, Research and Sponsored Programs, and Assessment and Institutional Research. The Provost is responsible for integrating all college programs in support of the academic mission of the college. In addition, the Provost works closely with College Administration to ensure that academic priorities are in alignment with the college's development plan and to enhance external relationships in support of those priorities. SUNY Potsdam has recently embarked on a ten million dollar capital campaign which is part of a larger ten year strategic plan. The Provost will facilitate the implementation of this plan and will shape academic policy and program development.

Qualifications: The Provost will have an earned doctorate and a distinguished record as a teacher and scholar. The successful candidate will demonstrate the following:

- An ability to foster excellence in teaching and research, advocate for the academic mission of the college, build consensus, and work collaboratively with the faculty;
- A coherent and consistent administrative philosophy which embraces a collaborative and leadership style;
- A record of academic administrative experience that includes evidence of the responsible management of fiscal and human resources and informed timely decision making;
- A commitment to diversity;
- Innovative leadership in promoting the use of educational technologies and an understanding of how emerging information technologies will shape the future of liberal arts colleges;
- Excellent interpersonal, written and oral communication, and problem solving skills.

Applications must include a cover letter, statement of administrative philosophy, curriculum vitae, and the names, addresses and phone numbers of five references. Letters of nomination are encouraged. All materials should be addressed to:

Provost's Search Committee
c/o Human Resources Office, SUNY Potsdam, Potsdam, NY 13676

Additional information on the college is available through our website at www.potsdam.edu. For full consideration, applications should be received by November 1, 2000.

SUNY Potsdam is an equal opportunity, affirmative action employer committed to excellence through diversity.

Assistant Professor

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area. The University offers undergraduate and graduate programs in three colleges: Arts & Sciences, Education and Professional Studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

The College of Education at New Jersey City University invites applications and nominations for the tenure-track faculty position at the Assistant Professor level.

Requirements: Ph.D. or Ed.D. in Educational Technology or related field. Thorough knowledge of relevant educational software, including Web browsers and Web authoring, presentation software, multimedia development, and related applications. Broad knowledge of pedagogical theory and current curricular practices and experience with assessment of on-line distance learning. Strong technology skills in web-enhanced and web-based course material production. College-level teaching and/or faculty training experience and excellent written and oral communication skills. Strong technology skills in constructing distance education and in Audio/Video production as well as online course development are preferred.

Responsibilities: To teach courses in Educational Technology, to provide faculty training and support, to advise students who includes thesis supervision, and to provide services including committee work.


This position is expected to begin with the Spring 2001 Semester.

Applicants should send a letter of interest, resume, a copy of graduate transcript and the names, telephone numbers and E-mail addresses of three (3) references to:

Dr. Yiping Wan, Dean
College of Education
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305
Executive Assistant to the President
Purdue University invites nominations and applications for the position of Executive Assistant to the President.

One of only 34 public AAU universities, Purdue University is a comprehensive educational and research institution with its main campus in West Lafayette, Indiana—a community of 100,000 people known for its exceptional quality of life—and three regional campuses in Fort Wayne, Hammond, and Westville. Programs in Science, Engineering, and Technology are offered in Indianapolis, and Technology programs are offered at nine other sites around Indiana. Purdue has 67,000 students; 15,000 employees statewide, including 2,200 faculty; and a budget in excess of $1.1 billion. The University offers undergraduate, graduate, and professional degrees through its ten schools. Visit Purdue’s Web site at www.purdue.edu for more about the University.

The Executive Assistant to the President coordinates the operations of the President's Office, serves as Secretary to the Cabinet, and oversees correspondence and responses to inquiries, supervises staff, and assists in a variety of activities as directed by the President. Continued academic responsibilities can be facilitated for those holding faculty appointments.

Requirements include: five years' employment in a university environment with advanced, responsible administrative experience, including some supervisory experience, and superior oral and written communication skills. Academic experience is desirable. A master’s degree is required and a Ph.D. is preferred. Salary and benefits will be competitive. It is intended that the position be filled before the end of the calendar year.

Applicants should submit a letter of application, a resume, and the names, addresses, and telephone numbers of at least three references. The deadline for applications will be September 29, 2000. Screening of applicants will begin October 2, 2000, and will continue until the position is filled.

Purdue University is an equal opportunity/equal access/affirmative action employer fully committed to achieving a diverse workforce.
Dean of Education

Millersville University of Pennsylvania invites applications and nominations for the position of the Dean of the School of Education.

Millersville University, founded in 1855, is one of 14 institutions of the PA State System of Higher Education. As a student-centered institution, the University is highly regarded for offering quality instruction and its strong commitment to the principles of client services and diversity. Nationally ranked as one of the top regional public institutions of higher learning by U.S. News and World Report, Millersville is also listed among Kiplinger’s 100 “best-value universities” in the nation. The University has an honored history of providing excellent teacher education and a strong liberal arts curriculum in the arts, sciences, and humanities. The University enrolls 7,500 undergraduate and graduate students, and employs 550 staff and 350 full-time faculty. Millersville’s and the School’s programs are approved by the appropriate accrediting bodies including but not limited to the Pennsylvania Department of Education and NCATE. Millersville is a charter member of the Renaissance Group and the Project 30 Alliance. The School of Education enrolls 26% of Millersville’s undergraduate students and 56% of its graduate students. Located in historic Lancaster County, the campus is within three hours’ drive of numerous cultural and recreation opportunities in the cities of Baltimore, Philadelphia, Washington, New York, the Pocono Mountains, and the Atlantic Ocean beaches. Because of its economic diversity, Lancaster County is among one of the most prosperous counties in the country. For more information, contact Millersville University’s Web page at www.millersville.edu.

RESPONSIBILITIES: The Dean is the chief academic officer of the School and reports directly to the Provost and Vice President for Academic Affairs. The Dean provides academic and administrative leadership, direction, and support for instructional, research, and professional activities to the faculty in the departments of:

- Educational Foundations
- Elementary and Early Childhood Education
- Industry and Technology
- Psychology
- Special Education
- Wellness and Sport Sciences

The Dean must be able to assume a University-wide perspective and work and communicate effectively with students, faculty, administrators, external organizations and institutions, and a diverse community. The Dean must encourage and promote the recognition, understanding, and respect of cultural and human diversity in the School’s faculty, staff, students, and curricula, and must be committed to increasing diversity within the School and on campus. A capacity and willingness to listen, create consensus, solve problems, and assume responsibility are essential.

QUALIFICATIONS: Candidates must demonstrate the capacity to be an innovative and visionary leader committed to excellence in teaching and learning and partnership with community and schools. Applicants must possess an earned doctorate in one of the disciplines in the School of Education. Also essential is a record of quality scholarship; teaching and service in higher education; a commitment to student development, the liberal arts, and academic freedom; and evidence of success in building an inclusive community. Applicants must demonstrate knowledge of critical issues and best practices in teacher education, experience with accreditation procedures, and an understanding of state licensing and certification procedures. Candidates need to present a record of progressive administrative experience which demonstrates likely success in activities such as planning, program development, fund-raising, grant writing, advocacy for all the School’s disciplines, evaluation of teaching effectiveness, assessment of programmatic outcomes, and personnel and budget management in a public university setting. Candidates must demonstrate an appreciation of the role of technology in an educational institution. The ability to function effectively in a team-oriented collective bargaining environment and a successful interview are crucial.

NOMINATIONS AND APPLICATIONS: Applicants should include a letter detailing their experiences relating to the qualifications for the position; a vitae; and the names, addresses, and telephone numbers of at least three professional references. Full consideration will be given to complete applications received by September 22, 2000. Electronic submissions will not be accepted. Nominations and applications should be sent to: Search Chair, Dean of Education Search/HiO825, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302. An affirmative action/equal opportunity institution.

University of Virginia

The Darden Graduate School Of Business Administration

The Darden School Foundation at the University of Virginia’s Darden Graduate School of Business Administration, one of the nation’s premier business schools, seeks an experienced fundraising professional for the position of Associate Director of Major Gifts. Darden, located in Charlottesville, Virginia, is currently engaged in a $250 million capital campaign, part of the University’s $1 billion campaign.

Reporting to the Director of Major Gifts, the selected candidate will be responsible for the identification, cultivation, and solicitation of Major Gifts prospects. Candidates should be goal oriented and should possess a proven track record in cultivation and solicitation of donors and familiarity with regional campaigns. Demonstrated experience in managing complex volunteer groups essential. The successful candidate will work with a motivated team of professionals who are committed to continuing excellence. Strong written, verbal and human relations skills are required.

A bachelor’s degree with five years of progressive development experience or equivalent is required. An advanced degree is preferred.

Please submit resume to:
Ma. Nancy H. Parsons
Director of Major Gifts
The Darden School Foundation
P.O. Box 6550
Charlottesville, VA 22906-6550

An affirmative action, equal opportunity employer.

www.darden.virginia.edu

Director of Alumni Affairs

New Jersey City University is a culturally diverse, public, ur institution with an undergraduate and graduate enrollment of 8,500 students. The University is located in the greater New York metropolitan area.

New Jersey City University seeks applicants who will be responsible for the planning, implementation and management of programs to serve more than 30,000 alumni.

The position demands strong organizational skills, creativity, excellent writing skills, extensive computer skills (knowledge of RAiser’s Edge for Windows preferred), and the ability to work with individuals of diverse backgrounds.

The successful candidate must have a record of accomplishment in teaching. The candidate will be expected to contribute to the development and Annual Giving budget. The candidate will be a minimum of three years experience in the field are required. Competitive salary and excellent benefits.


Applicants should send a letter of application and resume to:

Ellen Wayman-Carden
Director of Public Relations
New Jersey City University
2030 Kennedy Boulevard
Jersey City, NJ 07305
F

Founded in 1956 as the first U.S. university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. USF promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

But USF is much more than just a large, state-assisted institution. Its growing reputation as a dynamic research university is spreading around the country, attracting more and more of the nation’s best and brightest scholars to the Tampa Bay Area. USF offers degree programs in 79 undergraduate disciplines, 9 master’s and specialist programs, and 28 doctoral programs, including the MD. A record number 1525 international students enrolled at USF the 1999-2000 academic year. Students from Latin America and the Caribbean totaled 445. USF-AHEC’s Health Education Training Center is a sponsor of the Rural Youth Soccer Association, which serves over 300 migrant children in South Hillsborough County.

The university is currently recruiting for the following positions:

Position #0247-Ast/Assoc Professor-Electrical Engineering-deadline: OPEN
Position #4200-Ast Professor/Instructor-Computer Science & Engineering-deadline: OPEN
Position #5719-Ast/Assoc Professor-Computer Science & Engineering-deadline: OPEN
Position #9168-Ast/Assoc Professor-Nursing-deadline: 10/27/00
Position #1268-Assistant Professor in Biostatistics-Public Health-deadline: 08/31/00
Position #4004-Assistant Professor in Education-Secondary Education-deadline: 08/30/00
Position #6067-Assistant Professor/Aging & Mental Health-deadline: 12/01/00
Position #6339-Assistant Professor/Aging & Mental Health-deadline: 12/01/00
Position #6386-Assistant Professor/Aging & Mental Health-deadline: 12/01/00

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at http://usfweb.usf.edu/usfjobs/vacancy.html, or (2) contact Equal Opportunity Affairs, Ferrell@admin.usf.edu, for faculty positions; or (3) call USF job line at 813.974.2879 for staff positions.

USF is an equal opportunity/affirmative action institution, committed to excellence through diversity in education and employment.

MANCHESTER COMMUNITY COLLEGE

Work in a creative, innovative environment with caring, enthusiastic colleagues. MCC is seeking enthusiastic candidates with excellent interpersonal skills to provide academic and support services to special student populations for the position of:

Coordinator of Transitional Programs

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at www.mcc.commnet.edu/ps/ or call (860)647-6153. Send letter of intent, resume, transcripts, and the names of three references to: Deborah A. Wison, Director of Personnel and Contract Administration, Manchester Community College, P.O. Box 1046, Manchester, CT 06045-1046. Must be postmarked no later than September 15, 2000.

Chancellor

Nominations and applications are invited for the Chancellor of the University of Illinois at Springfield.

The Chancellor is the chief executive officer of the University of Illinois at Springfield and reports to the President of the University. The Chancellor seeks a proven leader who will further the University's mission of preparing the next generation of leaders in the Illinois region.

Founded in 1965 as Sangamon State University, the University of Illinois at Springfield became the newest and smallest campus of the University on July 1, 1995. Emphasis is placed on instruction and research and service carried on community partnerships.

The campus offers bachelor’s and master’s degrees in Doctoral Programs in Public Administration. UIS current enrollment is 2,000 students, with 1,000 attending the University of Illinois Springfield at Springfield. UIS is the only state university located in the Illinois region. UIS's enrollment is 4,100 with 188 faculty and 199 PhD and 265 support staff.

The Chancellor must have either an earned university level teaching experience and a substantial record of scholarly achievement or comparable professional achievement and distinction.

The Chancellor must have significant expertise:

- at senior level leadership at an institution of higher learning or comparable scope and complexity;
- in strategic planning, budget management and fundraising and the ability to manage the public funding;

The Chancellor must have a record of:

- consultative leadership style;
- inclusive, diverse and sensitive to multicultural organization;
- exemplary personal character and integrity;
- commitment to teaching and learning, school public affairs.

The Chancellor must be able to:

- define and defend academic values, traditions, and procedures;

- represent the campus to diverse external constituencies including alumni, community and governmental bodies;
- enhance the quality of student life.

The Chancellor Search Committee will begin reviewing applications immediately and continue to accept applications until a new chancellor is selected. To assure full consideration, however, materials should be submitted by October 15.

Dr. Patricia A. Langley
UIS Chancellor Search Committee
University of Illinois
Office of the President
504 Heritage Administration Building, 114 Urbana, Illinois 61801

The University of Illinois is an affirmative action/equal opportunity employer.
University of Maryland,
Office of Continuing and Extended Education,
Manager, Distributed Learning

The Office of Continuing and Extended Education, an integral part of one of the nation's premier research institutions, provides leadership in linking the University of Maryland's knowledge resources to external audiences. OCEE seeks a team-oriented professional with the management and technological expertise to excel in this newly created position of Senior Project Manager, Distributed Learning. Under the general direction of the Associate Dean, the Senior Project Manager, Distributed Learning, will provide day-to-day management and oversight of distributed learning projects developed and promoted in partnership between the Office of Continuing and Extended Education and various participating Colleges/Schools. The Senior Project Manager will be involved with all aspects of project management, including financial management, program development and design, coordination with internal and external partners, marketing and promotion, program roll-out, and program assessment.

Duties: The manager will monitor and track the start-up, development, course conversion and management of credit and non-credit programs offered through various media but with an emphasis on web-based delivery systems. Responsibilities include nurturing and maintaining partnerships that increase electronically mediated programs and courses; coordinating and monitoring web-based curriculum development and delivery throughout the campus.

Qualifications: A master's degree is required; a terminal degree preferred. Five years of progressively responsible experience in higher education administration is required. Knowledge of issues facing adult learners and non-traditional students; familiarity with the teaching/learning process and demonstrated interest in learning outcomes; superior organizational, interpersonal, analytical, planning, and written and oral communication skills is required. Success in obtaining external funding through grant proposals is highly desirable.

Commissions: Salary is commensurate with qualifications and includes full benefits package.

To Apply: Send resume and list of reference, with names of three professional references to Ms. Marianne Wagner, Office of Continuing and Extended Education, UMCPR, 2103 Redford Armory, College Park, MD 20742. For best consideration, application should be postmarked by August 25, 2000.

The University of Maryland is an EEO/AA employer.

UNIVERSITY OF MARYLAND

The School of Education at Hunter College, of The City University of New York has an Anticipated Vacancy. This Tenure-track position will be effective February, 2001.

Assistant/Associate Professor
The Department of Educational Foundations and Counseling Programs

All candidates must have commitment to work in multi-cultural and urban educational settings. Teaching experience is required. To be considered for rank of Assistant/Associate Professor, candidate must demonstrate scholarly involvement as evidenced by publications and/or research within the specialty in the profession of education. Responsibilities include: Teach graduate courses in counselor education programs; Coordinate field work in counseling; Engage in research and scholarly writing; Serve on department, division, college and university committees. Qualification: Assistant/Associate Professor: Earned Ph.D. or Ed.D. in Counseling or Counselor Education, Masters and Doctorate in Rehabilitation Counseling is preferred. Special expertise in rehabilitation issues in diverse populations is desirable.

Salary: commensurate with experience and qualifications. Assistant Professor: $32,705 - $57,049; Associate Professor: $42,616 - $58,174.

Appointment Date: February 2001

Send resume and three letters of reference to: Dr. Sheryl Brown Graves, Chairperson, Department of Educational Foundations and Counseling Programs, Hunter College, 695 Park Ave., New York, NY 10021. Review of applications will begin immediately and continue until position is filled.

Assistant Professor/Sociology
We are seeking candidates with interests in ethnomet hodology to fill this tenure-track position, beginning September 2001. Candidates should have scholarly/teaching interests in cross-cultural issues while demonstrating a commitment to field-based learning and qualitative research. Should have completed or near completion of a doctorate degree and demonstrate a strong commitment to scholarly research and publication. Will also provide service to the Behavioral Sciences Department and the College. Candidates must be able to collaborate with business, arts, and science faculty in scholarship and interdisciplinary teaching. Upon receipt of resumes, applicants will be sent letters of acknowledgement informing them of the anticipated time frame for recruiting.

Please forward your CV and supporting materials to: Gregory Hall
Associate Dean of the
Undergraduate College
Beantley College
175 Forest Street,
Waltham, MA 02452-4705
email: ghall@bentley.edu

BENTLEY COLLEGE

THE 2001-2002 ACE FELLOWS PROGRAM

Strengthening Higher Education Through Leadership Development

ACE Fellows Program has strengthened colleges and universities by providing comprehensive leadership development for senior faculty and administrators.

Application deadline: November 1, 2000.

For information and application materials contact: ACE Fellows Program, American Council on Education One Dupont Circle, Washington, DC 20036-1193 Tel: 202-937-1240 Fax: 202-785-0936 E-mail: fellow@ace.org Web site: http://www.ace.org
THE FLORIDA STATE UNIVERSITY
Invites applications and nominations for the position of
DEAN
COLLEGE OF EDUCATION
The Florida State University, a Carnegie Research I Institution, is located in Florida's capital city and serves over 33,000 students. The College of Education has a long and honored history as one of the original colleges of the University. It enrolls over 3,000 students and numbers 100 faculty members in eight departments and two research centers.
Graduate education and research are central to the mission of the College, as is undergraduate education. In its commitment to education, the College has entered into a unique partnership among departments, research centers, local school districts and community agencies to improve public education.
The College has hired one-third of its faculty within the last five years and is vigorously pursuing academic excellence in 17 fields of study that include 21 doctoral degree programs.
The College of Education seeks a dynamic leader with a distinguished record of scholarship and academic administration and a strong commitment to broad conceptions of education, human development and learning. Successful candidates will have:
- A demonstrated record of innovative leadership in a collegial environment;
- Strong written oral and interpersonal skills that reflect the ability to communicate the College's position effectively and with various constituencies, to include the University administration, state and federal agencies and leaders in the larger community;
- Experience in and a commitment to fund raising, grant generation and resource development; and
- Qualifications necessary to hold a tenure academic appointment in an appropriate department in the College of Education.
The Dean serves as the chief academic and administrative officer of the College, and reports directly to the Provost/Vice President for Academic Affairs. The Dean serves as ex-officio chair of the University Council of Teacher Education, the body which coordinates teacher education programs in eight schools and colleges across the University.
Salary will be competitive, commensurate with experience and qualifications.
Interested candidates should forward a letter addressing their qualifications and a current curriculum vitae listing name, addresses and telephone numbers of five references by September 29, 2000. Address applications to:
Dean's Search Committee Chair
C/o Ms. Bettina Rehman
College of Education
Dean's Office, 236 Stone Building
The Florida State University
Tallahassee, FL 32306-4450
Voice (850) 644-6885, Fax (850) 544-2725
Email brhman@coe.fsu.edu

President
National Catholic Educational Association
Do you have the vision and mission to shape the future of Catholic education and catechesis beyond your lifetime?
Do you have the verbal, written and interpersonal skills to communicate that vision and mission to the broader educational and catechetical community?
Are you a leader? Do you see new directions and have the power and courage to take others along with you?
Do you have the ability to involve the many diverse members of the Catholic educational and catechetical community in decision making?
Are you constantly planning and strategizing to reach our goals in the organization?
Can you attract, recruit and retain the best staff members for this association?
Is your own heart forever tied to the Catholic Church and its traditions? Is your faith visible in your daily ministry?
Do you have an understanding of Catholic Church structures and systems and the ability to work effectively in these settings?
Are you a highly responsible and responsive leader who always follows through?
We seek an educational and catechetical leader who expresses powerful personal mission and commitment through action. We are committed to selecting a leader with vision who can seek input, enable collaboration, set objectives, priorities and deadlines, to work with the Board of Directors to make wonderful things happen for the Catholic educational and catechetical ministry.
If you identify with these aspirations and can begin on July 1, 2001, please request an application packet from:
Presidential Search Committee • National Catholic Educational Association
1077 30th Street NW • Suite 100 • Washington, DC 20007
Email: search@ncea.org • Fax: (202) 333-1043
Applications will be accepted until October 16, 2000. Requests for confidentiality will be honored.
NCEA is the world's largest professional association for private education. Established in 1904, the association represents some 200,000 educators serving 7.6 million students at all levels of Catholic education.
NCEA is an equal opportunity employer.

THE UNIVERSITY OF WEST FLORIDA
Medical Technology
Faculty Position
A 12-month, tenure track Assistant/Associate Professor position is available in May or August 2001 in the Technology Program at the University of West Florida. Minimum qualifications: a Master's degree (Doctorate preferred) in national certification as MT (ASCP) or CLS (NCA). Responsibilities include undergraduate instruction in Clinical C and Diagnostic Metabolism, assistance in coordination of clinical services and continuing education program administration. Salary commensurate with experience. Application deadline is December 15, 2000. Send letter of interest, CV, transcripts, and three letters of recommendation to:

Roselind Fisher
Equal Opportunity and Diversity
University of West Florida
11000 University Park Way
Pensacola, FL 32514
E-mail rsbaker@uwf.edu
An Equal Opportunity/Affirmative Action employer.
Cleveland State University invites nominations and applications for the position of Provost and Senior Vice President for Academic and Student Affairs. Cleveland State University is a comprehensive, urban university committed to providing an education of high quality to students, primarily from the metropolitan area, with diverse backgrounds, experiences, interests, and educational needs.

With 4,162 full-time faculty, the University serves more than 16,000 students in seven colleges, offering a broad array of baccalaureate, master’s, doctoral and professional degree programs. Established in 1882, the University has an enrollment of approximately 25,000 students. The annual educational and general budget of the University is $135 million. For further information about the University, see its homepage at: http://www.csuohio.edu.

The Provost and Senior Vice President is the University’s chief academic officer, reporting directly to President Claire Van Aultenhofer and serving in her absence as the chief administrative officer. The Provost has broad responsibilities for the planning, development, and administration of the full array of the University’s academic programs and student services.

Candidates for the position of Provost and Senior Vice President will have: an earned doctorate or other terminal degree; a distinguished record of leadership or scholarship sufficient to warrant appointment in an academic unit at the rank of full professor; and at least five years of successful leadership in a line position at a university of comparable rank.

Leading candidates should possess evidence of at least ten years of experience in higher education. Candidates with equivalent experience in other fields also will be considered. Strong candidates will have a track record of success in the following areas: leadership in developing and articulating an academic vision within a complex institution; strong financial management skills with the ability to make strategic budget decisions within limited resources; demonstrated skills in fostering excellence in teaching, scholarship, community service, and public and professional service; commitment to serving the needs of a diverse student body, including adult learners; a commitment to affirmative action and equal opportunity in education and employment; and ability to engage all constituencies of the institution in collegial discourse in support of its academic mission.

Review of candidates will begin on September 30 and continue until the position is filled. The new Provost may commence duties as soon as January, but no later than July 1.

Application materials should be submitted to: Dr. Charles C. Hollar, Director, Provost Search Committee, Cleveland State University, Rhodes Tower 1201, Cleveland, OH 44115. The Search Committee is being assisted in this search by Charles J. Hollar, Director, A.T.Kearney Executive Search. Questions also may be directed to him at: (216) 687-3140 (phone), 216-687-9333 (fax), or email: charles.hollar@atkearney.com; or telephone: 216-687-9333 (atkearney.com); or web: www.csuohio.edu; or address: 33 John Carlyle Street, Alexandria, Virginia 22314.

Cleveland State University is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply. CSU provides reasonable accommodation for individuals with disabilities.
SPokane FALLS COMMUNITY COLLEGE
Vice President of Student Success

Responsible for the overall operation and management of all student services including the following areas: admissions/registration, assessment and testing, counseling, career center, academic standards, disability student services, academic advising, workforce development services, financial aid, placement, and veterans services, international student services, student fund programs/special projects/student government, multicultural student services, student residence services, student employment, and enrollment management. Develop and administer the annual budget to address college programs and goals; supervise classified staff, professional exempt and administrators in student services; responsible for the counseling department including selection, tenure review, contract, evaluation, and supervision. A master’s degree and three years of successful, relevant administrative experience in higher education, including fiscal management. Doctorate; successful experience working in multi-campus districts; and three years of successful teaching in an institution of higher education desirable. $87,000 annually. Anticipated date of employment is January 2, 2001. Closes September 29, 2000.

DEAN OF BUSINESS, COMPUTING, MATHEMATICS, AND SCIENCE

Administer, supervise, and provide leadership for faculty and staff in accounting, economics, fashion merchandising, business management, computing software applications, real estate, small business management, offices technology, engineering, physics, chemistry, astronomy, geology, biology, ecology, anatomy and physiology, aviation, mathematics, computer science, and information systems. Successful candidate will manage the annual budget of approximately $2.6 million for the division; provide leadership to approximately 100 full- and part-time faculty and staff; provide direction and advise on program and curriculum development. A master’s degree in one area of the supervised instructional areas; three years of successful teaching experience in a community college; and current or recent community college leadership or management experience. Demonstrated abilities in the following areas: working with people of various ethnic backgrounds; providing creative leadership; working effectively by consensus; processing effective human relations/interpersonal skills; developing student learning outcomes and assessment for courses, programs, and degrees; developing and/or using interdisciplinary studies in the college curriculum; and developing and using technology for teaching and learning; and knowledge of and experience with Carl Perkins and TECC Prep desirable. $72,100 annually. Anticipated date of employment is January 2, 2001. Closes September 22, 2000

For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99217-5499 at (509) 533-7429, TDD (509) 533-7466 or access our website at http://ccs.spokane.cc.wa.us

AAEEO

COLUMBIA UNIVERSITY
MAILMAN SCHOOL OF PUBLIC HEALTH

DIRECTOR OF ADMISSIONS AND FINANCIAL AID

Reporting to the Dean of Students and as a member of her senior staff, the Director will provide leadership and supervision for the admissions and financial aid functions for the Mailman School of Public Health (MSPH), at Columbia University. The MSPH is one of five top schools of public health in the country and is located at the Health Sciences Campus of Columbia University in New York City. Currently, the school has 650 enrolled masters and doctoral students, and admits 325 new students each year.

The Director will work with each of 6 academic divisions covering 19 academic tracks and 11 dual degree programs, and the faculty Admissions Committee to plan, develop, and implement a national recruitment plan that results in diverse and intellectually rich applicant pools for the MPH, MS, DrPH and PhD degree programs as well as several certificate programs for public health professionals that are being developed. It is anticipated that the Director will develop admissions publications and other recruitment materials and hire a recruiter to facilitate outreach/marketing. The Director will supervise two professional staff, the Assistant Director of Admissions and the Assistant Director of Financial Aid and their staffs, to manage an efficient and effective need-blind admissions process and a complex need-based financial aid award process, which result in the enrollment of talented and diverse student body. Finally, the Director is expected to make policy recommendations for recruitment, admissions, and financial aid.

The ideal candidate will have: a master’s degree or higher; 3 to 5 years of progressive experience in and technical knowledge of admissions and financial aid in a selective environment; familiarity with admissions/financial aid computer applications; a record of achievement that includes evidence of successful planning, creative problem solving, superb interpersonal skills, and effective senior level management; and be bilingual (Spanish).

The position is available immediately; the Search Committee will start to review applications on September 19. Salary and benefits, including a generous tuition benefit, are commensurate with experience. Inquiries, nominations, letters of intent and resumes may be sent to:

Nina Lythcott, Dr.P.H.
Dean of Students
Mailman School of Public Health
Columbia University
NYC, NY 10032

Advisor/Coordinator of Support Services for Students of Color for Office of Multicultural Services

Indiana University-Purdue University Fort Wayne (IPFW) invites applications for the position of Advisor/Coordinator of Support Services for Students of Color for the Office of Multicultural Services. The Advisor/Coordinator is responsible for providing support services and programs for students of color at IPFW, including the evaluation of such efforts, tracking of student engagement, and coordination of support programs for students of color in area high schools and urban community centers. Candidates must have a minimum of a bachelor’s degree in behavioral sciences, education, or a related field (master’s degree preferred), and two years of related work experience, preferably in an educational setting. fluency in Spanish is required.

Complete applications must include a letter of interest, resume, and names, addresses, and telephone numbers of three references. All communications should be sent to: Ms. Danielle Pilkul, IPFW, Wab Memorial Student Union, Room 118, Fort Wayne, IN 46805-1499. Screening of applicants will begin immediately and will continue until the position is filled.

IPFW IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY UNIVERSITY.

The Department of Religion at Syracuse University invites applications for a tenure-track position as Assistant Professor beginning in Fall 2001, with a specialization in Christianity. (e.g., history, thought, culture; time period: 15th-19th centuries; geographical area: open). Ability to teach a large undergraduate course in Christianity is required. Candidates are expected to have knowledge of methodological and theoretical approaches to the study of religion and a willingness to engage in the interdisciplinary and comparative commitments of the department, whose focus is on the interdependence of religion and culture broadly conceived. Candidates should have a Ph.D. or be planning to complete before September 2001. Send letter of application, cv, graduate transcripts, and three letters of recommendation to:

Prof. Patricia Cox Miller
Chair of the Search Committee
Department of Religion
501 Hall of Languages, Syracuse University
Syracuse, NY 13244-1170

Applications reviewed starting November 1, 2000 and will continue until appointment is made.

http://syllabus.syr.edu/homepage/main.htm

Syracuse University is an Affirmative Action/Equal Opportunity Employer.
**De Anza College**

De Anza College, located in Cupertino, California, continues to “Build on it’s Tradition of Excellence”, and is currently seeking qualified individuals to assist in fulfilling this mission.

**Disability Student Program & Services Counselor**

Under the direction of the Dean of Special Education, provide DSP&S counseling services to students with disabilities including educational accommodations, developing student education plans and monitoring student progress to ensure retention and student success.

**International Student Counselor**

Provide general counseling services to our International Student population. Provide academic, personal and career counseling services. Participate in recruitment and outreach programs and provide detailed counseling related to resolution of complex issues pertaining to immigration law.

**World History Instructor**

Provide classroom instruction in World History, Asian History, African History, and Latin History. An understanding of western and non-western perspectives in global or world history and a sensitivity for cultural and gender differences is essential. Some interdisciplinary teaching and/or team teaching is expected.

De Anza College serves nearly 25,000 students per quarter and is the top transfer institution in California. More than half of De Anza students are enrolled in one of sixty careers or technical programs which include 115 options.

All faculty positions require a Master’s degree or the equivalent.

For applications visit our website: http://www.deanza.edu/dist/employment.html or contact: Employment Services, (650) 999-6217 12345 El Monte Road Los Altos Hills, CA 94022 employment@deanza.edu AA/EOE
Announcement of Position Opening

CCP18 (Program Liaison Specialist, Collegiate Education for the Deaf &
Hard of Hearing Program) — 12 month Tenure Track

ANTICIPATED STARTING DATE: September 22, 2000

MINIMUM QUALIFICATIONS: Master’s degree and one year of experience
in student recruitment at post-secondary level; good writing, interpersonal,
organizational and computer skills; fluent in American Sign Language;
demonstrated ability to respond to and work with multiple constituencies.

Applicants who do not meet the minimum qualifications as stated are
encouraged to write in precisely how their experience has prepared
them for the responsibilities of this position and by providing appropriate
references. Exceptions to the degree requirements may be made for
compelling reasons.

RESPONSIBILITIES: Under the supervision of the Director, the Program
Liaison Specialist works closely with deaf and hard of hearing students to
Northwestern; visits high schools and other off-campus sites; meets
students, teachers and parents interested in college program; acts as liaison
between college and agencies serving deaf and hard of hearing individuals.

MINIMUM SALARY: $43,662 approximate annual salary, subject to
collective bargaining increase; excellent health benefits.

TO APPLY: Interested persons may apply by sending a cover letter
and resume, including the names of at least three (3) references, to:
Margot G. Kimmel, Director of Personnel Administration, Northwestern
CT Community College, Park Place East, Winsted, CT 06098.

APPLICATION DEADLINE: Application to be on file by September 8, 2000.

Northwestern Connecticut Community College, a Connecticut Community
College, is an Affirmative Action/Equal Opportunity Employer. M/F. Protected
group members are strongly encouraged to apply.

Announcement of Position Opening

Director of Annual Giving

The successful candidate will direct a comprehensive Annual Fund
program to generate gifts from alumni and friends of the University.
The Annual Fund includes phonathons, reunion campaigns,
management of class agents and other volunteer activities, senior
class giving program and direct mail initiatives.

The position demands strong organizational abilities, excellent
writing skills, extensive computer skills (working knowledge of
Raiser's Edge for Windows preferred), and the ability to work with
individuals of diverse backgrounds.

The successful candidate must demonstrate creativity, flexibility and
the drive to exceed yearly goals. Experience in marketing, strategic
planning, goal setting and creating new fundraising programs is
highly desirable.

Reporting to the Vice President for Advancement, the Director will
work closely with University faculty and staff, especially the
Directors of Alumni Affairs and Development.

A Bachelor’s Degree and a minimum of three (3) years experience
with Annual Fund programs in a higher education setting
is required.

Competitive salary and excellent benefits.


Applicants should send a letter of application and resume to:

Ronald Bogusz
Director of Publications
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305-1597

Positions

ARIZONA
The Maricopa Community College District 49

CALIFORNIA
California State University, Bakersfield 51
California State University, Monterey Bay 62
California State University, San Bernardino 49
College of the Redwoods 80
De Anza College 62
Grossmont-Cuyamaca Community College District 59
University of California, Davis 37
University of California, Riverside 54
COLORADO
Colorado State University 49
University of Denver 57
CONNECTICUT
Manchester Community College 56
Northwest Connecticut Community College 63
Western Connecticut State University 54
DC
American Council on Education 57
National Catholic Educational Association 58

FLORIDA
Florida State University 58
University of South Florida 56, 59
University of West Florida 58

GEORGIA
Georgia Perimeter College 51

ILLINOIS
Governors State University 60
Knox College 62
University of Illinois at Springfield 56

INDIANA
Ball State University 46
Indiana University-Purdue University 61
Purdue University 54

KANSAS
University of Kansas 46

MARYLAND
The Community College of Baltimore County 46
University of Maryland, College Park 48, 50, 57

MASSACHUSETTS
Bentley College 57, 62
Northeastern University 46, 52

MICHIGAN
Washtenaw Community College 57

NEBRASKA
University of Nebraska-Lincoln 37

NEW HAMPSHIRE
Tuck at Dartmouth 60

NEW JERSEY
New Jersey City University 50, 52, 55, 63
Rutgers, The State University of New Jersey 54

NEW MEXICO
Santa Fe Community College 14

NEW YORK
Columbia University 61
Cornell University 46
Hunter College/CUNY 57
Mercy College 62
SUNY, Buffalo State College 50
SUNY, Potsdam 53
Syracuse University 61

OHIO
Case Western Reserve University 2
Cleveland State University 59
The Ohio State University 60

PENNSYLVANIA
Millersville University 55
Penn State University 25
University of Pennsylvania 51

TEXAS
Midland College 60
Sul Ross State University 25, 49

UTAH
University of Utah 50

VIRGINIA
George Mason University 53
The College of William and Mary 54
University of Virginia 55

WASHINGTON
Community Colleges of Spokane 62
Western Washington University 14

Conferences

Hispanic Association of Colleges and Universities 48

A D V E R T I S I N G  I N D E X
I PUNTO FINAL!

THE LATINO STRUGGLE CONTINUES

University of California earlier this year announced an increase in applications by students of color. The report touted the numbers as proof positive that campus diversity has not been harmed by Proposition 209 or the official UC policy barring race or gender as factors in admissions decisions. The University of Texas likewise has been trumpeting a slight increase in Latino admissions since the end of affirmative action in Texas. In Florida, Governor Jeb Bush successfully rammed through the proposal to eliminate affirmative action in that state's university system, no doubt pointing to the success of his brother's state university in surviving its demise.

These developments are contributing to the false message that all is well and that Latinos and African Americans in particular will not have any trouble getting equal opportunity for access to higher education. This is an incredibly misleading message.

An honest look at the real numbers shows that the UC system is rapidly becoming a bastion of middle-class and upper-class whites in both the student body and the faculty—with serious social repercussions. (The glaring exception is the Berkeley campus, where I teach, which now has more Asian students than white.)

In 1993, only two African American students were among the class of nearly 300 at UCLA School of Law. In the fall of 1993, Blacks, Latinos, and American Indians made up 13.6 percent of freshman enrollment at Berkeley; in 1997, prior to Prop. 209 or UC’s “race-blind” policy going into effect, that number was 21.5 percent. Overall, more than 82 percent of UC’s tenured faculty is white, although nearly 13 percent of doctorates awarded in 1996–3,542 out of 27,741—went to minorities.

These numbers are not a result of a limited pool of qualified applicants of color. More and more students and professors of color are asking: Why should I come to a place that does not want me?

The vanishing diversity on campus is a direct consequence of the attack on affirmative action. But the harm has not ended there. Students of color aren’t the only ones feeling unwelcome and stigmatized. As a professor in an Ethnic Studies Department, the results of anti-affirmative action attacks are palpable to me. The validity and legitimacy of the discipline have been undermined by the same thinking, the same rhetoric, even the same individuals who spearheaded the anti-affirmative action movement.

Last year, my department staggered from a $300,000 budget cut that threatened to eliminate nearly 60 percent of the department’s academic offerings. This crisis was simply another piece of a pattern of insidious neglect; with no new hiring or replacement of faculty. Student demonstrations were important in temporarily halting the attacks on the department. But those attacks created the unwelcoming environment that has led to the loss of several professors and made the students who choose to major in ethnic studies feel as though their academic achievements are not viewed by the University as legitimate scholarly accomplishment.

It’s difficult to feel otherwise when members of the Board of Regents show public contempt for these studies.

UC Regent Ward Connerly wrote in a 1997 letter to President Clinton: “It is the academicians who have been using race in an obscene manner that’s now coming to light....It is the academicians who gave birth to...the proliferation of ethnic studies programs which sometime amount to segregated curricula.” What Connerly ignores is that student who enroll in ethnic studies courses are a diverse group. One of my own courses, Ethnic Studies 41, has had enrollment ranging from 400 to 700 over the years. The majority of students have been white and Asian.

People of color make up 52 percent of California’s population. Nationwide, 30 percent. By the middle of the 21st century, they will be 67 percent in California and up to 46 percent nationwide. By then Latinos are destined to become the majority people of color in the nation. If we continue to segregate our public educational institution continue to fail to educate the next generations of teachers, doctors, lawyers, and engineers in how to function in an increasingly diverse society, we risk creating a culture in which racial misunderstanding and conflict flourish. Devouring hard-won advances of all people of color and undermining the emergence of an authentic multicultural democracy.

If interested in submitting a 10- to 15-page piece, please e-mail us at sloulook@aol.com for guidelines.

The Hispanic
IN HIGHER EDUCATION

P.O. Box 68
Paramus, NJ 07652-0068

ADDRESS SERVICE REQUESTED

Bulk Rate
U.S. POSTAGE
PAID
Permit #664
S. Heckensack, N.J.
Our polymer science program is
Ranked 2nd In The U.S.

We have
One Of America's Top 6
sales and marketing programs.

Choose to shine.

Our trial law
teams are ranked
3rd In The Nation.

Our dance program is among the
Most Sought After
In The Country.

Our industrial/organizational
psychology program is ranked
7th In The Nation.

At The University of Akron, you'll find extraordinary programs designed to open doors to opportunity. Our programs rank among America's best, and many of them have garnered national and international acclaim. We're Northern Ohio's leading public university, and we're the only university in Ohio to have a basic science and engineering program ranked in the top five nationally. When it comes to academic excellence, The University of Akron outshines the rest. Call 1-800-655-4884 for information, or visit us on the web at www.uakron.edu

"The University of Akron is investing in your future with a $200 million enhancement of our campus and by setting the standard for excellence and student success in Northern Ohio. Join us and together we will shape the future."

Joe M. Provenza
President, The University of Akron
CONTENTS

FEATURES

In the beginning...

HO editor and journalist past, present, and future looks at the magazine's uncommon success. 6

“A Small Investment, A Lot of Courage, and a Great Effort”
Orlando López-Istúz founding partner describes the nitty-gritty of launching and nurturing The Hispanic Outlook 9

A Decade of Disaster for Affirmative Action
Situation hopeless? Opinions are mixed, but there's good news in Texas-increased minority voter registration. 13

Ten Years in the Making
The Hispanic Outlook has become a “very powerful instrument in education,” says de los Santos. 16

Communications Patterns in the Classroom: Gender Differences, Part One
Women do NOT talk more than men in class. Men just think they do. 22

GEAR UP—the Middle School to College Connection
In its pilot year GEAR UP made it into 21 states and 164 institutions pressing home the message that college is for everyone. 25

Super Teacher in Any Language
Colorado Mountains whirwind adjunct teaches ESL Texas, Minnesota, even Valley Girl style plus several dialects of Spanish 28


trends

Dreams and Spirits Soar at Guadalupe Center
College classrooms, town offices, and a Boys & Girls Club are all part of this jointly developed center. 30

Recruiting Hispanics, Swarthmore Style
The personal touch plus support for diversity throughout faculty, staff, and students, spells success for this small, select college. 33

OUTLOOK ON WASHINGTON:

A CAPITOL VIEW
At Last: Higher Education Opportunities for Washingtonians 5

Honor Roll: University of Houston-Downtown
The latest expansion of this thriving urban institution comes this month with its first ever master’s-in criminal justice. 19

People, Places, Publications, Conferences 34


I PUNTO FINAL!

A “New Wave” of Latino College Students back cover
Upcoming Issues
Our 10th year covering Minority Themes

Back To School
October 9th issue
Ad Deadline September 19th

Hispanic Heritage Month
October 23rd issue
Ad Deadline October 3rd

Call for advertising info:
201.587.8800
ext. 102 or 106

Fax: 201.587.9105

Visit our Web site!
www.HispanicOutlook.com
At Last: Higher Education Opportunities for Washingtonians

Washington, D.C., is a highly charged, action-oriented city. Part of that vitality comes from the variety of world-famous colleges and universities located within the District of Columbia. Students and scholars flock to them from all over the world.

All but one of those institutions is a private/independent one. Given the precarious financial realities of private higher education, and being the magnets they are for top-rated faculty, they are also very expensive. One result is that many local high school graduates can not afford to go to college in the city where they graduated.

No community colleges exist here either. The University of the District of Columbia has a rather limited curriculum, and ongoing financial difficulties for many years have not made it the first place high school graduates aspire to attend. If they go to the University of Maryland or George Mason University, both within commuting distance from D.C., they have to pay very high out-of-state tuition rates. Some public colleges in other states charge non-resident students four times the tuition paid by their state residents.

In short, D.C. residents have far less affordable higher education opportunities than do their counterparts in any other city in the U.S. Those are among the unique realities in “taxation without representation” Washington not shared by citizens in any of the fifty states. But that is now changing.

The District of Columbia College Access Act of 1999

This new law attempts to level the playing field for the young people of the District. It will help many a D.C. youngster to dare to dream, including a large and growing Hispanic population.

Henceforth, high school graduates will have an opportunity to attend a variety of affordable public colleges and universities, just as residents of the 50 states now have. Lack of financial resources can be a significant roadblock to entering and completing college. This program is a boon for D.C.'s poorest residents.

Residents who graduated from high school on or after January 1, 1998, and are enrolled at least half time in an undergraduate program, are eligible for tuition assistance. The awarding of the first tuition subsidies began in the summer; it is bound to grow in the years ahead.

This act not only improves access to higher education for D.C. students nationwide, it also authorizes federal financial support for the University of the District of Columbia.

Bipartisan support for this initiative included such leaders as the Secretary of Education Richard Riley, Mayor Anthony Williams, Delegate Eleanor Holmes-Norton, and Republican Congressman Tom Davis.

Scholarships for Local Private Universities. Washington residents who attend private colleges in the D.C. area and private Historically Black Colleges and Universities throughout Maryland and Virginia can receive scholarships of up to $2,500 per year or $12,500 over a lifetime.

Support for the University of the District of Columbia. This act provides federal funding to the city's only public institution of higher education, which should ensure that D.C. residents who choose to attend UDC will receive a solid education.

Material Benefits

Thousands of economically disadvantaged students will be able to go to college. They will learn more than they will realize for many a year. But there are also material benefits of going to college.

Recent government figures estimate that an investment in college earns a 12 percent return, nearly twice the historical average of the stock market. College graduates can expect to earn $600,000 more over a lifetime than high school graduates. Young men with a bachelor's degree earn 150 percent the salary of their peers with no more than a high school diploma in 1998. Women with a college degree earned twice as much as female high school graduates.

Truman and Clinton

Since the days of President Harry S Truman and his unflinching support for the G.I. Bill of Rights and for establishing community colleges nationwide, there has been a growing federal investment in education. Every president, each in his own fashion, has supported and expanded that effort.

Clinton believes in education for all. He has displayed a commitment to opening the doors of college to Americans. Financial aid (including tax relief for college) has more than doubled, from $25 billion in FY1999 to nearly $60 billion in FY2000. This is the largest investment in higher education since the G.I. Bill.

The Hope Scholarship and Lifetime Learning Tax credits provide more than $7 billion in higher education tax relief to 10 million families this year. Student loan reforms, including Direct Student Loans, have saved students $9 billion and taxpayers $6 billion. Large Pell grants, new opportunities to earn money for college through work-study and national service, and new and expanded efforts to help at risk youth prepare for college, through TRIO and GEAR-UP, are also broadening access to college.

The Future

It might be fanciful and feel hardy, but it is pleasant to imagine that the day will come when the fields of higher education will really be level for all. The day when students can attend any college they accept without having to pay out-of-state tuition. The day when what or where to study is predicated not on students' economic resources but on their ability to succeed.

Dr. Mellander is a professor at George Mason University.
Experts in the world of magazine publishing say that to be successful in this field, you must find an untapped market niche where the demographics are increasing and give readers information that they can't find anywhere else. Easier said than done, as the axiom goes. The truth is, there is no simple formula for finding the right mix of editorial content, subscribers, and advertising revenue that makes a new publication survive and thrive. In fact, very few magazines last more than five years because they simply run out of money before they can turn a profit. Some fall victim to competition; for example, five years ago, there were at least 20 major publications focusing on computers. That number has dwindled to four or five that dominate the industry's readership.

Which is exactly why the tenth anniversary of *The Hispanic Outlook* is so remarkable. Its story began in 1990, when José López-Ilsa, then president of Bergen Community College in Paramus, New Jersey, decided that the voice of Hispanics in higher education needed to grow stronger and to have its own forum for providing thoughtful commentary on higher education issues.

The introduction of the magazine could not have been timelier. Hispanics were experiencing unprecedented population growth, and affirmative action was still the law of the land.

"The introduction of the magazine could not have been timelier. Hispanics were experiencing unprecedented population growth, and affirmative action was still the law of the land."

Marilyn Gilroy
Professor of Communication Arts at Bergen Community College and a regular contributor to *HO*.

José López-Ilsa
was still a struggle to find editorial and production staff as well as the advertiser support it takes to start a magazine and keep it on its feet. There were several years of experimenting with features, layout, and marketing strategies.

However, this story has a happy ending. It is with pride and pleasure that we note that Outlook has been enthusiastically embraced by the higher education community and has become a phenomenon of its own. Its success can be attributed to finding the right balance between covering and analyzing issues of importance to Hispanics while trying to accent positive achievements made by individuals at campuses across the country.

Some of the magazine’s early features still appear on a regular basis. The “Outlook on Washington” column has provided timely information on national education initiatives and reports on progress in the legislative and administrative branches of government. “People, Places and Publications,” one of the most popular features in the ’80s and now, has been greatly expanded, in part through the efforts of news editor Jason Paneque. Other segments, like the “Punto Final” “think pieces,” have been added in the last few years. Of course, there is the always popular and controversial ranking of colleges and universities that represent the Best Colleges for Hispanics, a feature inspired by the annual academic rankings in U.S. News & World Report.

Another indication of the magazine’s success is that the audience has increased measurably and includes a broader readership that transcends any one group. In addition, education officials and even politicians often quote HO as a source in policy speeches. As a compliment from its peers, our articles are reprinted with permission in other journals.

Although I have not been editor for several years now, I am a regular contributor, and I have kept a watchful eye on the magazine’s direction. Having been associated with The Hispanic Outlook family nation’s future by helping minorities succeed and getting them through the undergraduate and graduate pipeline. In 1996.

Outlook has been enthusiastically embraced by the higher education community and has become a phenomenon of its own.

1. Contributing to the critical national dialogue on how to ensure opportunities for Hispanics.
2. Providing a forum for those who have newsworthy stories to tell.
3. Working with the publishers and other contacts to the image and success of Hispanics in higher education when they asked me to consider assuming the role of editor, I was hesitant because I wasn’t Hispanic but he said he needed a journalist and someone who knew about education, so I accepted. I am so glad that I did because I wrote an editor who can reach the deeper understanding of some of the most critical educational issues of our time.
4. Watching a talented group of people and the staff shape the artistic direction and tone of the magazine.

Let’s face it—the magazine’s concept was sound, but it had to do well, and it had to succeed financially. Sometimes the staff worked long, hard hours at times when colleges were reluctant to commit precious advertising dollars to a new magazine. HO’s production budget did not have all the money for elaborate and color graphics—so only a two-color format. Eventually, all of the hard work and faith paid off, with the help...
some creativity from Suzanne López-Ilsa in public relations and the steady hand of Orlando López-Ilsa in accounting.

5. Providing opportunities for talented writers and journalists of all ages and backgrounds.

HO worked with both "seasoned" and younger writers from all over the country. Since we are based in the New York City area, we have found knowledgeable journalists who provided lively coverage of the CUNY debate on remedial education, for example, and the controversies involving the public schools. HO also sponsored paid internships in every phase of the magazine's editorial and production functions for local college students. Some of these students became full-time employees at the magazine.

6. Working with dynamic editors, who include Amalis Duarte, Adalyn Hixon, and Mari Carmen Sarracino. Each editor faced the challenge of balancing students' unique ideas to the magazine by keeping it growing and vital while maintaining a fresh perspective. All of them took the content forward in terms of quality, breadth of coverage, and layout. Senior Editor Mia Anderson, who has been with the magazine since the beginning, has used her unparalleled editing skills to make sure our punctuation and grammar are correct and that our language is non-sexist and non-racist.

7. Staying on to write for the magazine after my stewardship as editor. Even though I have worked for newspapers and am a professor of journalism, there is nothing like practicing the craft of writing to keep skills up to date. I have had lots of help from public relations directors at colleges and universities who respond enthusiastically to our requests for information.

8. Watching the readership broaden.

HO started with a readership concentrated on the East and West Coasts and in Florida. We now have subscribers in every state, and we get letters and feedback from college presidents, faculty members, and many heads of nonprofit organizations who are reading the magazine for ideas and coverage of important issues.

9. Interviewing wonderful, dedicated, and talented individuals who are passionate about the need to help minorities reach their potential and find opportunities.

Happy Anniversary to Hispanic Outlook.

---

UNIVERSITY OF CALIFORNIA, DAVIS
Environmental Engineering
Faculty Position Available

The Department of Civil and Environmental Engineering at UC Davis invites applications and nominations for a tenure-track position in environmental engineering with specialization in biological systems and treatment. The position is open at Assistant and Associate Professor levels. Requirements include a doctorate in engineering and a demonstrated record of success in, or evidence of outstanding potential for, both teaching and building a vigorous independent research program. The successful candidate will have a strong background and interest in water and wastewater quality and applying advances in the biological sciences to process design.

Areas of special interest include, but are not limited to, microbial ecology, application of molecular tools, public health, and non-point source pollution. Experience with municipal wastewater or water treatment plants and formal training in computational methods is desirable. She/he will join departmental colleagues in teaching undergraduate courses in environmental engineering and graduate courses related to water and wastewater treatment as well as biological systems.

To be assured of consideration, applications must be submitted by October 2, 2000. Applicants should submit a complete resume, including a statement of teaching and research interests, transcripts, a list of relevant professional experience and publications, and the names, mailing addresses, telephone numbers, and e-mail addresses of three references to:

Jeanie L. Darby, Professor
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

Information about the department can be found at http://ccee.Eng.ucdavis.edu/

UC Davis and the Department of Civil and Environmental Engineering are committed to building a diverse faculty, staff, and student body in response to the changing population and educational needs of California and the nation. The University of California is an affirmative action/equal opportunity employer.

---

Director,
Office of Campus Relations
STANFORD UNIVERSITY

Stanford University is committed to principles of equal opportunity, affirmative action celebrating the diversity of its faculty (4640), students (14,000) and staff (8000). University seeks in the Director of the Office of Campus Relations for focused leadership in planning, implementing, and evaluating the campus concerning these principles support diversity recruitment, development awareness. A new environment: from discrimination, work-life integration, employee assistance and a sense of community. Stanford is responsible for monitoring and developing programs for campus designated areas such as affirmative action and the ADA. The office consists of 5 units for Multicultural Development, Ombudsperson/Coordinator, Sexual Harassment Office, Stanford Help Center, WorkLife Office with a total of 25 employees.

Qualifications: Broad knowledge of affirmative action laws, programs and policies; success in implementation in large, complex organizations. Ability to interpret and analyze federal, state, and local policies and experience with governmental involvement with affirmative action and discrimination in higher education. Recent experience in all functional components of OCR. Strong leadership and communication skills with experience in directing, counseling, and communicating with professionals in support staff. Experience working in a large decentralized organization and in complex, higher education setting. Ability to work effectively with external customers and public and Regards community groups as Bachelors degree is required. Graduates must be eligible for equal employment opportunities.

Stanford University is an Equal Employment Opportunity through Affirmative Action Employer.

Addressee correspondence to Lori Kobara, Assistant to the Executive Director of Human Resources, 651 Serra Street, Stanford CA 94305-6210. Applications be received by December 15, 2000. No Thurs. This not an academic position and application is conditional to the academic year.
"A Small Investment, A Lot of Courage and a Great Effort"

A Founding Partner Steps up to the Microphone

By Adalyn Hixson

This being the 10th anniversary, one largely unsung founder of the magazine, Orlando López-Ilsa, has agreed to talk for the record, about The Hispanic Outlook in Higher Education.

"It was very difficult. The magazine was very small—only a few pages, a few articles, and very few ads. But we decided that we are going to keep the magazine alive." Orlando López-Ilsa, chief operating officer and VP of The Hispanic Outlook in Higher Education, is talking to me about the early days of the magazine.

The very first issue, January 1990, kicked off with renowned science fiction author and futurist Isaac Asimov writing on the emergence of Latin America and the importance of bilingualism, sociologist Marta Tienda on immigration trends and educational opportunities for Hispanics, and José López-Ilsa on the future of community colleges.

Now, ten years later, HO averages 70 pages, more like 100 many months, comes out every two weeks, and is read from coast to coast.

I ask Orlando what generated his interest in higher education. He tells me it’s a family thing. His mother, Blanca, worked very hard at many jobs “all her life” to be sure that her three sons, Orlando, José, and Héctor, got a good education. And in the early days of HO, when she was in her 80s, “she would come in to stuff envelopes. She was very happy, working with the family.”

“My father was Secretary of Education in Cuba. My brother José, an educator all his life, and we understand the importance of education as it comes naturally that our children went to college and I wish that all children always dream of going to college and go to college.”

The Conception

A decade ago, José López-Ilsa, then president of BCC Community College, in Orlando and some colleagues in his office, not citing the reference. He tells them he has an idea to publish a magazine. There are existing magazines about higher education, but nothing to reflect the Hispanic concern wants to start such a magazine.

“I had no prior inkling,” says Orlando. Did he know anything about publishing? "thought it was a very good idea. I liked it the beginning.”

And my brother José said, ‘Maybe you can get involved in this venture on a part-time basis.”

Getting Started

"Step number one was like starting any business," says Orlando. "Where is the money coming from? How can we get it?"
to come from? And what kind of staffing would get us started?

"We decided that maybe with a small investment, a lot of courage, and a great effort, we could start a magazine.

"My brother asked me to prepare a budget. Of course, I knew how to prepare a budget." Orlando was, after all, comptroller of a shipping business, with a master's degree in business administration. "But I didn't know much about the magazine business."

They ran out of money very quickly, and said "Now what?"

"We had to either invest more money or get credit," says Orlando. But there was no either/or about it. They had to do both—dig deeper into their personal pockets AND go to the bank.

"It was not easy; it was impossible!" says Orlando. "The credit we got from the bank was on personal guarantees—because it was a business that was starting, we had no experience of any kind, and the banks will never extend credit to a business in that situation."

"At that point I realized that this could not be done on a part-time basis."

"I decided to quit my job and dedicate myself full-time to the magazine. I took the chance, working very hard with my brother José and other people who helped us at the beginning—Castor Maldonado, a longtime friend of José's—he did not have much experience in the business, but also liked the idea."

José, as a college president, was busy with college business all day while Orlando worked on launching the magazine. After five, the two would meet, sometimes with others, to discuss what was happening. "And that almost always extended to eight or nine at night."

Month to Month

"We were living month to month. At the end of every month, we evaluated the situation and decided...well...things are beginning to turn around, people are beginning to know us. They know that it is a magazine for real."

"What was it like, I ask, to go home and tell your spouse you are quitting your job to launch a magazine?"

"At the beginning," he says, "Suzanne was not too happy. But then she realized that I really liked what I was doing."

"Thank God my wife was working!" And earning a good living, he says, and that was of great help. It was "a few years," probably an understatement, I'm thinking, before he got a payment of..." I strain to imagine him throwing amid chaos that surely prevailed at the magazine beginnings. Perhaps his innate sense of or reassured and sustained those around him. Whatever his state of mind, his willingness: leap into such a venture is a tribute to the love and loyalty shared by these brothers, and to their incredible, admirable sense of mission.

His willingness to leap into such a venture is a tribute to the trust and loyalty shared by these brothers, and to their incredible, admirable sense of mission.

Expenses

"In the early 90s," says Orlando, "we were projecting that it would take maybe two to three years to establish the magazine and to break even. Reality, it took longer. Until early 1990 to 1991, Orlando ran the magazine. We were not breaking even."

"With that in mind, the first year we thought we were going to break even, maybe we should think about expanding the magazine, adding new sections—too small."

"As you expand the magazine, every part becomes more expensive, and as the magazine grows, and the subscribers increase, you can probably break even with that in mind."

"I'm not aware of anyone who created the idea of leasing equipment because you need a magazine for a magazine."

"When we started the magazine, there were issues a year. And for years now, every two weeks..."

"It was 1991 when they finally said...I think it was 1991 when they finally said...I think we can have a magazine that looks like a magazine."

A New Member

"You asked me if it was tough on Suzanne, that I spent many, many hours with the magazine. [EX: for no pay]." And the fact is that she got so enthusiastic about the magazine that she started helping us on a part-time basis. I realized that she was a writer, and she liked the idea of the magazine. She thought that she could be good for the m
'I asked her if she wanted to join the magazine on a permanent basis. And she has been a tremendous force—probably one of the main reasons for the success of the magazine. She started just helping out, and all of a sudden, she was doing everything.'

'She got involved in the layout, and in choosing ideas for articles. The opinion feature—Punto Final—was her idea, and she made it happen. A colleague at the University of South Florida, commented on how well the magazine was doing, and how nice it looked, and congratulated Suzanne on the good job she was doing. I was very happy and proud.'

'Suzanne works here now harder than I do. And she is managing the editorial part and is doing a wonderful job.'

'Today, she is the heart of The Hispanic Outlook magazine.'

Reaching Out

'From the beginning, we attended different conferences, the American Council on Education, HACU, American Association of Higher Ed. We set up a booth, and gave away the magazines. That helped us a lot. We met a lot of people, we made many good friends, and in the long run, it helped us get H0 established. People we met were willing to help us by writing for the magazine, and trying to get their institutions to subscribe.'

'It was expensive, but it was very helpful; we met a lot of people. In the long run, it helped us to get H0 established. So it was good.'

'I have enjoyed so much attending all these conferences—meeting presidents and administrators and professors. It really touches me, the tremendous effort that they put into their careers, their professions, how dedicated they are.'

'I have met many friends, and it is very rewarding when they offer their support. They are happy to see you, and always offer a word of encouragement.'

Advertisers

'From the beginning, we got great support from the college presidents in the state of NJ.'

The first ad, he recalls, came from what is now New Jersey City University, in Jersey City, one of the most diversely peopled areas of densely populated northern N.J., and a city with a long-standing Hispanic population. Other early advertisers included N.J.'s William Paterson and Kean colleges, both now universities.

'Pretty soon,' says Orlando, 'schools in California and Texas and Arizona. And almost from the beginning, we received great support from universities in New England. I don't know why. Maybe because they have liberal ideas, and they do believe in affirmative action.'

The Highs, the Lows

The joyful part, says Orlando, is when you finally see the magazine get to the level you want to bring it to, with all the sections you want, and the look you want.

'We have not fulfilled the dream yet.'

And the lows, he asks? An answer is not long coming.

'We have good writers. We have very good editors. And prior to every printing, I sit down and read the magazine. Then when it is printed, I open the first page, and I see a mistake! And I get very upset. But then I look at all the other publications, and I see that mistakes, and I think it is unavoidable.'

This side of Orlando I already knew. And knew too the great relief I felt when "closing the issue"—making sure that all corrections had been made, that we had not put the wrong president's picture in the Honor Roll feature, spelled "professor" with three esses—fell on me, not my shoulders other than mine. For to disappoint man as innately gracious and kind as Orlando Lopes-Lisa weighs very heavy on conscience. And given his post-publication eagle eye, dispointing him at least once a month was pre much a given.

Ancestors and Heirs

Orlando graduated from the University Havana—'that was in 1955'—and got a maste business there too.

'Unfortunately, I could not work in my care in Cuba for a long time because of the changes 1959, when Fidel Castro took over. Very shorty, decided to leave and come to this country.'

'Things have been very good for me in this country, which is my country. I was 27 years old when I arrived here. With only $100. I ha lived here a lot longer than I lived in Cuba consider myself to be an American.' He became a U.S. citizen in 1967.

'When I first came, I was living in New York uptown Manhattan, and then moved to the Bronx, then to New Jersey. I have fond memories although they were very, very hard times, the first few years in this country.'
had to work, the struggle with the English language, the cold weather.” We laugh about the cold weather. “When I look back and see what I have accomplished, I have no regrets.

“Working hard, always on the job, trying, failing, getting up again, trying again… I am happy that it was hard and now we can see the fruits of the hard work. I don’t think that you enjoy things as much if they come easier.”

So, I ask, your son Tony didn’t get a new car when he graduated?

“No. He got my old car, a Chevy Blazer, eight years old.”

Tony, a TV journalist, graduated from the Boston University School of Communications. “I tried to convince him to go into print media,” specifically, the magazine, but Tony chose television, and is now a producer at WTVJ, the NBC-owned and operated station in Miami.

Orlando, Jr., an architect in Tampa, earned a master’s at the University of Florida-Gainesville. Daughter Marla, a graduate of the University of Hartford School of Engineering, living in Scottsdale, Ariz., “is the holder of several patents for medical instruments, and for computer chips.”

José López-Isla graduated from the University of Havana with an LL.D. and a Ph.D. in philosophy. His daughter Lourdes, a Yale graduate, received a law degree at Harvard and is now general counsel for a group of affiliated investment advisor firms in the Washington, D.C. area. His daughter Marlene, a Cornell graduate, has a pediatric practice in Manhattan.

Hispanic Advances

“The landscape is changing, but very, very slowly. Hispanics are very soon going to be the largest minority, but from there to become a force in higher education is going to take a lot longer.”

And if Hispanic teens continue to drop out of high school in such large numbers, “it is going to be even longer. Yes, we are making improvements, but it is still very slow. The number of Hispanic faculty and administrators is very, very small. I hope that in the near future, those numbers improve, but…”

There were some times, he says, when he felt that the magazine wasn’t going to make it. “But I thought, this is such a good idea, there is such a need for a magazine like this in higher education, that we have to make it work.”

“I am very glad that we didn’t quit, because now I can look back and say, we did the right thing. Now we have a magazine that can help Hispanics in higher education and that can the people of this country what Hispanic doing in higher education.”

Down the Road

I ask, are you ever going to retire? “Why answers. “When you enjoy what you are doing, why should you retire?”

“When you get a lot of satisfaction in work—especially a magazine, where you always see the fruits of your effort. I have read section of the magazines, from the first and I like to look at them and see how v through all the years. When you have all the satisfaction, you’re not thinking of retiring. I point out that he did retire from us on Sundays, a move forced by a local Blax that can get you arrested for working office on the Sabbath.

“Yes,” he says. “I changed my work schedule six days a week.”

New ventures down the road? “Depends, he laughs, on whether his body has any ideas.”
A Decade of Disaster for Affirmative Action

Last Rites or Wake-up Call?

By Amalia Duarte

Over the past decade, there has been a clear trend when it comes to affirmative action. In a wave of court decisions, voter referenda, and pieces of legislation, affirmative action has been successfully rolled back. In fact, some would argue it's been virtually drowned in a tsunami of anti-affirmative action sentiment.

The Hispanic Outlook in Higher Education has covered the trend with hand posed the question, "Is Affirmative Action Dead?"

Some affirmative action advocates believe that it is now fighting for "In the '90s, the most significant development in affirmative action been the all-out efforts to strike it down," said Janell Byrd, senior c with the NAACP Legal Defense and Education Fund. "The challenge affirmative action stand out to me the most."
where last year Governor Jeb Bush signed an anti-affirmative action order
called the One Florida Plan.

But perhaps the decade’s regression on this issue should not come as a
surprise. After all, affirmative action has never been on solid ground.

Some History

Its roots date to the 1930s, as a Black and white issue, with the creation
of the Committee on Fair Employment Practices and the National Labor
Relations Board. The term first was used in the Wagner Act of 1935,
authorizing the NLRB to redress unfair labor practices. It wasn’t until the 1960s
that the phrase “affirmative action” became linked in a broader sense with
civil rights. The term was reintroduced in 1961 when President John F.
Kennedy signed an executive order stating that federal contractors should
take “affirmative action” so that job applicants and employees alike were
treated without regard to their race, creed, color, or national origin.

Affirmative action gained a legal foundation with the 1964 Civil Rights
Act, which outlawed discrimination
in public accommodations and
employment. In the 1970s, President
Richard Nixon was the first to
implement federal policies
designed to guarantee minority hiring.

Institutions of higher education
were following suit, but a major
challenge arose almost immediately.
In the 1978 landmark Bakke
case, a white man sued the
University of California board of
regents after being rejected by a UC
medical school. He contended that
separate admissions standards for
minority applicants were illegal. But
the U.S. Supreme Court ruled that
race could be used as a factor in
admissions and supported the
University’s affirmative action program.

With the Bakke decision as a guidepost, colleges and universities con-
tinued to implement affirmative action efforts that opened the doors of
higher education to thousands of minorities and women.

The changes produced by affirmative action were dramatic. In 1984, for
example, the student body at the University of California system was 70
percent white, 16 percent Asian, 7 percent Hispanic, and 4 percent
African American. A decade later, in 1994, the percentage of Hispanic students
had doubled to 14 percent, and Asians now comprised 29 percent of
the student body. Enrollment of African American students remained
steady at four percent. And whites in 1994 were a minority, making up just
40 percent of the student population.

But everything was about to shift. During the Reagan and Bush adminis-
trations, the Supreme Court changed dramatically. Five justices were
appointed during that time, and they turned the court in a much more conser-

Only two on the current court were appointed by Democrats, Justice
Bader Ginsburg and Stephen Bryer.

And this more conservative Supreme Court began voting agains
affirmative action. In 1989, the court struck down a Richmond, Va., pr
that reserved 30 percent of city contracts for minorities. By a 5-3 vote
justices said the U.S. Constitution does not tolerate such blatant rac
preferences except in “extreme” instances where they are clearly need
remedy proven past discrimination.

“We were faced with a hostile court, and the public paradigm
from massive resistance to civil rights to challenges to affirmative a
said the NAACP’s Byrd. “This country has always had a problem wi
and ethnicity and been uncomfortable with efforts to level the

Subsequently, several of the Court’s decisions narrowed the stances under which race-based affirmative action program
allowed. In 1995, the Court let stand a lower-court ruling that found
based promotions in a Pitt
fire department discrim
against white males. That saw
it declined to hear a case in a
scholarship program for
Americans at the Univer
Maryland was deemed unac
allowing a lower-court to
prevail.

Without question, today’s
views affirmative action in
different light than does th
that supported the Univer
example, Justice Scalia ha
that race "should almost ne
consideration in such matte
concurring opinion in one
wrote, "In my view, govern
never have a compelling int
discriminating on the basis of
race in order to ‘make up for pa
discrimination in the opposite direction.”

And conservatives decided to keep whittling away at affirmative
through this much more sympathetic Court. In 1989, an organizat
the Center for Individual Rights (CIR) was formed and began ta
cases involving civil rights. CIR states that its “purpose is the de
individual rights, with particular emphasis on civil rights, free
speech, the free exercise of religion, and sexual harassment law.”

Representation to deserving clients who cannot otherwise obtain legal counsel and whose individual rights are threatened.

One major victory for this group involved a lawsuit against the U
of Texas at Austin brought by Cheryl Hopwood. This young white wo

The Fifth Circuit Court of Appeals found that societal discrimination did not justifi
rate admissions tracks for minorities, and in 1996 the Supreme Court
ruling stand, effectively outlawing affirmative action programs in
suits against the University of Washington's School of Law and the University of Michigan. (Most recently, CIR claimed victory for the Boy Scouts in successfully defending the group's exclusion of a gay scoutmaster.)

And as the Supreme Court turned against affirmative action, so did the court of public opinion. Some would argue that the first volley in this battle began in 1994 with passage of Proposition 187, which denied undocumented immigrants access to public health facilities and schools. It was followed in the summer of 1995 with a University of California board of regents vote to drop affirmative action in admissions and hiring. At the time, the measure's keyponent Regent Ward Connerly, who is African American, said, "Affirmative action is dead. We are negotiating the burial rites."

And the efforts to kill civil rights programs continued. In 1996, California voters went even further than the regents by passing Proposition 209, which outlawed affirmative action among all state institutions. In 1998, Proposition 227, an anti-bilingual education question, was easily adopted in California.

Some argue these referenda take hold in California because its white residents feel overwhelmed by the exploding immigration from both Latin America and Asia. "Here in California, you have a white population that will soon be a minority," said Maria Blanco, regional counsel for the Mexican American Legal Defense and Education Fund (MALDEF). "The feeling among whites is that they're losing this state." These referenda, she said, "play into that fear, whereas in other states, such a huge demographic shift will never be a reality."

But California wasn't alone in its referendum fever. In November 1998, Washington State voters passed Initiative 200, which, like Prop. 209, outlawed affirmative action programs at state institutions.

The fallout at colleges and universities was disturbing. Top UC schools like UCLA and Berkeley began to admit fewer minority students, in effect creating a segregated, two-tiered public university system. UC-Austin saw fewer minorities admitted as well, a trend especially visible at the law school. Immediately after the Hopwood decision, there were just four African American and 26 Hispanic students at the law school, compared with 31 African Americans and 42 Hispanics the prior academic year.

Reflecting on Hopwood recently, UT-Austin law school Dean Michael Sharlot said that the impact was "terrible." "We no longer have the support network for minorities that we used to have because their overall numbers are down. They are choosing to go to other schools," he said. Huge numbers help reject an anti-affirmative action measure. If California and Texas act this year, it will be a counter to the referenda. California's board of regents voted to guarantee admission to the UC system for the top 4 percent of high school seniors. The Legislature went further by passing a law guaranteeing admission state's flagship public schools to the top 10 percent of high school graduates.

So far, the results in Texas have been good. UT-Austin saw its enrollment go up as a result. In the fall of 1999, there were subs increases in the number and percentage of African American, Hispanic and Asian American students compared to the fall 1998 class.

"I am delighted with the direction this year's entering class," said UT-Austin President Dr. D. Paulson. "The plan elevates affirmative action yet guaranties state university admissions to 2 percent of their class, without reducing SAT or ACT scores. However, we worry that minorities will have the 19 pre-college paper required to enter a Florida university.

The attacks on affirmative action and the One Florida platform prompted a strong statement from the U.S. Commission on Civil Rights, which voted 6-2 to endorse the statement this past spring. The commissioners wrote, "I should keep affirmative action unless forced to abandon it.'''

The commissioners concluded that the percentage plans we need to keep the nation's campuses diverse. "The percentage plans are an experimental response to the attacks on affirmative action," a U.S. Commissioner wrote. "But they are not a substitute for strong race-conscious affirmative action in higher education. What is required is a Supreme Court reaffirming Bakke and making affirmative action an imperative in higher education.

With another Bush running for the White House, some are about future Supreme Court appointments. But others point to trends. The onslaught of referenda had a silver lining in that it galvanized minorities to vote. And Corporate America, in large part, supports the efforts. "I am optimistic," said MALDEF's Blanco. "Academics, the private sector, and others who work on these issues have not gone away and are beginning to think creatively about how to address affirmative action in ways that don't rush these hot buttons. I see public opinion
Ten Years In the Making

Magazine Said to Broaden,Enhance, Enlighen

by Mari Carmen Sarracent

“W e've come a long way, baby,” says Alfredo de los Santos, veteran educator, administrator, renowned leader in higher education, who has witnessed the evolution of The Hispanic Outlook in Higher Education from its earliest days.

"Initially, it had little coverage, limited circulation. Over the years, HO has broadened the scope, become a very powerful instrument in education. It touches on issues of universal interest." He too the magazine’s utility for both advertisers and for people exploring new career paths.

The Outlook has indeed covered topics relevant to Latinos in its lifetime, from the ongoing issues of affirmative action, campus diversity, financial aid, admissions testing, the “best” colleges for Hispanics, and bilingual education, to emerging themes such as the Internet, a phenomenon that brings new possibilities, new opportunities.

The vision behind the once-upon-a-time single-digit folio has been clear since its inception—to edit an academic community about Hispanics in higher education and provide a forum for issues pertaining to the progress of Latinos nationwide. This is the unwavering mission shared by the brothers behsing the scene—José and Orlando López-Isla.

HO has introduced programs offering educational and social services to Hispanic populations; lauded the accomplishments and contributions of many Hispanics and higher ed institutions, and presented statistical data refi expressing progress and growth. At the same time, it has tackled its share of controversial issues—the death of tenured minority faculty members, bilingual education, race relations on campus, the glass ceiling, distance education at forprofit universities.

Florida’s Palm Beach Community College Provost María Vallejo, like Alfredo de los Santos, has observed The Outlook over many years. “It has blossomed,” she says. “It’s like seeing a child grow: The vision has not changed—to provide the most information in a timely manner to us in the trenches. However, it has become more national in scope, even international. The quality has improved, and it’s more sophisticated; the magazine not only helps us to do our work, but we see a solution to our colleagues and constituents see that we have an outlook and exposure. HO enhances our working and the respect that we can get from our colleagues. It’s an avenue for our voices to be heard.”

HO represents many different things to its readership. To some, it is not only an information resource but also an educational aid. De los Santos teaches a graduate-level course at Arizona State University that’s specific to students interested in teaching careers at community colleges. He uses The Outlook as well as The Chronicle, Black Issues, and others. "Those are the peer publications," he says. "While there is some overlap, which is good, among the magazines HO has its own niche. It helps because it focuses on those things that are important to the Latino community to a larger degree than any other magazine does. That was one of the things that was needed in this field.”

Stanley O. Ikenberry, president of the American Council on Education, Washington, D.C., notes, “It has been a superb form of communication that has been helpful not just to ACE but to all of American education in focusing on concerns and issues related to underserved students, and to institutions that are reaching out to meet the needs of Hispanic students and others.”

Ikenberry cites some of the topics about which HO has offered readers a comprehensive look at: The stand out are related to access, equality of opportunity, cost, and student aid.

A must-read for many institutions of higher learning and organizations, David L. Warren, president of the National Association of Independent Colleges and Universities (NAICU), Washington, D.C., notes, “The issues of affirmative action, enrollment and graduation, and emerging demographic trends—the utmost concern to NAICU and the independent sector. Anyone who follows and cares about the development of Latino higher education in the United States turns to The Hispanic Outlook for its coverage of government developments, broad national trends, and institutional news. In particular, it has been a valuable source of information about Latino education at the campus level, including its coverage of new policies and practices that are designed and implemented by the students who are ultimately affected.”
"The Hispanic Outlook is perhaps the one publication covering higher education that has best analyzed the efforts of private institutions to reach out to Latino students and improve their success rates. And it has always made certain to recognize the positive results of those activities."

Things Change; Things Remain the Same

Among the cornucopia of topics that HO has featured, a decade ago, HO discussed the need to narrow the gap in the health professions. While we can account for improvements, 10 years later, we are still tackling the same issue. Project 3000 by 2000, a campaign of the Association of American Medical Colleges, was launched in fall 1991 to substantially increase the number of underrepresented minority matriculants to U.S. medical schools. And Latinos are getting there. U.S. DOE data for academic year '97-'98 show progress—Latinos receiving degrees in medicine numbered 766 (colleges granting the most first-professional degrees to Hispanics).

In 1990, only 602 of roughly 18,500 nursing graduates were Latino. A 1988 Department of Health and Human Services study reported that of 1.6 million employed registered nurses, fewer than 139,000 were minorities, of which Hispanics accounted for under two percent. In 1997-98, according to the DOE's list of colleges granting the most degrees to Hispanics, 1,096 Latinos earned a bachelor's degree in nursing.

Latino representation in a variety of careers is not where we'd like it to be; however, we cannot ignore the distance that Latinos have traveled.

The dearth of Hispanic applicants and students in the country's law schools also has been a topic of much discussion. The long-term effect is reflected in the shortage of people of color as judges, attorneys, and law school professors. In '89-90, according to the National Center for Education Statistics, 1,275 out of 364,357 law degrees granted were earned by Hispanics. Whites accounted for 32,187. DOE figures comparing '94-95 and '95-96 reveal an upward trend from 1,974 to 2,852 law degrees awarded to Hispanics. And whereas in the past, Latinos running for various legal appointments did not receive adequate exposure or perhaps were not deemed contenders, more recently, we have well-recognized Hispanic judges, counsel, and even candidates for the Supreme Court.

Women still face challenges, but their accomplishments have not gone unnoticed. Latinas are increasingly visible among faculty and in leadership positions—as college presidents, heads of organizations, in government, and as entrepreneurs. A 1992, EEOC-Higher Education Staff Information Survey reflected 15,553 women full professors nationwide, 14,009 of them white and 259 Hispanic. The total number of male full professors equaled 117,660—more than 90 percent white and one percent Hispanic.

Says de los Santos, "Despite our growth, proportionally we are not represented in terms of students, faculty, and administrators. However, Hispanics will become the largest minority in higher education. In 1997, the number of Hispanics in community colleges exceeded African-Americans, for example. In some states, we will be the dominant minority. This brings strong implications for the journal. The issues will continue, and HO will be a more prominent voice of our community to us and to the larger community."

The color of faculty and tenure are two issues that HO has been continuously examining. De los Santos adds, "The faculty members that were hired in the '60s are going to retire in the next five years—we need to be vigilant that many of us get opportunities so that Latinos can teach our students."

It used to be that Latinos—men and women—were concentrated in what was referred to as the "barrio of education"—Spanish, bilingual education, and Chicano studies departments. While that has not entirely changed, perception of these departments has. Culture-and gender-related areas of study have gradually gained their due respect in academia, and have inspired and initiated the development and accreditation of other departments in universities across the country. Latinos have a presence among the faculty ranks in a number of academic fields—engineering, physics, law, medicine, psychology, business, and technology.

Piquing Interest

Readers have grown to depend on The Outlook not only for its coverage of controversial issues of the day but for its theme issues and regular columns. Through the "Outlook on Washington" column, first published in 1994, HO features commentary and news on a spectrum of topics from the Department of Education initiatives, the importance of bilingualism, parental involvement in education, scholarship information, Internet sites, and more.

Despite increases in students of color applying to and enrolling in colleges, universities still must deal with the issue of student ethnic disparity on campus. Tuition increases and Proposition 209 are among the contributing factors. HO continues to monitor and report on developments, and most recently, we are watching how Governor George Bush's One Florida proposition unfolds.

Carlos Hernández, president of NJ City University and long-time supporter of the magazine, follows our coverage of
Every writer knows the importance of that first clip—the first by-lined article that earns one license for future assignments. HO published one of my firsts a decade ago. Our parallel evolution has been an exciting one. It’s an honor to have contributed then and to be a part of this dynamic, model publication, which continues to challenge, enlighten, and serve as a representative voice of Latinos in higher education.

MARI CARMEN SARRACENT, EXECUTIVE EDITOR,
THE HISPANIC OUTLOOK IN HIGHER EDUCATION MAGAZINE

I can talk about what other institutions are doing, what type of programs they offer.

"The Hispanic Outlook" showcases institutions that care about Latinos and also provides role models for students," she adds. "It’s nice to tell that of an individual who has overcome significant odds.

Carlos Hernández, president of New Jersey City University, "We should all be proud of this magazine. It is a wonderfully high-quality publication that provides opportunity to learn about the issue and the importance of higher education. I distribute it pretty widely, especially to my chief administrators. It has been a practical, useful, and, to some extent, how-to manual. It shows us how institutions—no matter where—are addressing similar issues. The Hispanic Outlook acts as a bridge on many significant issues.

Hernández, whose academic career spans 27 years, remembers the "Outlook" well. "I remember the first issues from the beginning. It has covered the major issues. In the future, I'm sure it will take a much greater look at how institutions are addressing issues on campus and how curriculum should reflect that diversity. Despite the numbers and some progress, progress has not been steady. In the past, it has been sporadic, pure in the need to keep the issue alive.

NAICU's Warren adds, "Through its comprehensive coverage, "The Hispanic Outlook" has helped to raise national awareness of the concerns across the Latino higher education community. By providing a forum for national and campus leaders, it has worked to strengthen bonds among all of us in Washington and others across the country who have been striving for many years to make the dream of a college degree true for every aspiring Latino student.

Hernández remarks, "The publication has given us a voice, a face, and a real presence in higher ed. My involvement has been largely as a direct contact of the magazine. And here we are 10 years later."
Ever since he became president at the University of Houston-Downtown, Dr. Max Castillo has been preparing the institution for a very exciting future and making an impact on the lives of so many urban and disadvantaged youths with his bold leadership. Dr. Castillo was named president in 1992. One year later, the school was designated a Hispanic-Serving Institution by the Hispanic Association of Colleges and Universities.

Castillo’s first priority was correcting the most severe shortage of student space ever encountered by a public university in the state of Texas. In 1997, UH-Downtown opened its $23 million Academic Building, extending the University’s presence beyond its historic building at One Main Street for a full block along Buffalo Bayou.

Answering the call to expand, UHD also opened the Jesse H. Jones Student Life Center, the University’s first fitness and recreational facility. There have been other initiatives as well. Under Castillo’s guidance, UHD launched the Weekend College and the Urban Teacher Education Program, and began offering television, cassette, and online courses. There is another jewel in the crown. During the state’s 75th legislative session, under Dr. Castillo’s leadership, the University enjoyed an important success—the lifting of a statutory prohibition against graduate programs.

Another positive event was the receipt of $75 million in tuition revenue bonds for the completion of UH-Downtown’s campus urban design project. Last May, UHD announced receiving a $39 million grant, a gift from the Gordon and Mary Cain Foundation—the largest grant for scholarships in its history and one that will further UHD’s campaign to provide quality educators for inner-city schools.

“This gift reflects the Cains’ confidence in UHD as a leader in teacher preparation and their belief in educating the community’s workforce,” says Castillo. “The university will continue to demonstrate its gratitude by carrying out this shared vision.” The grant helps lay the foundation for a proposed Master of Arts degree in teaching at UHD, a program designed to improve the skills of urban schoolteachers. Scholarships will be distributed over a ten-year period, helping students in financial need, students who might otherwise have to choose between getting an education and supporting their families.
"Because of our own diversity," says Castillo, "we can provide a pool of qualified, culturally sensitive teachers who, due to their training in the classroom and their multicultural experiences, are well prepared to teach in an urban setting." Castillo notes that students in UHD's Department of Urban Education continue to score high marks in ExCET, the state's teacher certification exam. He says that because of this high level of achievement, the demand for UHD graduates is quite high, with many contracts signed by seniors well before graduation.

The University embodies diversity—with an assortment of class schedules, many relevant degree programs, a multicultural population, and several outstanding community programs. Dr. Castillo says that the face of Houston-Downtown is the face of the future. UHD's student body reflects the makeup of the city of Houston. The class at UHD is 32 percent Hispanic, 29 percent African American, 12 percent Asian American, and 14 percent Anglo. U.S. News and World Report has ranked UHD as the "regional liberal arts college with the most ethnically diverse student body in the western United States."

The University of Houston-Downtown came a long way in a very short time. Recently celebrating its official 25th anniversary, the school first offered courses in 1942, at the Downtown School on Fannin Street, in the central business district. That commitment to urban higher education crystallized in 1974 when the University received the assets of South Texas State Junior College, located in the Merchants and Manufacturers Building at One Main Street, on the
building, which is listed on the National Register of Historic Places and by the Texas Historical Commission, also houses the administrative offices of the University.

Two new buildings have opened to meet the growing need for space. The Academic/Student Services Building, a five-story structure, offers 40 classrooms, two lecture halls, a 460-seat auditorium, an interactive technology center, and a food service area. The building, funded by state revenue bonds authorized by the Texas Legislature in 1993, was completed in 1997. The Jesse H. Jones Student Life Center, on the north side of the campus, was made possible by a gift from the Houston Endowment. The building contains two basketball courts, volleyball courts, dance studios, and a fitness center.

For so many very fortunate residents of this urban area, UHD means opportunity as well as quality education. UHD now offers more than 30 degree programs and boasts an enrollment of about 8,700 full- and part-time students. Course classes are small and taught by qualified professors, rather than by teaching assistants. One thing the university does extremely well is put a college diploma within reach for someone with just about any schedule. Many UHD classes are available on evenings and weekends, in shortened "Minisemesters," through live or pre-recorded telecourses, and at locations in Fort Bend and Montgomery counties.

The Minisemester is one of UHD's newest study options. Introduced in 1998, it is an abbreviated semester within a semester. A Minisemester allows busy students to complete courses in fewer weeks by taking time-intensive classes in several academic areas. The telecourses have been around since the spring of 1995. Some are broadcast live to off-campus classrooms in Ft. Bend and Montgomery counties. Others are pre-recorded and may be checked out of the UHD library. Telecourses consist of a series of video segments accompanied by specially prepared academic materials. The Weekend College, inaugurated in 1994, allows students to complete certain degrees by taking courses on Friday evenings and Saturdays. This option is particularly helpful to those already in the workforce who find it hard to attend regular evening classes.

UHD enters the lives of learners early, nurturing the younger student with outreach into the public school system from elementary through senior high school levels. UHD makes higher education more accessible to learners at many levels. That is a vital part of its mission. Joint admissions agreements with area community colleges and graduates. Programs such as the Jesse H. Jones Academic Institute, Talent Search, Upward Bound, and HoustonPREP create new opportunities for inner-city public school students. In addition, UHD offers programs that allow high school students to earn college credits during their senior year.

Richard W. Riley, U.S. Secretary of Education, said of UHD, "By preparing Americans to meet the demands of the future, schools like the University of Houston-Downtown not only help individuals build successful lives, but also help America build a successful future."

"As our world becomes more complicated and our economy more competitive," Riley continued, "the excellent education that schools like the University of Houston-Downtown provide becomes increasingly important. The constantly changing demands of new technologies and of the world economy make the knowledge and learning skills that students develop in today's universities more important than ever before."

UHD is very proud of its growth and proud of launching its first graduate degree program this fall, a master's in criminal justice. The University's Criminal Justice Center provides quality adult education to people hoping to enter public and private-sector criminal justice professions and continuing education to criminal justice practitioners. The Center has conducted more than 100 police academy classes, trained more than 15,000 students for the criminal justice professions, and won regional and national awards for excellence. Last March, in an article about the University of Houston-Downtown, Allan Turner of the Houston Chronicle wrote, "...the university arguably has become the state's finest university catering to the nontraditional student." Turner cited its open-enrollment policy, dedication to undergraduate studies, innovative curriculum and flexible class schedules.

Of open enrollment, Castillo reflects, "Open admission seems to carry the public perception that an institution doesn't maintain the academic rigor and quality of more selective institutions. The point I want to make is that open admission doesn't mean open graduation." He goes on to say, "At UH-Downtown, we're not selecting winners; we're in the business of creating winners. That's our challenge. We are very ethnically diverse. In my judgment, that is one of the most distinctive aspects of the university. Without diversity, you can't have excellence."
Communications Patterns in the Classroom: Gender Differences, Part One

Women Wrongly Perceived as More Talkative

By Angela Provitera McGlynn

Small-group work, of a collaborative nature, is one strategy that pulls more students into the conversation, enhancing their participation level.

A rule, who do you think talks more in mixed-gender groups, men or women? If you buy into our culture's stereotypes, you probably would guess that women do. However, research has shown that in mixed-gender conversations and in classes from grade school through graduate school, males tend to talk more than do females.

Deborah Tannen (1992) and a host of other researchers report experimental findings that contradict the popular myth that women talk more than men do. What has been found is that males speak more often than do females, and more of the time, in mixed-gender interactions.

The myth of greater female conversation is so strong, however, that the actual findings often contradict people's perceptions of reality. After observers counted and recorded the numbers of times males and females spoke in class, faculty members were often surprised to learn that males dominated the conversation. They thought males and females were participating equally.

Typically, in mixed-gender classrooms from grade school through graduate school, females participate less, even though teachers believe that participation has been equal.

Controlled studies have shown women usually speak about a third of the time that men do; in classes where there is equal participation, females often perceived as dominating class. Here is an excerpt from Newborn's: a professor at N Law School: "I actually kept track of how long women and men spoke...and at the end of the class women had spoken about 80 percent of the time....When the men, they said the class was dominated by women so completely unfair. They think women were speaking 80 percent of the time."
In Sandler, Silveberg, and Hal's (1996) discussion of gender communication style differences, they suggest that it is the power difference between men and women that gives value to (or devalues) whatever differences exist. These authors say that a group's power or lack of power, which can be based on gender, race, age, class, or sexual orientation, affects the classroom environment by replicating our society's power relationships.

In most of my psychology classes that have roughly equal numbers of women and men, I believe that participation by gender has been equal. Yet I am beginning to be suspicious of my own perceptions. What has prompted me to revisit this question of participation by gender is a unique class structure I had this past semester. I taught The Psychology of Men course. In past semesters, if any men signed up for this course, they were a small minority. However, with new college general education requirements, my course now fulfills a diversity requirement. Although the males in my course are still a minority, they are now a sizeable minority.

About the sixth or seventh week of the semester, I started noticing that many women in the class had not participated in our discussions. It seemed to me that the same people were responding to my questions, or asking their own questions, or making their own comments much of the time. I also had a sense that the most active participants were males. Deborah Tannen (1992, p.2) said, "In your opinion, how does the instructor influence the class participation? Is there a way she can get more people into our discussions? What is your assessment of the way she encourages or discourages participation, and the way she fields questions?"

The results were quite dramatic. Seven of the eleven men in my class (63 percent) said that they themselves participated "frequently or often," 3 men (27 percent) said "sometimes." Spoken. This one student added he chose not to speak.

Of my 72 female students, one said that she participated frequently. Twelve women (50 percent) said they had never spoken. One female student said she had never spoken once. This was the only one. The one who signed her name to a course evaluation form; she is Hispanic and said she spoke in class because English is not so good. Ten other women (40 percent) said they spoke "sometimes occasionally."

Of the women, had never spoken, she said that they did not feel comfortable speaking in class. One or two of the ten who spoke in class, others often called on them what they had. Tannen (1992) say that they had not usually been in the majority. Although I have created a form to notice that some students, particular male students, challenge what the instructor says.

Other factors might contribute to lesser participation of women include the finding that men interrupt women more often than men interrupt men, and it is far more likely to control the flow of conversation. Additionally, from a sociological anthropology perspective, psychologists have demonstrated that in early play, boys tend to play in groups, which is a role for girls to play, and boys tend to be hierarchically oriented. Tannen says that these early
tions for classroom interaction. Boys are expected to use language to seize center stage: by exhibiting their skill, displaying their knowledge, and challenging and resisting challenges... Speaking in a classroom is more congenial to boys' language experience than to girls', since it entails putting oneself forward in front of a large group of people, many of whom are strangers and at least one of whom is sure to judge speakers' knowledge and intelligence by their verbal display (Tannen, 1992, p. 2).

Tannen argues further that men might feel more comfortable speaking in class than women do because the class is a "public" setting. Women typically (of course, not all women) are more comfortable speaking in private, with one other person, or in small groups where they know people well. This idea supports one of the findings from my assessment form. Several of the women who had never spoken, or who had spoken only occasionally, suggested that our class engage in more small-group activities. Tannen is convinced that small-group interaction is a classroom strategy that has the potential to level the playing field. She believes that part of small-group interaction should include students becoming observers of their own interaction patterns.

In the class following the assessment, I decided to try an experimental collaborative learning strategy. I put topics from the chapter we were studying across the blackboard. I then asked students to self-select their partners to work in four-person groups, resulting in the formation of nine groups.

I assigned multiple questions from each topic to each group. I asked students to write responses to everyone within each group spoke rather than having a single spokesperson when we would come back together as a large group, but that pulls more students into the conversation, enhancing participation level. And, my students reported that the collaborative learning led to greater learning.

In Part Two of this article, I will focus on the dynamics that lead to the lesser participation of some students, offer some suggestions for strategies that can employ equal opportunity in the classroom.

**REFERENCE:**


GEAR UP—the Middle School to College Connection

In its 1st Year, Program Launched in 21 States

BY JEFF SIMMONS

Intermediate School 183 in the South Bronx was a school in trouble. For years, it ranked among the lowest-performing within New York City's network of 1,100 public schools. In the early part of the last decade, test scores inched upward enough that it avoided even the threat of state takeover.

Salvador Fernández was recruited three years ago to fuel progress at the school, which has an enrollment of 60 percent Hispanic and 40 percent Black. Ninety-eight percent of its students qualify for reduced-price or free lunches.

Fernández says the 836-student school suffered from a lack of resources, significant parental involvement, and programs that encouraged kids to succeed.

"You don't turn a school around in a year," he concedes. "It takes at least five years to see a major change."

The comment makes it seem all the more remarkable that he claims he's witnessed a sudden turnaround, a noteworthy improvement in student performance. Fernández attributes this surge to a year-old federal program, GEAR UP.

"The bottom line is that we have seen the largest number of sixth graders ever to come to this school do extremely well: 82 percent of them met our promotional criteria," he boasts, adding that 204 of 248 fared well on the system's reading test and the remaining 44 were enrolled in summer school.

"When you start showing them different opportunities, they will succeed." Part of the reason for the program, which started in 1999, is to make college possible for students normally too far from college."

According to the DOE, of the 19 million adolescents ages 10 through 18 in the U.S., an estimated 20 percent live below the poverty line, and 30 percent are minorities.

Education officials say that students from low-income families are five more likely not to attend college than those from high-income families. Point to a 1998 Gallup poll noting that 70 percent of parents said they had little information about what courses their kids needed to prepare for college.

During the pilot year, the government distributed about $75 million (would then have to be matched) to 164 GEAR UP "partners" and $42 million to urban districts.
award 75 new partnership grants and about a half dozen new state grants.

The government awards the competitive grants to states and partners who meet basic criteria, though they are given flexibility in how they address students' needs. States must reserve at least half of their federal grant funds for scholarships.

The basic tenets: they must inform parents and students about college options and financial aid; promote rigorous academic coursework; accommodate an entire grade level of students; and start with sixth or seventh graders and continue through their high school graduation.

Schools that received the initial grants also must employ a full- or part-time coordinator to handle GEAR UP and must collaborate with other GEAR UP partners in their school district or state. The program requires that GEAR UP begin with students in either sixth or seventh grade, though it can begin with fifth graders.

"The main mission is to have many more low-income students prepared to enter college and be ready to succeed in college," says Rafael Ramírez, the education department's acting director of GEAR UP. "What we want to do is to have no low-income student taking remedial classes in college once they've graduated from a GEAR UP program. They shouldn't have to if we're doing a good job in education."

The program urges students to take algebra by the seventh grade so they can take tougher college-level courses before graduating from high school. One study found that only 15 percent of low-income students enroll in algebra by the eighth grade, even though those who take algebra and geometry early are three times more likely to attend college.

Funding for the program varies based on the size of the school and ability to raise matching funds from non-federal resources. The multi-year grants go to partnerships between colleges and low-income middle schools. They require at least one partner: community, business, religious, nonprofit, or parent group.

What's been done over the last year points to the ability of each grant recipient to shape the program based on the needs of its school and community. Some schools have started after-school activities; some offer extra help to students who have limited English proficiency. Others attach tuition bonuses to academic milestones.

The program will be particularly helpful to Hispanic students. Ramirez points out that Hispanics have the highest dropout rates and fall behind African Americans in terms of performance.

"We are attempting to change all of that," he says. "Often these kids are put on a low track and nobody cares about them and they are just ignore."

In New York City, the Bronx Education Alliance used its $7.8 million grant to offer a menu of possibilities to its chosen schools. The 10th largest of its kind in the nation—helped establish "cookers" between seven middle schools, six high schools, and four colleges.

The program involves about 1,670 students, attending intermediate middle and junior high schools, who have struggled to succeed.

Marietta Saravia Shore, director of the alliance of 20 different groups, says the consistent message delivered to parents is that there are scholarships and other supports available for students to attend college. One way she does this is to translate that: by providing computers to families to link them to the Internet. Funding isn't all there, "but she doesn't seem worried."

"We've five years of fun, under the grant, and the government gave us more than $7 million," she says. "So over five years of the $7 million and then up the remaining two years to about a million and 300 thousand.

Many of the students at the targeted schools in the Bronx are Hispanic and low-income families that could be the first to attend college. Some parents did not even go to high school, and, says Sara Shore, "the kids don't often have models in their homes."

"We tell them that it doesn't mean if your parents went or not, but can go if you work hard and about financial aid. You don't have to feel that because you are poor you can't go to college. If you don't hope, you aren't going to try.""}

Joseph de Jesus, the GEAR UP project director for the BEA, that the program differs from college-preparatory programs in that it's the first time one has started so early.

"You could go into a middle school now and talk with kids about college All of them raised their hands and say they want to go. But then to have people actually there talking and not talking about college, and people from colleges, that are in a greater understanding of accommodations."

Students visit different campuses, such as Lehman College and Fordham University. They take part in science laboratory exercise or visit with a college librarian, even drop by the greenhouse at Lehman work on a botany project.

"There are many things that the colleges do, and one is involving students in tutoring the kids," he says. Some have set up "help days" for students and their parents. "The family is much more aware than the college is about, and they're ready for it."

The Bronx Educational Alliance also uses college students to men
youth, provides the middle school students with personal computers and trains parents on how to use the technology. That points to a GEAR UP necessity: that parents must be brought more into the fold of their children's school life.

Other grant recipients offer career mentoring, academic counseling, even help for students in finding summer jobs. Though it is early on, it's expected that some will orchestrate summer programs to send high school sophomores and juniors to local colleges and pay for books and supplies.

Schools such as IS 183 say that even in the sixth grade, GEAR UP insists that students consider college the best option. Students are told about different colleges in regular assemblies, and later will be informed about admissions policies and achievement tests, even how to fill out applications.

New York University's Virginia Hardy is the project director for one of New York State's 11 GEAR UP programs. The school received $90,000 to serve the Choir Academy of Harlem, a school of national renown for its Harlem Boys Choir.

Hardy's program works with 34 students in sixth and seventh grades. GEAR UP provides tutoring and professional development for staffers. One of its partners, The New York Times, provides its newspaper for teachers to use as a guide.

"We work with these students to get them into college," she says. "They have to understand that there is enough money out there to go to college if they want to."

She pauses, then adds, "We have them starting on a college portfolio, a notebook full of their report cards." In regular assemblies, students are encouraged to have high expectations, to study hard, and to take the right courses.

Those affiliated with GEAR UP say that it's too soon to gauge success, though they maintain that they will track student progress. Biennial evaluations are required, but determining whether stressing college at such an early age will breed steeper enrollment will have to wait for at least six years.

"We won't wait until the end," Hardy says. "We want to see whether the number of accelerated courses increases or the number of remedial courses decreases over time."

The Choir Academy of Harlem is one where it will be easier than others to monitor students and track their accomplishments and failures because it runs from fourth until 12th grade.

"If you bring the bottom up, then everything else can rise as well," Hardy says. "What works with children who are struggling works with everyone."

GEAR UP weathered some criticism, mainly as the regulations that govern it were scheduled for revision earlier this year. The government received comments from 57 people or organizations, most of them supporting the program. But there were concerns about several areas.

One key concern was that it will be extremely difficult and costly to follow individual students each year as they head from middle to high schools and, in some cases, to districts in different states. Education officials, though, countered that they would continue to follow those who attend school with majority of students who are participating in GEAR UP in their grade.

Grant recipients also aren't required to follow students to other states. Other concerns include that some of the students who would receive help might not be as needy as others. And that funds could be taken away from needy students.

But by far the component that received the most criticism involved how much information colleges would eventually have to disclose about financial aid awards to GEAR UP students. The regulation was needed so that GEAR UP scholarships would supplement—not supplant—other monies.

"It's the first time the Department of Education is imposing its views on student packaging," says Terry Bock, senior vice president for government and public affairs for the American Council on Education. "We still think it's a precedent-setting step: federal higher education policy.

"They're telling colleges and private charities how to spend money that belongs to you college and private charities." Hardy says that the regulations could diminish the willingness of colleges to increase aid available to students.

"We have made it clear that we are unhappy with the regulations," he says. But I notes that the government has said it will reopen the regulation process to "find a way to make the program acceptable to both sides."

The GEAR UP website indicates that it seeks "final regulations...eliminate the burden th concerned so many commenters." Ramin points out that that component also affects a "very small number of students," that it won't kick in for another six years, the scholarship become available.

Nevertheless, ACE supports the reason behind the program. "It's a fundamental principle of social policy that earlier is better," Hardy says. "We believe the key to increasing enrollment of low-income and minority students in postsecondary education is to make sure they have the academic backgrounds and awareness of opportunities available to them at a very early age, so we like programs like this a lot."

At Fernández's school, students are walked into an assembly each week and talked to about college life and the doors it will open for them. Parents, I says, are coming to understand more deeply the need to start planning early. "With the GEAR UP program, we are looking to really transform the perception of our school," Fernández says. "We have a group of high motivated students, and this population of students is really going to make this school shine."

"I've noticed that their self-esteem is being built up," he says. "They a understanding the importance of a college education, because that's who being drilled into them every month."
SUPER Teacher in Any Language
All at Colorado Mountain Praise Adjunct

BY NICK ISENBERG

If you're at Colorado Mountain College and take ESL from adjunct instructor Magdalena Falconi-Emslie, you not only learn English as people speak it where she teaches in Salida and Buena Vista, but you learn Texas English, Minnesota English, and maybe even "valley girl" English. And if you are in one of her Spanish classes, you'll learn to understand Spanish spoken by people from as many different Spanish-speaking countries as she can get her hands on.

"I go to Monarch ski area and get Texan tourists and bring them to my ESL class," said Falconi-Emslie. But she doesn't stop at Monarch as a source of people with different dialects.

"I have friends in Salida who own motels, and if people are in town for three or four days, I invite them to my classes.

"I found a family from Mexico in a restaurant and brought them to a Spanish class. They're shocked, but they like it. They ask if they can come back and teach my class again."

But exposing English and Spanish students to as many dialects as possible is only one of the many creative ways that Falconi-Emslie, an outstanding teacher, makes her classes interesting.

Falconi-Emslie is considered so outstanding she was selected CMC's 2000 Adjunct Faculty Member of the Year—an honor bestowed upon only one of the more than 1,400 part-time instructors spread out over CMC's 13 centers in nine counties and 1,200 square miles of turf.

"She epitomizes what Colorado Mountain College faculty should be and are," said Dr. Marie-Paule Truitt, CMC assistant dean for commuter operations for Buena Vista and Salida, and the person who nominated her for the honor. "She is extremely knowledgeable in the subjects she teaches. She brings dedication, enthusiasm, and fun to the classroom.

"She uses every minute as a teaching moment, whether during breaks, in the classroom, in stores—wherever she encounters students. She uses that moment to emphasize learning. If she runs into an English-speaking student on the street or in a store—she'll talk in Spanish. If it's an ESL student, she'll talk in English. And she does it all the time with a smile. Her students aren't afraid of running into her; they look forward to it. They love it.

"She takes her students to restaurants, to stores to practice Spanish in the real world. It's not only in the classroom where she teaches Spanish or English as a Second Language. She's a teacher who really cares and who wants to share her love for both cultures and languages."

Magdalena invites nearly everyone from all walks of life to speak to her classes—in English in ESL classes and in Spanish for her Spanish classes.

"I particularly invite judges and lawyers to my English as a Second Language classes so people can learn about laws, which may be very different from where they came," said Falconi-Emslie. I recently had a man from Salvador who got the route number mixed up with the speed limit and was caught doing 66 in a 25 MPH zone.

"He was so naive, the judge let him off easy when I went to court to interpret for him. But while I was helping him, I realized how important it is to teach about the laws and other 'real' things that are very important to people in addition to just speaking the language.

"One night a week, I mix my English as a Second Language class with my Spanish II class. It has turned out to be beneficial. This is an additional evening of both groups that isn't officially part of the curriculum. However, everybody shows up. As people learn conversational Spanish much faster but we still need to work on the grammar."

Falconi-Emslie is CMC's 2000 Adjunct Faculty Member of the Year—an honor bestowed upon only one of 1,400 part-time instructors.
Falconi-Emslie said that she has found that in elementary and middle school, interpreting helps kids learn English faster than teaching them English as a Second Language. "I do this in study halls as opposed to translating in a classroom. I sit in the class and listen to what is going on, just like the students, to get the information I will be interpreting. I even have my own desk, just like the kids in the class."

The part of the state where Falconi-Emslie teaches is unusual for Colorado and for the CMC college district. Even though at one time it was part of Mexico, very few people speak Spanish at home, even those with Spanish names. This has created two interesting challenges for the award-winning teacher. The first is that there are only about 10 families in Salida who don't speak English at home and none in Buena Vista. As a result, there is no support system, except for Falconi-Emslie, to help them adapt to their new country.

The second challenge is the students from the long-established Mexican families who have little Hispanic identity and are taking Spanish because they need a language. "To some families, it's almost new because they've been born and raised here. There are families who take their kids to Mexico. But there are kids here who really don't care about their culture. I spend a lot of time giving people permission to be proud of being Hispanic."

"It's really obvious when she interprets for people that she has a real interest in helping them," said Chaffee County Judge Bill Alderson.

Nick Isern is a freelance reporter.

Glenwood Springs, Colorado.
Dreams and Spirits Soar at Guadalupe Center

Town, Tribe, and South Mountain Working Together

By Marilyn Gilroy

The concept of "town-grown" partnerships—collaborative efforts between colleges and the communities in which they are located—is certainly not a new idea. But the Town of Guadalupe, Arizona, and South Mountain Community College (SMCC) have just completed a joint project that is unique by any standards of cooperation between local organizations and academic institutions.

Its name is the South Mountain Community College Guadalupe Center; completed this year and up and running for fall semester classes. What makes the new facility unique is that it is the result of an intergovernmental agreement between the Maricopa Community College District (of which SMCC is a part), the town council of Guadalupe, and the Boys & Girls Club of Guadalupe. But the process of building also required a close working relationship with the area's Yaqui Indian Tribe.

Along the road to completion, there were complex political negotiations, challenges to find adequate funding, and resolution of sensitive issues related to Native Indian lands and traditions.

Even though it took six years to work out the details, everyone seems to be pleased with the results.

"It is a phenomenal project," said Kate Lynch, director of public relations for SMCC. "For a town this size and with mostly modest and low-income levels, the development of this project is amazing."

Lynch is referring to the fact that Guadalupe has only 6,400 residents, yet it is now home to a new multipurpose Center that houses 47,000 square feet on a 10-acre site. There are three buildings: the SMCC Guadalupe Center, The Town of Guadalupe Multipurpose Center, and The Boys & Girls Club of the East Valley. The College Center includes classrooms, a computer lab, science lab, and offices. The Town facility has a library, museum, police station, and daycare center.

Last fall's groundbreaking for the new complex was hailed by town and community college leaders as a wish fulfilled.

SMCC President John Córdova recalls conversations years ago with the Guadalupe town council and Town Manager Luis González about what might happen "if we thought outside of the box. We talked about this for so many years that this day is a dream come true," said Córdova.

The fulfillment of that dream means that residents of Guadalupe now have access to municipal facilities that were once out of reach.

The town of Guadalupe is approximately one mile south of Tempe, Ariz., and borders Phoenix. Lynch said that the town is "the most isolated of the Yaqui Indian reservations. The Yaquis have lived the town since the early 1800s, coming early on development of the River Valley. Guadalupe has retained its unique atmosphere despite the growth in population around it.

Lynch says that the visitors through the town say they feel as though they are walking in old Mexico. "It is a blast of a little town," said Lynch. "The area is a blend of Chicano and American culture where I have blurred into a rich heritage that is a part of and community life," said Córdova.

With the addition of the complex, which has been described as a "thrive" Guadalupe stands ready to embrace an exciting new era.
educational future:"

The Center is building on a
decade of caring and providing a
meeting place for hungry minds.

For the past 10 years, residents
have been able to take a mix of
courses offered in the limited class-
room area of the old center. En-
rollment has grown to about 150
students in various offerings of trans-
ferrable college credit in English,
computer information, reading, lan-
guage, business management, reli-
gion, and Yaqui history. The Center
attracts students from Guadalupe, but
also from the surrounding areas of
Ahwatukee, Tempe, Chandler, Mesa,
and Casa Grande.

The Center’s director, Raúl
Monreal, attributes this to the fac-
ulty and the Center’s unusual col-
legiate atmosphere. “Caring and
friendly instructors tailor the class-
es to students, and the students like
the individual and professional
attention,” he says.

María Drury of Guadalupe is
among those who have benefited.
Working toward an Associate of
Arts degree in elementary educa-
tion, she took 12 credits at the
Center and two credits at SMCC.

Small classes and an under-
standing of her Mexican American
culture were a huge draw for Drury,
who lives nearby. “There are usually
only about 15 students in my class-
es, so we get personal attention,”
she said. “The teachers understand
the importance of our history, festi-
vals, and celebrations—our culture
and heritage.”

That atmosphere is unlikely to
change as the new academic Center
continues to bridge the Towns spe-
cial cultural past with a future
largely influenced by information
technology. Fortune 500 technology
companies surround the communi-
ty, adding input and service.

Looking ahead, Monreal wants
to run as many classes as possible.
Enrollment and offerings have been
steadily increasing. As the Center
broader opportunity for students to
take full loads and complete cer-
tificate programs.

According to Kate Lynch, resi-
dents will be able to complete the
full complement of courses that
comprise the first year of college
and then transfer to the main cam-
pus of SMCC.

The Center’s main intention is to
help students adjust to college life
and eventually finish their degrees.
Academic support services, such as
study groups, are readily available.
Transportation is also arranged
because for many students, getting to
school is a major challenge. The
Center organizes carpools, and SMCC
runs shuttle bus service between the
Center and the main campus.

Apparently, these efforts have
paid off as Monreal proudly points
out that 11 graduates of SMCC from
the Guadalupe Center are now
attending Arizona State University.
“We want to see that number
increase, and the new space will
help us to educate even more stu-
dents who will eventually continue
their education,” he said.

Monreal also hopes that the
Center will become a focal point
for teaching and study of the area’s
cultural life, especially that of
the Yaqui Indians.

The Yaqui Tribe’s blend of tradi-
tion and Catholicism exerts a pow-
eful presence in town, especially
during their ceremonial rituals,
which are a part of most religious
holidays. For example, during Lent,
tribal members dance and re-enact
events that led to the crucifixion of
Christ, using the broad earthen
plaza in front of the Yaqui Temple at
the center of town. Just north of the
Temple, on the plaza, is Our Lady of
Guadalupe Church, an historic site
dating back to 1910.

Dr. Octaviana Valenzuela
Trujillo, director of the Center for
Indian Education at Arizona State
University, teaches a popular class
on Yaqui culture and history at the
first time last fall, and it was amaz-
ing how many people were interest-
ed in it,” says this Yaqui Indian and
lifelong Guadalupe resident.

“There were 30 students, some
from ASU and Tempe, who wanted to
know more about their Guadalupe
neighbors. It was wonderful when
we talked about the dispersion of
Yamis in the late 1800s and early
immigration and issues of iden-
tity and cultural values.”

Dr. Trujillo, the first woman
elected vice chair and later chair
the Pascua Yaqui Tribe, added
she looks forward to expanding
Yaqui studies “to reflect the com-
munity as a whole, including the
México-American heritage.”

Yaqui history museum, located
Center, should support new opportunities for teaching and learning.

The day-to-day operations and leadership of the SMCC Guadalupe Center will be guided by Raúl Monreal, a "home town kid" who is familiar with the town's cultural and political history. He has deep ties to Guadalupe and understands the importance of its heritage.

Monreal taught many of the town's residents at Frank Elementary School and also taught at nearby Gilliland Junior High in Tempe. He was instrumental in helping the Town of Guadalupe to incorporate in 1975. Before becoming director of the Center, Monreal served as director of student development at Paradise Valley College, part of the Maricopa district.

SMCC President Córdova has high praise for Monreal. "With confidence, I entrust the leadership of the Guadalupe Center to Raúl Monreal," he said. "He knows the community, the culture, has a heart for the people, and values education." The new director is well known for his original poetry—"works that reveal a great sensitivity," according to Dr. Córdova.

Indeed, for 34 years, Monreal has been writing poetry—about education, culture, community, family, injustice, and leadership. Some of his poems have been set to music.

The challenges of the Guadalupe Center seem well suited to a man unafraid to challenge his students and himself in order to set an example. He emphasizes to his students that they need to be moral, ethical, and practical in life and work. He is fond of saying "Don't destroy dreams," and he has proved the essence of that saying through his own life. Monreal hopes to make the South Mountain Guadalupe Center a space for dreams and spirits to soar.

Parts of this article were excerpted from Ed Cefera, the Maricopa Community College District newsletter.

College and Community Join in Guadalupe Cemetery Project

The partnership to build the new Guadalupe Center is just one of many examples of how South Mountain Community College has forged ties with local groups to complete worthwhile projects.

In recent years, SMCC has worked with more than 100 volunteers to paint murals on the walls of Guadalupe Cemetery.

Located in the middle of a residential Tempe neighborhood, the cemetery is a collection of handmade crosses, granite monuments, and concrete markers, decorated with family mementos and candles. A tall block wall surrounds the cemetery with many of the sections painted with murals of patron saints, angels, and Biblical scenes.

The volunteers have painted additional scenes that depict the history of the Town of Guadalupe, Yaqui legends, and Mexican and Yaqui customs. Some have cleaned up broken glass and debris from the cemetery, which is maintained solely by Guadalupe families. There is no custodial or security staff for the five-acre site.

The designs for the murals were created by artist Manuel Acuña who has conducted art class community to involve area and adults. Some scene deer dancers while skeleton figures come during Día de los Muertos Mexican festival held during the Halloween season. Our Lady of Guadalupe, the townsite of Guadalupe, located where the cemeter.

The SMCC Guadalupe Center has paid for suppl instruction. English students by SMCC instructor Pam E have done research and associations with the museum.

The stories have been part English, Spanish, and Yaqui.

Volunteers from South Community College Guadalupe learning center been joined by volunteers Boys & Girls Clubs of Amistad and the Town of
Recruiting Hispanics, Swarthmore Style

**Personal Touch the Key to Success**

BY

Inés Pinto Alicea

Not only are they intimidated by the language differences but also about class...that they're not the type of people who go to Swarthmore,” said Pérez.

Yansi Pérez isn't your typical college recruiter. If parents are scared about sending their children far away to college, Pérez invites them out, picks them up in her car, and takes them out for a heart-to-heart, many times in Spanish, about the wonders of her tiny college on the East Coast.

“My parents didn’t want me to go away to college, so I know the issues,” said Pérez, assistant dean of admissions at Swarthmore College in Pennsylvania, less than a half hour west of Philadelphia. “To do this kind of work requires a lot of personal involvement. By meeting individually with the parents, it helps relieve the parents so they understand the process.”

Pérez and others at the campus seem to have found a successful formula for recruiting Latinos to the campus. Latino enrollment has grown steadily over the last decade at Swarthmore. In the 1990-91 school year, only 42, or 3.1 percent, of the 1,329 students at the campus were Latino. Today that figure is 135, or 9.2 percent, of 1,467 students. The 1999-2000 first-year-student class of 572 students was 14 percent Latino. This year, the school graduated its largest class of Latinos—40 students.

“To do this requires a lot of commitment and effort from the institution, and Swarthmore has that commitment,” said Pérez, who added that throughout the administration, including President Alfred H. Bloom, there is a great deal of financial and moral support for efforts to diversify the campus. “If you have help from all levels, it makes it easier.”

Applications to the 330 campus must include SAT Ic scores, scores in three S Subject tests, one of which must be the writing test; a high school transcript; a brief personal essay; a meaningful interest or activity; and a longer essay on a topic specified by the college.

For 1999-2000, fees are $23,550, which includes tuition of $21,800...
important element in her success as a college recruiter is her personal touch. A major aspect of that is her ability to speak to parents in Spanish.

"Not only are they intimidated by the language differences but also about class...that they're not the type of people who go to Swarthmore," said Pérez, adding that her meeting with parents, particularly in states outside of the East Coast, helps comfort parents nervous about sending their children to school far away.

"I understand that Swarthmore is not at the top of the list for people in California because it's small, it's far away, and it doesn't roll off your tongue like Harvard," said Pérez.

"Although many state schools are wonderful, the world is wider than state schools. These students should apply to schools they think are reaches for them."

Alicia Muñoz, an 18-year-old rising sophomore of Mexican American descent at Swarthmore, said she liked the small size of Swarthmore. The school says there are just nine students per professor. Muñoz also said she felt welcome as a student and as a Latina. Shortly after she was accepted by the school, she got the usual paperwork but also a welcome letter from HOLA (Hispanic Organization for Latino Awareness), a Latino cultural support group at the school. She has since become active in the group herself, volunteering as a tutor in the community.

"I've had a really nice experience here," said Muñoz, adding that she knew she would receive more personal attention at Swarthmore than at her other college choices.

"We have a nice Latino population. They are very encouraging. Not really all of the people here. When you bring out what Swarthmore is and give it that sense of community."

Anna María Cobo is in agreement about that sense of community. Cobo is assistant dean and director of the school's Intercultural Center (IC), a facility on campus that provides support to students of Asian or Latino background, gay, lesbian, bisexual, and transgender students through activities and support groups. "We've opened our doors and willing to work with all students, with a broad range of students," said Cobo. "It's a great effort to get everyone involved. The chemistry between the students and the administration describes a great team. "We work together to get all kinds of students. We believe in this campus having Latino students here."

Cobo said that the IC plays an important role in establishing a welcoming climate on campus seeks to educate both its students and the larger community about cultural, ethnic, class, gender and sexual orientation and diversity. The IC sponsors lectures, movie nights, poetry readings, roundtable discussions, and a speaker series.

Cobo said that the school is successful too at retaining Latino students through support efforts of the summer orientation college (Tri-College Institute for Latinos) designed to prepare for the rigors of college mentoring done by Latino faculty, mentoring done by alumni with current Latino students; several courses offer Latino studies, including a history; the networking of alumni; a Latino database; help students get jobs and internships; and the work of HOL.

"It's a little thing. Latino students," said Cobo. "We have students come here, they want to show them what it's like to be a student, and we're graduating them and we're graduating them." Cobo said that often Latino students want to go to bigger and universities where..."
learn more about their Latino roots.

"The challenge is to show them that they can learn about their identity here," said Cobo.

Vanessa Askot, an 18-year-old political science major from Pennsylvania, just finishing her first year, said that Swarthmore has helped her get more in touch with her Latino heritage. She had few Hispanic families in her hometown to relate to, and the campus has provided her numerous opportunities to explore what it is to be a Latina. "We speak Spanish at home, eat empanadas and dulce de batata at meals and enjoy Telemundo more than most families, but being bilingual and eating cultural foods hardly rooted me in the Hispanic community," said Askot, who is of Argentinean background. "I truly believe that I walked onto the most open-minded, supportive, tolerant campus in the country. While the differences among students here are valued, they do not become their defining characteristics. Is there a place for minority students here? This IS the place for minority students."

Miguel Díaz Barriga, an associate professor in the department of sociology and anthropology, said that in his time teaching on the campus since 1989, there has been an enormous growth in the number of courses, campus events, and volunteer activities that focus on Latino/a and Latin American issues.

"This growth has been the result of a close collaboration between Latino/a faculty, staff, and students and reflects the support of the College administration," said Barriga.

Barriga himself has been instrumental in fueling this growth and interest in Latino activities. He has taught courses on the Chicano/Latino experience, and he incorporates service learning in his innovative courses. Students in his classes often can be found working with migrant workers in Pennsylvania on a variety of issues.

Students not only read about farmworker politics, educational dynamics, and Chicano/a culture but also work with organizations that are dedicated to union organizing and developing cultural programs for Latino/a youth," Barriga said. "A group of students from the seminar are now organizing a student-led course, Educating for Migrants' Rights, that will involve teaching migrant rights issues to Mexican/Mexican American youth at a local high school."

Cobo said that while the campus has been successful recruiting Latino students, work still needs to be done to increase Latino faculty. When she arrived on campus, she sought out all Latinos on the faculty, staff, and within administration and formed a Latino committee, which has been warmly received by the administration, she said. Its eight members include two tenured faculty.

The Latino committee has had its share of accomplishments. The group has garnered funding in intern positions, which will information on the different organizations available to prospective Latino faculty members. The group also is at jobs for several postdoctoral students in some of the departments. The campus an honorary degree to a Law year. The committee and worked together to get alumni from Swarthmore become active mentors for students on the campus.

"We've come a long way," Cobo.

Braulio Muñoz, professor of sociology and chair of that is attracting Latinos to teach on small campus is that Swarthmore competing with better-known larger Ivy League schools.

"We're also trying to appeal to an area where the group is weak," said Muñoz. "It is best interest as an elite in to keep up with the devil around us. If we are going leader in academic matters, uly members have to ref composition of the society u. I tell everyone here the not doing charity or con work and that the recruit Latino faculty is not just for ef of the Latino faculty. We do this to maintain our po leaders in the educational s
Miami-Dade Students Win Goldwater Scholarships

Raciel Valle is one of two M-DCC (Fla.) students to win prestigious Barry M. Goldwater Scholarships. Valued at up to $15,000, this year’s scholarships were awarded to 309 students from the 50 states and Puerto Rico.

Scholarship recipients, who are math, science, and engineering students from colleges and universities across the country, were selected based on research work and academic merit. Each student receives $7,500 for the 2001-2002 academic year and is eligible for another $7,500 for an additional year of study, based on continued academic performance.

Valle, a math major, was on M-DCC’s team that placed first at Mathematics Olympics 2000, a Florida state competition for community colleges.

Biology major Gianni Franklin is M-DCC’s other scholarship winner.

U.S. International Announces Online Master’s

United States International University (USIU)—with campuses in California, Kenya, and Mexico—introduced an online M.A. in education, with a concentration in technology and learning.

USIU president Garry Hays said that the program will involve a range of instructors and guest experts, and that the inclusion of international students will enhance the learning experience for all students. The online campus is at http://usiuonline.net/.

Texas-Pan American/Baylor Medical Program Sees Results

A partnership, formed in 1994, between the University of Texas-Pan American (UTPA) and the Baylor College of Medicine has significantly increased the number of South Texas students accepted to medical school.

In 1996, only four of 30,000 students enrolled in the five undergraduate universities in South Texas were accepted to medical schools. In 1998, when the first group of UTPA Premedical Honors College students received their bachelor’s degrees from UTPA, the number jumped to 14—all but three from Pan Am.

Last year, 16 UTPA students were accepted to medical schools. The class of 2000 features 25 future physicians. And there are more than 69 students in the pipeline.

Marissa Gómez (pictured r., with Dr. Michelle Barocio), honors college graduate now at Baylor, said, “At UTPA, you attend your classes together, you study together, you are given opportunities that most pre-med students don’t get as undergrads, and you go into the program knowing that you will be accepted to Baylor if you meet all the requirements.”

LIU-Brooklyn Graduate Overcomes Disability

Joseph Osie, a public safety officer at Long Island University (LIU)-Brooklyn in New York, completed his paralegal studies despite living with a neurological disorder that impairs a person’s ability to write. Osie, 37, who earned an associate degree in the spring, is the first in his family to earn a degree.

As a youngster, Osie’s learning went undiagnosed, and he had to struggle at school. Frustrated at age 14, he dropped out of school to support his family, becoming a dockworker. But realizing he wanted something intellectually fulfilling, Osie earned his GED and briefly entered York’s Kingsborough Community College where his disability was first identified—dysgraphia—different from, but related more well-known dyslexia, which his person’s reading disability.

Osie now hopes to further his career and study business law. “I am euphoric,” said Osie. “I have a great accomplishment in earning my degree.”

Pacheco Takes Top Scholarships

Western Nevada

Olga Pacheco was one of two students awarded a $12,000 scholarship at the Nevada Community College (WNCC). The Hites Family Scholarships, from the Hites Scholarship Foundation, were the largest ever given out at WNCC.

Pacheco, third in a family of seven children, grew up in the village of Huejotitlan in Jalisco. She became fluent in English 10 years ago, self-studying at WNCC; she is an A student, one of the 14 who graduated this year, and she will transfer to UC—Reno in the fall. Full-time student and mother, she was the other Hites Scholarship recipient.

Lesley Program Aims to Improve Minority Teachers

In Massachusetts, the Lesley College will increase the number of minority public school teachers in Boston thanks to a three-year grant of $500,000 from the Lloyd G. Balfour Foundation.
The scholarship program, which will enable the students of color to complete master's degrees, obtain teaching certification, and build leadership skills, answers a call to increase the diversity of local teachers. Superintendents of regional public school systems have repeatedly voiced their concern that the pool of teacher candidates lacks diversity.

The Massachusetts Department of Education estimates that 18.6 percent of K-12 students in Massachusetts public schools are Black or Hispanic, and 56 percent of teachers. Only 4.8 percent of those seeking teacher certification are Black or Hispanic.

**USF Finds Whites and Various Ethnic Groups Equally Generous**

A new study by the University of San Francisco's (USF) Institute for Nonprofit Organization Management, examining charitable contributions and volunteering throughout California, finds little difference in the giving patterns of whites and various ethnic groups.

"Although national studies report that whites give more than do non-whites, our study found that whites, African Americans, and Asian/Pacific Islanders give and volunteer at comparable levels," said Michael O'Neill, professor at the USF Institute for Nonprofit Organization Management. "Latinos generally report lower levels of giving and volunteering, but when the effects of income, educational level, and immigration status are statistically removed, differences among all ethnic/racial groups virtually disappear."

**Pima Community Presents Diversity Awards**

In Arizona, Dr. Robert D. Jensen, Pima Community College (PCC) chancellor, presented the Chancellor's Equity and Diversity Awards for 2000. The awards program, instituted in 1995 recognizes leadership and advocacy for inclusiveness and civil rights principles in education and employment.

The recipients were Duff Galda, ESL faculty, Downtown Campus; Patricia Houston, acting division dean, mathematics and communication arts, Downtown Campus; Edward Lorenzo, lieutenant, department of public safety, District Support Service Center; and Nick Lucero, student, East Campus.

**Navarro on California Learning Commission**

Richard A. Navarro, dean of California State Polytechnic University-Pomona's College of Education and Integrative Studies, was appointed to the 12-member state Commission on Technology in Learning.

The commission makes policy recommendations to the state Board of Education in such areas as statewide planning for educational technology and ongoing evaluation of all technology, telecommunications, and distance learning programs that affect K-12.

Navarro is on the board of directors of the National Board for Professional Teaching Standards and the Pomona Valley Education Foundation and co-chairs the East San Gabriel Valley Education Consortium. He has a bachelor's degree from San Francisco's New College of California, a master's from Harvard, and a master's and doctorate from Stanford.

**Gonzales to Direct UNM Women's Center**

Sandra Gonzales was named director of the University of New Mexico (UNM) Women's Resource Center. Gonzales has been with the Center for 10 years as assistant director, counselor, and program services coordinator.

The Center's staff has been examining the results of an informal needs assessment survey, which drew more than 600 responses. New initiatives will be introduced based on the responses, said Gonzales, including reestablishing evening and weekend hours for the Center's "family friendly" computer pod and updating its equipment. Gonzales has been developing guidelines and paving the way for professional women to serve as mentors to students. "The Center is a point of entry for a lot of women, and retention and recruitment are important parts of our mission," said Gonzales.

Gonzales has a bachelor's degree and a master's from UNM.

**Westchester Honors Reyes**

In New York, SUNY (State University of York)/Westchester Community College (WCC) honored outstanding student Adalina Reyes, a former welfare recipient, with a chemical dependency counseling program award. Reyes, who was recognized at WCC's Honors Convocation, will be going on to Lehman College.

**Baca to Apply Her Summer Stud to Classes at Heritage**

Dr. Inelda Baca, assistant professor of Heritage College (Wash.), recently returned from a summer of study in Spain. Baca, along with 17 other teachers of bilingual education and Spanish as a foreign language, was in Spain on scholarship, exploring different pronunciations of Spanish and the lexical, semantic, morphological, syntactic, pragmatic differences in spoken and written Spanish.

"What I am trying to do at Heritage is to share my personal experience, develop cognitive, academic language proficiency by having students know various dialects and grammars of Spanish, and what they are from Mexico, Cuba, Spain, or Spanish-speaking countries," said Baca.

**Jersey City Welcomes Candido Camero**

Percussion greats and friends gather with famed Cuban jazz percussionist Candido Camero (pictured) at the "Slide Force Meets Percussion" concert at New Jersey City University (NJCU). Among those sharing the occasion with Camero were Lillian Hernandez, wife of NJCU President Dr. Carlos Hernandez; "The Trombone Man," Pablo Torres; Robert Romero, director of NJCU's percussion ensemble; and entertai...
program announcer for the concert; guest artist Chango, Cuban percussion star; and Hugo Morales, chair of the NCUS council on Hispanic affairs, which co-sponsored the concert with the University's department of music, dance, and theatre.

**California Lutheran Honors Former NFL Player**

Daniel "Danny" Villanueva, former professional football player and radio newscaster, received an honorary doctorate from California Lutheran University.

Villanueva, a field goal kicker for the National Football League's Los Angeles Rams and Dallas Cowboys in the '60s, has distinguished himself as an entrepreneur in broadcasting and as a leader in the Latino community. He began as a newscaster for KNBC and ultimately became president of KMEX, the largest Spanish-speaking station in Southern California. In 1987, he created Villanueva Media, which held the license for KMSM-TV. He is currently chairman of the board of Balsam Capital Corporation and serves on many nonprofit boards.

**DaimlerChrysler Gives to HACU**

The DaimlerChrysler Corporation Fund contributed $25,000 to the Hispanic Association of Colleges and Universities (HACU). The unrestricted gift will be used to strengthen and increase HACU's reach to its more than 240 member colleges and universities with high Hispanic enrollment rates in the United States, Puerto Rico, and abroad.

"Our support of institutions such as HACU helps improve Hispanic access to higher educational opportunities," said W. Frank Fountain, senior vice president, government affairs, DaimlerChrysler Corporation, and fund president.

**Texas Student Recognized for Contributions in Microbiology**

Daniele Provenzano, doctoral candidate at the University of Texas Health Science Center-San Antonio, received a 2000 Raymond W. Sarber Award from the American Society for Microbiology. The Sarber Awards recognize academic achievement and reward outstanding research and potential among students in microbiology.

Provenzano has done important work on *Vibrio cholerae*, the microorganism associated with sometimes deadly diarrheal diseases caused by contaminated water. He has made significant contributions to the understanding of cholera pathogenesis and enteric pathogen survival. His promise as a scientist and educator is also apparent in his work as an instructor and teaching assistant.

Provenzano has been noted for his volunteer work with a Saturday Morning Science Camp for K-12 students and his involvement with the Society for the Advancement of Native Americans and Hispanics in Science.

**Virginia Commonwealth Spanish Course Targets Healthcare**

"As the Latino population continues to increase, it is becoming more and more important for medical professionals in the nation's hospitals to learn to speak Spanish to communicate with their patients," says Dr. Consuelo Navarro, assistant professor of foreign languages at Virginia Commonwealth University (VCU). A course at VCU is helping medical professionals do just that.

Spanish for Medical Professionals, created three years ago by Navarro, is a year-long three-credit course offered to physicians, nurses, physical therapists, and administrators of VCU's Medical College of Virginia Hospitals. It offers instruction in conversational medical Spanish and Latin American cultural aspects that have an impact on medicine, such as issues related to adjustment after immigration, family structure, and cultural concepts on illness and death.

**California-Santa Barbara Professor Studying Mexican Immigration**

Jonathan Inda, assistant professor in the University of California-Santa Barbara department of Chicano studies, won a prestigious Rockefeller Fellowship.

Inda's work involves observations of Mexican immigrants in Orange County, Calif., and how their transnationalism sometimes generates a backlash of strict and exclusively defined American nationalism in other Americans.

The $33,000 grant will enable Inda to finish the work, which began as his doctoral dissertation and will be completed under the auspices of the Center for the Study of Race and Ethnicity at UC-San Diego.

**North Florida Names VP of Student Affairs**

An educator with extensive experience with students from diverse backgrounds was named vice president of student affairs at the University of North Florida (UNF).

UNF President Anne H. Hopkins announced that Dr. Mauricio González, associate VP for student life at the University of Cincinnati, will assume on Oct. 1. He will oversee student health, intramural sports, student unions, student governance, multicultural affairs, career services, and more.

González has a bachelor's degree from the University of Texas, a master's from the University of the Americas in Puebla, and a doctorate from Florida State U. In 1991, he was a Senior Fulbright Scholar at Universidad de San Carlos in Guatemala.

**Rao Becomes Central Michigan President**

Michael Rao, former chancellor of Montana State University-Northern, became the 12th president of Central Michigan University (CMU).

The 51-year-old Rao is described as dynamic, intense, and a major achiever who has moved up rapidly through the professional education ranks. He earned a bachelor's degree and doctorate within six years, an accomplishment that most scholars more than nine.

He wi...
of a large, public, two-year college, and the head of a four-year public university.

He brings to CMU a broad range of experiences in education, having been a chemistry researcher, college dean, assistant to a university president, college president, university chancellor, president of a management and education consulting firm, and gubernatorial appointee to a state student aid commission.

**Southern Methodist Presents “Sacred Space” Exhibition**

The Institute for the Study of Earth and Man at Southern Methodist University (SMU) in Dallas will present an exhibition of about 150 mural-sized color photographs of sacred landscapes and architecture spanning 4,000 years in Mexico, Guatemala, Honduras, and Southwestern United States.

At the Hall of State at Fair Park in Dallas from Sept. 11 to Oct. 27, the exhibition, “Sacred Space: Man and the Divine in Mexico, Central America, and the Southwestern United States,” will feature photographs by Dallas photographer Carolyn Brown. It is intended to transport visitors into sacred landscapes and structures, express the majesty and richness of sacred traditions of these cultures, and provide insights into their engineering, architectural, and artistic achievements as well as their political and religious dimensions.

**Nazareth Students Inducted into Spanish Honor Society**

Nine undergraduate students at Nazareth College in New York were inducted into Mu Delta Pi, the National Spanish Honor Society.

Olga Rivera, Ericka López, Josephine Rosado, Jessica Colón, Andy Desouza, Alison Stoller, Julie Schum, Laura Barnard, and Sara Strickland all maintained their eligibility based on grade point average and high academic achievement in the study of Spanish.

Dr. Tina Pereda, professor of Spanish, called their work exceptional. “We are very proud to have this long-standing tradition at Nazareth College of such a highly esteemed Spanish honor society, to recognize students for their outstanding academic achievement in Spanish studies and for their extraordinary dedication to the many Hispanic cultural activities of Club Cervantes,” said Pereda.

**Poyo Conducts Latino Research at Smithsonian**

Gerald Poyo, Latino studies scholar at St. Mary’s University in Texas, conducted Latino cultural research at the Smithsonian’s National Museum of American History, where he was a Rockefeller Humanities Fellow. Under the Smithsonian Center for Latino Initiatives doctoral fellowship program in Washington, D.C., the extensive collections are accessible to researchers studying Latino art, history, and culture relative to the U.S.

Poyo’s areas of scholarship are Latino history and Spanish colonial history of Texas, the Southwest, Cuba, and the Caribbean. His project is titled “Interpreting and Exhibiting U.S. Latino History.”

An associate professor of history at St. Mary’s, Poyo has a doctorate in Latin American history from the University of Florida.

**Stetson Hosts International Forum**

**STETSON:** Thirteen local government officials from Spain and Latin America took part in a seven-day fellowship program on local government, Central Florida style. Hosted by Stetson University, the visitors were all members of the Iberoamerican Union of Municipalities (UIU: Unión Iberoamericana de Municipios), an internationally recognized organization of 600 mayors, city council members, public servants, and academics from Spanish-speaking countries.

This year’s seminar, the third organized by Stetson since 1998, brought delegates from Argentina, Spain, Mexico, Venezuela, Panama, Brazil, Ecuador, Guatemala, and El Salvador. Stetson and UIU signed an agreement in 1996 to facilitate exchange of students and professionals. Stetson has also funded student travel to internships in UIU-affiliated cities in Uruguay, Mexico, Guatemala, Ecuador, and Argentina.

**New Mexico Highlands Administrator Named ACE Fellow**

Patricia Manzanares-Gonzales, director of New Mexico Highlands University’s (NMHU’s) Educational Outreach Services, was named a 2000-2001 American Council on Education (ACE) Fellow, one of 34 selected this year in a national competition, the first from Highlands to be selected and the eighth New Mexican to be awarded the honor.

As an ACE fellow, Manzanares-Gonzales will focus on an issue of concern to NMHU while spending a portion of the academic year working with top administrators at the institution. She also will attend three long ACE seminars on higher education issues.

The ACE Fellows Program, established in 1965, is designed to strengthen institution leadership in American higher educatic recognizing and preparing promising faculty and senior administrators for responsible positions in college and university administration.

**Texas Association of Chicanos in Higher Education Newsmakers**

Dr. Rosario Torres Raine: TACHE set up academic and student services for the new University Center at Palo Alto College. The center allows students to continue their educ after receiving an associate’s degree and their bachelor’s degree while remaining on campus. Torres Raine was named exec director of the Center in February.

Dr. Ricardo Rodríguez, professor of cistry, received Texas Wesleyan Univer McCann endowed professorship for a t-year term because of his community service and excellence in teaching. Rodríguez developed a “magic show” to promote cistry in local schools.

In commemoration of the College’s anniversary, former San Antonio College dentist and renowned artist Jesse Treviño of designed a mural of hard-cut ceramic that would decorate, top to bottom, all exterior faces of the Moody Learning Center.

**Northwest Vista Student Named Outstanding Youth Tutor**

The Northside Independent School District (NISD) named Jennifer Ramos, a student at Northwest Vista College (NVC) in Texas, Outstanding Youth Tutor. Ramos was recognized at NISD’s annual school-business-community partnerships awards ceremony.
Last year, Ramos took the initiative and contacted Zachary Middle School Principal Javier Martinez and NVC Associate Director of Student Success Debi Gaitan about a mentoring program. As a result, Ramos and 25 fellow NVC students have mentored weekly at Zachary Middle School.

Cleveland State Professor Studies Latinos in Higher Education

Dr. Rose Quinones-DeValle, Cleveland State University professor in the College of Education, designed a research study investigating the prevalence of Latinos and Latinas in public and private colleges and universities in Ohio. She is collecting data on enrollment, retention programs, and graduation rates of Hispanic students, who are born either inside or outside the United States and who are either U.S. citizens or non-U.S. citizens. Quinones-DeValle says that the Latino high school dropout rate stands at 25.3 percent nationally but that in Ohio, the rate is 58 percent.

Born in Puerto Rico and raised in Youngstown, Ohio, Quinones-DeValle has a doctorate from Kent State University and is a gubernatorial appointee to the Ohio Counselor and Social Work Board.

San Antonio Students Compete in Film Festival

Time and Error, a video produced by San Antonio College (Texas) students Pitaya “Pete” Tunsiricharlenglui and Brian Sánchez, placed as a semifinalist and was screened in the second annual National Student Festival for Film, Video, and New Media at New York City’s Hunter College.

Sánchez has worked full-time for KABB-TV on its camera floor crew. He also freelanced for a few years shooting weddings and concerts, and worked as an editor and in production before enrolling in the radio-TV program at San Antonio in 1998.

The four-minute video—a dream sequence about a mother dropping her child off at school—competed against entries from NYU, Stanford University, UT-Austin, Columbia, and other institutions with strong national reputations.

Colorado-Boulder Helps Minority Students

In Colorado, nearly 100 underrepresented rural and minority high school students got the chance to be engineering students at the University of Colorado-Boulder through an expansion of the popular Success Institute.

A hands-on engineering outreach program of the UC-Boulder’s College of Engineering and Applied Science, the Success Institute was piloted in 1998 and 1999 with the goal of expanding the number of underrepresented students who successfully study engineering and computer science. The program has doubled in size this year due to a high level of interest and support from a variety of donors and government organizations.

David Aragon, director of the Success in Engineering through Excellence and Diversity program, said he hopes that helping young students to understand what engineering is all about will get them excited about it as a career choice.

New College Grads Not Too Keen on “Dot-Coms”

NACE Despite the hype about job opportunities with new “dot-com” organizations, most new college graduates would rather work elsewhere, given a choice.

In a new survey conducted by the National Association of Colleges and Employers (NACE), only 13 percent of new graduates said they would like to work for a dot-com while 42 percent picked a Fortune 500 firm as their employer of choice. In fact, of the four choices offered, dot-coms placed last, trailing behind small companies, which earned nearly a quarter of all responses, and working for oneself, chosen by 20 percent of respondents.

NACE is a leading source of information about the college market and the leading information provider for human resources professionals who recruit and hire college graduates and for career services practitioners on college campuses who advise students and graduates.

Palo Alto Receives $2 Million

Palo Alto College southside commuters college in San Antonio, Texas, received year $2 million grant aimed at strengthening and improving services.

The Title V federal grant is earmarked at developing Hispanic-serving institution Alto's current student body is 65 percent Hispanic and 30 percent white/non-Hispanic.

"This grant will enhance Palo Alto's ability to serve students more effectively and to increase our level of service a traditionally underserved population," Dean Enrique Solis, Palo Alto College president.

The grant period begins Oct. 1. Michael Flores, Palo Alto's director of institutional research, planning, and effect increases the grant director.

Cristina Supports Sight for Student

Some children can't see the blackboard. Other trouble making out the words in the books. One in four school-aged child is some kind of vision problem. And poor performance can lead to poor performance.

The plight of these students and the adequate eye care has touched C Saralegui, host of Univision Network's notable program, The Cristina Show. 1 year veteran journalist, known for her commitment to health-related issues, is team with Vision Service Plan (VSP) to bring clarity to their lives. Cristina is on her time to help create awareness of VSI for Students program, which provide students across the country with vision care:

New programs include Vision Service Plan (VSP) a not-for-profit entity that is one of the nation's providers of eye care benefits. Launched in 1997 as part of its AmeriCorps Promise: Alliance for Youth Commitment.

Saint Mary’s Professor Monitors Mexican Presidential Election

Marc Belanger, political science professor at Saint Mary’s in Indiana, went to Mexico as a member of an international delegation charged with observing and monitoring Mexican presidential election that too in July, San Francisco-based human rights watch group Global Exchange, at the invitation of “Alianza Civica,” a Mexican human rights organization, established the dele
Delegation members included academics, religious missionaries, students, and others.

Belanger and company visited Mexican communities and met with representatives of civic labor, and human rights organizations prior to the vote.

In the News at the University of South Florida

USF

• The University of South Florida (USF) welcomes its first students into its new master's program in Latin American, Caribbean, and Latino studies this semester. Unlike many others, USF's will incorporate the study of Latino communities in the U.S. According to Paul Dosal, professor of history, the Tampa area's Hispanic heritage and history offer a fertile entry into an understanding of similar immigrant experiences in other regions of the country.

• USF is the third U.S. university to become a member of the Ibero-American Science and Technology Education Consortium (ISTEC), joining the Massachusetts Institute of Technology and the University of New Mexico. The mission of ISTEC is to foster joint international scientific, technological, and engineering collaborations to further progress in Ibero-American countries.

• A panel of four Cuban women—Norma Valsallo, Marta Nuñez, and Sonia Catusus from the University of Havana and historian and author Gladys Marel García—presented the symposium "Cuban Women Today: Interdisciplinary Perspectives." hosted by USF's women's studies department.

• The USF College of Public Health hosted the 10th annual seminar in epidemiology and biostatistics for health practitioners from Latin America.

• Dr. José E. Hernández, who has 14 years of experience in higher education, is the new program coordinator with the USF McNair Scholars office.

• The Sant'Yago Education Foundation Board made the final payment of its $100,000 pledge to the USF Foundation to create the Krewe of Sant'Yago Endowed Scholarship.

---

PUBLICATIONS

Hall of Fame Presents Latino Book Awards

To honor the many positive contributions made to the world of Latino literature by publishers and writers in 1999, the Latino Literary Hall of Fame announced the winners of its second annual book awards at the BookExpo America 2000. A multitude of publications were honored. Most of the books can be found at http://www.latinoobookfestival.com.

In the Nonfiction—English-language category: "Capirotada: A Nogales Memoir," by Alberto Alvaro Rios (University of New Mexico Press); "Journey to Machu Picchu," by Carol Cumes and Rómulo Lizarraza Valencia (Llewellyn Publications); and "Through the Eyes of the Soul, Day of the Dead in Mexico-Nicobocan," by Mary L. Andrade (La Oferta Review, Inc.).

In the Nonfiction—Spanish-language or Bilingual category: "Through the Eyes of the Soul, Day of the Dead in Mexico-Oaxaca," by Andrade (La Oferta Review); "El Santuario Del Alma: Como orar para obtener la respuesta divina," put together by the Self-Realization Fellowship; and "El Teque de Amor," by María Cecilia (Llewellyn Publications).

In the Fiction—English-language category: "Bor Juares' Second Dream," by Alicia Gaspar de Alba (University of New Mexico Press); "Black Widows Wardrobe," by Lucha Corpi (Arte Publico Press); "CrashBoomLove: A Novel in Verse," by Juan Felipe Herrera (University of New Mexico Press); and "Miami Heat," by Berta Platas Fuller (Encanto Kensington Publishing).

Also, "El secreto de Cristina," by Rebeca Aguilar (Encanto Kensington Publishing), won an award, and "East Side Dream," by Art Rodriguez (Dream House Press), won two awards.

Dulcinea in the Factory: Myths, Morals, Men, and Women in Colombia's Industrial Experiment, 1905-1960

By Ann Farnsworth Alvear

Before it became the center of Latin American drug trafficking, the Colombian city of Medellín was famous as a success story of industrialization, a place where protectionist tariffs had created a "capitalist paradise." This book investigates workers' strategies of conformity and resistance and traces the disciplinary practices of managers during the period from 1905 to the reorganization of the textile mills in the late 1950s.


Underrepresentation and the Question of Diversity: Women in Minorities in the Community College

By Rosemary Gillett-Karam, Susan Roueche, and John E. Roueche

This scholarly work documents the history of discrimination in America and shows that women and minorities remain underrepresented in the seats of power. It examines the promise and problems that community colleges face in the struggle to create a society in which women and minorities are more equally represented in leadership positions.


Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870-1920

By Eileen J. Suárez Findlay

By analyzing Puerto Rican anti-prostitution campaigns, attempts at reforming marriage, and working-class ideas about free love, Eileen J. Suárez Findlay exposes the race-related double standards of sexual norms and practices in Puerto Rico between 1870 and 1920, the period when...
nessed Puerto Rico's shift from Spanish to U.S. colonialism.


The Academic Achievement Challenge: What Really Works in the Classroom?
By Jeanne S. Chall

This book reviews and evaluates the many educational reforms and innovations that have been proposed and employed over the past century. The author compares achievement rates that result from traditional, teacher-centered approaches with those resulting from progressive, student-centered methods.


Honorable Exiles: A Chilean Woman in the Twentieth Century
By Lillian Lorca de Tague

Lillian Lorca de Tague is living proof of women's progress in the 20th century. Born into a privileged yet circumscribed world in 1914 as the daughter of a wealthy Chilean diplomat, she became a translator and journalist at a time when few women of her class held jobs. Edited by Joy Billington and Chris Lucas.


Reinaldo Arenas: Una apreciación política
(Spanish)
By Adolfo Cachero

Las novelas de Reinaldo Arenas se han interpretado como vuelos de fantasía que proveen de escape para sus protagonistas de la aspereza de una existencia opresiva. Estos textos se han considerado como artefactos no referenciales y no como signos de una realidad histórica en términos de un desarrollo que empieza en el confinamiento y acaba en la utopía.


Urban Voices: Contemporary Short Stories from Brazil
Cristina Ferreira-Pinto, ed.

All the selected stories have an urban thematic focus, as they portray different aspects of life in the city—be it the metropolis or a provincial capital—and the many conflicts faced by the contemporary urban inhabitant: the lack of communication among neighbors; the vicarious lives many lead; violence; political repression; and the recurrent theme of isolation and loneliness.


By Nancy T. Baden

When the military coup of 1964 suddenly suppressed the democratically elected government, Brazil was plunged into 21 years of authoritarian rule. This study deals with the struggles of the writers of imaginative literature who opposed the dictatorship as they contended the censorship and other means of control that the government sought to impose upon them.


Crowding Out Latinos: Mexican Americans in the Public Consciousness
By Marco Portales

Marco Portales believes that most Latinos have not been and are still not being educated and encouraged to succeed in America. Education and the media have historically deprecated and negatively misrepresented American citizens whose first language is Spanish, and such practices have shaped a gross social injustice that wide attention and correction as the 21st century dawns on the United States.


By Tracy Bachrach Ehlers

An update of a classic study of the effects of economic development on the women weavers of San Pedro Sacatepéquez. Revising her earlier hopeful assessment of women's entrepreneurial opportunities, Ehlers convincingly demonstrates that development commercial growth in the region has fitted men at the expense of women.


The Academic Achievement of Minority Students: Perspective, Practices, and Prescriptions
Sheila T. Gregory, ed.

Throughout the world, students of color experience failure in school for a variety of reasons. This comprehensive work provides fresh insights and practical strategies for addressing these problems...
in order to enhance minority student performance in school.


El Laúd del Desterrado
(Spanish)
By Matías Montes-Huidobro

El Laúd del Desterrado
es antología de combate, un
compendio lírico que sirvió
y seguirá sirviendo de modelo
para todo escritor hispanoamericano en el exilio.


Criminal and Citizen in Modern Mexico
By Robert M. Buffington

This book explores elite notions of crime and criminality from the late 18th to the early 20th century. In Mexico, these notions represented contested areas of the social terrain, places where generalized ideas about criminality transcended the individual criminal act to intersect with larger issues of class, race, gender, and sexuality.


By Laurie L. Levenson

Attorneys now have an authoritative new resource for insight into the Federal Criminal Code and Rules. This book provides the full text of the Federal Criminal Rules with rule-by-rule analysis, expert commentary, and cross-references to additional resources.


La Revolución: Mexico's Great Revolution as Memory, Myth, and History
By Thomas Benjamin

The 1910 Revolution is still tangibly present in Mexico, yet there has never been general agreement on what the revolution meant, what its objectives were, and whether it has been accomplished. This pathfinding book shows how Mexicans from 1910 through the 1950s interpreted the revolution, tried to make sense of it and, through collective memory, myth-making, and history-writing, invented an idea called "la Revolución."


Many publications featured in this section are available through amazon.com.

CONFERENCES

Kiva's Mexico 2000 Education Tour
September 19-20, Guadalajara 22-23, Mexico City
September 25-26, Monterrey

Kiva Expeditions, Inc., is committed to building partnerships through key introductions among international exhibitors, Mexican schools representatives, and local business leaders. This year's tour, "Building Partnerships in Mexico," will focus on student recruitment through public fairs and school visits.

Contact: Annette Wright, (303) 770-3063; e-mail, kivaexpo@mindspring.com.

International Society for Latino-Hispanic Humor Studies
International Conference
September 28-30

At Delta Hotel, Montreal.
Contact: K.M. Sibbald, Department of Hispanic Studies, McGill University, (514) 396-6683; e-mail ksibbalk@leacock.lan.mcgill.ca

18th Annual U.S. Hispanic Leadership Conference
September 28-October 1

The USHLI has as its conference theme this year: "Latinos in the New Millennium: Building on the Past to Promote Promise for the Future." At the Hyatt Regency, McCormick Place, Chicago.

Contact: (312) 427-8683; websi www.ushli.com.

Hispanic Women's Corporation 15th Annual Conference
October 3-6

The 15th Annual Hispanic Wome Conference, presented by the Hispanic Women's Corporation. At the Phoenix Cl Plaza in Phoenix, Ariz.
Contact: (888) 388-4HWC or (602) 97995; e-mail, hwc@network.att.net.

Latin American and Caribbean Studies Symposium
October 6-7

St. John's University's Committee on Latin American and Caribbean Studies (CLACS) hold an international symposium, "Immigrants from Latin America and the Caribbean: Reckoning with the Future of an Unequal Migration." At St. John's University.
Contact: (718) 990-1932; e-mail, clacs@stjohns.edu.

New Jersey Project Fall 2000 Conference
October 13

The New Jersey Project for Inclusion in Scholarship, Curriculum, and Teaching has its Fall 2000 conference theme "Now You Know, Now You Don't!" Class in America: Speakers include Barbara Ehrenreich, Manning Marable, Holly Sklar, Mark E
Lise Vogel, and Leonard Vogel. At Essex County College in Newark, New Jersey.

Contact: (973) 720-2296; e-mail. njp@wpunj.edu.

Forum 2000 & NACME Career Fair
October 25-28

“Affirming Diversity: Real Commitment, Real Results.” Among the confirmed speakers are Dr. Ana Margarita “Cha” Guzmán, White House Commission on Educational Excellence for Hispanic Americans, and Dr. Elsa Macías, senior research associate, Tomás Rivera Policy Institute. At the Westin Hotel, Long Beach, Calif.

Contact: NACME, (212) 279-2626; website, www.nacme.org/events.

AACU’s 3rd Biannual Diversity
and Learning Conference
October 26-29

“Diversity and Learning: Identity, Community, and Intellectual Development” is designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.

Contact: (202) 387-5760; e-mail, meetings@aaau.nw.dc.us; website, www.aacu.edu/Meetings/divlearn00.html.

The College Board Centennial Forum
October 28-November 1

Networking and professional development opportunities; sessions on cutting-edge field-specific research and development; and keynote addresses by world-renowned speakers. At the Marriott Marquis Hotel, New York City.


HACU 14th Annual Conference
November 4-7

This year’s theme: “Championing Hispanic Success in Higher Education.” At the Albuquerque Convention Center, Albuquerque, NM.


AAHE Conference on Faculty & Rewards
February 1-4, 2001

This 9th annual conference will
change the profession and the
opment most salient in driv
change—new technologies and th
tional shift now taking place in the
the Tampa Marriott Waterside in Tarr

In our July 28, 2000 issue HO e
listed journalism as one of the degree
offered at California State University, L
Journalism courses, are available the
Communications Studies Department.

Notable programs CSU would like t
are the NIH-funded Minority Access to
Careers (MARC) Honors training
Minority Biomedical Research Support
MESA Engineering Program (MEI)
Careers Opportunity Program (HOP)
engaged undergraduate astronomy
center and CREST environmental

CORNELL UNIVERSITY

The Department of Agricultural, Resource, and
Managerial Economics at Cornell University seeks
candidates for the position of Assistant Professor of
management with interests in dynamic management,
technology and innovation, and e-Commerce. This is a
9-month, tenure track appointment, with initial
appointment for a three-year period. The person in this
position is expected to establish a distinguished program
of scholarship in the area of business management, with
an emphasis on how new technologies and innovation
impact management practices and the structure
and conduct of businesses. With a 50/50 split between
research and teaching responsibilities, the individual is
expected to teach at least two to three courses annually
and to advise undergraduate and graduate students. A
more complete description of the job can be found at:
http://www.cae.cornell.edu/dept/arme/staff/AstProf.htm

Qualifications: A Ph.D. in business, economics or
other related discipline is required.
Application: A letter of application, vita, transcript,
a list of publications, any evidence of teaching experience,
and names of three to five references may be sent to
Dr. Andrew Novakovic, Chair
Department of Agricultural, Resource, and
Managerial Economics
Cornell University
120 Warren Hall
Ithaca, NY 14853-7801

http://www.cae.cornell.edu/dep/arme/staff/AstProf.htm

RAMAPO COLLEGE OF NEW JERSEY

PRESIDENT

Ramparo College, New Jersey’s public liberal arts college, announces the search for a successor President Robert Scott, who served with distinction for 15 years. The new president will be
continue to strengthen the College’s unique character as an interdisciplinary institution with an
emphasis on global/intercultural and experiential education, and to continue to provide an education of an
affordable price.

Set on 300 wooded acres, Ramapo College is located in an exceptionally picturesque environment just 25 miles from New York City. The College enrolls approximately 3,500 primetime undergraduates in liberal arts and professional programs, and 200 graduate studies.

The annual budget is $84 million. Ramapo is one of 12 senior public insti-
tutions in the New York state system of public higher education and an independent board of trustees appoint

Nominations and applications are invited. Review of candidates begins on October 1 and will continue until the position is filled. Confidentiality will be maintained until finalists have been

Dr. Andrew Novakovic, Chair
Department of Agricultural, Resource, and
Managerial Economics
Cornell University
120 Warren Hall
Ithaca, NY 14853-7801

http://www.cae.cornell.edu/dep/arme/staff/AstProf.htm

The College encourages applications from women, members of ethnic minorities, group
people with disabilities, and other protected class members.
Book Review

By Dr. Mark Saad Saba


Pobre Raza reveals the resistance that Mexican immigrants took towards Anglo-American prejudice and violence during the first three decades of the 20th century. It provides the modern student of Latino affairs a longitudinal approach to such current issues as police profiling of peoples of color, nativist hysteria to the alleged threat that immigrants create towards our "culturally homogeneous" society (white middle class), and the high number of incarcerations and state executions of Latinos and other peoples of color in our criminal "justice" system.

F. Arturo Rosales provides concrete historical examples that demonstrate how collective action reversed discriminatory court decisions, provided legal counsel and defense for alleged criminals, and challenged police brutality, which unfairly targeted Mexican immigrants. Based on extensive archival and manuscript collections, newspapers, personal interviews, and court records, Rosales provides a well-documented thematic study of the dark side of mass prejudice and the American judicial system.

This book has wide applicability to the fields of political science, sociology, criminalology, history, and Mexican American studies and is best suited for an upper-level undergraduate or graduate course.

At the heart of Pobre Raza lies the concept of Mexico Lindo (Beautiful Mexico), which served as a means of individual and collective empowerment. Mexico Lindo provided immigrants with a sense of cultural, linguistic, and political identity. It incorporated a sense of ideological nostalgia for the Spanish language; a reverence for Mexican national fiestas, heroes, and history; a spiritual devotion to Our Lady of Guadalupe; and an ambivalent form of anti-Americanism rooted in the collective turmoil of Mexico's history and revolutionary upheaval. Mexico Lindo served to bind the fragmentary and multiple migrations that characterized Mexican immigration over three decades and allowed for a deep-rooted sense of unity and community action in defense of La Raza.

The early decades of the 20th century witnessed a huge surge in Mexican immigration to the U.S. related in large measure to the political upheaval associated with the Mexican Revolution. Rosales wisely centers much of the Anglo nativist backlash on what he terms "brown scare." He interprets the brown scare as mass hysteria rooted in the alleged violent nature of the revolutionary Mexican bandido and the supposed sympathies that Mexicans held toward the German government during America's involvement in the First World War.

In addition to geopolitical prejudices, many Anglos perceived Mexican immigrants as a threat to organized labor and American wage standards. Rosales successfully places much of the Anglo civilian violence towards Mexicans as resulting from this fusion of historical racial antipathy, economic anxieties, and the brown scare.

At the core of Anglo-American civilian prejudices and violence lay deeply entrenched institutional exploitation and systemic injustice. A central component to maintaining this structurally racist economic and political order was the judicial system, and this serves as an important focal point for much of Rosales' work. The role of police repression and brutality is squelching labor organizing, the targeting of immigrant communities by law enforcement for harassment and mass roundup, the lack of adequate defense for immigrants in a bewildering English-speaking courtroom, and a segregated and inferior educational base left immigrants vulnerable to an exploitative legal and political structure.

But rather than simply viewing the immigrant as a victim, Rosales stresses the collective responses that immigrants made to remedy these institutional biases, including the formation of middle-class civil rights groups, which protested racist literature and popular media; an active attempt by the Mexican consulate to defend the rights of Mexican immigrants; progressive defense lawyers who served as advocates for immigrants; and mass mobilization to protest state executions of Mexicans, who formed a larger percentage of those executed than did Anglo-Americans.

Unfortunately then and now, Texas was the state with the highest number of executions of Latinos and other peoples of color; a fact that did not go unnoticed by my class of Tepano/Chicanos. Texas also ranked as the worst state for the number of Mexicans shot dead by police and the infamous Texas Rangers. The continuing struggles against police brutality and capital punishment in Texas are built upon a hundred years of collective struggle.

What came out of our graduate seminar's discussions was the surprise expressed by my Chicano students that decades before the Mexican American generation's post-war organizing or the Chicano movement's renaissance, Mexican immigrants agitated, protested, and defended their rights in the face of an overwhelmingly hostile judicial system that relegated the immigrant to third-rate status. In this manner, Rosales has provided a means with which to measure Mexican American community struggles within a longitudinal framework and allows the young Chicano/o historical role models with which to conceptualize the current struggles in defense of economic and political equality.

Dr. Saba is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, he has taught at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.
Congratulations to Hispanic Outlook on its 10th Anniversary from the University of South Florida in Tampa

When you are considering a career, consider USF. Tampa is the best place to live if you’re Hispanic, according to Hispanic Magazine. It’s in the top four cities in the country regardless of ethnicity, according to Places Rated Almanac. Check out USF and employment opportunities at www.usf.edu

---

The University of Iowa values diversity among students, faculty, and staff. The University believes that a rich diversity of people and their many points of view enhance the quality of the learning and work environments.

For admissions information call (800)553-4692 or visit the University of Iowa web site at www.uiowa.edu

For career opportunities call The University of Iowa Job Line at (319)335-2686 or visit the Professional Job Opportunities web site at

---

Plattsburgh
STATE UNIVERSITY OF NEW YORK

Congratulations to The Hispanic Outlook in Higher Education on a Decade of Excellence.
Who will provide education for jobs that haven’t been invented yet?

We Will.

ASU
ARIZONA STATE UNIVERSITY

Let’s put our minds to work.
www.asu.edu

WE WERE A UNIVERSITY IN EVERY WAY BUT ONE

For many years now, Dominican College has been a small university. Today, its name matches our reality. Dominican College of San Rafael is now Dominican University of California.

Many things about Dominican will never change: the Dominican values, the respect for the individual, the love of truth, the beauty, and the life of the mind. What has changed is this: the size and diversity of the student body, the depth and breadth of offerings, and global outreach.

Dominican University of California is an independent, Catholic, international learning-centered university. Finally, the name fits.

Congratulations
Hispanic Outlook for 10 years of Excellence!

Visit our website for more information
www.dominican.edu

DOMINICAN UNIVERSITY OF CALIFORNIA
50 Acacia Avenue
San Rafael, CA 94901
415-457-4440

The National Association of Independent Colleges and Universities
Salutes The Hispanic Outlook for 10 Years of Journalism Excellence
Proud of their diversity and committed to educating students of all backgrounds, America’s private colleges and universities congratulate and thank The Hispanic Outlook for its role in Latino higher education.

NAICU
National Association of Independent Colleges & Universities
FIU, alma mater to more Hispanic graduates than any other United States university.

Congratulates

Hispanic Outlook in Higher Education on 10 insightful years!
Here's to many more!

Valle Verde Campus
(915) 831-EPCC

Transmountain Campus
Rio Grande Campus

Mission Del Paso Campus
Northwest Campus

Fort Bliss

President David A. Caputo
And the Students, Faculty, Staff and Alumni of PACE University
Congratulate

The Hispanic Outlook in Higher Education

On its 10th Anniversary

El Paso Community College Congratulates "Hispanic Outlook" for 10 years of service
LAKE ERIE COLLEGE
A Beautiful Campus • An Excellent Education
A Private, Coeducational, Liberal Arts College

MORE THAN 22 UNDERGRADUATE MAJORS
International Business • Communications • Education
Equine Studies • Environmental Science • Fine Arts • Legal Studies
Modern Foreign Languages • Social Sciences • plus so many more!

GRADUATE PROGRAMS
MBA • MSED

PASSPORT TO THE FUTURE
Study Abroad in
Costa Rica • Honduras • England
Australia • Russia • Slovakia

NCAA DIVISION III ATHLETIC PROGRAM

We can boast a high percentage rate of job placement for our graduates!

1-800-916-0904
391 West Washington Street
Painesville, Ohio 44077
check us out at www.lec.edu

* mention this ad and we’ll waive your $25 application fee

We Congratulate
Hispanic Outlook
On Ten Years of Success

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
1.877.WPU.EXCEL • WWW.WPUNJ.EDU

On behalf of our 3,300 hispanic students, Mercy College wishes you
Happy 10th Anniversary y un gran éxito para siempre.

MERCY COLLEGE
555 Broadway, Dobbs Ferry, NY 10522
WWW.MERCYNET.EDU

Los Angeles Mission College
CONGRATULATES
The Hispanic Outlook Magazine

BEST WISHES
ON YOUR TENTH ANNIVERSARY
AND CONTINUED SUCCESS
IN YOUR COMMITMENT TO DIVERSI

13356 Eldridge Avenue
Sylmar, California 91342
(818) 364-7600
WWW.LAMISSION.CC.CA.US

An equal opportunity employer.
Congratulations and Continued Success
to
The Hispanic Outlook
from
New Jersey
Institute of Technology

America's Most Wired
Public University

NJIT
New Jersey Institute of Technology

A Public Research University
University Heights
Newark, NJ 07102-1982
www.njit.edu

Your Partner in Education:
The Office of
Educational Opportunity:

Ethnic Affairs
(619) 594-6298
Fax (619) 594-4299
http://www.sdsu.edu/
BARRY UNIVERSITY
Congratulates
The Hispanic
Outlook in
Higher Education
on its 10th
Anniversary

Your Choice for All
The Right Reasons!
✓ Quality Education in a Caring Environment
✓ More than 60 undergraduate degrees and graduate degrees
✓ Ranked #1 for diversity among Southern Regional Universities by U.S. News & World Report

For more information, visit our website at:
www.barry.edu
or call: 1-800-695-2279

BARRY UNIVERSITY
A Catholic International University
11300 N.E. Second Avenue, Miami Shores, FL 33161

Northern Arizona University
So Much More...
More academic excellence...
NAU ranks among the nation’s top universities for Hispanic students.

More success...
NAU’s Hispanic students are successful.
The number of Hispanic students earning their NAU degree has doubled in the past decade.

More student support...
NAU supports its Hispanic students. You will find social activities, student and faculty groups, financial aid, and personalized advising.

More students just like you...
NAU is proud of its growing Hispanic student population and wants you to become a member of our comunidad.

1.888.MORE.NAU
www.nau.edu

9th Annual
United States
Leadership Conference
9th Annual
United States
Leadership Conference
September 29-October 1, 2000
Hyatt Regency
McCormick Place
Chicago, Illinois

For more information contact:
USIU (312) 422-8683

18th Annual
United States
Leadership Conference
18th Annual
United States
Leadership Conference
Five College Fellowship Program for Minority Scholars

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

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

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

Date of Fellowship: Sept 1, 2001 to May 31, 2002 non-renewable

Stipend: $25,000

Review of applications begins Jan. 17, 2001

Awards announced by May 1, 2001

For further information and application materials contact:

Five College Fellowship Program Committee
Five Colleges, Incorporated
97 Spring Street, Amherst, MA 01002-2324
nocker@fivecolleges.edu

LEGAL SERVICES
BILINGUAL HOUSING ATTORNEY

Nonprofit corporation serving low income families in Barnstable, Plymouth, Dukes, and Nantucket Counties

Seeks attorney fluent in either Portuguese or Spanish and English to work full-time representing clients in housing law matters, to act as a translator for non-English speaking clients and other staff advocates, to translate legal materials written in English to either Portuguese or Spanish, and to collaborate with other human service agencies and the private bar to promote the provision of legal services to non-English speaking clients. Oral and written fluency in either Portuguese or Spanish is required as is admittance to the Massachusetts bar. A sensitivity to the needs of the low-income and homeless populations is desired. Send resume and cover letter by September 22, 2000, to Raymond A. Yox, Executive Director, LSCLT, 460 West Main Street, Hyannis, MA 02601.

AA/EEO employer.

University of California, Los Angeles

The Department of Psychology (PSY) seeks to fill two tenure-track assistant professorships in our Learning and/or Behavioral Neuroscience area (in special cases individuals at the Associate level could be considered). Research specialties of particular interest to us are: (1) electrophysiology of learning in awake behaving animals; (2) animal cognition; (3) primate and primate-like animal models of mental illness; (4) psychopharmacology of motivation and emotion. Applicants will be expected to teach both graduate and undergraduate courses in animal learning or behavioral neuroscience. Along with a CV (at least 3 letters of recommendation and a few representative reprints), two open positions. Applicants must submit a brief statement of research and teaching interests indicating their appropriateness for this position. Please send all materials to BNS/LB Search Committee, Department of Psychology, Box 951563, UCLA, Los Angeles, CA 90095-1563. Review of applications will begin December 1, 2000.

Changing the Landscape of Education: Hispanics in the New Century

For more information, consult HACU's web site at www.hacu.net or call (210) 692-3805

HACU
HISPANIC ASSOCIATION OF COLLEGES & UNIVERSITIES

Our graduates aren't just well-educated — they're well-prepared.

SUCCEED
PREPARE

Simmons graduates are authors, artists, doctors, lawyers, judges, mayors, television news correspondents, and CEOs. And list goes on and on.

For nearly 100 years, we have prepared young women to meet their career — and life — goals.

Experience our small classes, accessible faculty, and location in the heart of Boston's educational, medical, and cultural communities.

Visit us in the nation's largest college town.

To Find Out More
> Call (617) 521-2051
> Send us email at ugrad@simmons.edu
> Visit our website at www.simmons.edu
> Visit us at Simmons College
300 The Fenway
Boston, MA 02115
> Call to reserve free parking.

US News
2006 College Rankings

SIMMONS
Cook County Circuit Court Judge
Elizabeth Loreda-Rivera, a 1983 graduate
of The John Marshall Law School, recalls her
three years of law school were tough, but
"I felt prepared. John Marshall taught you to
learn on your feet, to anticipate the next move."

We invite students to join us when we visit your
campus to learn more about our 101-year-old
tradition of opportunity and diversity.

We've listed several of our upcoming visits.
For a complete schedule, please call us.

CAMPUS VISITS
9/28—Arizona State University
9/29—University of Arizona
10/16—University of Illinois, Urbana-Champaign
10/17—University of Michigan
10/19—University of Wisconsin, Madison
10/23—Indiana University
10/24—University of Notre Dame
10/25—Florida Atlantic University
10/26—University of Miami
10/26—Florida International University (at U. of Miami)
10/26—Michigan State University
10/30—University of South Florida

LSAC LAW FORUMS
9/8 & 9—Chicago
9/15 & 16—New York
9/22 & 23—Atlanta
10/27 & 28—Boston
11/4—Dallas
11/10 & 11—Los Angeles
11/13—Oakland

The John Marshall Law School
315 S. Plymouth Court, Chicago, Ill.
1-800-537-4280 www.jmls.edu
The future belongs to those who believe in the beauty of their dreams.

- Eleanor Roosevelt

Rochester University, a Jesuit institution, invites applicants for a tenure-track assistant professorship in 19th century U.S. history beginning August 2023. Applicants will teach 18th-century and Western Civilization courses. Ph.D. must be completed by August 1, 2023. Teaching load is 21 hours (7 courses) over two semesters. Please send a letter of application, which includes a statement of your teaching philosophy, a CV, and the names, addresses, and telephone numbers of three references to Dr. Genevieve Robinson, Chair, Dept. of History, Rochester University, 2486 University Ave., Rochester, NY 14620, 585-424-5000, x222, genevieve.robinson@rochester.edu. Review of applications begins December 1, 2022, and continues until the position is filled. Rochester University is an Equal Opportunity/Affirmative Action Employer. Women, minorities, and people with disabilities are encouraged to apply.

Rochester University

New York State University

The University of California, Santa Barbara

Department of Psychology

Invites applications for a tenure-track position effective July 1, 2022.

All materials are due by December 1, 2022. Full details regarding the position can be found at:

http://www.pysch.ucsb.edu/positions/20220126.html
SARAH LAWRENCE COLLEGE

Sarah Lawrence College, a small Liberal Arts College close to New York City, invites applications for a tenure track position in African History, beginning in August 2001. We seek an innovative teacher-scholar whose teaching will complement our current offerings in Anthropology, Art History, Literature and Political Science. The successful candidate will teach survey courses in African History, as well as more specialized courses in his or her own area of interest. The topic and region of specialization are open, but we welcome comparative approaches that might include attention to migration and African diaspora, to histories of space and place, and to questions of gender. Teaching experience, and a PhD in hand by August 2001 are highly desirable.

Applicants should submit a letter addressing their approach to teaching and their scholarly interests; a curriculum vitae; three letters of recommendation; a writing sample, and two course descriptions (one for a survey course, and one for an advanced undergraduate seminar on a topic of their choice) by October 15th, 2000 to Ms. Barbara Hickey, Att: HOHE, Coordinator of Faculty Support, Sarah Lawrence College, Bronxville, NY 10708.

Some interviews will be conducted at the African Studies Association meetings in Nashville, November 16th - 19th, 2000. An Equal Opportunity Employer, Sarah Lawrence College encourages applications from minorities and women. For more information about Sarah Lawrence College’s distinctive approach to teaching, which stresses small seminars and individual tutorials, please go to http://www.slc.edu.

DEAN WHITTIER LAW SCHOOL

Whittier College announces a national search to recruit the next leader of the Law School. Whittier Law School is accredited by the American Bar Association (ABA) and is a member of the Association of American Law Schools (AALS). The Law School is located on a beautiful, relatively new 150-acre campus in Costa Mesa, California, in the central coastal area of Orange County. The Law School offers both Day and Evening Division programs leading to the Juris Doctor (J.D.) degree, as well as Certificate Programs in Intellectual Property and Children’s Rights, and an L.L.M. in International Studies. Whittier has a student population of 650. There are thirty-two full time faculty members plus deans, professional librarians and more than forty adjunct faculty members. The annual operating budget is fourteen million dollars.

The Dean is a Vice President of Whittier College and reports directly to the President as a member of her cabinet. The Search Committee is seeking candidates who can provide visionary leadership to an ascending law school located in one of the most attractive areas of the country. The best candidates will be visible and energetic leaders who will stimulate the School to seize the many opportunities available in the 2.7 million population metropolitan area which it serves. The selected candidate will continue to emphasize academic excellence, build relationships with the legal and corporate communities, and enhance communications with all of the School’s constituencies.

While applications and nominations will be accepted until a new Dean is selected, interested individuals are encouraged to submit their materials by September 30 to assure optimal consideration. Please submit expressions of personal interest, resumes, and nominations to:

R. William (Bill) Funk
National Managing Director-Education Practice
Korn/Ferry International
500 N. Akord
3232 Lincoln Plaza
Dallas, Texas 75201
[Email: krishna.reed@kornferry.com]

Whittier Law School is an equal opportunity employer.

ASU ARIZONA STATE UNIVERSITY

MAIN COLLEGE OF LIBERAL ARTS AND SCIENCES

FACULTY POSITIONS

The College of Liberal Arts and Sciences at Arizona State University seeks to fill tenure and tenure-track faculty positions, starting in August 2001. Appointments will be made at all advertised ranks appropriate for the credentials of the successful candidates.

Candidates should have a terminal degree in an appropriate discipline and have a strong commitment to research and teaching at both graduate and undergraduate levels. The College encourages interdisciplinary collaboration in all areas. Candidates with expertise in cross-cutting areas can be appointed in an appropriate department but may have an excellent opportunity to interact with colleagues throughout the College and the University.

OUR DEPARTMENTS ARE:

- African American Studies
- Languages & Literature
- Anthropology
- Mathematics
- Biology
- Microbiology
- Chemistry & Biochemistry
- Philosophy
- English
- Physics & Astronomy
- Chicana & Chicano Studies
- Plant Biology
- Family Resources & Human Development
- Religious Studies
- Geography
- Sociology
- Geologic Sciences
- Speech & Hearing Science
- History
- Women's Studies
- Interdisciplinary Humanities

Arizona State University enrolls more than 49,000 students, 14.5% of them within the College of Liberal Arts and Sciences. Located within the thriving Phoenix metropolitan area, the College includes programs in the traditional disciplines of the humanities, social sciences, natural and physical sciences, as well as interdisciplinary programs such as women's studies, ethnic studies, and biology and sociological studies.

Positions may not be available for all areas. Please consult the College's web site (http://www.asu.edu/colab) for links to the appropriate department offices before applying for any positions.

Arizona State University is an Equal Opportunity/Affirmative Action Employer Institution.
PROVOST/VICE PRESIDENT
FOR ACADEMIC AFFAIRS

University of La Verne
in Southern California

The University of La Verne, a 110-year-old university in Southern California, offering bachelors, masters and doctoral degrees in liberal arts and professional programs invites applications and nominations for the position of Provost/VPA. The Provost/VPA is the chief academic officer of the university and reports directly to the President.

AREAS OF RESPONSIBILITY
The Provost/VPA works with the university community to develop and implement a unified academic vision to lead all academic programs to higher levels of excellence and prominence. The Provost/VPA has responsibility for the academic budget and works closely with the President and Executive Vice President in the budget process.

Offices reporting to the Provost/VPA include the academic deans, the Dean of the School of Continuing Education, the Dean of Academic Support and Retention Services, the Registrar, the University Librarian and Academic Computing.

The Provost oversees the faculty personnel processes and supports faculty enrichment in research, teaching, and solicitation of grants. He or she directs the university’s efforts in the use of innovative technologies to deliver academic curriculum and services.

The Provost provides leadership in establishing and implementing policies and procedures for academic quality control. The Provost also serves as liaison with accrediting agencies and other institutions of higher learning and assumes responsibility for university accreditations.

QUALIFICATIONS
Earned doctorate from an accredited institution required. Eligible to receive the rank of full professor at the University of La Verne. Record of successful teaching in higher education and a distinguished record of scholarship and publication. Understanding of the legal environment of higher education and experience with human resources and budget management. A strong record of commitment to shared faculty governance. Experience in the delivery of off-campus programs. A record of creative planning and problem solving.

THE UNIVERSITY OF LA VERNE

The university has 3000 students on-campus, and a total of 8100 worldwide in numerous locations, including California, Alaska and Athens, Greece. The main campus is located 30 miles east of the vibrant cultural center of Los Angeles, within an hour’s drive of mountains, beaches and deserts. The university consists of the College of Arts and Sciences, the School of Business and Global Studies, the College of Law, the School of Education and Organizational Leadership, the School of Organizational Management, and the School of Continuing Education.

SUBMISSION OF MATERIALS
Applicants are encouraged to submit materials immediately, including a vita, names of five references, and a statement of their vision of the future of higher education and the role of the Provost in accomplishing that vision. Please mail all materials to:

President
University of La Verne
1950 3rd Street
La Verne, CA 91750
University Website: www.luv.edu

The University of La Verne is an equal opportunity employer.
Dean—Division of Biological Sciences
University of California, Davis

The University of California, Davis, invites applications and nominations for the position of Dean—Division of Biological Sciences. The Division is an intercollegiate unit with 110 faculty and 126 staff that administers academic units in basic biology for the College of Agricultural and Environmental Sciences and the College of Letters and Science. The Division administers 9 undergraduate majors in biology involving approximately 3,500 students and provides administrative support for 11 graduate groups involving about 500 students. The Division also plays a leading role in coordinating and planning campuswide programs in basic biology that involve the Division as well as the colleges and professional schools on campus. The Division is organized into five sections that represent major themes of modern biology: Evolution and Ecology; Microbiology; Molecular and Cellular Biology; Neurobiology; Physiology, and Behavior; and Plant Biology.

The Dean is the chief academic and administrative officer of the Division responsible for academic planning, budgetary operations, and academic and staff personnel administration for all five sections. The Dean participates in campuswide policy development through membership on the Council of Deans and Vice Chancellors and chairs the Administrative Coordinating Council for Biological Sciences, which comprises deans and other senior administrators who share responsibility for the development and coordination of campuswide programs and activities in biological sciences.

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

Salary will be commensurate with experience and qualifications. The starting date is July 1, 2001, or as negotiated.

Applications and nominations should be received by November 3, 2000 to ensure full consideration. The position will remain open until filled. Nominations, applications, and requests for additional information should be addressed to:
Larry N. Vanderhoef, Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616-8938

UCDAVIS
The University of California, Davis, is an equal opportunity employer committed to excellence through diversity.

ETS
Educational Testing Service

Educational Testing Service, the world's premier educational testing institution, and leader in educational research, has immediately a full-time position for a junior to senior-level Scientist in our research division's Center for Research and Development. The Scientist will be responsible for conducting research projects in the area of educational measurement and development.

The successful candidates will have a Ph.D. in educational psychology or a related field. They will be expected to develop and conduct research that will contribute to the development of new educational measurement and evaluation tools. The Scientist will be expected to publish in peer-reviewed journals and present at conferences.

Application materials should be submitted to:
ETS, Attn: Human Resources
Department 203
Princeton, NJ 08541
Fax: 609-497-6032

www.ets.org

Director of Multicultural Affairs

Rhode Island School of Design (RISD)'s seeks an energetic, creative individual to join its diverse faculty. The successful candidate will have a strong commitment to multicultural education and be able to contribute to the ongoing efforts to create a supportive learning environment. The position involves teaching, curriculum development, and administration. Applicants should have a Ph.D. in education, psychology, or a related field.

Salary is commensurate with experience. Applications should be submitted by March 1, 2001. Interviews will be held on campus. For more information, please contact the search committee at multiculturalaffairs@risd.edu

Visit our website at www.risd.edu

RISD is an equal opportunity employer and strongly encourages applications from women and underrepresented minorities in education.
A SPECIAL OPPORTUNITY
The Maricopa Community Colleges District
Vice Chancellor Human Resources

The Maricopa Community College District is one of the largest educational systems in the country, located in one of the fastest growing counties with three million residents. The ten Maricopa Community Colleges and Centers offer 2,600 academic courses and 5,100 occupational courses in partnership with 1,000 corporations, government agencies and non-profit organizations.

The Maricopa Community Colleges serve nearly a quarter million culturally diverse students annually. MCCCD is dedicated to serving the needs of a diverse, growing population which, within a decade, will comprise more than 50% Hispanic and non-Anglo residents.

The Vice Chancellor Human Resources reports to the Chancellor and is responsible for creating the vision and providing leadership for 7,000 full and part-time faculty and staff.

The Vice Chancellor heads a comprehensive human resource program including employee recruitment, affirmative action, compensation, employee benefits, payroll, diversity, training, organizational development, legal services, collaborative policy development, employee relations, related technology systems and records.

The Vice Chancellor works with a variety of groups including Governing Board members, senior level college administrators, employee groups and governmental representatives.

Training and experience required includes any combination of education, training and experience that meets the position requirements, which may include a college degree, preferably an earned doctorate, or extensive executive-level experience, preferably in higher education or other large public employers.

For complete information and details visit www.maricopa.edu/hrweb/vettesal/etjob-descriptions/grade25/index.htm

This position will close September 29, 2000. Direct inquiries to Josh Mackey, Maricopa Community Colleges, 2411 West 14th St., Tempe, AZ 85281

An EEO/AA employer

ANTHROPOLOGY FACULTY

The Graduate Faculty of Political and Social Science, a division of New School University, invites applications for two full-time positions beginning Fall 2001 and pending budgetary approval for its Department of Anthropology. The department has longstanding interests in building historical and critical approaches in our graduate and undergraduate curricula. Graduate teaching and advising is a principal commitment of all faculty members. Hence, we seek applicants with established research, publication and writing records. Priority will be given to applicants with expertise in one or both of the following areas: gender, biomedicine, and/or science; and political/legal anthropology. Rank and geographical area are open. Please send letter of interest, c.v., a writing sample, and the names of three references to Chair, Anthropology Department, New School University, 65 Fifth Avenue, New York, NY 10003 or e-mail resumes to: NSUpubs@newschool.edu Write Search #20156 in the subject line to ensure proper distribution of resumes. The Graduate Faculty of Political and Social Science is an equal opportunity employer and strongly encourages applications from individuals who belong to groups historically under-represented in the academy.

New School University

COMMUNICATION AND THEATRE
PUBLIC RELATIONS GENERALIST
Assistant/Associate Professor

Full-time, tenure-track, beginning August 2001. Teach range of public relations courses, including introduction, PR writing, crisis studies or issues management, campaigns. All department faculty teach public speaking. Opportunity may exist to teach communication theory or communication research methods, or another area that complements department needs. Both quantitative or qualitative approaches to public relations are welcomed. The Department has over 350 majors in four options. This position was created to accommodate a growing public relations option. In 1999, the department moved into state-of-the-art facilities with Macintosh computers that facilitate multimedia teaching needs. The University, located in historic Lancaster Co., PA, approximately 1-1/2 hours from both Philadelphia and Baltimore, boasts competitive salary and benefits. Required: ABD. In advanced stages in public relations, issues management, communication, mass communication or other communication-related discipline; evidence of successful college teaching and ability to teach writing in a multimedia lab; evidence of a research agenda and professional involvement in the field; a successful interview and teaching demonstration. Preferred: Doctorate; experience teaching public relations courses; ability to demonstrate ability to teach students to create messages across multiple media. For further information, see the University Web site at: www.millersville.edu. To apply: Full consideration will be given to applications received by 11/2/00 and continue until the position is filled. Representatives of the department will be available at the PRSA Educators' Academy in Chicago, and at NCA in Seattle. Send letter of application, curriculum vitae, evidence of teaching ability, copies of graduate and undergraduate transcripts, and three current letters of recommendation to Dr. Theresa Russell-Lorett, Search Committee/H10908, Communication and Theatre Dept., Millersville University, PO Box 1002, Millersville, PA 17551-0002.

An EEO/AA Institution

DIDCTOR OF THE OFFICE OF DIVERSITY AND AFFIRMATIVE ACTION

Upstate Medical University, a component of the State University of New York (SUNY), invites applications for the position of Director of the Office of Diversity and Affirmative Action. SUNY Upstate Medical University is comprised of four professional colleges (Medicine, Nursing, Health Professions, and Graduate Studies), University Hospital, and the Clinic Campus in Binghamton, NY. With over 5000 employees, Upstate is the area's largest employer.

The Director of the Office of Diversity and Affirmative Action reports to the President of Upstate Medical University. The Director is responsible for overseeing the planning and implementation of diversity and affirmative action programs at Upstate and for compliance with SUNY, state and federal requirements.

The Director must be able to work constructively with faculty, staff students, administrators, representatives of organized labor, and outside agencies and individuals to achieve the institutional goals in diversity and affirmative action.

Candidates should have at least a baccalaureate degree, although an advanced degree is preferred, and five years or more of experience related to diversity and affirmative action, preferably in higher education, health care, and/or the public sector.

Deadline for submission of resumes is October 13, 2000. Please send nominations and letters of interest to:

Ronald R. Young
Vice President for Public and Governmental Affairs
Chair, Search Committee for
Director of the Office of Diversity and Affirmative Action
SUNY Upstate Medical University
750 East Adams Street, Syracuse, NY 13210
or fax: 315-464-5275

SUNY Upstate is an AA/EEO/ADA employer committed to excellence through diversity.
Vice Chancellor—Research
University of California, Davis

The University of California, Davis, invites nominations and applications for the position of Vice Chancellor—Research. This position reports directly to the Chancellor.

The Vice Chancellor—Research has responsibility for facilitating, promoting, and overseeing research and scholarship within all of the campus's colleges, schools, hospital, and clinics; increasing extramural financial support including support for large, long-term, and interdisciplinary projects; furthering relationships with government and industry; and accelerating the campus's technology transfer program.

The Vice Chancellor—Research must understand the culture of a major research university; have the ability to deal effectively with public and private agencies that support scholarly research; be familiar with university patents and licensing; and have a full understanding of the contributions and requirements of scholars from all fields, including the sciences, arts, social sciences, humanities, and professions. The successful candidate must have a strong record of personal, ongoing accomplishments as a research scholar appropriate for appointment as Professor and, secondarily, as an academic administrator. The Vice Chancellor—Research requires the ability, energy, creativity, and insight to respond quickly and appropriately to help guide university growth and change and the skills to work congenially and effectively with diverse constituencies. The campus has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

The University of California, Davis, is an expanding, highly diverse research university with 2,100 faculty, more than 20,000 undergraduate students, and 5,500 graduate and professional students. The campus has three colleges (Letters and Science, Engineering, and Agricultural and Environmental Sciences), two divisions (Biological Sciences and Education), four professional schools (Law, Management, Medicine, and Veterinary Medicine), and a major medical center in Sacramento.

Salary will be commensurate with experience and qualifications. The starting date is July 1, 2001, or as negotiated.

Applications and nominations should be received by November 3, 2000 to ensure full consideration. The position will remain open until filled. Nominations, applications, and requests for additional information should be addressed to:

Larry N. Vanderhoof, Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616-8536

UNIVERSITY OF MISSOURI-ROLLA
MICROELECTROMECHANICAL SYSTEM

The University of Missouri-Rolla invites applications for two tenure faculty positions specializing in Microelectromechnical Systems (MEMS). One position will be in the Department of Electrical and Computer Engineering (R52950) and one in the Department of Aerospace Engineering and Engineering Mechanics (R53150). Appointments are anticipated to be at the assistant professor level; however, qualified candidates at all levels will be considered. More information about the campus and departments can be found at www.emu.edu/umrjobs/mems.html.

Qualifications include an earned doctorate degree in Electrical Engineering, Computer Engineering, Mechanical Engineering, Aerospace Engineering, or Engineering Mechanics, and strong commitment to teaching and research. Successful candidates will be expected to teach courses in MEMS and related areas, advise students, and build a funded research program. Screen applicants will begin immediately, and continue until the positions are filled.

Please submit a curriculum vitae and a list of three references to:

Human Resource Services
Reference Number R52950 or R53150
University of Missouri-Rolla
1202 North Bishop
1870 Miner Circle, Rolla, MO 65409-1056

UMR is an AA/EO employer.

UC DAVIS
The University of California, Davis, is an equal opportunity/affirmative action employer, committed to excellence through diversity.

UC DAVIS
The University of California, Davis, is an equal opportunity/affirmative action employer, committed to excellence through diversity.

Northeastern UNIVERSITY
BEST COPY AVAIL
IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

President
The Board of Regents, State of Iowa, is accepting nominations and applications for the position of President of Iowa State University.

Iowa State University is ranked as one of the top 50 public universities in the nation by U.S. News and World Report, and its campus has been recognized as one of the 25 most beautiful in the nation. The university is one of only 34 public institutions members of AAU and ranks sixth in the nation National Merit Scholars enrolled at public universities in the United States.

Located in Ames, Iowa, a community ranked among the most livable small cities in the nation, the university comprises the colleges of agriculture, business, design, education, engineering, fine and consumer sciences, liberal arts and sciences, veterinary medicine, and the graduate college. With more than 26,000 students, 6,000 faculty and staff, and an operating budget in excess of $1 billion, Iowa State University aspires to become the premier land-grant university in the nation.

Iowa State University, a Carnegie Foundation Research University with more than $211 million in sponsored funding last year, ranks second among universities in the United States for the number of new technologies receiving R&D 100 Awards from the R&D Magazine. Iowa State University has an exceptional alumni base and ranks seventh among public universities for alumni giving. The university has just completed its most successful five-year fundraising campaign with donations exceeding $458 million.

For more information about Iowa State University, visit www.iastate.edu.

The Board of Regents is an equal opportunity/affirmative action employer and encourages the nomination of applications from women and minority candidates.
WILLAMETTE UNIVERSITY SEeks an exceptional individual to serve as Dean of the College of Liberal Arts. Willamette University is the first university in the West, and provides a liberal arts education with graduate programs in law, management, and education. Located in Salem, Ore., Willamette is committed to providing a superior education where teaching and learning are strengthened by ongoing scholarship and research. Willamette's reputation as a lively and challenging university is built on over 150 years of experience preparing students for successful professional and personal lives.

CONTACT INFORMATION:
Send a letter of application, vita and three current references to President Lee Pelton, College of Liberal Arts Dean Search Committee, CLA Dean's Office, Willamette University, 900 State St., Salem, Oregon 97301. For additional information, see: www.willamette.edu/dept/hr

THE DEAN IS RESPONSIBLE FOR improving and promoting the quality and effectiveness of the College Liberal Arts, teaching, research, and service mission. The Dean directs and coordinates activities of the faculty, developing academic policy and programs for the College. The Dean oversees the personnel, budget, and curriculum for the College's faculty and academic programs, including approximately 140 full-time faculty members, 28 undergraduate schools, the School of Education, the Hallie Ford Museum of Art, the Hatfield Library, the Humanities Center, the Language Learning Center, the Minority Graduate Fellowship, the Campus and International Education Program, the Public Policy Research Center, the University Registrar's Center. The Dean is responsible for an annual budget in excess of $15 million, the College long-range and accreditation efforts, and serves as Chair of the University Deans Council, as well as coordinating all College of Liberal Arts public affairs and resource development with the Office of Development and Alumni Affairs. The Dean teaches classes in the CLA as time permits.

THE POSITION REQUIREs an extensive record of personnel and administrative experience, a strong commitment to the liberal arts. Minimum qualifications include a doctorate or terminal degree in a discipline. Candidates should have a record of successful teaching and scholarship, and be qualified for a faculty position in a relevant department. Candidates must have exceptional oral and written communication and management skills, function effectively in a collaborative environment, and be able to demonstrate leadership for the College as we seek to enhance our national reputation.

APPLICATIONS RECEIVED BY November 1 will receive preference. However, applications will be accepted at any time. Willamette University is an equal opportunity employer and embraces excellence in diversity. Women and minorities are particularly encouraged to apply. Willamette offers employment benefits, domestic partners or employees and prohibits discrimination on the basis of sexual orientation.

Col State Univ., Dominguez Hills
Carson, CA

Director of Annual Giving (PN634), Must have exp, w dir, direct mail & phone/face campaigns, prospecting of gifts, personal solicitations & thorough knowledge of fundraising principles & demonstrated success.

Associate VP of Development (PN636), Must have exp, w dev & program mgmt, donor solicitation, sr level fundraising, & stewardship. Strong organizational, administrative, & planning skills is a must. Directs the operational, personnel & fundraising activities of development.

CTRE is a plus, Competitive Salary.
Please request announcement number listed above.
Contact Human Res.(310)243-3773 for appl. & info
Equal Employment/Affirmative Action/ADA Employer

University of California, Los Angeles
The UCLA Department of Psychology invites applications for a tenure-track position or visiting professorship at the Assistant Professor level. The primary criteria for the appointment are excellence in research and teaching interests, research on perception, psychophysical methods, and cognitive science. Applications are encouraged from candidates who exhibit strong backgrounds in psychophysical and/or computational methods. Applicants should have a curriculum vitae, a statement of research and teaching interests, plans and goals, and arrange for three letters of recommendation to be sent to V. S. Search Committee, Department of Psychology, Box 951363, UCLA, Los Angeles, CA 90095-1363. Review of applications will begin December 1, 2000.

UCLA is an Equal Opportunity/ Affirmative Action Employer.

WILLAMETTE UNIVERSITY
Dean of the College of Liberal Arts

Michael T. McElroy
Chairman, search committee

University of California, Los Angeles

Richard T. Farmer School of Business Administration

Miami University is one of the nation's premier public universities, committed to excellence in teaching, research and strong professional programs. Miami has an enrollment of 16,000 on its Oxford campus with a population of 10,000 located 35 miles north of Cincinnati and 45 miles southwest of Dayton. The Richard T. Farmer School of Business Administration has 150 full-time faculty in seven academic departments and approximately 4,500 undergraduate students in 11 baccalaureate degree programs and 15 graduate degree programs. The School is committed to providing undergraduate business students with the knowledge, skills, and abilities to be successful professionals in their chosen fields.

We are seeking applications for the following tenure-track faculty positions for 2001-2002. We are especially interested in candidates who have the potential to provide curriculum and support our students in the following areas:

Assistant or Associate Professor - Accounting
Thomas R. A. R. Lucas, Legal Secretary, Miami University, Oxford, Ohio 45056
Assistant Professor - Management Information Systems
Scott Lee, 305B Upham Hall, Miami University, Oxford, Ohio 45056
Assistant Professor - Management Information Systems
Scott Lee, 305B Upham Hall, Miami University, Oxford, Ohio 45056
Assistant Professor - Finance
David Shull, 124C Upham Hall, Miami University, Oxford, Ohio 45056

Applicants must hold a Ph.D. or equivalent, or be in A.B.D. with expectation of completion by December 2001. Candidates must demonstrate promise of excellence in teaching, and the potential for a high level of productivity. Applicants should send a letter of application, vita, and a list of at least three references to the contact listed above. Review of applications will begin December 1, 2000.

Miami University does not discriminate on the basis of gender, race, color, religion, national origin, sex, age, handicap, class, sexual orientation, political affiliation or non-disability. We especially encourage applications from members of minority groups, women, and persons with disabilities.
Primost and Vice President for Academic Affairs
THE UNIVERSITY OF TEXAS AT TYLER

The University of Texas at Tyler invites nominations and applications for the position of Provost and Vice President for Academic Affairs. The University seeks dynamic and creative leadership from a chief academic officer as it develops new academic programs and expands others to pursue growth and its vision of excellence in the new millennium.

THE UNIVERSITY

U.T. Tyler offers both graduate and undergraduate degrees and is located in the beautiful East Texas lake country on the I-20 corridor, 90 miles east of Dallas. The University serves a region with a population of close to one million by offering academic programs in 48 undergraduate and 24 graduate areas. The University contributes significantly to the economic growth and cultural enrichment of the region.

RESPONSIBILITIES

Reporting to the President, the Provost and Vice President for Academic Affairs has broad responsibility for the development, administration, growth and quality of all academic programs including leadership in academic planning and resource allocation, the administration of academic budgets, academic policy development and implementation, and all matters directly affecting the faculty. He/She encourages, supervises and evaluates the deans of six colleges and directors of associated academic divisions. The six colleges are: Business Administration, Education and Psychology, Engineering, Liberal Arts, Nursing, and Science and Mathematics. Also reporting to the Provost are the Library, Academic Computing Center, Graduate Studies, Audio-Visual and Interactive Television, Institutional and Sponsored Research, and the Longview and Palestine campuses.

QUALIFICATIONS

Qualifications include academic and professional accomplishment at the dean or director level sufficient to command the broad respect of the academic and local community and to provide educational leadership for U.T. Tyler and its extension programs. Substantial experience in the areas of budgeting, financial planning and policy development and a record of progressively responsible administrative experience in higher education is preferred. Experience with university distance education programs and the attendant technology is also preferred. The successful candidate must demonstrate strong interpersonal and communication skills. A demonstrated commitment to the goals and principles of equal opportunity and educational diversity is essential. Doctoral degree required.

APPOINTMENT AND APPLICATION INFORMATION

This position has a starting date of June 1, 2001, or a date as soon thereafter as practicable. Salary is competitive and commensurate with academic qualifications and experience. Review of candidates will begin on September 20, 2000. The University will accept and review applications and nominations received after this initial deadline until the position is filled. Qualified candidates should forward a letter of interest that contains a brief statement of educational philosophy, and includes a resume and the names, addresses and telephone numbers of at least four references to the following:

Dr. Linda Klotz, Chair
VPA Screening Committee
Office of the President
The University of Texas at Tyler
3900 University Blvd.
Tyler, TX 75701-6699
e-mail: lklotz@mail.uttyler.edu
website: http://www.uttyler.edu

DEAN OF UNDERGRADUATE ADMISSION AND ENROLLMENT MANAGEMENT (V-2)

Under the direction of the vice president for Student Development and Campus Life, the dean organizes, plans and directs the undergraduate admission and recruitment programs of Montclair State University. The dean is responsible for the development and implementation of a strategic plan for enrollment management; participates in the development of University-wide policies and is responsible for the design and implementation of procedures to educate management policies in assigned responsibility; and develops, administers and controls all programs, budget, work operations and personnel actions for the Admissions Office and the departments of Retention Services.

Qualifications: Master's degree required from an accredited college or university in a field related to the area of assignment or equivalent determined by the appointing authority, doctorate preferred. Minimum eight (8) years of undergraduate admissions experience of progressively responsible responsibility, especially in the area of marketing and recruitment. A background in marketing research and statistical analysis is desirable. Knowledge of enrollment management theory, computer skills plus written and oral communication skills.

Salary Range: $70,128 - $105,203

ASSOCIATE DEAN FOR ENROLLMENT MANAGEMENT/RETENTION SERVICES (V-A)

Academic Success Center

Under the direction of the dean of Undergraduate Admission and Enrollment Management, the associate dean supervises the directors of the departments of retention services; works closely with the dean in maximizing staff and their contributions. Overall enrollment management strategy and is responsible for the development and implementation of a strategic plan for enrollment services that serves as an integration of services to students, promote student success and increases retention. The associate dean assumes the leadership role in the compilation and interpretation of enrollment data and work with retention directors to oversee departures, budget, programs, office operations and personnel actions.

Qualifications: Master's degree required from an accredited college or university in a field related to the area of assignment or equivalent determined by the appointing authority. Doctorate preferred. A mix of five (5) years' experience in student or academic affairs with progressively responsible experience. A background in research and statistical analysis is required. Knowledge of enrollment management theory, computer skills plus excellent written and oral communication skills.

Salary Range: $63,608 - $95,420

DIRECTOR OF THE CENTER FOR ADULT LEARNING (V-19)

Under the direction of the associate dean for Enrollment/Retention Services, the director organizes, plans and directs the recruitment and admissions process of non-traditional students to Montclair State University; is responsible for the development and implementation of a strategic plan for admission, evaluates applicants, schedules prospective students and support services; and works with members of the retention services staff. Experience in professional setting is required. Knowledge of enrollment management theory, computer skills plus excellent written and oral communication skills is preferred.

Salary Range: $52,328 - $78,501

Starting Date: Positions available immediately
Apply By: Applications accepted until positions are filled.
Send letter and resume (include V number) to: Office of the Vice President for Student Development and Campus Life, Montclair State University, C116/6, Upper Montclair, NJ 07043, an Equal Opportunity/Affirmative Action Institution
EDUCATION

**Admissions Counselor**
Temple University is currently seeking an outgoing individual who will be responsible for the recruitment and selection of undergraduate freshmen matriculate students, representing the University in a professional, knowledgeable, and responsive manner. Recruitment duties include aggressively managing a recruitment territory, including travel to high schools, college fairs and other programs to talk with students, parents, guidance counselors and teachers about Temple University.

Requirements include a Bachelor's degree. A minimum of one year in university undergraduate admissions or related field preferred. Knowledge and use of personal computers and database management preferred.

We offer a competitive salary and benefits package, including 100% tuition remission. To learn more about Temple University or to submit your resume online, go to www.jobnet.com/temple or e-mail (remitting Req. #063-0) to Temple@jobnet.com (no attachments please). You may also send a resume to Carol Wilson, Employment Rep., 1601 N. Broad Street, 203 USB, Phila., PA 19122. Please include salary history. EOE, M/F/D/V.

ASSOCIATE DIRECTOR OF MBA ADMISSIONS AND STUDENT SERVICES
MARKETING AND RECRUITING

The Kenan-Flagler Business School at the University of North Carolina at Chapel Hill is seeking an outgoing individual for the position of Associate Director of MBA Admissions and Student Services. This position requires a professional who is responsible for activities necessary to admit, support, and serve a diverse class of high-quality applicants from the full-time MBA Program.

- Responsibilities include:
  - Admissions/Marketing/Recruiting
  - International Strategy
  - Program and Operation Improvement
  - Student Counseling
  - External and Internal Relations
  - Programs and Events
  - Interview Program

In addition to the responsibilities listed above, the applicant must be comfortable with organizational responsibilities, strong communication skills, strong customer orientation; ability to work effectively on a hybrid team; and an ability to handle multiple projects with quick deadlines in a fast-paced environment.

Qualifications:
Masters degree in business administration or education, or an equivalent combination of education and experience; admissions experience, preferably in higher education; previous counseling, internation marketing experience desired. Travel is required domestically and internationally. Some even weekend work required.

Salary range:
$45,000 - $60,000 annually

Please send cover letter and resume to: Debbie Moseley, EPA Personnel Manager, CB# Kenan-Flagler Business School, UNC-CH, Chapel Hill, NC 27599-3490.

The University of North Carolina at Chapel Hill is an Equal Opportunity Employer. Minorities and women are encouraged to apply.

WESTERN NEW ENGLAND COLLEGE
SCHOOL OF LAW
Springfield, Massachusetts

**DEAN SEARCH**
If you share our commitment to excellence in teaching professional skills and values and you have

**Vision,**

**Passion,**

**Stamina,**

**Conviction,**

**and Humor...**
please consider joining us.

To apply, send current résumé and letter of interest to:
Western New England College School of Law
Professor Eric Gouvin, Chair, Dean Search Committee
1215 Wilbraham Road, Springfield, MA 01119-2684
413-782-1431 • E-mail: egouvin@law.wnec.edu
Website: www.law.wnec.edu

Western New England College is an equal opportunity employer.

EDUCATION

**VICE PRESIDENT FOR ADMINISTRATIVE SERVICES**

PASADENA CITY COLLEGE is seeking an accomplished leader with enthusiasm for the concept of a learning-focused institution to serve as its Vice President for Administrative Services.

The requirements for this position include a master's degree from an accredited institution (business or management preferred). A minimum of 3 years of recent successful administrative experience. Community college fiscal management experience preferred.

This is a twelve-month, 100% management position beginning January 1, 2001. Salary is commensurate with academic credentials and experience. Generous fringe benefits include fully paid medical, dental, and vision for employees and their dependents, and life insurance for the employee.

Open until filled. First screening will begin on or about September 29, 2000.

To request the REQUIRED application packet please call 626-585-7257. Refer to job #700. Or visit our Web site at www.pcccd.cc.ca.us. The job announcement and District application may be accessed from the Web site.

The District encourages applications from women, minorities, and persons with disabilities.

PASADENA CITY COLLEGE
1570 E. Colorado Blvd
PASADENA, CA 91106
INSTRUCTORS
SPRING 2001
Full-Time, Tenure Track

Waubonsee Community College is seeking candidates for full-time, tenure track faculty appointments beginning January 10, 2001 in the following areas.

Unless otherwise noted, all positions require two years teaching experience and/or applied business or field experience in addition to other qualifications listed. Experience at the community college or university level is desirable for all positions.

ACCOUNTING: Master's Degree in Accounting or Master's degree in related field with thirty credit hours in Accounting coursework required. CPA preferred.

MATHEMATICS: Master's Degree in Mathematics or Mathematics Education required. Experience teaching math content or methods courses in a teacher education program is highly desirable.

SOCIOLOGY: Master's degree in Sociology or Master's degree in related discipline with a minimum of fifteen graduate credit hours in Sociology required. Candidates possessing the qualifications and ability to teach both introductory level and specialized sociology courses are preferred.

Waubonsee Community College is a fully accredited community college with a head count enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243 acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values - quality, service, values, innovation and accessibility.

Applications will be accepted until the positions are filled and review of applications will begin October 1, 2000. To maximize your opportunity for selection, the following information should be forwarded to the Office of Human Resources as quickly as possible: Letter of interest, resume and completed college applications. To request an application packet fax your resume, e-mail your request or visit our website.

hrmail.wcc.ccl.us
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Waubonsee Drive
Sugar Grove, IL 60554
"Celebrating Excellence"

Tulane
SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST
TULANE UNIVERSITY
New Orleans, Louisiana

Tulane University seeks nominations and applications for the Senior Vice President for Academic Affairs and Provost. The SVP and Provost is the chief academic officer for the non-health related colleges and schools and has overall responsibility for academic leadership, enrollment management, student affairs, institutional programs and students, academic technology and the Upson Library system, and major interdisciplinary centers and institutes.

Tulane is a member of the A.A.U and is recognized nationally and internationally as one of the leading research universities in the United States. Founded in 1834, the University has a student body of 11,545. There are 888 faculty members and 1,600 staff on the Uptown Campus and 650 faculty members and 1,500 staff at the Downtown Campus. The Uptown Campus includes the schools, colleges, and divisions of Architecture, Engineering, Business, Liberal Arts and Sciences, Law, Social Work, Newcomb College, Tulane College, University College, and the Graduate School. The Downtown Campus includes the School of Medicine and of Public Health and Tropical Medicine.

Qualifications include the following: tenured at the rank of full professor in any of the Uptown schools or colleges; demonstrated ability to lead a large complex academic enterprise effectively; excellent interpersonal and communication skills; balanced commitment to academic excellence both in the liberal arts and sciences and in graduate and professional education; demonstrated commitment to a multi-cultural environment and an understanding that modern universities must develop an international dimension; the flexibility to incorporate technological advances into the university culture without compromising the traditional values of the educational mission; sensitivity in developing and maintaining a responsive and caring learning environment for all students; demonstrated ability to attract, develop, and retain outstanding faculty and staff; ability to work effectively and collaboratively with the many constituencies of an urban university; the ability to fund raise, particularly with national foundations; strong advocacy skills coupled with an institutional perspective; and financial acumen.

Dr. Graeme Forbes, Celia Scott Weatherhead Distinguished Professor of Philosophy and Chair of the Search Committee, requests that inquiries, nominations, and applications be directed to the University's consultant:

Paula Carabelli • EMW/Win/Kleffner
1920 Main Street, Suite 310 • Irvine, California 92614
949-797-3536 • 949-851-2412 (FAX)

Applications should include a current curriculum vitae and a letter of interest which also describes the candidate’s relevant experience. Screening will begin immediately and continue through mid-October. The search committee anticipates interviewing semi-finals on November 10 and 11, 2000. All communications will be treated confidentially.

Tulane is an AA/EOE.

Dickinson College
Gettysburg College
Franklin & Marshall College

Three highly selective Pennsylvania liberal arts colleges, Dickinson, Franklin & Marshall and Gettysburg, invite applications for the following full time tenure track positions. Because of the relative proximity of the three colleges, these positions may be of particular interest to academic couples. All positions require Ph.D. or appropriate terminal degree in hand or near completion. For further information and search schedules, interested candidates may consult institutional web pages, appropriate department chairs, or ads in relevant professional journals.

DICKINSON COLLEGE, Carlisle, PA 17013
Archeology: Old World/Classical, Chinese: Language and Culture, Computer Science, Education: Curriculum and Instruction, Secondary, Molecular Biology: Bioinformatics/Genomics

FRANKLIN & MARSHALL COLLEGE, Lancaster, PA 17604

GETTYSBURG COLLEGE, Gettysburg, PA 17325
THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Executive Dean of Agriculture and Natural Resources
Executive Director of the New Jersey Agricultural Experiment Station
and Dean of Cook College

Rutgers, The State University of New Jersey, seeks candidates for Executive Dean of Agriculture and Natural Resources with responsibilities for George H. Cook College and the New Jersey Agricultural Experiment Station (NJAES). Cook College serves approximately 4,000 students, offering undergraduate and graduate professional programs through 13 academic departments. Cook/NJAES has a faculty of approximately 350 and a staff of approximately 550. The Agricultural Experiment Station includes 17 research centers and field stations and maintains an extensive network of outreach, including Rutgers Cooperative Extension (RCE), which has agents in each of the state's 21 counties. Cook/NJAES has an annual appropriated budget of approximately $40 million.

New Jersey's dynamic and diverse economic and cultural environment demands that Cook/NJAES be pluralistic and adaptive in serving an increasingly broad and diverse constituency. Cook/NJAES's vision is to make its name synonymous with solutions: integrating research, teaching, and extension to respond to issues and challenges in food systems, environment and natural resources, and human and community development. Cook's academic programs are designed to promote the study of these challenges by integrating the natural and physical sciences with the social sciences and humanities, and by using conceptual frameworks that explore human interactions with the earth's system. Rutgers Cooperative Extension maintains a strong connection to the agricultural base of Cook/NJAES, while also emphasizing programs of human and community development in rural, suburban, and urban areas of the state. The successful candidate will work with faculty, staff, students, and external constituents to further build, strengthen, and focus these programs.

Rutgers University is a member of the American Association of Universities (AAU) and eight of its graduate programs are ranked in the top twenty by the National Research Council. The University has over 49,000 undergraduate and graduate students on three campuses - Camden, New Brunswick, and Newark - and last year had over $185 million in research awards and contracts.

The Executive Dean reports to the University Vice President for Academic Affairs. The successful candidate must be able to balance the demands of leadership of Cook College and the NJAES with the need to maintain and nourish a learning atmosphere that is centered on the Cook/NJAES community of students, faculty, and staff, and must be an established scholar of international stature in the scientific community, with demonstrated excellence in teaching and research. In addition, candidates are expected to provide evidence of administrative achievements: experience in outreach, extension, and service, and demonstrated leadership abilities at both the state and university level.

Nominations and applications should be sent to:

Chair, Search Committee
Executive Dean of Agriculture and Natural Resources
Rutgers, The State University of New Jersey
Office of the University Vice President for Academic Affairs
Old Queens Building Room 302
83 Somerset Street
New Brunswick, New Jersey 08901-1281

An Affirmative Action/Equal Opportunity Employer
http://www.rutgers.edu
http://aesop.rutgers.edu

AGNES SCOTT COLLEGE
The World For Women

Director of Financial Aid

Agnes Scott College seeks a Director of Financial Aid to administer the College financial aid program by utilizing college resources to maximize enrollment while maintaining full compliance with all federal, state, and College regulations, policies and procedures. The candidate chosen for this full-time, twelve-month position will report to the Associate Vice President for Enrollment/Director of Admission and will manage the financial aid awarding and verification process by using the Datatel Financial Aid software module and using mathematical models to project the cost of institutional packaging policy options and its impact on net revenue. The candidate will provide leadership and training to staff as it relates to the College's applicability software and data management, develop, analyze, and interpret statistical data for reporting, develop and recommend financial aid and scholarship policies or strategies designed to accomplish institutional goals.

Qualifications: BA/BS in related occupational field of study. Graduate degree strongly desired, minimum five years experience, considerable knowledge of the Datatel Financial Aid software module and interfaces, including application set-up, routine and exception processing, data import and export functions, and computer query language data extraction and reporting, considerable knowledge of financial aid programs and compliance issues, enrollment management, and budget administration, familiarity with managerial and policy formulations, proficiency in data analysis and research, and policy formulation, excellent communication skill and proficiency in Windows, Word, Excel, PowerPoint, databases or electronic mail.

Agnes Scott College is a highly selective, independent, coeducational, liberal arts college for women located in metropolitan Atlanta. The College offers a vibrant and intellectually challenging environment with a rich and active cultural life. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community of scholars with one of the largest endowments per student of any college or university in the United States. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries.

Agnes Scott College offers competitive salaries and a comprehensive benefits package. Send a letter of application, designating position of interest, resume, and three references to the Office of Human Resources, Agnes Scott College 141 E. College Avenue, Atlanta/Decatur, Georgia 30030.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation or disability in its employment An Equal Opportunity Employer

www.agnesscott.edu

PASSEIC COUNTY COMMUNITY COLLEGE

We are seeking applications for the following positions:

REGISTRAR
DIRECTOR OF ADMISSIONS
COLLEGE COUNSELOR (2)
ADJUNCT FACULTY
COORDINATOR - PROJECT LEARN
CONTINUING EDUCATION COUNSELOR

Visit our website at pccc.cc.nj.us for complete information.

Michael Silvestro
Passeic County Community College
One College Boulevard, Paterson, NJ 07505
Affirmative Action/Equal Opportunity Employer
CERRITOS COMMUNITY COLLEGE DISTRICT

President-Superintendent
Cerritos College
Norwalk, California

The Board of Trustees of Cerritos College invites applications and nominations for the position of President-Superintendent.

Cerritos College, a comprehensive community college, is a one-college district enrolling nearly 23,000 students on a 140-acre campus. Located in southeast Los Angeles County, bordering both the city of Long Beach and Orange County, the college district encompasses eight cities. Cerritos College has more than 160 full- and part-time employees, and an annual budget in excess of $80 million. The college prides itself on being one of the most ethnically diverse community colleges in the nation and on being the most technologically advanced community college in the state for teaching and learning. A model of effective shared governance and collegiality, Cerritos College is one of only three California community colleges without a unionized faculty.

The presidency of Cerritos College offers an attractive opportunity to guide a dynamic college that is well positioned to continue as one of the flagship community colleges in California. The successful candidate will embrace this ethic and provide the leadership that guides the college in its quest for excellence.

For a presidential profile brochure and application information contact:

Office of Personnel Services
Cerritos College
11110 Alondra Blvd.
Norwalk, CA 90650

Tel: (562) 867-2451 Ext. 2284, Fax: (562) 467-5003

or visit our web site: www.cerritos.edu

For additional information contact:

Del M. Anderson, Search Consultant
Association of Community College Trustees
4100-10 Redwood Road #251
Oakland, CA 94619

Tel: (510) 638-5258 Fax: (510) 382-9637

Review of applications will begin after October 20, 2000.

Bank Street College of Education

GRADUATE SCHOOL DEAL

Bank Street College of Education is an independent, nationally recognized leader in progressive education. Founded in 1925 and located in New York City, Bank Street is a unique institution with a history of commitment to improving education for children and families through inquiry, innovation, and influence on public policy.

The College is composed of: a Graduate School of Education, with over 5 students; a demonstration School for Children, and an on-site Family Center for infants and toddlers serving 500 children; a Division of Continu Education, reaching over 3,000 individuals across the country and abroad; and a Publications and Media Group. Bank Street employs 370 staff and a total budget of approximately $33 million.

The Graduate School enrolls students from diverse backgrounds: Its 100 faculty members are engaged in preparing teachers, leaders in the fields of Teacher Education, Special Education, Bilingual Education, and Educational Leadership. Other distinctive programs include Museum Education and Leadership, Early Adolescence, Infant and Preschool Development, and The Principals Institute. Faculty are also involved in extensive staff development in schools throughout the country.

The Dean of the Graduate School is the Chief Academic Officer and provo intellectual, professional, and administrative leadership to the Graduate School faculty, staff, and students. Reporting directly to the President, Dean works collaboratively with senior administrators from other divisions to further Bank Street’s mission. Graduate School Associate Deans, Department Chairs, and Special Project Directors report to the Dean.

The successful candidate will have a distinguished record of accomplishments in teaching, administration, and research. In addition, the candidate will have knowledge and vision to lead, facilitate, and support the diverse community of the Graduate School in affirming and articulating the values and objectives of a college of education dedicated to quality teaching and learning. The successful candidate will demonstrate excellent communication and interpersonal skills and be a creative problem-solver. A minimum of an earned doctorate or its equivalent is required, as well as a proven record of working collaboratively with faculty, other colleagues, and external institutions and organizations.

Since the Search Committee will begin its formal screening in late October, nominations and expressions of interest are encouraged as soon as possible. The search will remain open until the position is filled.

Nominations and expressions of interest should be submitted to:

Stelly Weiss Storbeck, Managing Director
Lesley Boyd, Consultant
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, VA 22314
703/739-4627 - telephone
703/518-1782 - facsimile
lesley.boyd@atkearney.com - e-mail

Bank Street College is an affirmative action, equal opportunity employer. Nominations of expressions of interest from women and people of color are encouraged.
Clark University, in Worcester, MA, invites applications and nominations for the following full-time, tenure-track faculty positions beginning Fall 2001. Located 35 miles west of Boston, Clark offers the advantages of both a liberal arts college and a distinguished research university. The university has a strong tradition of engaging undergraduates in research and in active community involvement.

- **Chemistry:** Asst. Prof. in Biochemistry: Mark Tumbull, Chair (mtumbull@clarku.edu)
- **Computer Science:** 2 positions: Asst. Prof. and Rank Open Lawrence Morris, Chair (lmorris@clarku.edu)
- **English:** Asst. Prof. in 18th and 19th Century British Literature: Sunhee Gertz, Chair (agertz@clarku.edu)
- **Foreign Languages:** Asst. Prof. in French: Paul Burke, Chair (pburke@clarku.edu)
- **Government:** Asst. Prof. in International Relations: Beverly Grier, Chair (bgrier@clarku.edu)
- **History:** Asst. Prof. in Modern European History: (with teaching capability in Traditional and Modern African) Paul Irobo, Chair (pirobo@clarku.edu)
- **Management:** Asst. Prof. in Finance, Maury Tamarkin, Chair (mtamarkin@clarku.edu)
- **Psychology:** Asst. Prof. in Accounting: Dilpeep Dharanto, Chair (ddharanto@clarku.edu)
- **Philosophy:** Asst. or Assoc. Prof. for the George Kneller endowed chair in Philosophy of Language, Mind and Psychology or related areas: Gary Overvold, Chair (gooverold@clarku.edu)
- **Psychology:** Asst. Prof. in Developmental Psychology: Len Grillo, Chair (lgrillo@clarku.edu)
- **Visual & Perf. Arts:** Asst. Prof. in Theater - playwright with Ph.D. or MFA: Ray Munro, Chair (rmunro@clarku.edu)

Vita may be submitted directly to the chair of the respective search listed above. Please visit our website: www.clarku.edu or http://offices.clarku.edu/hr, for more detailed information about these positions and about the University. Questions about these faculty positions should be addressed to the Chair of each search committee.

AA/EOE Women and minorities are strongly encouraged to apply.

**The Richard Stockton College of New Jersey Library**

**Instructor in the Library**

($37,477-$41,285)

Under the supervision of the Assistant Director for Public Services, provides leadership in the development of the library's education and information literacy program, which supports distance education programs, participates in the library's education and information literacy program, and provides reference and research support. Full-time, tenure track.

**REQUIRED:** ALA-MLS; demonstrated ability in the use of HTML and Javascript in the creation of Web pages; knowledge of current trends in distance education (Screeb). Begins October 6, 2000 and will continue until position is filled. Send letter of application, CV, and names, addresses, and telephone numbers of three current references to:

Office of the Director of Library Services, The Richard Stockton College of New Jersey Library, AA51, PO Box 195, Pomona, NJ 08240-0195.

Stockton is an AA/EOE. Women and minorities are encouraged to apply.

**Broward Community College**

**Director**

**Office of Institutional Research & Assessment**

The Director is responsible for planning, organization, coordination, and direction of research related to the operation of programs of the college, including but not limited to the compilation of reports for internal and external agencies. The Director also works closely with the Assistant Vice President for Academic Affairs on the planning of institutional and comprehensive assessment program.

**Qualifications:** Master's degree in an appropriate discipline required. Earned doctorate preferred. Extensive experience in institutional research, suitable to fulfill the duties and responsibilities of the position, knowledge of higher education principles, practices and procedures, ability to express self in oral and written communication, and ability to work effectively with professional and student personnel on campus as well as with representatives of the public and private sectors. Review of complete applications will begin October 9, 2000 and continue until position is filled. Submit letter of interest, resume and the names, addresses & telecon. numbers of five professional references to: Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325. Bridgewater State College is an affirmative action/equal opportunity employer with a longstanding commitment to increasing the diversity of its employee community.

**University of San Diego**

**Physical Plant MNGR, #923**

Bachelor's and three years managerial experience related to construction and building maintenance management of complex educational facility or equivalent. Ability to establish/maintain relationships with diverse constituencies. Excellent oral and written communication skills. Adaptability and resourcefulness essential. Analytical and reasoning skills necessary for evaluation processes, judgment and independent action. Computer literacy; proficiency in mechanical and structural trades, working knowledge of architectural plans/specifications. Valid Florida driver's license. South Campus. Salary: $35,737-$56,190. Close: 9/22/00.

Please forward official applications with position title & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd., Human Resources
 Ft. Lauderdale, FL 33301
Please Call (800)682-3646 for an official application
www.broward.cc.fl.us/jobs/

AA/EO Institution
PROFESSOR OF MILITARY STRATEGY
NATIONAL DEFENSE UNIVERSITY
INDUSTRIAL COLLEGE OF THE ARMED FORCES

The National Defense University invites interested persons to apply for the position of Professor of Military Strategy and War and Strategic Logistics on the civilian faculty of the Industrial College of the Armed Forces (ICAF). The incumbent will lecture in the Military Strategy and War and Strategic Logistics core curriculum courses, regional security studies, industry studies program and electives program; develop curriculum and advanced study course materials; prepare material, lecture and conduct graduate level seminar instruction in the fields of national and military strategy; strategic logistics and mobilization; and joint, interagency, and multinational operations. Conduct direct research or research related to defense, military strategy and/or strategic logistics policies and procedures; serve as primary faculty advisor to students; and provide professional and personal counseling, evaluation and feedback to students concerning their achievements and progress at the Industrial College of the Armed Forces.

The closing date for receipt of applications is September 25. Applications should have progressive professional experience in a relevant area; evidence of security as a scholar, including substantial record of continuing research and service contributions within a given field of academic study; extensive publication of books, monographs, and articles in professional journals; and full-time professional teaching experience at the university level at the rank of associate professor or professor is preferred. Applicants will be rated on the basis of the following highly qualifying criteria: 1. Knowledge of national and military strategic theory and application; interagency national security process, joint and multinational doctrine and planning; DoD force planning, strategies policy analysis; strategic logistics, including acquisition and mobilization; national security strategy; and military strategy; the defense industrial base; and methods for attaining unified action in joint, interagency, and multinational applications. The capacity to draw on the strategic and logistic issues of the past and to develop strategies to address the future. 2. Demonstrated ability to teach at the graduate college level, to include seminar based education, lecture, use of contemporary education technology, and ability to relate the study of military strategy to the development of national strategic military strategy, and defense policy. 3. Ability to supervise student research and in mentoring/interaction with students in academic and non-academic settings. 4. Ability to develop courses on military strategy and war, strategic logistics (including acquisition and mobilization), defense industry studies, and national security-related elective studies; ability to conduct research for course development and publication. 5. Possession of a doctoral degree in a discipline related to military science is preferred. Masters degree mandatory.

You may apply with an OF 612 (Optional Application for: Federal Employment), an SF-171 (Application for Federal Employment) OR any of the following alternative formats: a Resume/Curriculum Vitae or any other written format you provided, a includes sufficient information to support your qualifications for this position. For further information contact:

Chris Lyons (202) 685-2147 or DSN 325-2147
Mailing Address: National Defense University
ATTN: NDUPS (Lyons)
bldg 62, 300 5th Avenue
Fort Lesley J. McNair
Washington, D.C. 20319-5066
E-mail: lyons@ndu.edu

HEAD OF REFERENCE AND INSTRUCTIONAL SERVICES DEPARTMENT
WICHITA STATE UNIVERSITY LIBRARIES

The Wichita State University Libraries seeks an experienced, flexible, and dynamic professional to lead its Reference and Instructional Services Department. We are one of the largest research institutions in the state university system of Kansas. Supporting some 40 undergraduate, 56 graduate degree programs, 10 doctoral programs, and the National Institute for Aviation Research (NIAR), WSU plays a key role in educating, training, and preparing the leadership of tomorrow's workforce. The University is located in the largest metropolitan area of Kansas, which serves a diverse and affluent population of over 500,000. The City of Wichita hosts a booming economy, major components of the aviation industry, a variety of international and national companies, and multinational businesses.

Responsibilities: Under the general direction of the Associate Dean for Public Services and Information Systems, the successful candidate will assume the following key responsibilities: building and planning for the development of reference/information services and resources to meet the needs of the university in the rapidly changing information environment; leading and managing technology enhancement in the department; developing current and future digitization of the information services in the library; and building the library's collection and public services and instruction. The candidate will be a key member of the Department of Instructional Services and works effectively with faculty and students in the college.

Required Qualifications: MLS or information science degree from an ALA accredited program; 5 years of relevant and varied reference and instruction experience in a medium to large academic or research library; demonstrated knowledge of reference theory, research and instructional management, and current trends in the development of information services; knowledge of collection development; documented evidence of significant research in a field of reference; success in developing and teaching the reference coursework; ability to work effectively with diverse populations; and additional qualifications related to library instruction or other public services.

Salary and Benefits: $65,000 minimum salary and generous benefits, including: health, dental, vision, life, and AD&D insurance; retirement plan; tuition discounts and reimbursement; relocation assistance, and more. Ten-month faculty position. Excellent choice of benefits. Requirements and qualifications: Application materials, including a current résumé, cover letter, and three letters of reference, should be submitted electronically to Michael Kelly, Chair, Search Committee, Wichita State University Libraries, 1845 Fairmount, Wichita, KS 67260-0068. Applicants are encouraged to review the library's website for additional information.
UNIVERSITY OF NEW HAMPSHIRE
DEAN
School of Health and Human Services

The School offers undergraduate instruction leading to baccalaureate degrees in Communication Disorders, Family Studies, Health Management and Policy, Kinesiology, Medical Laboratory Science, Nursing, Occupational Therapy, Recreation Management and Policy and in Social Work. Graduate degrees are offered in Communication Disorders, Social Work, Family Studies, Health Management and Policy, Kinesiology, Nursing and Occupational Therapy. Each program enables students to acquire the basic knowledge and skills needed to practice their chosen professions and to obtain a broad cultural background in the humanities and social sciences.

The Dean: The successful candidate will have a demonstrated record of administrative experience, including personnel and program management, program evaluation, program development, budget development and management, as well as a significant record of accomplishment in teaching and research. The Dean is expected to act as an advocate for the College's programs; consult with faculty, facilitate undergraduate and graduate education, research and outreach; have a successful record in building external relationships and in fundraising; guide and promote faculty development in teaching and scholarship; and advance the College's affirmative action goals. The candidate's qualifications must include an earned doctorate and a record of teaching and scholarship appropriate to an appointment as a tenured professor in one of the College's departments. Above all, the Dean must possess the leadership skills to work effectively with faculty, students, and administrators within the University as well as with diverse constituencies outside the University.

Applications: Nominations and letters of application should include the name, address, phone and e-mail address of five references, and should be submitted to:

SHEEHY SEARCH COMMITTEE
Office of the Provost and VP for Academic Affairs
Thompson Hall 207
UNIVERSITY OF NEW HAMPSHIRE
Durham, NH 03824

The Committee will begin review of applications immediately and will continue until the position is filled.

UNH is committed to achieving excellence through diversity among its faculty and strongly encourages women and minorities to apply.

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

Associate Vice President
Human Resource Development and Equal Employment Opportunity

Situatod on Monterey Bay, in a world-renown scenic environment, California State University Monterey Bay (CSUMB) is recognized for its multicultural curriculum, innovative outcomes-based education, community service and commitment to excellence through diversity.

CSUMB is currently seeking an experienced professional to serve as the Associate Vice President of Human Resource Development and Equal Employment Opportunity. The successful candidate should have a broad understanding of human resource issues, including affirmative action, diversity, and equity.

Applications: For consideration, submit a letter of interest, current resume, salary requirements, and three professional references to:

CSU Monterey Bay
Human Resources Office
Job # MB2000-EB654
100 Campus Center, Seaside, CA 93955-8001
Phone: (831) 582-3389 Fax: (831) 582-3304

New York University
FACULTY POSITION
Center for the Study of Gender and Sexuality
FACULTY OF ARTS AND SCIENCE

The Faculty of Arts and Science invites applications for an advanced assistant or beginning associate professorship in transnational feminism beginning Fall 2001, pending budgetary and administrative approval. This is a joint appointment between the Women's Studies Center for the Study of Gender and Sexuality and an appropriate humanities or social sciences home department. Candidates must demonstrate an engagement with current scholarship; fields of specialization may include geography, gender, women's studies, sociological theory, political science, or comparative literature. Topics of expertise may include nationalism, human rights, religion, immigration, diaspora, postcolonialism, race, and gender, AIDS, cultural studies, and political economy, labor, or globalization. Applicants with a demonstrated commitment to interdisciplinary teaching and/or program development are especially encouraged to apply. Please send a letter of application, curriculum vitae, names of four references, and a 20-25 page writing sample to: Professor Carolyn Dinetohn, Director, CSSGS, 285 Mercer Street, 3rd Floor, New York University, New York, NY 10003-6021. Deadline for applications is October 16, 2000.
PRESIDENT
Lane Community College
Eugene, Oregon

The Board of Education of Lane Community College invites applications for the position of President of Lane Community College. The President is the Chief executive officer of the College District and is directly responsible to the Board of Directors. The President's duties include planning, administration, and budgeting. The President is also responsible for the development and implementation of the College's educational programs, student services, and institutional services.

The College is a public, two-year, comprehensive community college serving a population of nearly 300,000 people in a 5,000-square-mile area stretching from the Pacific Ocean on the west to the Cascade Mountains on the east. Lane annually enrolls 15,000 credit students and 24,000 community education students.

Applications will be accepted until 5 p.m. on October 6, 2000.

For more information, contact Susan A. Colvin by e-mail (colvin@lanecc.edu) or telephone (541-726-2211, ext. 2303).

An affirmative action, equal opportunity institution

Faculty Positions in Bioinformatics and Molecular Biology
Department of Biochemistry and Biophysics
Texas A&M University

The Department of Biochemistry and Biophysics at Texas A&M University invites applications for three tenure-track positions. Bioinformatics (1 position) - Research with a substantial component involving application of computational methods to modern molecular life sciences. Applications should be sent to Chair, Bioinformatics Search Committee. Molecular Biology (2 positions) - Research that addresses fundamental problems in any area of Molecular Biology. Applications should be sent to Chair, Molecular Biology Search Committee. Candidates whose expertise fits into both of these areas may be considered by both search committees.

Applications are encouraged to be at the Assistant Professor level, but assistantships are available to more senior candidates. Successful candidates will be expected to establish an active research program and participate in the teaching programs of the department. These positions are available in an energetic and interdisciplinary environment, and ample opportunities for collaborative research with enthusiastic colleagues in this and other departments. With a student population of over 40,000, Texas A&M is an outstanding university located between Dallas, Austin, and Houston. For more information about the Department, see https://www.tamu.edu/bio/.

Applicants should send a curriculum vitae, names of appropriate references, and three to five letters of reference sent to:

Dept. of Biochemistry and Biophysics
Texas A&M University
2128 TAMU
College Station TX 77843-2128

Review of applications will begin October 15, 2000, and continue until the positions are filled.

Texas A&M University is an Affirmative Action/Equal Opportunity Employer committed to diversity.
New York University
RESIDENCE HALL MANAGER
Department of Housing & Residence Life

Responsible for the student development and administrative operations of a co-educational undergraduate or graduate residence hall. Selection, training, and supervision of student and full-time staff; hall government advisement; individual and community development; coordination of administrative services and operations; paraprofessional staff training and course facilitation; committee responsibility; all-campus duty rotation. Qualifications: Master's degree plus 1-2 years' residence life experience.

This is a live-in position which offers a competitive salary plus furnished apartment, university meal plan, free NYU tuition for self, spouse and children, and other excellent benefits. Candidates should send cover letter and resume with names of three references to: Maurice Washington, Department of Housing and Residence Life, New York University, 33 Washington Square West, New York, NY 10011. Fax: 212-443-0460. NYU appreciates all responses but can only respond to qualified candidates.

NYU is an Equal Opportunity/Affirmative Action Employer.

San Francisco Community College District
Associate Director of Human Resources
(Office of the Vice Chancellor of Finance and Administration)

Responsible for assisting in the planning, development, organization and implementation of comprehensive human resource program including policy and procedures development; regulatory compliance, human resource information system, and personnel record maintenance, position classification, oversight of employee performance evaluations, contract compliance, fringe benefits and other employment matters. Salary range open and competitive.

Application Deadline:
Friday, 4 p.m., September 15, 2000.
For detailed job announcement and administrative application form, visit Web page at http://www.ccsf.org/hr, contact the HR Dept., CCSF, 33 Gough St., SF, CA 94103. Tel: 415/241-2246 FAX: 415/241-2335.

University of California, Los Angeles

The UCLA Department of Psychology invites applications for a tenure-track position in Cognitive Neuroscience at the Assistant Professor level. The primary criteria for the appointment are excellence in research and teaching in Cognitive Neuroscience. Applications are encouraged from candidates who combine strong backgrounds in experimental psychology and human functional brain imaging. Applications are especially encouraged from candidates who bring these techniques to bear on questions concerning learning, memory and related processes. Submit a curriculum vitae, a statement of research and teaching interests, three letters of reference, to be sent to Cognitive Search Committee, Department of Psychology, Box 951563, UCLA, Los Angeles, CA 90095-1563. Review of applications will begin December 1, 2000.

UCLA is an Equal Opportunity/Affirmative Action Employer.

Mercy College
BENEFITS MANAGER

Mercy College is seeking an experienced Benefits Manager to administer a comprehensive benefits package for 600 full-time faculty and staff. Candidate must have experience in all facets of benefits management including billing and reconciliation, as well as database management. Candidate must be proficient in Excel, Word, and PowerPoint and be able to do cost projections. Qualified candidates should have a bachelor's degree and two years of direct experience in benefits. Mercy offers tuition reimbursement in graduate programs including the Human Resource Management program. Great opportunity for a motivated working individual. Please fax cover letter and resume to: Theresa Morgan, (914) 674-7378, or for consideration Equal Opportunity Employer.

Syracuse University
DEAN
College of Arts and Sciences

The College of Arts and Sciences at Syracuse University invites applications and nominations for the position of Dean.

The College of Arts and Sciences was one of the first institutions of higher education to offer a broad range of undergraduate and graduate programs in the arts, sciences, and humanities. The College is committed to excellence in teaching, research, and public service.

The College is currently engaged in a major strategic planning process to enhance its visibility and contributions to the university and the community.

The Dean will lead and guide the College in all its activities, including academic, administrative, and fund-raising responsibilities.

The Dean will also serve as a member of the Provost's cabinet and as a member of the Academic Council.

Applications should be submitted by January 1, 2000.
Dean, College of Arts and Sciences
Florida Gulf Coast University
Ft. Myers, Florida

Florida Gulf Coast University (FGCU) seeks a dynamic, collaborative; creative dean to lead its largest academic unit through an extraordinary planned period of growth, expansion, and innovative developments at the state's newest university.

FGCU is a comprehensive public university offering a broad range of undergraduate and graduate degree programs. Located in the Florida Bureau of Regents to employ innovative ideas and technologies in the development and delivery of programs and services. FGCU opened for classes in August 1997 and received accreditation by the Southern Association of Colleges and Schools in June 1999. The 760-acre campus located in one of the fastest growing regions of the United States, complements the natural beauty and ecology of Florida. Beginning its fourth year of formal operation, FGCU boasts a student body of 3,300 students, a full-time faculty of 170 and an annual operating budget of $58.5 million. A capital expansion program will provide two additional academic buildings, a fine arts complex, a student activity center, and athletic facilities to support the expected enrollment growth to 6,000 students by 2003.

The Dean will be responsible for building on a foundation of innovative interdisciplinary undergraduate education that supports all academic disciplines. As a member of the University’s management team, the Dean will represent the College on University-wide committees, work closely with the community, and will be responsible for the budget, programs, personnel, and facilities of the College. The Dean will also be actively involved in community, state, and national level in outreach, fund raising, and the promotion of higher education issues. The Dean reports to the Provost and Vice President for Academic Affairs.

The university seeks candidates who possess an earned doctorate from an accredited institution in an appropriate discipline, a strong background in higher education, and demonstrated successful administrative experience as an academic leader. The candidate must have faculty rank in one of the disciplines in the College of Arts & Sciences, demonstrated capability for creative leadership and committee experience, and a positive, constructive attitude. The ideal candidate will possess at least 5 years of administrative experience, preferably at the Associate or Assistant level. The ideal candidate must also possess a willingness to be part of creating a university culture that embraces the unique aspects of FGCU's multidisciplinary approach; distance learning, service learning, the environment as a major learning theme, and community/university partnerships. The candidate must be a leader who can inspire faculty to maintain a competitive edge in numerous academic disciplines and in new program development and evaluation of faculty and personnel resources and the changing community and student needs; proven ability is demonstrated through experience in developing a student centered learning environment is preferred.

Screening of applications will begin on or after November 15, 2000 and continue until the position is filled. Applications should be submitted to: Assistant to the Dean, Human Resources Division, Florida Gulf Coast University, Ft. Myers, Florida 33908-6565. Applications must include a letter of application, curriculum vitae, and have a list of at least five professional references.

Dean Search Committee
Florida Gulf Coast University
Human Resources Division
Ft. Myers, Florida 33908-6565

Florida Gulf Coast University is an Equal Opportunity Employer and encourages women, people of color, and people with disabilities to apply. The search is being conducted under...

USF University of South Florida

Founded in 1956 as the first University to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich multicultural atmosphere of the University is evident not only on the main Tampa campus, but its branches in St. Petersburg, Sarasota-Manatee, New College, and Lakeland. USF promotes delivery systems, curricula, programs, and activities that reflect the diversity of South Florida.

But USF is much more than just a large, state-assisted institution. Its growing reputation as a dynamic research university is spreading around the country, attracting more and more of the nation's best and brightest scholars to the Tampa Bay Area. USF offers degree programs in 7 undergraduate disciplines, 89 masters and specialist programs, and 28 doctoral programs including the MD. A record number 1525 international students enrolled at USF the 1999-2000 academic year. Students from Latin America and the Caribbean totaled 445. USF/AHEC's Health Education Training Center is a sponsor of the Rural Youth Soccer Association, which serves on 300 migrant children in south Hillsborough County.

The University is currently recruiting for the following positions:

Position #0247-Assistant Professor-Electrical Engineering-deadline: OPEN
Position #0200-Assistant Professor/Instructor-Computer Science & Engineering-deadline: OPEN
Position #0579-Associate Professor-Computer Science & Engineering-deadline: OPEN
Position #0168-Assistant Professor-Nursing-deadline: 10/27/00
Position #0607-Associate Professor/Aging & Mental Health-deadline: 12/01/00
Position #0623-Associate Professor/Aging & Mental Health-deadline: 12/01/00
Position #0186-Associate Professor/Aging & Mental Health-deadline: 12/01/00
Position #0100-Assistant Professor-Government & International Affairs-deadline: 10/15/00

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Web site at http://usfjobs.usf.edu/usfjobs/vacancy.html or (2) contact Equal Opportunity Affairs, Ferrell@admin.usf.edu for faculty positions; or (3) call USF Job Line at 813.974.2879 for staff positions.

USF is an equal opportunity/equal access-affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4207 E. Fowler Ave, Tampa, FL 33620

MANCHESTER COMMUNITY COLLEGE

Manchester Community College is a learner-centered institution committed to access, excellence and relevance. MCC enrolls over 14,000 students annually and provides comprehensive, affordable higher education in a variety of settings. MCC is a leader in community service and is a partner in community outreach.

Dean of Academic Affairs

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our web www.mcc.commnet.edu/po or call (800) 847-6152. Send letter of intent, resume, transcripts, and three letters of references.

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community College
Great Path
P.O. Box 1046
Manchester, CT 06045-1046

Must be postmarked no later than October 10, 2000
RESIDENCE HALL MANAGER
NEW YORK UNIVERSITY

New York University provides residential living in 26 facilities located throughout Manhattan. By the fall of 2000, NYU will house approximately 10,500 undergraduate and graduate students. The Department of Housing and Residence Life strives to provide students not only with an academically supportive environment, but with a community that enhances their development within the unique context of the urban campus.

Residence Hall Managers are responsible for the overall operation of the hall. Their responsibilities include: development of a positive living learning environment which in turn will strengthen the educational experiences of its residents; involvement in the selection, training, supervision and evaluation of Resident Assistants and other student staff; supervision of building administrative staff; advancement of the residence hall council; coordination of administrative services and operations; central housing responsibilities and campus duty rotation.

Qualifications:
Successful applicants must have a completed Master's degree in higher education, counseling, student personnel or a related field and 1-2 years residence life experience (full-time or graduate). Qualities of an effective manager include high energy, creativity, organizational and supervisory skills. Experience with a multicultural environment and supervision of a support and student staff is highly desirable.

This is a twelve month, live-on position. Remuneration for this position includes a salary of $27,950, a furnished apartment, University Meal Plan, family tuition remission and excellent University benefits.

Applicants should mail or fax a cover letter, resume, and the names and phone numbers of three references to:

Maurice Washington
Coordinator for Staff Administration
Department of Housing and Residence Life
33 Washington Square West
New York City, New York 10011
Fax: 212-443-0460

Equal Opportunity, Affirmative Action Employer
Applications from women and minorities are encouraged.

Washtenaw Community College
Political Science Instructor

A comprehensive two-year college dedicated to students, community and staff is presently seeking an individual for the position of Political Science Instructor. Individual will teach first and second year college-level courses in Politics primarily an American government survey course. The College is located in Ann Arbor, MI, a community of over 100,000 whose growth and vitality is through a cultural enrichment of the arts, entertainment, Big Ten Sports surrounding metropolitan area.

The successful candidate must possess a Masters degree in political science, as well as substantial coursework in American government and poll record of teaching experience at the college level.

Deadline for receipt of resumes and accompanying materials is December 1.

Anticipated date of appointment for this position is for the 2001 Fall semester; initial annual salary is $39,750-$51,860 depending upon education experience; base load of 33 weeks/160 days/450 contact hours per academic year and numerous fringe benefits.

Interested persons should submit letter of interest, resume, all college (students copies acceptable), two letters of recommendation, copies of first handouts, and copies of student evaluations (completed application will be selected for interview) to:

Washtenaw Community College,
Office of Human Resources Management,
First Floor Business Education Building, Room 120,
4800 E. Huron River Dr. PO Box D-1,
Ann Arbor, MI 48106.
(734) 973-3497 Job Hotline (734) 973-3510.
For job postings see our web site at: http://www.wccnet.org/jot
AA/EO/ADA employer.

PCC
Vice President for Administrative and Business Services

Polk Community College is currently recruiting for Vice President for Administrative and Business Services position as well as other positions. For information about the College's vacant positions, please visit our Web site at:

www.polk.cc.fl.us

or call Human Resources at (863) 297-1070

PCC is an equal access/equal opportunity employer, committed to excellence through diversity in education and employment.
# Advertising Index

<table>
<thead>
<tr>
<th>POSITION</th>
<th>UNIVERSITY</th>
<th>ZIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARIZONA</td>
<td>Arizona State University</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Maricopa Community College District</td>
<td>85</td>
</tr>
<tr>
<td>CALIFORNIA</td>
<td>Allan Hancock College</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>California State Polytechnic University, Pomona</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>California State University, Dominguez Hills</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>California State University, Monterey Bay</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Cerro College</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Fasadener City College</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>San Francisco Community College District</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Stanford University</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>University of California: Davis</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>University of California: Davis</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>University of California: Los Angeles</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>University of California: Santa Barbara</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>University of La Verne</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>University of San Diego</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Whitter Law School</td>
<td>97</td>
</tr>
<tr>
<td>CONNECTICUT</td>
<td>Asnuntuck Community College</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Manchester Community College</td>
<td>73</td>
</tr>
<tr>
<td>DC</td>
<td>American University</td>
<td>71</td>
</tr>
<tr>
<td>FLORIDA</td>
<td>Broward Community College</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Florida Gulf Coast University</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Polk Community College</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>University of Florida</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>University of South Florida</td>
<td>74</td>
</tr>
<tr>
<td>GEORGIA</td>
<td>Agnes Scott College</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Georgia Perimeter College</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>University of Georgia</td>
<td>71</td>
</tr>
<tr>
<td>ILLINOIS</td>
<td>University of Illinois at Chicago</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Waubonsee Community College</td>
<td>65</td>
</tr>
<tr>
<td>IOWA</td>
<td>Iowa State University</td>
<td>61</td>
</tr>
<tr>
<td>KANSAS</td>
<td>Wichita State University</td>
<td>68</td>
</tr>
<tr>
<td>LOUISIANA</td>
<td>Tulane University</td>
<td>65</td>
</tr>
<tr>
<td>MASSACHUSETTS</td>
<td>Bridgewater State College</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Clark University</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Legal Services for Cape Cod and Islands, Inc</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Massachusetts Institute of Technology</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Northeastern University</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Western New England College</td>
<td>60</td>
</tr>
<tr>
<td>MICHIGAN</td>
<td>Washtenaw Community College</td>
<td>74</td>
</tr>
<tr>
<td>MISSOURI</td>
<td>Central Missouri State University</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Rockhurst University</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>University of Missouri-Rolla</td>
<td>60</td>
</tr>
<tr>
<td>NEW HAMPSHIRE</td>
<td>University of New Hampshire</td>
<td>70</td>
</tr>
<tr>
<td>NEW JERSEY</td>
<td>Educational Testing Services</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Montgomery State University</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Passaic County Community College</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Ramapo College</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Richard Stockton College of New Jersey</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Rowan University</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Rutgers, The State University of New Jersey</td>
<td>56, 66</td>
</tr>
<tr>
<td>NEW YORK</td>
<td>Bank Street College</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Cornell University</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Mercy College</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>New School University</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>New York University</td>
<td>70, 72, 74</td>
</tr>
<tr>
<td></td>
<td>Sarah Lawrence College</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>SUNY, Upstate Medical University</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Syracuse University</td>
<td>72</td>
</tr>
<tr>
<td>NORTH CAROLINA</td>
<td>University of North Carolina-Chapel Hill</td>
<td>64</td>
</tr>
<tr>
<td>OHIO</td>
<td>Lane Eric College</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Miami University</td>
<td>62</td>
</tr>
<tr>
<td>OREGON</td>
<td>Lane Community College</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Willamette University</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Central Pennsylvania Consortium</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Millersville University</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Temple University</td>
<td>64</td>
</tr>
<tr>
<td>RHODE ISLAND</td>
<td>Rhode Island School of Design</td>
<td>58</td>
</tr>
<tr>
<td>TEXAS</td>
<td>Texas A&amp;M University</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>The University of Texas at Tyler</td>
<td>63</td>
</tr>
<tr>
<td>WISCONSIN</td>
<td>Milwaukee Area Technical College</td>
<td>61</td>
</tr>
</tbody>
</table>

## CONFERENCES

<table>
<thead>
<tr>
<th>CONFERENCE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic Association of Colleges &amp; Universities</td>
<td>NM 53</td>
</tr>
<tr>
<td>Hispanic Leadership Conference</td>
<td>IL 52</td>
</tr>
<tr>
<td>People of Color in Predominantly White Institutions</td>
<td>NE 54</td>
</tr>
</tbody>
</table>

## Fellowships

<table>
<thead>
<tr>
<th>FELLOWSHIPS</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foe Colleges, Inc.</td>
<td>MA 53</td>
</tr>
<tr>
<td>Indiana University</td>
<td>IN 54</td>
</tr>
</tbody>
</table>

## Other

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona State University</td>
<td>48</td>
</tr>
<tr>
<td>Barry State University</td>
<td>52</td>
</tr>
<tr>
<td>California Polytechnic State University, San Luis Obispo</td>
<td>48</td>
</tr>
<tr>
<td>Dominican University of California</td>
<td>48</td>
</tr>
<tr>
<td>El Pano Community College</td>
<td>49</td>
</tr>
<tr>
<td>Florida International University</td>
<td>49</td>
</tr>
<tr>
<td>Los Angeles Mission College</td>
<td>50</td>
</tr>
<tr>
<td>Madison University</td>
<td>47</td>
</tr>
<tr>
<td>Mercy College</td>
<td>50</td>
</tr>
<tr>
<td>Miami Dade Community College</td>
<td>46</td>
</tr>
<tr>
<td>National Association of Colleges and Universities</td>
<td>48</td>
</tr>
<tr>
<td>New Jersey Institute of Technology</td>
<td>51</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>52</td>
</tr>
<tr>
<td>Pace University</td>
<td>48</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>51</td>
</tr>
<tr>
<td>Simmons College</td>
<td>53</td>
</tr>
<tr>
<td>Southern Connecticut State University</td>
<td>55</td>
</tr>
<tr>
<td>Sur Rain State University</td>
<td>46</td>
</tr>
<tr>
<td>SUNY, Plattsburgh</td>
<td>47</td>
</tr>
<tr>
<td>The John Marshall School of Law</td>
<td>54</td>
</tr>
<tr>
<td>The University of Akron</td>
<td>2</td>
</tr>
<tr>
<td>The University of Iowa</td>
<td>47</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>47</td>
</tr>
<tr>
<td>William Patterson University</td>
<td>50</td>
</tr>
</tbody>
</table>

---

**CAMPUS PROGRAMS DIRECTOR**

**University Campus Unions**

UIC seeks a Campus Programs Director for University Campus Unions. Duties include administrative supervision and budget development for student organizations/programming committees. Essential qualifications include leadership experience and strong financial management background. Send letter of application, resume, and three references to:

Shane Sissac
Programs Director Search
Room 703 CCC
750 S. Halsted Street
Chicago, Illinois 60607

For fullest consideration apply by October 4.
A “New Wave” of Latino College Students

I am Cuban,” she says in Spanish, with a heritage-speaker accent but a definite Cuban flavor—gestures and all. She is the 9th Cuban American of 18 high school seniors I have interviewed for a Latino scholarship. The number strikes me.

I didn’t run into many compatriots while attending college. I do remember having Cuban friends in school when I arrived in Tampa in 1980—school-age children who, like me, had come from Cuba that year. It was different in college. We all went in different directions after high school. Many joined the workforce to help their families. Some went to community college. Not many could afford a university or knew the process to gain entry. Some of us managed to finish our degree at a four-year institution. Many others could not afford to go on. There were few of us at the graduate level.

It interested me that half of those students I interviewed are Cuban Americans. And I remembered something else they each had in common. “My parents came in a boat. ¡El Mariel!” says one of the students. She doesn’t know exactly what all that means, only that her parents were from Cuba and sometimes they talk about El Mariel. It suddenly dawned on me. They are all the sons and daughters of the Mariel Generation. Born here—American citizens. They are the children of 125,000 Cubans, ages 19-30, the “Marielitos” who came in 1980. Exactly 20 years after the exodus, these youngsters are college age, coming up quietly in our school systems throughout the country. They are smart, bilingual, determined, spontaneous, eloquent, and very refreshing.

This is the “new wave” of Cuban Americans—children whose experiences in the U.S. are very different from those of their parents. These children tell everyone they are Cuban and are not embarrassed to say that their parents came during El Mariel. Unsuspecting, perhaps, of the stigma their parents survived, they volunteer how their families arrived in the U.S. from Cuba.

Their parents have a different story. Many now confess they avoided disclosing when and how they arrived here. Some tell how they took on fake nationalities and adopted new Spanish accents to try to escape from the cruel jokes and verbal abuse from other children they encountered in school and in their neighborhoods. Being a marielito was not something you told everyone.

Marielitos were blamed for the social stresses felt in Miami in 1980—a time in Miami when drug lords from Latin America openly fought wars on the streets and African Americans protested police brutality and outbreaks of violence that spread throughout Dade’s African American communities. Undoubtedly, Castro was to blame for the increase in violence that followed the boatlift. His massive and well-orchestrated effort to destabilize Florida by sending criminals across the border to disrupt the newcomers in the eyes of Americans made Miami community in Miami. But the majority of those who came were decent people who saw El Mariel as their only chance to escape. Many families who could not otherwise come together and who thought of coming separately took this opportunity. Doctors, teachers, other professionals declared themselves homosexuals or prostite on the list of the unwanted and therefore be allowed to come who came were hardworking men and women seeking freedom.

Twenty years later, the Mariel Generation is nearly invisible. Those who have adapted, integrated, joined the workforce, and flourished among the highest levels of employment and the lowest reliance on government assistance of any refugee group. The Mariel Generation has redefined.

Today, an even newer generation is emerging: the children of those who came during the Mariel exodus. The first wave of marielitos who were born in the U.S. are now college age. They are on some of the negative trends associated with Latino students, trying out of high school to help support their families, an English proficiency. They are graduating from high school full for admission to universities. They aspire to attend four-year in the country are familiar with standardized testing, college admissions, college applications, financial aid, scholarships, and future generations will even turn to their parents for informal guidance about college in the U.S. They are taking advantage of opportunities this country has to offer. They will achieve high than the generation before them.

To all of them, congratulations and welcome.

If interested in submitting a ¡Punto Final! “thinks piece,” please e-mail us at sloutlook@aol.com for guidelines
I chose Thunderbird because además de estudios de negocios, enseñan idiomas y estudios internacionales.

When Hector Gorosabel decided to become a global manager, he decided to become a Thunderbird. Thunderbird, the world’s leading school of global management, is a unique, multicultural community of students and faculty. With a curriculum that includes language and international studies as well as business, and a support network of 31,000 alumni in 130 countries. To really learn the language of business visit www.t-bird.edu.
CONTENTS

FEATURES

Index to The Hispanic Outlook in Higher Education, Volume X
A topical index of all articles appearing in The Hispanic Outlook from Sept. 24, 1999, through Sept. 22, 2000. 6

Communication Patterns in the Classroom, Part Two
Leveling the Playing Field offers additional strategies for teaching. 16

$42 Million to Hispanic Serving Institutions
6 new and 39 continuing federal grants awarded to qualifying two- and four-year colleges and universities. 19

Wanted: Two Million Teachers, Especially Minorities
The old hands are retiring and the new ones are dropping out. 25

New Survey Shows Hispanic Parents Very Pro Education
Author of a new "Great Expectations" says parental values are very strong, so the obstacles to participation must be elsewhere. 28

Renewed Debate Rages over Diversity
Arthur Levine, president of Teacher’s College at Columbia, takes issue with diversity as practiced on most campuses. 32

Southwest Center Seeks New Director and New Directions
Born at the University of Oklahoma in the ’70s, this race relations center generated NCORE and boasts an active Latino Caucus. 35

Getting Foster Youth into College
Alfred Pérez, JSU ’98, helps foster youth gain access to college as they “age out” of an imperfect system. 38

 Brazilians Try ESL Teacher Training at Rhode Island College
The Fulbright Teacher Exchange program between institutions, faculty, administrators, surrounding communities, and host countries. 41

DEPARTMENT

OUTLOOK ON WASHINGTON:
A CAPITOL VIEW
Hispanic Education Initiative sets five tough goals 5

Honor Roll: Northeastern University
Helping the City of Boston create affordable housing and student housing in a $120 million initiative. 22

People, Places, Publications, Conferences

BOOK REVIEW: American Encounters: Greater Mexico, The United States, and the Erotics of Culture
Sangre de Indios: Chiapas Revisited 52
Hispanic Education Initiative Sets Five Tough Goals

President Clinton’s interest in education is very clear. He has also worked very hard to secure Hispanic support. He recently hosted a meeting in the White House replete with Hispanic politicians as well as Hispanic educators from around the nation.

In prepared remarks, Clinton provided insight into his views about Hispanics and the education afforded them in this country. Clinton opened by stating that “intelligence is equally distributed throughout the world, but opportunity is not; the same is true within our own country.”

In August 1999, the White House hosted a Conference on Hispanic Children and Youth. Now, less than a year later, Clinton called together a gathering of Hispanics interested in education to take the next step. He took the opportunity to tout his Hispanic Education Action Plan, which included a $436 million increase for programs to improve Hispanic/Latino student outcomes this year. “And I want to double that investment,” he announced.

Clinton noted that his programs have made it possible for more than 90 percent of schools in every low-income area to have at least one Internet connection. Since many Hispanics live in low-income areas, any early intervention via the Internet is thought to be one important step in the reform movement.

Council of Economic Advisors

The same day, the White House released a study by the Council of Economic Advisors that indicated that the average educational level of native-born Hispanics has increased substantially over the last several decades and that the gap between Hispanics and whites has declined.

Compared to 1993, Hispanic students are scoring higher on math tests; greater percentages are completing high school, graduating from college, and getting advanced degrees. But there’s bad news as well. The need for education and continuing education is growing even faster.

Since 1993, the percentage of Hispanics with four or more years of college has increased, but only by about two percent. Over the next decade, the number of jobs requiring at least four years of college will more than double.

Hispanics, who represent 11 percent of our workforce, hold just four percent of the high-tech jobs—jobs that pay much more than average in the area where jobs are growing most rapidly. When the fastest-growing demographic group in America is underrepresented in the fastest-growing employment sector, it means fewer options for Hispanics. It also means that sooner or later, the nation’s economy will have a shortage of highly skilled workers where they are really needed.

The problem is not that Hispanics don’t choose careers in key industries. According to the report, Hispanics who graduate from college enter the information technology industry at about the same rate as do non-Hispanics and earn about as much.

The problem, quite simply, is that not enough Hispanics are finishing college. Once again, too many Hispanics, up to 60 percent in some neighborhoods, never finish high school. Many have suggested that raising the educational achievements of Hispanic students in schools, beginning in pre-school years, continuing into adulthood, and making sure that no person is ever denied access to college because of cost are the logical path to follow.

Making College Accessible

More programs exist than ever before to make college accessible—HOPE scholarships, work-study arrangements, Direct Student Loans Program, Lifetime Learning tax credits, together with institutional financial aid programs. Earlier this year, Clinton proposed an annual tuition tax-deductible program of up to $10,000. Those in the 28 percent and even in the 15 percent income tax rate bracket would be eligible. That would be a significant benefit, especially for lower-middle-class families. Ideally, more youngsters would go to college since more families could afford it.

Five Specific Goals

Clinton urged the conferees to adopt five specific goals to close the Hispanic student achievement gap over the next 10 years. They are:

- Within 10 years, all young Hispanic/Latino children should be enrolled in quality early childhood programs at the same rate as are other Americans.
- Within 10 years, every Hispanic student graduating from high school will have demonstrated English proficiency.
- Within 10 years, there is no gap in test scores and other assessments between Hispanic students and their peers.
- Within 10 years, 90 percent of Latino students complete high school.
- Within 10 years, the percentage of Hispanic students earning college degrees is double what it is today.

The 2010 Alliance

Clinton said his administration committed to those goals. That morning, the secretary of education released the first of what will be annual reports measuring prog of Hispanic student achievement.

Clinton also said that the mission needed an entity outside federal politics to keep a national spotlight on these goals because if these are not met, then they should be the nation’s goal without regard to party.” And announced the creation of such entity, the 2010 Alliance—a part ship among Hispanic organizations including La Raza and the National Association for Bilingual Education and corporate and nonprofit groups from the Ford, Irvine, Kellogg, Hazen Foundations to AT&T, Ger Motors, Unilux, and State Farm.

The Alliance is designed to reeat the nation of these goals, and to commitments-specific ones—e.g., level of government and the private sector to help meet them.

In this month, Discovery Channel will publicize goals in public service announcements to run on its Discovery Spanish networks. The educat software firm Lightspring will put special software and Internet access for computers in Hispanic communities. Many other organizations, from the American Lib Association to the Hispanic Network, also are contributing.

Dr. Mellander is a professor George Mason University.
As an academic, I know the value of a good index! We've worked hard to identify—and then, in some cases, split and/or refine—our index subject categories so that you will find it easier to locate those articles of particular interest. I recommend that you begin by familiarizing yourself with the categories and then peruse the article titles (listed chronologically within categories) to locate the articles that you wish to read.

Regular readers of *The Hispanic Outlook*—faculty, administrators, students, and those outside—but interested in higher education matters—will already know the wealth of information and opinion that is available within our pages. Newcomers will discover this rich content on an article-by-article or issue-by-issue basis: articles relating to issues of diversity, affirmative action curriculae, theme issues relating to the arts, law, medicine, sports, articles covering specific colleges and universities, organizations, reports and studies; commentary from a Washington, D.C. insider and from faculty and administrators from around the country; and much more.

**AFFIRMATIVE ACTION**

**Diversity at UT-Austin Post-Hopewood:** New Scholarships in Place. 10/22/99 Pp. 27-28.

**Florida against Affirmative Action.** 04/07/00, Pp. 12-14.

**Minority Pool Drying up in UC [University of California] System:** Acceptance Rates Down, Down, Down. 05/05/00, Pp. 36-38.

**Postdoc Appointments for Hispanics Dwindling:** Education Leaders [James E. Wyche, Eloy Rodriguez, Margaret Miller] Comment. 05/19/00 Pp. 14-15.

**New Admissions Guidelines Boost Hispanic Enrollment:** Mexican American Faculty Number 87 at UT [University of Texas]-San Antonio Med School. 06/02/00, Pp. 33-34.

**One Florida: Positive Step or Trojan Horse?** The FSL [Florida State University] Perspective. 07/28/00 Pp. 13-15.

**ARTS**

**A Decade of Disaster for Affirmative Action: Last Rites or Wake-up Call?** 09/08/00, Pp. 13-15.

**Discovering the Riches Within: Nourishing Potential Artists** [at Cooper Union School of Art]. 03/10/00, Pp. 12-14.

**All Latin Music—Pop to Jazz to Classical—Getting Attention:** Butler, Tufts, and Passaic CCC Head the Class. 07/14/00, Pp. 20-22.

**La Vida Loca: Life and Art in Cuba, Part One** [commentary by Edward Rubin]. 08/11/00, Pp. 8-12.

**Artist, Activist, Educator:** Carmen Lomas Garza in Profile. 08/11/00, Pp. 13-16.

**A Curatorial Perspective:** Marysol Nieves, Bronx Museum of the Arts. 08/11/00, Pp. 20-23.

**Arte, Musica, Danza, Historia at the Smithsonian [Institution]: Hispanic Influence on the Rise.** 08/11/00, Pp. 24-27.

**Eyes of Texas on Latin American Art** [at the Jack S. Blanton Museum of Art, The University of Texas at Arlington]. 08/11/00, Pp. 28-30.

**Manhattan School of Music Orchestra Captivated by Venezuelan Youth.** 08/11/00, Pp. 31-34.

**La Vida Loca: Meeting the Artist, Part Two** [commentary by Edward Rubin]. 08/25/00, Pp. 18-22.

**Professor and Students Tour in Selena Forever: Coming Home to Southwest Community College.** 08/25/00, Pp. 35-37.

**AWARDS**


**Hispanic Outlook Scholarship Winners:** Bernardo Sázan and Keith An Martinez. 11/19/99, Pp. 16-17.

**Columbia School Journalism Awards Ca Prizes:** [to Linda Robinson,] Zepeda Patterson, Juan Tam James McClatchy, Raúl Rive 01/07/00, Pp. 6-8.

**Excellence through Pas and High Standards:** Bingha [University, State University of York (SUNY)] Professor [to Santiago-Valles] Puts Studi Brains to Work. 01/28/00 Pp. 2.

**Extra Mile Award to Unive of Connecticut's Jim Hen** 07/28/00, Pp. 10-12.

**BOOK REVIEWS**

**Undocumented in L.A. Immigrant's Story,** by Dianne Hart. Reviewed by Mark Saad Sá Ross State University 09/24/00 P.


Lesbian Voices from Latin America: Breaking Ground, by Elena M. Martínez. Reviewed by Francisco Soto, College of Staten Island, City University of New York. 11/19/99 P. 46.

Rito de Iniciación, by Rosario Castellanos. Reviewed by Marta Aída Umanzor, Saint Michael’s College. 11/19/99 P. 47.


Chicano Politics and Society in the Late Twentieth Century, edited by David Montejano. Reviewed by Mark Saad Saksa, Sul Ross State University. 12/17/99 P. 43.

Recommended Books about Latinos for Adolescents. Reviewed by Isabel Schon, California State University-San Marcos. 01/07/99 P. 44.

The Fence and the River: Culture and Politics at the U.S.-Mexican Border, by Claire F. Fox. Reviewed by Javier A. Martínez, University of Texas at Brownsville/Texas Southmost College. 01/28/00 P. 43.

Con Valor y a Corazón de Lugar, by Carmen Luisa Justiniano. Reviewed by Rosita López Marcano, Northern Illinois University. 02/11/00 P. 47.

Luna, Luna: Creative Writing Ideas from Spanish, Latin American, & Latino Poetry, edited by Julio Marzan. Reviewed by María J. Estrada, Washington State University. 02/25/00 P. 44.

Mexicanos: A History of Mexicans in the United States, by Manuel G. Gonzales. Reviewed by Javier A. Martínez, University of Texas at Brownsville/Texas Southmost College. 03/10/00 P. 42.

Batós, Bilíllos, Pochos, and Pelados: Class and Culture on the South Texas Border, by Chad Richardson. Reviewed by Mark Saad Saksa, Sul Ross State University. 03/24/00 P. 41.


From out of the Shadows: Mexican Women in Twentieth-Century America, by Vicki L. Ruiz. Reviewed by Mark Saad Saksa, Sul Ross State University. 04/21/00 P. 47.

Xicoténcatl: An Anonymously Historical Novel about the Events Leading up to the Conquest of the Aztec Empire, translated by Guillermo I. Castillo-Feliz. Reviewed by Humberto López Craig, University of Central Florida. 05/05/00 P. 61.

Bless Me, Ultima, by Rudolfo Anaya. Reviewed by John Wegner, Angelo State University. 05/19/00 P. 44.

Ten Steps to the Head of the Class: A Challenge to Students, by Samuel Betances. Reviewed by Rosita López Marcano, Northern Illinois University. 06/02/00 P. 44.

Maracanas (Stories in Chicana/ Latina Studies), edited by Iucha Corpil. Reviewed by Elizabeth Coxrod Martínez, Sonoma State University. 06/16/00 P. 39.

Invisible Privilege: A Memoir about Race, Class, Gender, by Paula Rothenberg. Reviewed by Cecilia Rodríguez Milanés, University of Central Florida. 06/30/00 P. 40.

Day of the Bees, by Thomas Sánchez. Reviewed by Alberto Huerta, University of San Francisco. 07/14/00 P. 34.


Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking, by Walter Mignolo. Reviewed by Eduardo Mendieta, University of San Francisco. 08/11/00 P. 47.

Chicano Poems: for the barrio, by Angela de Hoyos. Reviewed by Martha García, University of Central Florida-Orlando. 08/25/00 P. 47.


American Encounters: Greater Mexico, the United States, and the Erotics of Culture, by José E. Limón. Reviewed by Eduardo Mendieta, University of San Francisco. 09/22/00 P. 53.

COMMUNITY COLLEGES

Community Colleges Aren’t What They Used to Be: They’re Taking the Lead, Says Miami-Dade. 10/08/99 Pp. 6-8.

Four-Year Degrees at Community Colleges? A Response to Rising Demand, Limited Access, and High Costs. 02/24/00 Pp. 22-24.

Texas School Answering the Call: Austin Community College Embraces Diversity. 06/16/00 Pp. 15-17.

CONFERENCES AND CONVENTIONS


Spanish...Not a Foreign Language Anymore [reference to “The Future of Spanish Departments on College and University Campuses” forum, with remarks by David Maxwell, Michelle Joffrey, Luis Marentes, Alberto Sandoval, Ilan Stavans]. 01/07/00 Pp. 9-15.


Hispanic Keynote Speakers [Chávez-Martínez and Hernandez] Spirited at San Antonio CC Conference. 06/16/00 Pp. 1.

CORPORATIONS

Coca-Cola [Coc Scholars Foundation] In Education: And I Support Community College Nationwide. 06/30/00 Pp. 6.

Wall Street Discovers Hispanic Market: Must and Build Trust, Say F 06/30/00 Pp. 9-11.

Lucent Foundation Education: From Ut Preschool to Grad School for Minorities. 06/30/00 Pp. 7.

Latino Leadership at UCLA [University California at Los Angeles] Anderson School Minorities. 06/30/00 Pp. 2.

CURRICULUM


Classroom Dynamics and Retention: Motivating Students to Persevere. 02/24/00. Pp. 20-21.

DISTANCE EDUCATION/LEARNING

Anytime...Anyplace: Distance Education: Inter American University of Puerto Rico Off to Good Start. 12/17/99. Pp. 31-33.


DIVERSITY


Uncle Sam Wants Usted! Military Actively Seeking Hispanics. 01/28/00. Pp. 8-11.

Action, Not Rhetoric, At CSU [Cleveland State University]: Strives to Be Top Choice for Hispanics. 04/07/00. Pp. 6-9.


The Ivy League Review: Part Three: Princeton University, Columbia University, and University of Pennsylvania. 05/05/00. Pp. 24-25.


Seeking Diversity with MAPs [Multicultural Achievement Program] and FIS [Freshman Interest Groups]: Unusually Innovative Western Washington University. 06/16/00. Pp. 27-29.

Hispanics "Holding Firm" at California State University-Stanislaus: Latinos Nearly One-Quarter of Students and Growing. 07/14/00. Pp. 6-8.


ENROLLMENT

The Vanishing Campus Male: Should We Be Alarmed? 02/25/00. Pp. 25-27.

FACULTY


Grand Valley Professor [David Alvarez] Brings Latin American Literature to Life. 01/07/00. Pp. 27-29.

Celebrating Hispanic Colleagues: NMSU [New Mexico State University] Colleague Zdrate Endows Scholarship. 02/11/00. Pp. 6-8.


George Castro Wins High Honor for Mentoring IBM Retiree a Standout at SJSU [San José State University]. 03/10/00. Pp. 20-22.

Almost Everyone Calls Him Manny: Dr. [Manuel] González Rewarded by "the lives we've changed." 03/24/00. Pp. 31-32.


Trinity's [College] Inventive Hebe Garcia-Diaz: Discovering Biochemistry in Everyday Life. 06/02/00. Pp. 27-29.


The Passionate, Prolific Professor [at Davidson College]: Magdalena Maiz-Pena. 07/14/00. Pp. 17-19.


Brazilians Try ESL Tea Training At Rhode Island Coll. Courtesy of the Fulbright Tel: Exchange. 09/22/00. Pp. 41-42.

FINANCE AND TUITION

Americans Strongly Support Federal Aid to College Stu (about the Student Aid Alli (SAA)). 09/24/99. Pp. 29-31.


GRADUATE SCHOOLS


HEALTH


AMSA [American Me Student Association] Dev Cultural Education Progr Wase Lake Forest First of Six to L Pilot Projects. 06/02/00. Pp. 2.

Tuning in to Comm Rhythms: University of Minn Breaks New Ground [Comm University Partnership in Edu and Service (CPU)]. 06/02/.

HISPANIC OUTLOOK

HO: In the beginning View from the Ground 1 09/08/00. Pp. 6-8.


HISTORY
The Hispanic Reading Room [of the Library of Congress]: Two Million Resources. 08/11/00. Pp. 6-7.

Villains Honored and Heroes Unsung: California State University Historian on the Valleys of California. 08/11/00. Pp. 35-37.

THE HONOR ROLL


American University: Diverse Ideas, People, Expertise, and Values. 11/05/99. Pp. 21-23.


University of California-Berkeley: Diversity, Dissent, and Discovery. 01/07/00. Pp. 16-18.


Utah State University: Strong Focus on International Academics and Research. 02/11/00. Pp. 17-19.

Lesley College: 150 Sites in 15 States. 02/25/00. Pp. 16-18.

Emory University: Training Cultural Bridge-Builders. 03/10/00. Pp. 17-19.


Southwest Texas State University: LBJ’s Alma Mater Boast National Recognition Programs. 05/05/00. Pp. 26-28.

Purdue University: Record-Breaking Enrollment of International Students. 05/19/00. Pp. 16-18.

University of Texas Health Science Center at San Antonio: Expanding Services to and for South Texans. 06/02/00. Pp. 17-19.

Richard J. Daley College, City Colleges of Chicago: Hispanics Now the Majority. 06/16/00. Pp. 18-20.

Michigan State University: From Cyclotron to Study Abroad—It’s in the Lead. 06/30/00. Pp. 15-17.


California State University-LA [Los Angeles]: Hispanic Students Fifty-One Percent. 07/28/00. Pp. 16-18.


University of Houston-Downtown: Launching First Master’s This Month. 09/08/00. Pp. 19-21.


INDEX

INNOVATIONS AND PROGRAMS


From What It's To Why Not?: Training Culturally Competent RNs [Texas A&M International University’s Dr. F. M. Canseco School of Nursing]. 12/03/99. Pp. 21-22.


Time/Princeton Re-Names USC [University of Southern California] “CT of the Year” 02/11/00. Pp. 9.

The Pursuit of Happy and Confidence, and Ma [at Mt. San Antonio Coll. 02/11/00. Pp. 32-34.

Holy Family College Denounces Neighborhood Center [Council of Independent Colleges and Kellogg Grant at Eight Institutions]. 03/10/00. Pp. 10-11.

Reaching Out and Reaching Out and Going Global. 03/24/00. Pp. 6.

Universities Ex Collaborations with Librarians and Researchers: Doors for Exchange. 03/24/00. Pp. 28-30.


Nation’s Oldest Program [at the Amos School of Business at Dartmouth College]. Looking for Hosp 04/21/00. Pp. 6-9.

The McNair Legacy: "you can make a dream come true, you must first have one". 04/18-20.

Up and Coming New Program Offers Chain College: Angelo State Uni Reaches Out. 05/05/00. Pp. 2.

Facing the Digital D Two Nonprofits Encourage Hispanic Internet Use [Hispanic Educate, Activate, Volum Empower via the Net (Hea Making Opportunities for Up. Schools & Education (Mc) 05/05/00. Pp. 33-35.
The “Viejo” Turns 30: California’s First Chicana/Chicano Studies Department Cones of Age [at San Diego State University]. 05/05/00. Pp. 42-44.

“NAFTA DBA” Takes Shape along Southwest Border [at United States International University]: Developed by Academics in Mexico, Canada, and the U.S. 05/19/00. Pp. 6-9.


Preserving the Past, Embracing the Future: Programs and Projects at St. Thomas University. 05/19/00. Pp. 22-24.

Minority Students “Exhausted but Inspired”: Tri-College Summer institute Held at Haverford College. 06/16/00. Pp. 6-8.


Joys of Capitalism at South Mountain Community College: Community College Pairs Business Owners and H.S. Students. 06/30/00. Pp. 29-30.


Sampling the Realities of Campus Teaching: 100 Institutions Join Faculty Project [Future Faculty Program]. 08/25/00. Pp. 26-28.


GEAR-UP [Getting Early Awareness and Readiness for Undergraduate Programs]—the Middle School to College Connection: In Its 1st Year. Program Launched in 21 States. 09/08/00. Pp. 25-27.


Communication Patterns in the Classroom: Gender Differences, Part Two: Leveling the Playing Field. 09/22/00. Pp. 16-18.


LANGUAGE


Pursuing Language, Culture, and History in Salamanca: Students and Faculty [at Emory University] Enriched by Foreign Study. 04/07/00. Pp. 18-20.

LEADERSHIP

Latino Students Embrace Politics: Students become leaders on campuses across the country. 09/24/99. Pp. 21-22.


[Alfredo Estrada] Estrada: Ethical, Energetic Entrepreneur: Georgia Tech [Georgia Institute of Technology]. Alum Creates Opportunities. 01/28/00. Pp. 31-33.

Maria Valletto New Provost at Palm Beach Community College. 02/25/00. Pp. 19-20.

Norma Cantú Talks with The Hispanic Outlook about Civil Rights and Education. 03/10/00. Pp. 15-16.


USC’s [University] of Southern California Latinos Fund 4,600 Scholarships: $7.1 Million Raised and M Cnate. 06/30/00. Pp. 24-25.

Bringing in the HAr Christmas’ New President, I Martinez, Jr. 08/25/00. Pp. 12.

LETTERS TO THE EDITOR


MEDIA/JOURNALISM/ TELEVISION

The Learned Latina [B Latina]: UT-Austin and St. Law Grad Christy Haub. 02/25/00. Pp. 11-12.

The Superbly Encomp “Arte Público” [at University of Hous Publications AND Mission Great Press. 05/05/00. Pp. 39.

MENTORING


Racism in Counseling mentary by Morris Jackson, An University and George J. University. 01/07/00. Pp. 33-34.

Mentoring the Colo Latino Stu Extracurricular Activities C for Success. 02/11/00. Pp. 23.

Publish, Persuad, and Poi Between: A Primer for the Uni [for faculty waiting/ needing 1ish]. 04/07/00. Pp. 21-23.


New Perspectives. Opportunities through! [American Council Education] Fellowships focus on Viola E. Flores, Es
López, and Juan E. Mestas]. 04/21/00. Pp. 28-30.

Inclusive Classrooms: Part Two of a Two-Part Series: Planning Considerations, Getting to Know the Students, and Decisions, Comments, and Behaviors during the Teaching Process. 05/05/00. Pp. 45-51.

School Voucher Debate Heating Up: Raw Emotions and Complex Issues. 05/05/00. Pp. 49-51.

ORGANIZATIONS


Americans Strongly Support Federal Aid to College Students [about the Student Aid Alliance (SAA)]. 09/24/99. Pp. 29-31.


Ph.Ds: Too Many or Too Few?: Leadership Alliance Cites Dearth of Minorities. 11/19/99. Pp. 31-33.


New Era for Hispanic Scholarship Fund: $50 Million from Lilly and 20-Year Plan from Gates. 01/28/00. Pp. 15-17.


Curriculum Lawsuits Ahead? And the Answer Is… [about Clifford Adelman's study, Answers in the Tool Box: Academic Intensity; Attendance Patterns, and Bachelor's Degree Attainment, and Paul F. Ruiz's at The Education Trust] efforts to implement its findings. 02/11/00. Pp. 12-13.

Latin American Student Organizations in the Northeast. 02/11/00. Pp. 20-22.


Women, Technology, and Integrity [reference to study by American Association of University Women (AAUW)]. 02/25/00. P. 5.


Creating Coalitions—Not Competition—Among Minorities: Blacks and Hispanics Join at National Conference [National Association of Hispanic and Latino Studies (NAHLS)]. 04/07. 33-35.


Facing the Digital Divide: Two Nonprofits Encouage Hispanic Internet Use [Educate, Activate, Volunteeer via the Net (Hean Making Opportunities for Up Schools & Education (M)). 05/05/00. Pp. 33-35.


AMSA [American Student Association] D Cultural Education Project Woke Forest First of Six to Pilot Projects. 06/02/00. Pp.

New Name and Ex Mision for COSSMOH [Center of Spanish Speaking Health Organizations]: to the National Alliance for Education. 06/02/00. Pp. 24-26.

Tuning in to Cumbias: University of M Breaks New Ground [Con University Partnership in Edna Service (CUP)]. 06/02/00. Pp.

ACT [American College Testing, Inc.] Reports Grades Rates at-All-Time Low:
Fault Public Policy Shortfalls [includes “Best Practices in the Student Support Services Program”]. 06/16/00. P. 9-12

Coca-Cola [Coca-Cola Scholars Foundation] Investing in Education: And Boilermakers Support Community Projects Nationwide. 06/30/00. Pp. 6-8.

Lucent Foundation Targets Education: From Universal Preschool to Grad School Access for Minorities. 06/30/00. Pp. 12-14.


Latino Education Programs [e.g., New England Board of Higher Education, Consilio Hispano (Cambridge, Mass.), Brandeis University, Bridgeport Public Education Fund, and Boston Schoolyard Initiative] Receive Boost from Nellie Mae Foundation. 06/30/00. Pp. 28.


OUTLOOK ON WASHINGTON: –Commentary by Gustavo A. Mellander

Inequality Even in the Computer Age. 09/24/99. P. 5.


Hispanics in Financial Aid, and Higher Education. 01/28/00. P. 5.

The Digital Divide [the gap between those with access to new technologies and those without] and Hispanics. 02/11/00. P. 5.

Women, Technology, and Integrity [reference to study by American Association of University Women (AAUW)]. 02/25/00. P. 5.

Private Colleges and Their Enveloping Myths. 03/10/00. P. 5.

A Doctoral Program for All Community College Disciplines [with reference to the National Center for Community College Education at George Mason University]. 03/24/00. P. 5.

Fostering Opportunities [for raising postsecondary expectations among younger Hispanics]. 04/07/00. P. 5.

Teaching the Teachers. 04/21/00. P. 5.

The Yearning to Learn English. 05/05/00. P. 5.

Working Our Way through College [reference to ACE’s (American Council on Education) study, Money Matters: The Impact of Race/Ethnicity and Gender on How Students Pay for College]. 05/19/00. P. 5.

Dangerous Health Behavior and Attitudes [reference to STDs, especially AIDS]. 06/02/00. P. 5.

Lectures Online Enter New Era [reference to lecturesonline.org]. 06/16/00. P. 5.


Working Beyond Age 65 Without Penalty. 07/14/00. P. 5.


Website Help for Classroom Teachers. 08/25/00. P. 5.

At Last: Higher Education Opportunities for Washingtonians. 09/09/00. P. 5.

Hispanic Education Initiative of the 2010 Alliance] Days Five Tough Goals. 09/22/00. P. 5.

Perspective


El Punto Final.—Applying on Each Issue’s Back Cover

Re-visioning Machi the Service of Transfors [David Abalos, Seto University]. 09/24/99.

Mentors as Culture [Alyane Unterberger, Univ South Florida]. 10/08/99.


Diversity in Dcolis Cents [Steve Batchelor, Univ of South Florida]. 11/05/99.


Engagement of Students [Luz Arcila, Univ South Florida]. 12/03/99.


Where Is the High School Scientist? [Frank E. Mull University of South Florida]. 01/07/00.

Trustee Diversity: Crisis [Rafael Cortada, State University-Newark or Ohio Technical College]. 0
Globalization and Beyond: What We Need to Learn from Latin America (Harry E. Vanden, University of South Florida). 02/11/00.


Cubanidad Today (Paul Dosal, University of South Florida-Tampa). 03/10/00.

The Big Race (to avoid a catastrophe resulting from the under-education of Latinos in California and elsewhere) (Leo E. Chávez, Foothill-De Anza Community College District). 03/24/00.

Lost in America: History and the New Latino Movement (Maura Barrios, University of South Florida-Tampa). 04/07/00.

Nature’s Defense, Magic in Cyberspace (Fr. Alberto Huerta, University of San Francisco). 04/21/00.

The Unspoken Divide among Hispanics (Susan Greenbaum, University of South Florida-Tampa). 05/05/00.

Counseling Mentally Ill Hispanic Immigrants (MIHI) (Eirini Goulata, George Washington University). 05/19/00.

Directing a Clinical Laboratory [a road map for careers in clinical microbiology and virology laboratories] (Mayra M. López-Cepero and Ramón I. Sandín, University of South Florida-Tampa-College of Medicine). 06/02/00.

Be Hispanic, Educated, and Proud (David Youmans, Washington State University). 06/16/00.

Translator: A Meaningful Career for Hispanics (Roy Guizado, Western University [Calif.] of Health Sciences). 06/30/00.

Anthropology & the Latina/o Grad Student (Linda M. Whiteford, University of South Florida). 07/14/00.

“Step Off the Sidewalk” (Reginaldo Cornejo). 07/28/00.

Celebrating Bilingualism (Carol Ann Borchert, University of South Florida-Tampa). 08/11/00.

The Latino Struggle (to gain equal opportunity for access to higher education) Continues (Carlos Muñoz, Jr., University of California-Berkeley). 08/25/00.

The “New Wave” of Latino College Students (Patsy Feliciano, University of South Florida). 09/08/00.

Sangre de Indios: Chiapas Revisited (Alberto Huerta, University of San Francisco). 09/22/00.

RANKINGS


The 1999 Publisher’s Picks by The Hispanic Outlook in Higher Education. 11/19/99. Pp. 6-13.

Top 50 Community and Junior Colleges for Hispanics [by number of degrees awarded to Hispanics, by Hispanic enrollment, and by Hispanic faculty]. 03/24/00. Pp. 9-12.

Hispanics at Two-Year Colleges—By the Numbers: Degrees, Enrollment, and Faculty. 03/24/00. P. 13.

Top 100 Colleges and Universities Granting Bachelor’s degrees to Hispanics. 05/05/00. Pp. 6-23.

A Look at the Top 100: Students and Faculty. 05/05/00. Pp. 13-19.

Hispanics and the Health Professions [top colleges granting B.A. and first-professional degrees in health fields to Hispanics]. 06/02/00. Pp. 6-10.

RECRUITMENT


Ten Colleges Aggressively Recruit Hispanics [East Los Angeles College, San Antonio College, LaGuardia Community College, Albuquerque Technical Vocational Institute, Barry University, New Jersey City University, University of Southern Colorado, San José State University, Cleveland State University, University of Michigan]. 11/19/99. Pp. 18-21.

Recruiting Hispanics, Swarthmore [College] Style: Personal Touch the Key to Success. 09/08/00. Pp. 33-35.

REPORTS


Curriculum Lawsuits Ahead? And the Answer Is…about Clifford Adelman’s study, Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor’s Degree Attainment, and Paul F. Ruiz’s (at The Education Trust) efforts to implement its findings]. 02/11/00. Pp. 12-13.


SCHOLARSHIPS


Gates Gives $1 Bill Minority Scholars Prs. 01/28/00. Pp. 6-7.

New Era for Hispanic Scholarship Fund: $50 from Lilly and 20-Year Prize Gates. 01/28/00. Pp. 15-17.

SCIENCE


SPORTS

The Trio from RIT [University of South Florida: Football Coaches [Mike Canales, Renato Diaz, Hernandez]]. 12/17/99. Pp. t
**Getting Foster Youth into College:** "Aged Out" (San José State University) Grad [Alfred Pérez] Helps Improve Options. 09/22/00. Pp. 38-40.

**TECHNOLOGY**

Yupi.com Helps Hispanics Play Internet Catch-Up. 05/19/00. Pp. 23-29.

Internet Roundup: Apartment Rentals near Campus to Free Videos via the Web. 08/25/00. Pp. 6-8.

**WOMEN**

Latinas Cultivated as Leaders of a New Indiana: Saint Mary’s [College] and Lilly Endowment Offer Assistance. 02/11/00. Pp. 33-37.

The Story of National Women’s History Month. 02/25/00. Pp. 9-10.

Record Numbers of Women Earn Ph.D.s: Minority Gains Even More Dramatic. 02/25/00. Pp. 31-33.

The Passionate, Prolific Professor [at Davidson College]: Magdalena Maiz-Peña. 07/14/00. Pp. 17-19.

**SCHOOLS, COLLEGES, AND UNIVERSITIES SPECIFICALLY HIGHLIGHTED IN AN ARTICLE’S TITLE OR SUBTITLE:**

- Abraham Baldwin Agricultural College
- Albuquerque Technical Vocational Institute
- American University
- Amos Tuck School of Business
- Angelo State University
- Arizona State University West
- Austin Community College
- Barry University
- Binghamton University, State University of New York (SUNY)
- Bowling Green University
- Bronx School for Career Development
- Brown University
- California State University-Bakersfield
- California State University-Los Angeles
- California State University-Monterey Bay
- California State University-Northridge
- California State University-Stanislaus
- City College of New York (CCNY)
- Cleveland State University
- Colorado Mountain College
- Columbia University
- Cooper Union School of Art
- Cornell University
- Dartmouth College
- East Los Angeles College
- Emory University
- Florida State University
- Fordham University
- Garden City Community College
- Georgia Mason University
- George Washington University
- Georgia Institute of Technology
- Grand Rapids Community College
- Grand Valley State University
- Grossmont College
- Grossmont-Cuyamaca Community College District
- Harvard University
- Holy Family College
- Inter American University
- Lesley College
- Long Island University
- Manchester Community Technical College
- Mary Washington College
- Owen University
- Pennsylvania State University
- Phillip G. Lasker Community College
- Saint Mary’s College of California
- San Francisco State University
- Stanislaus State University
- State University of New York at Stony Brook
- State University of New York at Purchase
- Temple University
- Texas A&M University
- The Bronx High School of Science
- The University of Texas at Austin
- University of Kentucky
- University of Wyoming
- Utah State University
- Virginia Commonwealth University
- Western Carolina University
- Western Oklahoma State University
- West Virginia University
- Western Washington University
- Westfield State College
- Western Michigan University
- Western Reserve University
Manhattan School of Music
09/11/00. Pp. 31-34.
Maricopa Community Colleges
03/24/00. Pp. 6-8.
Massachusetts Institute of Technology
04/21/00. Pp. 10-11.
Mercer County Community College
Miami-Dade Community College
03/24/00. Pp. 25-27.
Michigan State University
06/30/00. Pp. 15-17.
Montclair State University
04/07/00. Pp. 15-17.
Mt. San Antonio College
02/11/00. Pp. 32-34.
07/16/00. Pp. 9-10.
New Jersey City University
New Mexico Highlands University
New Mexico State University
02/11/00. Pp. 6-8.
New Mexico State University-Las Cruces
New School University
07/16/00. Pp. 14-16.
New York University
04/21/00. Pp. 15-17.
Northeastern University
Palm Beach Community College
Passaic County Community College
07/14/00. Pp. 20-22.
Pennsylvania State University
Purdue University
05/19/00. Pp. 16-18.
Princeton University
05/05/00. Pp. 24-25.
Rhode Island College
09/22/00. Pp. 41-42.
Rice University
Richard J. Daley College, City Colleges of Chicago
06/16/00. Pp. 18-20.
Rutgers University
San Antonio College
Saint Mary's College
02/11/00. Pp. 35-37.
San Diego State University
05/05/00. Pp. 42-44.
San Joaquin Delta College
San José State University
03/10/00. Pp. 20-22.
Santa Ana College
Sonoma State University
Southeast Missouri State University
South Mountain Community College
09/08/00. Pp. 30-32.
St. John's University
08/25/00. Pp. 29-32.
University of Southern Colorado
04/21/00. Pp. 35-37.
University of California-Los Angeles
06/30/00. Pp. 21-23.
The University of Chicago
The University of Connecticut
The University of Hawaii-Manoa
03/10/00. Pp. 29-31.
The University of Houston
05/05/00. Pp. 39-41.
The University of Houston-Downtown
The University of Kentucky
The University of Michigan
04/07/00. Pp. 28-30.
The University of Minnesota
06/02/00. Pp. 30-32.
The University of New Mexico
04/07/00. Pp. 31-32.
The University of Oklahoma
09/22/00. Pp. 35-37.
The University of Oregon
The University of Pennsylvania
The University of Southern California
06/30/00. Pp. 24-25.
The University of Southern California
The University of South Florida
The University of Texas-Arlington
The University of Texas-Austin
02/25/00. Pp. 11-12.
The University of Texas at El Paso
The University of Texas-San Antonio
06/02/00. Pp. 17-19.
06/02/00. Pp. 33-34.
The University of Wisconsin
The Utah State University
The Wake Forest University (Sc of Medicine)
06/02/00. Pp. 20-23.
The Washington State University
The Western Washington University
06/16/00. Pp. 27-29.
William Paterson University
Yakima Valley Community College
The Yale University
04/21/00. Pp. 10-11.
06/02/00. Pp. 14-16.
Communication Patterns in the Classroom: Gender Differences, Part Two

Leveling the Playing Field

BY ANGELA PROVITERA McGlynn

When men, women, and children are asked to respond to generic terms such as he, him, his, man, and mankind, they are much more apt to visualize males.

In the September 8, 2000, issue of The Hispanic Outlook, I discussed gender differences in communication styles and how classroom dynamics can be affected. I referred to the research of Sandler, Silverberg, and Hall (1996), who talk about power differences in the classroom. These authors suggest that a group's power or lack of power, which can be based on gender, race/ethnicity, age, class, or sexual orientation, can affect the classroom environment by replicating our society's power relationships.

One way to explore how power might be reflected in the classroom is to observe which students do most of the talking in class. Study after study examining grade school through graduate school classroom interactions demonstrates that white males do most of the speaking in class. With all the research showing the correlation between active participation in class and the learning process, those of us invested in equal opportunity for classroom learning must address the inequality of the playing field.

In addition to the gender differences in communication styles discussed in Part One, there are other dynamics that influence unequal class participation. Women often have different attitudes toward speaking in class, and they might typically believe it is their job to think of content and command the floor to express their ideas. A student responded to my question, "How would you assess your participation?" (in my As of Classroom Atmosph Dynamics described in Part One) "I speak often, sometimes too much, but I know that I may be doing it because I have been asked to do it."

Angela Provitera McGlynn
Students' beliefs and attitudes about their role in a classroom are probably learned over years of conditioning. This conditioning might be gender-related, culture-related, class-related, or age-related, and it might be firmly ingrained; changes are possible with motivation and effort on the students part and with participation of females and other students who might be considered members of "outsider" groups. What the Hall and Sandler research found in 1982 on the chilly classroom climate applies not only to females but to members of other groups, based on culture, race/ethnicity, social class, age, and sexual orientation, who might also be reticent to speak in class. Here are some suggestions:

- Avoid the use of the generic *he* in your presentations.
- In addressing the class, use terminology that includes both males and females.
- When referring to students, use the terms *men* and *women* rather than *kids*, *boys*, *girls*, or *gals*.
- Avoid the use of language or examples in class that assume everyone is heterosexual.

Philosophers have believed, and now cognitive psychologists have demonstrated, that language shapes our thoughts. Study after study has shown that when men, women, children are asked to respond to questions in gender-related terms such as *he*, *him*, *his*, *man*, and *men*, they are much more apt to see males. They do not conjure images of both males and females, as is true for the written word a spoken word.

This finding profound implications for how and boys in early education and men and women in college respond to what they expect the classroom to be. We even know that in kindergarten and grade school girls much less likely to engage in a classroom task if they recognize themselves as the stereotypical females can engage in the task in which character engagement is important.

Pamela Cooper (1993), on the Hall and Sandler classroom communication research, the following suggestions to manufacturers of class to classroom participation.

- Pay particular attention to classroom interaction patterns in the semester since these patterns are likely to continue through the year. During this early period...
a special effort to draw men, women, and other students who seem reticent to speak, into the discussions.

- Intervene in communication patterns among students that might shut out certain students. For example, if male students pick up on each other's points, but ignore an appropriate comment offered by a female, slow the discussion and pick up on the comment that has been overlooked.

- Respond to female and male students in similar ways when they make comparable contributions to class discussion by crediting comments to their author; "coaching" for additional information; [among other strategies].

- Note patterns of interruption to determine if some students are interrupted more often. (One communication pattern that is well established in the literature is that males tend to interrupt females more than they interrupt males, and much more often than females interrupt males.) Make a special effort to ensure that all students have the opportunity to finish their comments.

- Ask male and female students qualitatively similar questions, that is, ask students of both sexes critical thinking questions as well as factual questions.

- Give female and male students an equal amount of time to respond after asking a question.

- Make eye contact with all the students in your class after asking a question to invite a response, particularly with those you have identified as reticent to speak

- Watch for and respond to nonverbal cues that indicate a student's readiness to participate in class, such as the student's leaning forward or making eye contact.

Some additional strategies that might prove useful:

- Increase the wait time when

- In large classes, I have found that dividing the room in two, having a large space down the middle where I can walk, and having students tilt their chairs towards the center of the room facilitates greater participation. With my ability to walk down the center aisle, I can establish eye contact with learning strategies. [Editors' Note: No more discussion on collaborative learning strategies, see earlier articles by McGlynn: Teaching Strategies That Promote Equal Opportunity One: Collaborative Learning Communities, December 0, 1999 Part Two: Constructive Controversies Jigsaw Technique, and Focus G December 17, 1999]

Research shows that lan; usage and commun.; patterns in the room greatly affect room atmosphere. Teachers at all levels have the opportunity to create a hospitable atmosphere for all students.

REFERENCES


$42 Million to Hispanic Serving Institutions

76 New and 39 Continuing Federal Grants Awarded

BY GUSTAVO A. MELLANDER

For years, those colleges and universities that serve a high percentage of Hispanic students felt out of the loop when it came to federal funding. Although they were eligible for most grants, a discrete amount of funding was not specifically designated for their needs. Those institutions were, a few years ago, designated as Hispanic Serving Institutions (HSI) and in 1998 were formally recognized in legislation as distinct entities and provided specific funding.

In this year’s round of funding, money was designated to help colleges both to plan and to actually implement long-range enrichment programs specifically geared to Hispanic students.

In June, U.S. Secretary of Education Richard W. Riley announced this year’s awards. They totaled more than $4.2 million and will assist 115 colleges and universities. Community colleges are included in this program in recognition of the fact that more Hispanics begin their college careers at community colleges than at any other type of higher education institution.

Of the total, $2.58 million was awarded to fund 76 new grants to Hispanic Serving Institutions (HSIs). They are designated “to improve their facilities, academic programs, and student services.” Another $16.3 million will support continuation awards to 39 additional HSIs.

“The goal is to increase the college graduation rates of Hispanics,” Riley said. “These grants will enable colleges that serve large numbers of Hispanic and disadvantaged students to offer an enriched academic experience that will go a long way toward making that goal a reality.”

Later, addressing a White House National Discussion on Hispanic Education, Vice President Al Gore said, “This program is part of a larger, overall effort to increase the achievement of Hispanic students at all levels of education from preschool through college. Education can open a new world of opportunity for Hispanics and other minorities, and this administration is committed through this program and others like it to help those dreams become a reality. We must reduce the Hispanic dropout rate in America. And I will not rest until we do.”

HSIs are colleges or universities in which Hispanics represent at least 25 percent of the student population, and at least half of those students are low-income. Some 195 two- and four-year schools have been designated as HSIs. About 40 percent of Hispanic undergraduate students are enrolled in these schools.

HSIs confer more than 45 percent of associate degrees and 50 percent of bachelor’s degrees awarded to Hispanics and provide access for a large number of other disadvantaged students. Hispanic enrollment in higher education has increased nearly 50 percent in six years—from 782,000 in 1990 to about 1.3 million in 1996—and Riley said the role of HSIs will become increasingly important as the trend continues.

Amendments of 1998, the program aims to enhance the academic offerings, program qua and institutional stability of the institutions educating a significant percentage of Hispanic students. Of the 76 new grants, seven are one-year planning grants to give institutions an opportunity to analyze their strengths and weaknesses and take steps to prepare a Title V development grant application for the following year.

The other 69 are five-year development grants to implement specific activities such as establishing community outreach programs, local elementary and secondary schools, offering special programs to improve students’ academic success, purchasing books, telecommunications materials, and/or scientific or labora equipment; and supporting exchanges, fellowships and other faculty development programs.

For example, New Mexico Highlands University in Las Vegas will use a $583,000 grant to increase online academic course offerings via distance learning. The funds will enable rural, homebound and economically disadvantaged students who might otherwise not have access to the university’s on-campus experience to tap into the national system. New Mexico Highlands was established in 1893 and is the oldest HSI in the U.S.

Los Angeles Southwest College will use a $377,741 grant to strengthen a variety of student support services that are vital to student success including orientation, financial aid counseling, academic counseling, Part of the grant will also be used to set up a computer-assisted instruction system to support classroom instruction and pre-Latin students with greater access to technology.

In fiscal year 2001, the administration require $625 million for Title V to serve a greater number of Hispanic students attending HSIs.

For more information on how your institution can apply for the next round of grants, Stephanie Babjak at (202) 701-2311 or for college grants, clickman at (202) 701-1307.
$42 MILLION AND COUNTING!

PLANNING GRANTS

<table>
<thead>
<tr>
<th>State</th>
<th>City</th>
<th>Institution</th>
<th>Director</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA</td>
<td>Burbank</td>
<td>Woodbury University</td>
<td>Zelda L Gilbert</td>
<td>$35,000</td>
</tr>
<tr>
<td>CA</td>
<td>Ventura</td>
<td>Ventura College</td>
<td>Sandra Avalos</td>
<td>$34,730</td>
</tr>
<tr>
<td>IL</td>
<td>Cicero</td>
<td>Morton College</td>
<td>Robert Ericson</td>
<td>$29,048</td>
</tr>
<tr>
<td>NM</td>
<td>Albuquerque</td>
<td>University of New Mexico</td>
<td>Peter White</td>
<td>$31,039</td>
</tr>
<tr>
<td>PR</td>
<td>Guayama</td>
<td>Pontifical Catholic Univ of Puerto Rico</td>
<td>Antonio González</td>
<td>$32,250</td>
</tr>
<tr>
<td>TX</td>
<td>El Paso</td>
<td>El Paso Community College</td>
<td>Saul Candelas</td>
<td>$32,370</td>
</tr>
<tr>
<td>TX</td>
<td>McAllen</td>
<td>South Texas Community College</td>
<td>Aparna B Ganguli</td>
<td>$35,000</td>
</tr>
</tbody>
</table>

DEVELOPMENT GRANTS

<table>
<thead>
<tr>
<th>State</th>
<th>Institution</th>
<th>City</th>
<th>First-Year Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>AZ</td>
<td>Central Arizona College</td>
<td>Coolidge</td>
<td>$389,882</td>
</tr>
<tr>
<td>AZ</td>
<td>Phoenix College</td>
<td>Phoenix</td>
<td>$381,851</td>
</tr>
<tr>
<td>AZ</td>
<td>Pima County Community College District</td>
<td>Tucson</td>
<td>$372,487</td>
</tr>
<tr>
<td>CA</td>
<td>Fresno City College</td>
<td>Fresno</td>
<td>$376,834</td>
</tr>
<tr>
<td>CA</td>
<td>Gavilan College</td>
<td>Gilroy</td>
<td>$372,273</td>
</tr>
<tr>
<td>CA</td>
<td>Antelope Valley College</td>
<td>Lancaster</td>
<td>$381,362</td>
</tr>
<tr>
<td>CA</td>
<td>Los Angeles City College</td>
<td>Los Angeles</td>
<td>$375,565</td>
</tr>
<tr>
<td>CA</td>
<td>Los Angeles Southwest College</td>
<td>Los Angeles</td>
<td>$377,741</td>
</tr>
<tr>
<td>CA</td>
<td>Los Angeles Trade-Technical College</td>
<td>Los Angeles</td>
<td>$372,950</td>
</tr>
<tr>
<td>CA</td>
<td>Merced College</td>
<td>Merced</td>
<td>$377,675</td>
</tr>
<tr>
<td>CA</td>
<td>Oxnard College</td>
<td>Oxnard</td>
<td>$376,000</td>
</tr>
<tr>
<td>CA</td>
<td>College of the Desert</td>
<td>Palm Desert</td>
<td>$376,278</td>
</tr>
<tr>
<td>CA</td>
<td>Pasadena City College</td>
<td>Pasadena</td>
<td>$376,425</td>
</tr>
<tr>
<td>CA</td>
<td>Chaffey Community College</td>
<td>Rancho Cucamonga</td>
<td>$376,070</td>
</tr>
<tr>
<td>CA</td>
<td>Canada College</td>
<td>Redwood City</td>
<td>$380,152</td>
</tr>
<tr>
<td>CA</td>
<td>Hartnell College</td>
<td>Salinas</td>
<td>$375,153</td>
</tr>
<tr>
<td>CA</td>
<td>San Bernardino Valley College</td>
<td>San Bernardino</td>
<td>$375,949</td>
</tr>
<tr>
<td>CA</td>
<td>Evergreen Valley College</td>
<td>San José</td>
<td>$377,254</td>
</tr>
<tr>
<td>CA</td>
<td>California State University-Monterey Bay</td>
<td>Seaside</td>
<td>$359,357</td>
</tr>
<tr>
<td>CA</td>
<td>El Camino College</td>
<td>Torrance</td>
<td>$369,700</td>
</tr>
<tr>
<td>CA</td>
<td>Los Angeles Valley College</td>
<td>Van Nuys</td>
<td>$373,500</td>
</tr>
<tr>
<td>CA</td>
<td>Rio Hondo College</td>
<td>Whittier</td>
<td>$374,551</td>
</tr>
<tr>
<td>CA</td>
<td>Los Angeles Harbor College</td>
<td>Wilmington</td>
<td>$381,155</td>
</tr>
<tr>
<td>CO</td>
<td>Adams State College</td>
<td>Alamosa</td>
<td>$379,351</td>
</tr>
<tr>
<td>State</td>
<td>Institution</td>
<td>City</td>
<td>Tuition</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>CO</td>
<td>Community College of Denver</td>
<td>Denver</td>
<td>$381,618</td>
</tr>
<tr>
<td>CO</td>
<td>Aims Community College</td>
<td>Fort Lupton</td>
<td>$371,834</td>
</tr>
<tr>
<td>CO</td>
<td>Trinidad State Junior College</td>
<td>Trinidad</td>
<td>$385,865</td>
</tr>
<tr>
<td>FL</td>
<td>Carlos Albizu University</td>
<td>Miami</td>
<td>$356,410</td>
</tr>
<tr>
<td>IL</td>
<td>Harry S Truman College</td>
<td>Chicago</td>
<td>$381,475</td>
</tr>
<tr>
<td>IL</td>
<td>Northeastern Illinois University</td>
<td>Chicago</td>
<td>$376,434</td>
</tr>
<tr>
<td>NJ</td>
<td>New Jersey City University</td>
<td>Jersey City</td>
<td>$377,864</td>
</tr>
<tr>
<td>NJ</td>
<td>St. Peter's College</td>
<td>Jersey City</td>
<td>$364,493</td>
</tr>
<tr>
<td>NM</td>
<td>Albuquerque Technical Vocational Institute</td>
<td>Albuquerque</td>
<td>$389,874</td>
</tr>
<tr>
<td>NM</td>
<td>New Mexico State University-Carlsbad</td>
<td>Carlsbad</td>
<td>$375,994</td>
</tr>
<tr>
<td>NM</td>
<td>Clovis Community College</td>
<td>Clovis</td>
<td>$378,991</td>
</tr>
<tr>
<td>NM</td>
<td>Northern New Mexico Community College</td>
<td>Espanola</td>
<td>$375,994</td>
</tr>
<tr>
<td>NM</td>
<td>New Mexico State University-Las Cruces</td>
<td>Las Cruces</td>
<td>$375,000</td>
</tr>
<tr>
<td>NM</td>
<td>NMSU-Dona Ana Branch Community College</td>
<td>Las Cruces</td>
<td>$390,114</td>
</tr>
<tr>
<td>NM</td>
<td>New Mexico Highlands University</td>
<td>Las Vegas</td>
<td>$383,500</td>
</tr>
<tr>
<td>NM</td>
<td>Eastern New Mexico University-Roswell</td>
<td>Roswell</td>
<td>$377,250</td>
</tr>
<tr>
<td>NM</td>
<td>Santa Fe Community College</td>
<td>Santa Fe</td>
<td>$376,050</td>
</tr>
<tr>
<td>NY</td>
<td>College of Mount St. Vincent</td>
<td>Bronx</td>
<td>$227,229</td>
</tr>
<tr>
<td>NY</td>
<td>New York City Technical College</td>
<td>Brooklyn</td>
<td>$366,099</td>
</tr>
<tr>
<td>NY</td>
<td>Mercy College</td>
<td>Dobbs Ferry</td>
<td>$380,150</td>
</tr>
<tr>
<td>PR</td>
<td>Inter American University of Puerto Rico</td>
<td>Aguadilla</td>
<td>$379,000</td>
</tr>
<tr>
<td>PR</td>
<td>Inter American University of Puerto Rico</td>
<td>Arecibo</td>
<td>$398,453</td>
</tr>
<tr>
<td>PR</td>
<td>Inter American University of Puerto Rico</td>
<td>Baranquitas</td>
<td>$377,678</td>
</tr>
<tr>
<td>PR</td>
<td>Caribbean University</td>
<td>Bayamón</td>
<td>$381,700</td>
</tr>
<tr>
<td>PR</td>
<td>University of Puerto Rico-Cayey</td>
<td>Cayey</td>
<td>$356,297</td>
</tr>
<tr>
<td>PR</td>
<td>Atlantic College</td>
<td>Gaynabo</td>
<td>$363,641</td>
</tr>
<tr>
<td>PR</td>
<td>Humacao Community College</td>
<td>Humacao</td>
<td>$371,892</td>
</tr>
<tr>
<td>PR</td>
<td>Inter American University of Puerto Rico</td>
<td>San German</td>
<td>$377,426</td>
</tr>
<tr>
<td>PR</td>
<td>Carlos Albizu University (Caribbean Center for Advanced Studies)</td>
<td>San Juan</td>
<td>$359,922</td>
</tr>
<tr>
<td>PR</td>
<td>Conservatory of Music of Puerto Rico</td>
<td>San Juan</td>
<td>$377,116</td>
</tr>
<tr>
<td>PR</td>
<td>Escuela de Artes Plásticas de Puerto Rico</td>
<td>San Juan</td>
<td>$375,701</td>
</tr>
<tr>
<td>PR</td>
<td>Technological College of San Juan</td>
<td>San Juan</td>
<td>$361,500</td>
</tr>
<tr>
<td>PR</td>
<td>Universidad Metropolitana</td>
<td>San Juan</td>
<td>$289,086</td>
</tr>
<tr>
<td>PR</td>
<td>University of the Sacred Heart</td>
<td>San Juan</td>
<td>$375,706</td>
</tr>
<tr>
<td>TX</td>
<td>Sul Ross State University</td>
<td>Alpine</td>
<td>$377,944</td>
</tr>
<tr>
<td>TX</td>
<td>Coastal Bend College</td>
<td>Beeville</td>
<td>$368,863</td>
</tr>
<tr>
<td>TX</td>
<td>Del Mar College</td>
<td>Corpus Christi</td>
<td>$317,176</td>
</tr>
<tr>
<td>TX</td>
<td>Texas A&amp;M University-Corpus Christi</td>
<td>Corpus Christi</td>
<td>$379,266</td>
</tr>
<tr>
<td>TX</td>
<td>University of Texas El Paso</td>
<td>El Paso</td>
<td>$281,705</td>
</tr>
<tr>
<td>TX</td>
<td>Texas State Technical College-Harlingen</td>
<td>Harlingen</td>
<td>$390,600</td>
</tr>
<tr>
<td>TX</td>
<td>University of Houston-Downtown</td>
<td>Houston</td>
<td>$376,500</td>
</tr>
<tr>
<td>TX</td>
<td>Midland College</td>
<td>Midland</td>
<td>$379,207</td>
</tr>
<tr>
<td>TY</td>
<td>Our Lady of the Lake University</td>
<td>San Antonio</td>
<td>$374,351</td>
</tr>
<tr>
<td>TX</td>
<td>Palo Alto College</td>
<td>San Antonio</td>
<td>$367,871</td>
</tr>
<tr>
<td>WA</td>
<td>Heritage College</td>
<td>Toppenish</td>
<td>$371,297</td>
</tr>
</tbody>
</table>
President Richard M. Freeland has made urban engagement a top priority for Northeastern University. Freeland tells The Hispanic Outlook, "Ultimately, what we seek to accomplish is to show how a university that was once a city school can transform itself into a leading national institution and at the same time strengthen its commitment to diversity and its constructive impact upon the urban community of which it is a part." Under Freeland's leadership, Northeastern has launched a four-pronged initiative to improve the quality of life in Boston in four key areas: health, economic development, public education, and employment/training.

The list of accomplishments to date is impressive. Prominent among them is Northeastern's purchase and redevelopment of a failed economic development project in Lower Roxbury, formerly called Parcel 18, and the fully rented Renaissance Park, a for-profit enterprise, with a goal of stimulating economic activity in Boston's Crosstown area.

Phase two is the recently announced construction of a 980-car parking garage that will make additional development on the parcel possible. Proposals include a hotel and conference center and another office tower or research and development center.

Northeastern's involvement began with the Parcel 18 Task Force in 1995. The University acquired Renaissance Park, formerly the Ruggles Center, for $1 million in November of 1997 from BankBoston in a foreclosure sale. The existing office building is fully rented. It fits the master plan perfectly because tenants include the Whittier Street Neighborhood Health Center. Under a community benefits package negotiated during the sale, the Center gets free rent for 30 years. The center has a value of $9 million. Other tenants include Beth Israel Deaconess Hospital, Harvard Medical International, Partners Health Care, the Center for Collaborative Education, Deruko Pharmacy, and the Gorbachev Foundation of North America. These entities are kept in the neighborhood for the good of the community, for health and economic strength.

Davenport Commons is the latest component of NU's $120 million housing initiative that will create new housing for 1,700 students, drawing them out of Boston's rental market. The initiative has three parts: West Village A, West Village B & C, and Davenport West A opened last September. West B & C are...
half complete. Both are on University land near Ruggles and Parker Streets. An innovative model for creating affordable housing in the United States. Davenport Commons and Shawmut Estates were conceived and designed by Northeastern University and a development team made up of Trinity Financial, Inc., Madison Park Development Corporation, and Housing Investments, Inc. The project will create 25 new townhouses to be sold at affordable rates to income-eligible families. 125 apartments for rent to Northeastern students, and 2,500 square feet of commercial space. Sixty homes will be located on Tremont Street at the Davenport site; fifteen will be built nearby on Shawmut Avenue. Figuring four students to an apartment, that frees up 475 apartments for use by the community.

During groundbreaking last November for the Davenport, the first in-nation combined student and affordable family housing development, President Freeland and Mayor Thomas M. Menino were present. Along with many state, city, and community dignitaries. Mayor Menino said, "This project represents a first for Boston and the nation. Boston, like all major cities, is facing an affordable housing crisis. Northeastern University is helping the City of Boston create affordable homes for Boston families and at the same time create much-needed student housing. We need more partnerships like this one."

Freeland is no stranger to urban higher education and bold tenured planning. He is former vice chancellor for academic affairs at the City University of New York (CUNY), the country's largest urban system of higher education, with more than 200,000 students pursuing associates to doctoral degrees. In his four years there, Freeland coordinated a system-wide strategic planning effort to assure the CUNY's 21 campuses, which had lost $1.28 million in public support over three years, were using available resources in the most effective way to meet New York City's needs.

At the close of the 19th century, more than half the population of the city of Boston was composed of either immigrants or first-generation Americans. Prominent among the organizations helping these people achieve their dreams was the Boston YMCA. Founded in 1841 in London, the Young Men's Christian Association chose Boston as the
location of its first American branch in 1851. In its articles of incorporation, the Boston YMCA promised to have "a committee of teachers and lecturers for any private classes that may be formed by the members." These lectures proved to be immediately popular, drawing large numbers of young men seeking self-improvement.

Building on this success, the directors of the YMCA took a bold step in May 1896, when they organized the "Evening Institute for Young Men." Frank Palmer Speare, a well-known teacher and principal with considerable experience in the public schools, was hired as the institute director. Two years later, the YMCA advertised the creation of the "Department of Law of the Boston YMCA." The program became an immediate success and marked the birth of Northeastern University.

In 1904, the Department of Law was incorporated and chartered to grant degrees in law, and in 1909, the Cooperative Education Engineering School was established. In 1910, Northeastern College of the Boston YMCA was established. By 1922, that became Northeastern University of the Boston YMCA (the year the College of Business was founded). Finally, in 1935, Northeastern University was formed as a corporation with a board of trustees, as a College of Liberal Arts was established.

Women were first admitted to day classes in 1943. Other highlights include the merger of New England College of Pharmacy with Northeastern to form the College of Pharmacy and Allied Health Professions in 1942, the establishment of a College of Nursing in 1942, and the merger of Tufts University's University-Southern University with Northeastern to form Boston-Southern University in 1964. The merger of Boston State College of Human Development Professions in 1992 with its College of Pharmacy and Allied Health Professions formed the new College of Pharmacy and Health Sciences. Last year, this school merged with the College of Nursing to create the Bouve College of Health Sciences.

Northeastern University is a private research university (Carnegie Classification Research II) offering a comprehensive range of undergraduate and graduate programs leading to degrees through the doctoral level. A world leader in "practice-oriented education," Northeastern emphasizes educational programs that link classroom learning with workplace experience and integrate professional preparation with study in the liberal arts and sciences. The main campus is located on 60 acres in Boston's newly designated cultural district, the Avenue of the Arts between the Museum of Fine Arts and Symphony Hall. The institution consists of 37 academic and administrative buildings and 19 dormitory and residential buildings. Annual first-year student tuition is $19,395, with the average tuition for upper-class students at around $21,530. For 1999-2000, total degree enrollment was 17,542; full-time undergraduate enrollment, 11,836. Part-time under-

Graduate enrollment was 6,249, and graduate enrollment, 2,809.

Full-time undergraduate minority students include 584 African Americans, 469 Hispanics, and 998 Asians. Overall, full-time degree-seeking Hispanics number 858, again, 4.0 percent of the total. There are 2,150 international students overall pursuing degrees, for 9.1 percent.

Full-time faculty number 311 with part-time in day programs at 290. There are 16,002 alumni. Northeastern has four library facilities: Stetson Library and the Law Library; both on campus and libraries that support programs at the Burlington, Mass., campus and the Marine Science and Maritime Study Center in Nahant, Mass. The University has a full-service Intra-net with approximately 6,500 live network connections to all offices, classrooms, labs, and 4,200 student residences.

On April 29, 1999, Northeastern broke ground for its Latino/a Student Cultural Center, the most comprehensive of its kind in the region. Linda Delgado, Latino/a Center director, called it "the only center in the entire area that has both an academic program and a social component under one roof." Delgado says the Center's mission "is very clear."

"The Center exists," she says, "to bring together the social, cultural, and academic aspects of the Northeastern University's Latino/a students' lives. The Center provides a non-threatening environment where this integration can occur. Recently I've been asked, 'Why do Latinos need a center?' Even more frequently-- 'Doesn't this kind of center promote segregation and exclusion?' The answer is that the Latino/a Student Cultural Center is not a private club for Latinos only; nor is it just for members of LASO (the Latin American Student Organization). Rather it is a welcoming place for anyone interested in and sensitive to Latino/a concerns. To understand the implications of the changing U.S. demography and the international political and economic picture, it is critical that the general public learn more about Latino culture in America.' Another important goal of the Center is to help guide Northeastern's Hispanic students as they navigate through the University's system. The Center offers programs in Financial Aid Workshops and Career Services Workshops as well as a Graduate School Preparation Program and Student Leadership Training. Also academic and personal advising; financial aid, housing and judicial affairs support; assistance with financial and academic difficulties; a website to keep students informed of on-campus state-wide, and national events and scholarship and fellowship information. Information is available for on job opportunities and internships, and there is a collection of Hispanic-interest books, magazines, community events, and other literature. Many cultural and social activities revolve around the Center-- lectures, visiting speakers, an Awards and Recognition Dinner, and Northeastern University Latino/a Alumni Weekend.
Wanted: 2 Million Teachers Especially Minorities

By Amalia Duarte

When the baby boomers do something, they do it in a big way. They can't help it; it's a matter of their sheer numbers.

The latest move they're making is from the busy world of work to the relaxed world of leisure. They are starting to retire, and this bulge of retiring baby boomers is having an enormous impact on America's elementary and secondary school classrooms.

"It's a huge problem," said Mildred Hudson, CEO of Recruiting New Teachers, Inc., a Massachusetts-based nonprofit formed in 1986 to raise esteem for teaching, expand the pool of prospective teachers and improve the nation's teacher recruitment and development policies and practices.

"We'll need 2.2 million teachers in classrooms from K-12 over the next 10 years to fill this gap. It's a problem we've known about and have been talking about for the past 10 to 15 years. And it's going to get worse." Retiring boomer teachers are thinning ranks of experienced educators, and, obviously, with them ye accumulated knowledge and experience. It's a huge problem that is only getting worse in the coming decade.

The wave of booms just starting their early 50s will simply add to the pool of needed teachers. Older boomers are more likely to retire.

And the recruiting problem is compounded by what's happening at the other end of the pipeline. The new teachers are few and far between. Meanwhie, the number of minority and Hispanic students is rising, but the teaching pool remains relatively small. The result is that schools in districts like Los Angeles are having trouble finding teachers and are increasingly resorting to temporary substitutes. unwilling to teach.\\n
1. The High Cost of Teaching

The earnings between teachers and other college graduates grew substantially during the late 1990s. By 1993, older teachers with graduate degrees earned an average of about $25,000 less than their peers.

Loft Onslow

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$80,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$70,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$60,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$50,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$40,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$30,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$20,000</td>
<td>$29,894</td>
<td>$31,503</td>
<td>$29,466</td>
<td>$29,958</td>
<td>$29,731</td>
</tr>
<tr>
<td>$10,000</td>
<td>$41,992</td>
<td>$43,462</td>
<td>$44,157</td>
<td>$45,020</td>
<td>$47,137</td>
</tr>
<tr>
<td>Teachers with master's degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The Earnings Gap

<table>
<thead>
<tr>
<th>Average earnings (1998)</th>
<th>22- to 28-year-olds with only a bachelor's degree</th>
<th>44- to 50-year-olds with a master's degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>$60,000</td>
<td>$20,524</td>
<td></td>
</tr>
<tr>
<td>$70,000</td>
<td>$21,792</td>
<td></td>
</tr>
<tr>
<td>$60,000</td>
<td>$29,364</td>
<td></td>
</tr>
<tr>
<td>$50,000</td>
<td>$43,313</td>
<td></td>
</tr>
<tr>
<td>$40,000</td>
<td>$50,000</td>
<td></td>
</tr>
<tr>
<td>$30,000</td>
<td>$50,000</td>
<td></td>
</tr>
<tr>
<td>$20,000</td>
<td>$50,000</td>
<td></td>
</tr>
<tr>
<td>$10,000</td>
<td>$50,000</td>
<td></td>
</tr>
</tbody>
</table>

NOTE. All figures are reported in 1998 dollars to control for inflation.

taught by novices and are very unlikely to see people of color leading a class.

"Clearly, urban districts face particular challenges, and a lot of them have been striving mightily but are at a real disadvantage in trying to compete with the surrounding suburban districts in terms of salary and working conditions," said Lynn Olson, senior editor at Education Week and project editor for "Quality Counts 2000," an annual look at the nation's schools. "Urban districts tend to have higher teacher turnover and larger numbers of new and inexperienced teachers."

"Quality Counts 2000" uncovered a number of unsettling trends about the pool of new teachers. First and foremost, new teachers are leaving the field almost as fast as they come in. Nearly one in five teachers who started in the public schools in the 1993-94 school year had left the classroom within three years, according to "Quality Counts 2000."

Even more disturbing, the young teachers who left the classroom were often the best and brightest candidates. Those who had scored in the top quartile on college entrance exams were nearly twice as likely to leave the field as those who scored in the bottom quartile. The report concluded that "those who enter and remain in teaching typically have lower test scores than their peers."

This booming economy, in which Corporate America is fighting over talent, certainly isn't making teacher recruitment any easier. "It's an incredibly hot job market, and for bright, talented young people, there are lots of opportunities, and the same is true for minorities," said Olson.

And it's no secret that, in general, elementary and secondary school teachers don't earn as much as professionals with similar educational backgrounds. Education Week's study also delved into this salary gap, and the findings were startling. In 1998, teachers aged 22 to 28 made an average of almost $8,000 less than did other college graduates of the same age. And the gap is even worse for older, more experienced teachers. Teachers aged 44 to 50 were paid $3,655 less than their peers in other professions.

This dot-com world, teaching wouldn't seem to hold a very good long-term earnings outlook. Gender is yet another factor contributing to this teacher shortage. Most teachers are women, and it used to be one of the few professions where good teachers and stability prevailed the most. Discipline problems, lack of and a lower pay scale are all exacerbated districts. And class size tends to be large; these are the factors that drive new teachers.

On top of all this, there is the growing disparity between the demographics of those that of the nation's students. Teachers a whirlingly white and female, but the three K-12 are becoming increasingly minor populations. In 1996, 36 percent of students enrolled in elementary and secondary schools were part of a minority group, an increase from 1976, according to the recently published report from the National Center for Education Statistics.

Yet, only about 10 percent of teaching members in groups. This is the minority population was due to the great increase in the percent Hispanic students.

In 1996, at out of every public school students who lived in central city attended public was Hispanic, approximately of every ten students. At the school, the percent African American students in central public schools very slightly in percent in 1972. The report said that this was due to an increase in the percentage of Hispanic students.

In 1972, African American students made up 11 percent of K-12 students, up from 14 percent in 1972. Meanwhile, there was a small uptick in the overall percentage of African American students. In 1996, African American students made up 17 percent of K-12 students, up from 14 percent in 1972.

This explosion in the Hispanic school population reflects increased immigration to the United States, particularly from Latin American countries. The report also noted that the number of Hispanic students in U.S. schools had increased dramatically since the 1970s, when the percentage of Hispanic students was much lower.
1998 Earned Income

<table>
<thead>
<tr>
<th></th>
<th>All ages</th>
<th>Ages 22-28 only</th>
<th>Ages 44-50 only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
<td>Nonteachers</td>
<td>Teachers</td>
</tr>
<tr>
<td>Bachelor's or higher</td>
<td>$35,500</td>
<td>$55,059</td>
<td>$22,653</td>
</tr>
<tr>
<td>Bachelor's only</td>
<td>$28,731</td>
<td>$47,737</td>
<td>$21,782</td>
</tr>
<tr>
<td>Master's or higher</td>
<td>$42,156</td>
<td>$72,385</td>
<td>$26,826</td>
</tr>
</tbody>
</table>


America during those years and higher-than-average birth rates among Hispanics as compared to those among the general U.S. population. And, again, those numbers are set to go even higher. Many expect this year’s U.S. Census to place Hispanics as the dominant minority group in the U.S. with projections for the Latinoization of the United States to continue if both immigration and births stay at the current pace.

But minorities aren’t entering teaching in anywhere near the numbers needed to make a dent in these demographics. Part of the problem is, again, the pipeline. The high dropout rate, especially among Hispanics, means too many minority youngsters never make it out of high school, let alone into college teaching programs. And those minorities who do reach college and are better prepared get heavily wooed by other fields and by corporations. And there’s another factor: the home front.

“Oftentimes, middle-class minority parents discourage their children from going into teaching because they don’t think it will provide them with any upward mobility,” said Ana Maria Villegas, a professor of curriculum and education at Montclair State University. “The fact is that teaching is not perceived as a prestigious profession, so that takes away from people wanting to become teachers.”

But what is the impact on young minority children? Common sense would conclude that white females who might not have much experience interacting with minorities will not be up to the task of teaching African American and Hispanic youth. “We don’t know if the African American child necessarily gets better grades in a classroom with an African American teacher,” said Hudson, “but we know that it can be devastating for minority children if the teacher lacks cultural sensitivity.”

The research is not entirely conclusive, but some studies have found a connection between race and educational results. “Learning requires that the teacher be able to help students build connections with what they know and are familiar with,” said Villegas. “Kids bring something into the classroom, and you’ve got to make the links. When teachers don’t know the life experience and cultural background of their students, it makes it harder for them to build the kinds of bridges that are necessary to learning.”

And, obviously, the lack of minority teachers sends a not-too-subtle message to minority youth. “For a child, a teacher is a major authority figure outside of the home,” said Villegas. “Yet, you have children who go through education with almost no exposure to people of color in authority positions. It reinforces the stereotypes that people of color are not worthy of holding such positions. There are no role models.”

But there is some good news to report. Faced with this growing crisis, school districts and states are starting to become more aggressive in teacher recruitment and are creating alternative programs that often attract a significant number of minorities. Massachusetts, for example, now offers hiring bonuses to teachers, something that is commonplace in corporations. Other states have implemented loan-forgiveness programs that kick into effect after a teacher has spent a set amount of time in the district.

Another major trend is alternative routes into teaching that offer mid-career professionals or young people who didn’t major in education a quicker way to get a teaching certificate. California, New Jersey, and Texas, all states with large Hispanic populations, have successfully used these routes to recruit minorities into teaching. Another group being lured through these programs are paraprofessionals, who already have experience in the classroom but lack teaching credentials. Other groups, such as returning Peace Corps volunteers and U.S. Army troops, are being targeted for recruitment. The former group has cross-cultural training, while the latter includes large numbers of minorities. And both groups are used to tackling tough problems.

In 1996, Florida started an initiative called the Florida Fund for Minority Teachers, which provides scholarships to minorities in 29 colleges and universities throughout the state. Special consideration is given graduates of community colleges since many minorities attend them. Recipients get $4,000 per year and return must teach full-time within the state public schools for an equal amount of time. One-year scholarship recipient, for instance, must teach for one year; a two-year award winner must teach for two years. The program includes an annual conference that brings together students, scholars, and institution contacts. Part of the purpose is to help minority students to learn more about the advantages entering the teaching profession. This year, scholarships have been awarded, and the goal is to reach 1,000.

“We are excited about our program,” said Assistant Director Iana Baker of the Florida Fund for Minority Teachers. “First, we are getting minorities into teaching, which is a huge concern in Florida because of our large Hispanic and African American population. And we are getting people who would not have gone into teaching otherwise. These are math and science majors who may not have considered teaching.”

It’s just this type of program that will have to proliferate in order to ease this crisis in the classroom.

“There is awareness around this issue,” said Hudson. “Schools are attempting to become more creative in their recruitment.” But a more needs to be done.”
New Survey Shows Hispanic Parents VERY PRO EDUCATION

Conventional Wisdom "Off the Table"

BY JEFF SIMMONS

"Since they were babies, I said. After you finish college, then you can start thinking about what you want to do. It served me well. It did open doors."

Those words, spoken by the patriarch of a Hispanic family in El Paso, Texas, dispel the notion that immigrants are unfamiliar with the importance of a college education. The man was part of a focus group of Hispanic parents who sat down to talk about the emphasis on college.

The comment is quoted in a recent report that counters what once appeared to be conventional wisdom: that low college attendance rates among Hispanics and African Americans equaled low interest in higher education. Instead, the authors note, conventional wisdom was wrong.

"The values are very strong, so this suggests that the obstacles to participation must be elsewhere," says John Immerwahr, author of Great Expectations: How the Public and Parents - White, African American and

Hispanic - View Higher Edu

"Typically in public schools values change very slowly."

The report, by the National City-based group Public Agenda, found a staggering 87 percent of American parents believe college diploma today is as necessary as a high school diploma was. The study was touted as the most extensive public opinion survey ever of Americans' views on higher education.

"One of the things I found surprising is the way in which people have changed their attitude toward education," Immerwahr says. "When I started looking at higher education like myself who had gone to a four-year college and all of college is a life-changing experience. Most people who had not gone to college said this was a piece of paper you really needed in credentialist jobs. Now what everybody says is that it's not just a piece of paper you need the experience. Indeed, people say you can get a pretty good job without going to college, but not the kind of job you want for your career."

Deborah Wadsworth, Public Agenda's president.
dren. It's the kind of job where you won't have the skills to change jobs over the next 30 years."

The report found a sharp contrast along racial ethnic lines when it came to the desire to attend college and enrollment. Those parents polled were asked to select one thing that would most help a young person succeed in the world today:

Thirty-three percent of white high school parents chose a college diploma, while 47 percent of African Americans did so, and 65 percent of Hispanic parents. The Hispanic response is nearly double that of high school parents overall, which was at 35 percent.

Twenty-nine percent of white parents cited "knowing how to get along with people," while 37 percent of Black parents and 19 percent of Hispanic ones did so.

The reverse level of importance was stressed when it came to a good work ethic. Ten percent of Hispanic and African American parents cited that, while 29 percent of white parents did so. All three groups gave similar, low levels of importance to work skills learned on the job.

"From time to time you hear stereotypes thrown around that racial or ethnic minorities with whom the system is not doing very well have low aspirations. My survey takes that issue off the table," says Patrick Callan, president of the National Center for Public Policy and Higher Education in San José, Calif.

"There was a certain 'blame the victim' mentality in this country, and this does a lot to take that stereotype and demolish it," he says. "Those groups understand and have very high aspirations. They are the most unequivocal about how essential college is."

The report notes that a host of explanations have been provided to explain why Hispanic and African American college participation rates are significantly lower than the overall population. Some have cited higher rates of poverty that curtail access. Others suggest that predominantly Black or Hispanic schools are less successful at preparing students for postsecondary school studies. And it's been suggested that families feel higher education is a priority.

But the author notes that "The findings from this study seem to suggest that what is really important to African American and Hispanic parents, who are more likely to emphasize education either with their children or as an investment in their own future."

Another question asks whether a college education is necessary for a person to succeed in the work world. Whether the other ways parents answer questions is whether those without a college edu-

"There was a certain 'blame the victim' mentality in this country, and this does a lot to take that stereotype and demolish it."

PATRICK CALLAN, PRESIDENT, NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION

American and 20 percent were Hispanic.

The attainment of Bachelor of Arts degrees showed a similar decline. Twenty-five percent of those 25 years old and older who attained such
were white, while 15 percent were Black and 11 percent were Hispanic. “Significantly, the value placed on college education is highest among those who have the lowest rates of participation,” the author cites. That is one of the most striking findings,” Immerwahr says. “There is clearly a gap between participation rates and values.”

Public Agenda’s president, Deborah Wadsworth, says the study challenges a number of assumptions. “Parents acknowledge that paying for college is difficult, but they believe they will find a way to pay for it,” she says. “The importance of a college education as absolutely essential to a good life is a change from just a few years ago. A few years ago, people thought too many people were going to college.”

Public Agenda is a nonprofit, nonpartisan group founded 25 years ago by U.S. Secretary of State Cyrus Vance and social scientist Daniel Yankelovich. Funded by corporations and private foundations, Public Agenda strives to tap into the public mindset on a wide range of issues ranging from health care to education to the environment.

“We were created to fill a distinctive niche—to help American leaders better understand the public’s values and concerns on public policy issues that the country struggles with, and to translate complex and arcane policies,” Courtland Lee, dean of the School of Education at Hunter College in New York City, says that the findings expose the value that Hispanic and African Americans have placed on higher education for generations.

“The problem is that understanding the dynamics of what it takes to get into college coupled with socioeconomic limitations often got in the way so there might have been a college goal, but participation often fell short,” Lee says. “We certainly see a rise in those attending college, but there’s still a number who could and don’t attend because they lack the resources and understanding of the process.”

Immerwahr agrees that access isn’t limited only by funds. “If you look at what parents are saying, they say, ‘College is expensive and we worry about it, but somehow we are going to work this out.’ Even minority parents say, ‘We will work this out.’ Right now people are all doing this,” he says. noting one observation: “People think college is easy but they don’t think it should be free.”

Other Findings

The study looked at expectations toward higher education institution parents were asked how imp different criteria were for different administrators to address—such as costs, diversity, counseling, standards, and teaching quality.

Overall, white, Black, Hispanic parents gave the same weights of priority to such issues as costs, career counseling, standards, and tuition. But in nearly 90 percent of Hispanic parents felt the areas were absolutely essential.

“People feel great about higher education now, but they won’t feel great if they see problem access, because that’s their value,” Immerwahr says. “They feel higher education is the entry to a middle-class lifestyle.”

One major disparity arose the level of importance and prioritization of students population: 29 percent of white parents, 17 percent of Hispanic parents, and 20 percent of Black parents maintained absolutely essential.

Another significant gap in the importance of admission offices’ lowering the numbers of students who drop out or take long to graduate. Thirty-nine percent of Hispanic and 24 percent of white parents deemed it essential.

More white parents felt qualified Black and Latino students had more opportunity to get college education than did either percent. Only 17 percent Hispanic parents agreed.

Moreover, 7 percent Hispanic parents maintained qualified Blacks and Latinos less opportunity, and 28 percent white parents felt that way. Overall, 28 percent of high school graduates agreed and 29 percent of the general public agreed. Parents were asked what their children should gain from a
If you had to choose the one thing that must help a young person succeed in the world today, what would it be?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A college education</td>
<td>35%</td>
<td>35%</td>
<td>33%</td>
<td>47%</td>
<td>65%</td>
</tr>
<tr>
<td>Knowing how to get along with people</td>
<td>30%</td>
<td>32%</td>
<td>23%</td>
<td>37%</td>
<td>19%</td>
</tr>
<tr>
<td>A good work ethic</td>
<td>26%</td>
<td>27%</td>
<td>27%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Work skills learned on the job</td>
<td>5%</td>
<td>7%</td>
<td>6%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

n=1,015 general public, 200 parents of high school students, 201 white parents of high school students, 202 African American parents of high school students, 202 Hispanic parents of high school students

Note: Percentages in table may not equal 100% due to rounding or missing answer categories

Do you think that a college education is necessary for a person to be successful in today’s work world, or do you think that there are many ways to succeed in today’s work world without a college education?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There are many ways to succeed in today’s work world without a college education</td>
<td>67%</td>
<td>63%</td>
<td>66%</td>
<td>54%</td>
<td>34%</td>
</tr>
<tr>
<td>OR College education is necessary for a person to be successful in today’s work world</td>
<td>31%</td>
<td>36%</td>
<td>32%</td>
<td>44%</td>
<td>65%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>

n=1,015 general public, 200 parents of high school students, 201 white parents of high school students, 202 African American parents of high school students, 202 Hispanic parents of high school students

Note: Percentages in table may not equal 100% due to rounding or missing answer categories

Overwhelmingly, white, Black, and Hispanic parents agreed on what was essential: important, and not too important. However, there were some differences.

For instance, a greater percentage of white parents felt that students should gain a sense of maturity, acquire the ability to get alone with others, and attain the ability to solve problems quickly.

A greater percentage of Hispanic parents felt it absolutely essential that students acquire top-notch writing and speaking skills; learn the responsibilities of citizenship, such as voting and volunteering; and receive increased exposure to great writers and thinkers in subjects such as literature and history.

The “Great Expectations” study was prepared after a telephone survey of 1,015 adults ages 18 and older in December of last year. Besides interviews with the general public, surveyors talked with 202 African American, 202 Hispanic, and 201 white parents of children in high school. And then, they sat down with a group of 200 randomly selected parents.

“There is a notion that in higher education,” notes Immerwahr, “success or failure is primarily the responsibility of the student, whereas in kindergarten through 12th grades, success or failure is the responsibility to a greater degree of the school.

“Higher education is a time when students acquire more responsibility, and people are supposed to be more self-motivated and self-directed. If you tell someone the person’s dropping out of high school, then they are upset and say it’s the school’s fault. But if you tell someone the person’s dropping out of college, there is a radically different attitude.”

Public Agenda is hopeful that the findings will spur dialogue, not change. Its goal with this report, as with others, has been to raise consciousness to find, according to its brochure, “workable solutions—solutions that will assure a more prosperous and secure future for every citizen.”

Immerwahr says the report “suggests to people that there is possibly another way to work out the problem of different participation rates.

“ar a wake-up call to people in higher education that while the situation is very positive now as far as public opinion, that positive is predicated on a number of factors that won’t always be there.”
Renewed Debate Rages over President of Teacher’s College at Columbia Calls for Change

BY MARILYN GILROY

Diversity. It is a word that pervades most corners and facets of life at U.S. colleges and universities. The academic rhetoric speaks of a “diverse student body,” “diversifying the faculty,” and “diversifying the curriculum.” These phrases might sound impressive, but a new report issued recently by Arthur E. Levine, president of Teachers College, Columbia University, poses questions about how successful the higher education community has been in confronting issues concerning campus diversity.

Are campuses really coming to grips with the many issues raised by diversity, or are they adrift in myriad diversity programs where, as math experts would say, the whole is NOT equal to the sum of the parts?

Levine concludes that higher education “has not been an effective factor in the social policy debate on diversity.” He expressed his views in a New York Times Op-Ed piece this past summer entitled “The Campus Divided, and Divided Again,” pointing out that the academy really does not agree on what diversity means or how it should be achieved. In many cases, colleges have what he calls a “grab bag of unplanned diversity initiatives” that lack comprehensive and systematic planning for achieving goals. That, he says, has led to a fragmenting of the student population, especially in co-curricular activities in which separation and self-segregation of students occurs based on their differences.

For example, one school that Levine visited had a business club divided into a dozen different groups—a women’s business club, a Latino business club, a disabled student business club.

“Colleges must be able to explain publicly and defend the practices in which they are engaged.” One of several recommendations.
a gay student business club, and so on. He uses this example to conclude that students are making finer and finer distinctions between themselves and others.

The Op-Ed piece and Levine's expanded report entitled "Diversity on Campus" did not go unnoticed. While many individuals were intrigued with the ideas set forth in the piece, some protested vigorously that Levine had overlooked the larger societal context. After all, society is still grappling with diversity issues, and the campuses are merely mirrors of that struggle. Other critics contend that the degree to which students self-segregate is more of a myth than fact, and they point out that Levine's report ignores data that supports this.

"Actually, we were quite dismayed by his column," said Debra Humphreys, director of programs at the Office of Education and Diversity Initiatives of the Association of American Colleges and Universities (AAC&U). "We feel he only tells part of the story and ignores recent research that shows that student self-segregation on campus is more of a perception instead of a reality."

Humphreys wrote and researched a report issued last year by the AAC&U and funded by the Ford Foundation Campus Diversity Initiative. Her report indicated that contrary to claims such as Levine's, self-segregation does not appear to be widespread, and in those cases where it does exist, "it may be an essential ingredient in many students' persistence and success in college."

The report relies in part on the research of Anthony Annonio, assistant professor of education at Stanford University, who examined the extent to which students perceive racial balkanization at UCLA and whether their perceptions reflect the reality of actual close friendship patterns. Annonio reported that more than 90 percent of students in his survey agreed that students predominantly cluster by race and ethnicity on campus. This would seem to support Levine's contention that if you "walk into almost any college cafeteria, you find that students are sitting at tables with people of the same ethnicity, race, or difference they find important."

However, when Antonio moved beyond perceptions and measured friendship groups, he found that only one in six students (17 percent) reported having friendship groups that were racially and ethnically homogeneous. In fact, the most common friendship group on campus (46 percent) was racially and ethnically mixed, with no racial or ethnic group constituting a majority.

But Arthur Levine's criticism of diversity in higher education centered on more than just student self-segregation. His expanded report paints a broader picture of the academic community, which, in general, is uncomfortable and uncertain about the concept of diversity and therefore has floundered on the issue.

"Diversity is a subject that we are unable to discuss on most campuses. In fact, I can think of no more painful issue in all of higher education today one that mirrors the angst in the larger society says Levine.

"We live in an age in which the dirty word on college campuses is no longer four letter; they are at least six letters—racist, sexist, an homophobic."

He cites polarization on campus, saying that two groups dominate the discourse—one yells that diversity has eclipsed all aspects of college life and the other shouting that colleges remain impervious to diversity.

And, he asks, if we are unashamed to deal with diversity successfully, what hope is there for our students and graduates to live and work in a diverse society?

Levine's national reputation has lent clout to his assertions that academia has provided weak leadership in this area. He presides over one of the nation's finest and most prestigious institutions, Teachers College at Columbia University, which was founded in 1887 to provide a new kind of schooling for teachers of poor, immigrant children in New York City. It has educated nearly 100,000 individuals from around the world, but it also conducts research on critical issues related to equity, teaching of science and math, and the role of the family in the educational process.

Levine's last book, When Hope Fear Collide, gained widespread attention for capturing the nature of students in the middle '90s. Whi noting that students still express optimism and believe in the America dream, he also chronicled their anxieties about success and was one of the first to describe the binge drinking phenomenon, grade inflation and new patterns of socialization between sexes and among races on campus.

This time, Levine's assertions have struck some of those who say his conclusions are inaccurate and are even somewhat short-sighted.

Dr. Carol Geary Schneider, AAC&U president
the desegregation efforts of the past, and minorities, such as Latinos, seem to have become steadily more segregated, not less. So, it is not the colleges that are balkanizing students, society is.”

Geary is referring to Gary Orfield’s research entitled “Resegregation in American Schools,” which studied national trends in K-12 public school enrollment. Published last year by the Civil Rights Project, Harvard University, the report shows that there is serious segregation, particularly in the nation’s large metropolitan areas, despite two and half decades of civil rights law and integration measures.

But even though a great many white college students come from public schools that are largely segregated, Schneider says studies have found that students actively want to meet individuals from other backgrounds and that the majority of minority students frequently socialize with people outside their ethnic groups.

Her colleague, Debra Humphreys, agrees. “What we have is perception vs. reality. Many buy into the perception of segregated student life, but the research shows that this clustering isn’t widespread, that in fact students do interact across racial lines.”

And sometimes where racial/ethnic clustering does exist, it might be an important component contributing to the psychological health and educational success of many students, according to Humphreys. In actuality, she says, the availability of these groups helps individuals become more involved in college, which actually leads to higher persistence rates. Furthermore, because they are more involved, they eventually have more interaction than those who do not participate in extra curricular activities.

Adds Carol Schneider, “Again the research shows that college students make friends in affinity groups of various kinds as a way of dealing with the stress of college and especially with the stress of being minority, whether based on religion, ethnicity, or sexual orientation.”

What about faculty?

But what about the other core groups on campus, such as faculty? Levine is very concerned about the low level of faculty involvement in the diversity agenda and their reluctance to engage in substantial curriculum reform. He cites widespread complacency and lack of incentives for faculty involvement. The situation is compounded because students are also not eager to tackle the subject. Levine found that in many cases, students do not want to talk about diversity, and most faculty say that the topic is greeted with silence or painful discussions when it is raised in the classroom. Levine says that quite frankly, students seem more willing to talk about the intimate details of their sex lives than to discuss race relations on campus.

Humphreys acknowledges that there might be faculty who have difficulty when attempting to deal with diversity. “Some faculty might be afraid to introduce diversity topics because they have not been trained to handle the classroom dynamics that occur during sensitive discussions,” said Humphreys.

Recently, ETS reported that 80 percent of the projected growth on campuses in the next 15 years will come from expanded enrollment of minority students.

However, both Humphreys and Schneider contend that sweeping generalizations such as Levine’s ignore the progress that faculty and institutions have made in focusing on diversity and integrating it into the mission of higher education. They believe strongly that the higher education community has been a significant contributor to helping students understand and cope with multicultural America.

We feel that faculty and institutions have made tremendous progress focusing on diversity,” says Schneider. “They have made it part of their mission and part of the curriculum, and they are beginning to see results that are resulting in long-term change.

“Diversity on campus and in the curriculum is producing new knowledge, new respect, and new commitment to intergroup community.

Faculty and administrators are making a perceptible difference and have achieved significant results in the last five years.”

Levine’s Recommendations

Whether the situation on today’s campus one that calls for alarm or one that calls for gratulations, all agree that diversity in college continue to increase. Recently, ETS reported 80 percent of the projected growth on campus in the next 15 years will come from expanded enrollment of minority students. For this reason, Arthur Levine’s concerns will continue to be cussed. He has offered the following seven recommendations as an agenda for higher education:

1. Presidents need to provide leadership on this issue.

2. The entire campus community needs to be engaged in the issue: faculty, staff, and students.

3. The campus needs to develop mechanisms for safe, open, and college-wide discussion regarding diversity.

4. Colleges need to clearly define the operating definition of diversity on campus and the goals for achieving it.

5. Institutions should develop a comprehensive, long-range plan for diversity—detailing timel, responsible parties, complete dates, and resources allocated.

6. Colleges must be able to explain publicly and defend the priorities in which they are engaged.

7. Institutions should carry out research and evaluation on the effectiveness of the methods employed to achieve diversity and the consequences of achieving diversity on campus.

Readers might also want to access Dr. Humphreys’ report at http://www.former.edu/diversity/leadership/SED/study.html and “Diversity and the College Curriculum” at http://www.former.umd.edu/erlesfrc/diversity/ResponseWeb/leadership/ctriculum.
Latino Caucus Working Well with NCORE

Southwest Center Seeks New Director and New Directions

BY Inés Pinto Alicea

This year's conference attracted about 300 Latinos of some 1,600 participants. Latinos sponsored nearly 25 presentations, and actor Edward James Olmos was the keynote speaker.

In 1961, at the height of social unrest, seven academically based facilities were created to deal with issues of race, segregation, equity, and civil rights. The University of Oklahoma (OU) in Norman took on the task of creating the only center west of the Mississippi—the Southwest Center for Human Relations Studies—to help resolve the issues since, and in 2001, the Center celebrates 40 years of existence. The Center itself is at a crossroads. Long-time Executive Director Dr. Maggie Abudu recently retired. Its executive committee, which determines policy issues of the Center, is undertaking a nationwide search for a new executive director as well as undergoing some soul searching to return to some of its more historic approaches or take new paths and if so, what they should be.

The largest and best-known activity of the Center and the one that keeps it financially afloat is the National Conference on Race and Ethnicity in American Higher Education (NCORE). The idea of NCORE, as part of the Center, w:
leadership of the Center in 1985 and launched NCORE three years later as a "national forum for higher education institutions to improve racial and ethnic relations."

She said that she decided something needed to be done to address the resurgence in the early 1980s of racial problems.

"The racial and ethnic climate on campuses is fundamental to ensuring access to higher education," said Abudu. "I wanted to provide a forum where people of all aspects of higher education can come together to share ideas and positive models about what can be done."

This year, the conference, held in June in Santa Fe, New Mexico, attracted some 1,600 participants, representing a variety of academics—provosts, professors, assistant deans, and multicultural directors. Abudu said that the cross section is instrumental in advancing discussions and debate on civil rights and integral part of the conference. The Walt Disney Co. provides scholarships that allow about 40 interested students to attend through its Disney Scholars program. The company pays the $395 annual conference fee for the students and sponsors many activities, meals, and events just for students.

The presentations at the conference included counselor training, treatment of women faculty throughout the world, managing emotion in race relations training, and more. Abudu said, however, that NCORE is not just a forum to share information about racial issues. "You get to be around people who are committed to the same purposes."

"It is a place for nourishment and rejuvenation after a year of struggles in their own institution to promote the cause of racial understanding," she said.

Dr. William Carnack, the Center's first executive director and current interim director, said the Center faced significant opposition initially when it opened in 1961. "It was pretty hairy at the time," said Carnack, a retired OU professor. "I got asked to leave town by the county attorney and mayor. I got a lot of hate mail. The University stood behind us though. The president said, 'if you're doing the right thing, then keep doing it.'"

At the time, the Center dedicated its activities to community interventions, providing training to state and local government officials, police, school boards, and minorities on a variety of issues. For people were allowed to demonstrate and that there were ways to handle crowd control without violating civil rights. The Center also trained newspaper editors to include pictures in their pages of minority brides and not to gratuitously disclose the race of people arrested for crimes. The Center also wrote the desegregation plan for Oklahoma schools.

"We tried to be the voice for the disadvantaged," said Carnack. "The Center has accomplished some good, but it has fallen short of our dreams."

Carnack said that NCORE has become extremely popular and has been the focus of the Center's work in recent years. He said that the Center's three major tasks are to maintain NCORE, look for a new executive director, and investigate new avenues for the Center. Carnack said he hopes that some of the Center's new programming will take it back to its roots of community outreach and advocacy.

"NCORE fills a void, but I don't see why that is all we have to do with the new needs emerging and the American dream unrealized," Carnack said. "NCORE is a great thing. It just grew so quickly. It preempted other things. So many people say they
NCORE'S Latino Caucus

The Latino Caucus of the National Conference on Race and Ethnicity in American Higher Education (NCORE) wanted to support the plight of migrant farm-workers fighting the use of dangerous pesticides on grapes, so the group asked that the hotel where the conference was being held not serve grapes.

"It did happen immediately," said Caucus member Rosa Cintron. "This is now a policy issue: hotels where the conference is housed are not to serve grapes." While the grape issue might not seem significant to many, it is telling of the growing importance of a group within the conference that struggled to find ways to have its voice heard.

In 1995, Latinos represented only about 50 of the more than 1,000 participants at the annual conference, yet they were eager to see Latino keynote speakers, more scholarly papers and presentations about Latinos, more Latino-related vendors, and more of a Latino presence in the overall agenda, said Caucus co-chair Ana Maria Cobo, assistant dean and director of the Intercultural Center at Swarthmore College, near Philadelphia.

This year's conference attracted about 300 Latinos of some 1,600 participants, Latinos sponsored nearly 25 presentations, and actor Edward James Olmos was the keynote speaker.

"Now the Native American and Asian groups are holding up the Latino Caucus as a model," said Larry Medina. "The Latino educators have gone from expressing concerns about their lack of representation to saying, 'We can do this on our own.' There was a lot of complaining that NCORE was focused on African American issues, but the Latinos decided to make it something positive."

Medina said that when he joined the Southwest Center's executive committee, the Latino members turned to him to address all of their concerns and resolve the problems, as he was at the time the committee's sole Latino.

"In 1996, we began to organize ourselves, and in 1997, we realized part of the problem was us," said Medina. "We weren't submitting a lot of proposals. We got better in 1998 and even better in 1999."

Dr. Maggie Abu-Du is credited with helping launch NCORE's Latino Caucus by providing guidance, assistance, and much-needed funding. But she is modest about her role. "It really is a partnership," said Abu-Du. "They brought their concerns to me. I would not have been able to reflect those concerns on my own. They've done a masterful job at developing sessions, at bringing critical issues facing Latinos. They are very well organized. I respect them very deeply."

"We've grown tremendously," said Cobo. "We've established a more visible caucus. We are dealing with national issues affecting Latinos. No other national caucus deals with higher education issues affecting Latinos at predominantly white institutions."

Cintron agrees, saying, "I am a member of many other higher education organizations that claim to be "in touch" with the changing demographics and the needs of our Latino students, and none offers this number of academic presentations."

Cobo said that the Caucus also has been a wonderful resource to find Latino mentors and to create a network among themselves to expand professional opportunities and address professional challenges. Cobo said the Caucus is developing a list server, a database of all Latino members, to assist them with networking and mentoring.

"It's a place where I feel safe talking about issues," said Cobo. "There is this sense of community within the Caucus. As young professionals, we don't get much guidance, so having mentors helping us succeed has been great. My role models are part of this Caucus."

At the June conference, the Latino Caucus decided to divide the group regionally so they can possibly meet and carry out activities throughout the year rather than wait for their annual meeting at the next conference in June 2001 in Seattle. The group also decided to focus its efforts in the coming year on the following issues: access to education of Latinos; recruitment/retention of Latino students, staff, and faculty; mentoring and outreach programs for Latino students; K-12 preparation; and the inclusion of more Latino history in curricula.

"We have really committed people who have a passion for this and who really want to make it work," said Cobo.

Cobo said that the future for the Latino Caucus is even brighter. The group is developing a website. She would like to see presentations and scholarly papers by and about Latinos published. She also hopes to develop a newsletter to keep Caucus members informed about activities throughout the year. She said the Caucus is working with NCORE to expand its budget.

"We're trying to do more research for Latinos in higher education, research that will be instrumental to administrators dealing with the recruitment and retention of Latino students," Cobo said.

Cobo also has taken on the of working with the Latino study group so it will be able to more workshops at the confer and develop leadership skills.

That's going to be a vital pi said Cobo of her work with Latino students. Whom she said have a hard time adjusting to li predominantly white institutions.

Cobo said she also hopes th the future, the group will be able to develop a relationship with Hispanic Association of Colleges and Universities (HACU), which represents primarily Hispanic Serving Institutions, colleges and universities with Latinos comprising more than 25 percent of total student enrollment.

"Right now, we have to w with the body of our own ca she said. "We need a stronger voice."

Medina said that he is convinced the Caucus will continue to expand its presence. "I've seen the evolution of the Latino Caucus," said Medina. "This has become a go to of people empowering them. It's been real satisfying to watch."

K
Getting Foster Youth into College

"Aged Out" SJSU Grad Helps Improve Options

BY
Sylvia Hutchinson and
Nancy L. Stake

San José State
University

"Some say
that I beat
the odds,
others say
that I am
resilient, and
some even
say that I'm
simply lucky."

Alfred Pérez.
SJSU '98

For most young people, it would be a proud day to be invited to speak at a White House ceremony, to sit beside the president and to be introduced by the First Lady. But it was especially meaningful for former San José State University student Alfred Pérez because he had come such a long way.

Pérez was one of the 50,000 U.S. children who are in foster care on any given day. He spent 11 bleak and lonely years moving between California group homes, foster homes, and children’s shelters. And he was one of the more than 20,000 teens who “age out” of the foster care system annually without returning to the homes of their birth parents.

A White House ceremony

Last December, Pérez took part in a bill-signing ceremony at the White House for the Foster Care Independence Act, a law that greatly strengthens the support for young people who leave foster care at age 18 to make the transition to adulthood and self-sufficiency.

"Now, for many Americans, the 18th birthday is an important one," said Mrs. Clinton in her remarks. "Turning 18 means you can vote... get a job or go to school. But it should never mean that you're left on your own. For too many young people, turning 18 has been just the beginning of a lonely and sometimes harrowing journey toward adulthood. Just half of all young people who have aged out of foster care complete high school. Fewer than one in three have health care coverage. One in four have been homeless."

"The Foster Care Independence Act recognizes one fundamental principle: all of us must take responsibility for helping these young people build lives worthy of their spirit and potential," she said. "Added President Clinton, "The bill also gives states more resources and flexibility to help former foster children finish high school and move on to college, to help young people get jobs and vocational training and to provide counseling for those learning to live on their own. At all, to make sure young adults leaving foster care know that they not out there alone."

Pérez was one of two students who spoke that day. He emphasizes that it is a myth that people can make it alone. "The Foster Care Independence Act of 1999 is at ensuring that foster youth, I myself, will have to do less on own to make it in the adult world."

This legislation adds important..."
safeguards that will help states care better for people like me and prepare them for the world they face,” he said.

The Turning Point

Looking back on his journey to the White House, Pérez recalls that the turning point in his life—after “aging out” at 18—was his participation in the Independent Living Skills Program, a program that is strengthened by the new law. Says Pérez, “The program connected me with my peers, and I felt less alone. It was the first time in my life that I recognized that we were all struggling with how to become productive citizens in a world that seemed, sometimes, to work against us.”

As part of this program, he met Timothy Hamp, a caring adult who became his mentor. Although no one in foster care had ever talked to Pérez about further education, Hamp took the young man’s goal of getting into college seriously. He helped him to identify schools and complete applications, then drove him the 250 miles to the Humboldt State University campus to settle into a dorm. “He did what any parent would do for his own child,” Pérez says. Later, Pérez transferred to San José State University because he liked its urban setting and it offered the major he wanted—social work.

A Meeting with Hillary

Pérez also joined a group called California Youth Connection (CYC), a San Francisco-based advocacy program made up of former and current foster care youth. The CYC empowers and trains these youth (ages 14 to 24) for advocacy and leadership. Through CYC, in November 1997, Pérez and six other foster youth met First Lady Hillary Clinton when she visited UC Berkeley to give a major speech on the Adoption and Safe Families Act. These young people opened up a new perspective for the First Lady when they talked about the pain of aging out of the foster care system, with no family, home, or financial support. Later, when she gave her speech, she referred to the stories she had just heard.

In helping Pérez prepare for that meeting, SJSU social work professor Joan Mardinger said, “Read her book. It Takes a Village.” Pérez did, and then he thought of a book that he wanted to bring to Mrs. Clinton’s attention, a book entitled The Heart Kn Something Different: Teenage W of the Foster Care System.

This collection of essays by ter children details the obstacles encountered when they leave the system: few caring adults, resources, few skills, few in-tives. Pérez gave Mrs. Clinton a copy of the book, and she promised to read it.

Two years later, when Pérez gathered at the White House ceremony, Mrs. Clinton acknowledged Pérez with a hug and said, “because of you that we’re here.” also acknowledged the many members of Congress, child advocates, organizations, and individuals who worked tirelessly to support landmark legislation to strengthen the foster care system.

Helping at the Local Level

Pérez has done more than in once national politics. While at SJSU he had heard of a state law that would direct the California State University (CSU) and community colleges to help former foster youth get into college and graduate. However, the (new part of Education Code: 89240) had no provision for funding, and administrators he spoke with at San José State and other
schools had not heard of it.

Working with Janet Knipe of CIC, and with Sylvia Rodriguez Andrew, SJSU's dean of social work, Pérez put together a public forum in April of 1998 with a panel of seven students who had been through the foster care system. The impact of the panel was powerful. As the young people spoke, Pérez recalls that pockets of tissues were passed from hand to hand in the audience. Afterwards, the University created a task force to address the concerns raised: housing, financial aid, medical care, and mutual support.

The response was overwhelming. "We had so many people wanting to help," recalls Stacey Morgan-Foster, associate vice president for student affairs. But identifying students who needed and qualified for assistance was not easy. Counselors say that former foster care students often want to move on from past experiences, and do not want to ask for help or be seen as objects of pity.

To Work Continues

Merdinger and her SJSU social work colleague Alice Hines obtained small grants from a CSU research fund and from state lottery funds to study how young people make it from foster care to college, and to assess their needs once they get there. Based on the survey results, they helped produce a brochure with information about services that these students most need, such as housing and health care. Meanwhile, Merdinger and Hines have recently received a much larger grant from the California Social Work Education Center at UC-Berkeley to extend their survey to other CSU campuses. Morgan-Foster says that community support remains high and there are plans to develop a scholarship program. In addition, SJSU now has a support group for students, Former Foster Youth Organization, established through the commitment of a graduate student.

Pérez is of course proud of his role in bringing much-needed support to former foster youth who want to become responsible and productive adults. He has come a long way, but in another sense, he is just getting started. After graduating from SJSU in 1998, he enrolled in the master's program at the University of Michigan School of Social Work, and plans to work in the area of public policy. "I want a job where I can shape child welfare policy and make the foster care system more responsive," he says.

"Some say that I beat the odds, others say that I am resilient, and some even say that I'm simply lucky. All of that is probably true. However, in my heart, I know that I am more than lucky and it's more than being resilient. I survived a system that can be cruel—only because of the deep caring and hard work of many people."

SJUS College of Social Work: Meeting the Challenge

Sylvia Hutchinson, interim director of communications and pub affairs at San José State Universi has a 20-year career in university advancement. Hutchinson is editor of SJUS's alumni publication Washington Square. Prior to SJUS she worked at Trenton State College in New Jersey. [now The College New Jersey]

Nancy L. Stake, public affairs specialist at San José State University, is editor of OnCampus, the faculty/staff newsletter, and contributes articles to the University alumni publication. Prior to SJUS Stake held a 15-year career in high-tech public relations. She has a master's degree in mass communications from San José State University.
Brazilians Try ESL Teacher Training at Rhode Island College

Courtesy of the Fulbright Teacher Exchange

By Joe Beck

Both Brazilian professors are finding the teaching at Rhode Island College to be of very high quality and the students motivated.

"Educational exchange can turn nations into people, contributing as no other form of communication can to the humanizing of international relations. Man's capacity for decent behavior seems to vary directly with his perception of others as individual humans with human motives and feelings, whereas his capacity for barbarism seems related to his perception of an adversary in abstract terms, as the embodiment, that is, of some evil design or ideology."

-Senator J. William Fulbright

The need for well-trained English-as-a-Second-Language teachers has brought educators from as far as Brazil to Rhode Island College. The visiting educators are here as part of a Fulbright Teacher Exchange Program.

"Rhode Island College is one of the few institutions in New England to have a teacher training program in ESL, and the Fulbright people chose Rhode Island College (RIC) because they are interested in getting RIC's program involved in the exchange program," explained Gale Goodwin Gómez, who holds a joint appointment as associate professor in anthropology and educational studies at RIC.

The two Brazilian faculty members are pleased with the experience they've received at RIC. "We didn't really choose the site. We applied for the program, and the Fulbright Teacher Exchange placed us," explained Wladia Borges, who teaches at the Federal University in Goiania as an assistant professor of English. Her colleague, Glúci Mendes, holds a similar position at the State University of Feira de Santana.

Both of the Brazilian educators arrived on March 18 and stayed until May 4. They were kept busy and introduced to how teachers are trained at RIC, according to Goodwin Gómez. "They were able to observe our teaching methods in some of our ESL classes, and scheduled presentations and activities with our faculty as well as visits to nearby public schools."

Although this is their first visit to RIC and to the state of Rhode Island, they are veteran travelers to the United States. Borges came to Arkansas in the 70s as a high school exchange student. Mendes spent time in Mississippi as part of a Rotary Cultural Exchange program.

Both Brazilian professors are finding the teaching at RIC to be of very high quality and the students motivated. They have especially enjoyed the camaraderie of their American colleagues. "The professors and others here are very friendly," said Mendes. "We feel very welcome and comfortable with the living arrangements."

"Rhode Island is very beautiful," says Borges, who notes that Ocean State was one of the American colonies and is full of history. The primary reason for their visit was never far away.

Particularly noted were the graduate students in the ESL teaching program, who seemed to be involved. This observation was to her heart, according to Mendes, who really expect to exchange good ideas," she noted.

Exchange is the key word added to the success of the program. Gale Goodwin Gómez: Willis E. Poole, assistant professor of educational studies, participated in turn in the Fulbright Teacher Exchange, traveling to Uruguay in July. They are among the American educators who exchange with Brazilian faculties in the U.S.

Brazilian faculty are also visiting institutions of higher learning in Boston, Chicago, and Washington D.C. "Although the program has been in place for a while, this first time the Fulbright Teacher Exchange has taken place at the University of Rhode Island," according to Goodwin Gómez.

While there, both Brazilian educators toured the WaterFire display in Providence and some of the fabled mansions of Newport.
and Montreal.

As a culminating activity, they joined all the other Fulbright teachers for a two-day session in Washington, D.C., at which the 24 scholars rendered progress reports to the Fulbright Commission, which is comprised of members of Congress, and began a research project.

All the educators participating in the exchange program helped live out the purpose of the Fulbright Teacher Exchange; they helped promote mutual understanding between the people of the United States and the people of other countries through educational exchange. The teachers seized the opportunity to live and work abroad by exchanging positions with educators from more than 20 countries.

By living and working in the cultures of their host countries, they gained an understanding and appreciation of the similarities and differences between nations. Visiting teachers were able to share new perceptions with their students, and returning Fulbright Exchange Teachers transmitted an awareness of what is happening in the part of the world they visited.

Benefits

The Fulbright Teacher Exchange literature lists benefits to several constituencies—teachers, administrators, schools, and communities alike. For all, the potential for increased awareness of another language, country, or culture, and a chance to see how Americans are viewed in another sector. For faculty and administrators, exposure to new perspectives, new teaching methods or new managerial styles, and the potential for new friendships and professional relationships in the international community. Students then benefit from what their teachers learned.

For the schools, development of a professional relationship between the participating institutions, which can lead to privately arranged teacher exchanges, student linkages, and future student exchanges.

Eligibility

Elementary through four-year college teachers and school administrators are eligible to apply for positions abroad. However, not all categories of applicants are eligible for all countries.

An applicant must meet all of the following seven requirements: the time of application, a candidate must be a U.S. citizen, be fluent in English, hold at least a bachelor’s degree, have a current full-time teaching or administrative assignment in the U.S. or one of its territories, be in at least the third year of teaching or administration (teachers applying for the seminar need only be in the second full year), have the approval of the school administration, and have participated in a Fulbright Teacher Exchange longer than eight weeks in the last two years.

After interviews, a process begins in which the U.S. Department of State works with binational Fulbright Commissions, embassies, and other cooperating agencies at matching teachers of similar subjects and levels. The Fulbright Teacher and Administrator Exchange Program is based on binational agreements. All participants must be acceptable to cooperating agencies and educational authorities in both countries.

Teachers selected for the program must attend an orientation workshop, usually scheduled in August, prior to the start of the school year. The workshop is considered an essential part of the exchange. Selection presumes the teachers’ participation in all the activities.

Conditions regarding school leaves of absence are also considered. In general, exchange teachers are granted a leave of absence with pay and use their regular salary to cover daily expenses while abroad. Foreign teachers are also generally paid by their home schools, and replace their U.S. counterparts at no additional cost to the hosting school.

In the case of one-way assignments, teachers are required to obtain a leave of absence without pay, and a stipend is provided by the U.S. Department of State to cover living expenses while abroad.

Fulbright History

The history of the Fulbright Program is important in its continued influence and primary role in enhancing international understanding. It was established in 1946, at the end of World War II, to promote mutual understanding between people of the U.S. and other countries, through the exchange of persons, knowledge, and skills. Initially, funding was allocated from the U.S. government.

Participating governments host institutions also contribute financial support through cost-sharing and through waivers, university housing, and other benefits.

Grants are made to U.S. citizens participating in countries, primarily for university teaching, advanced research, graduate study, teaching in elementary and secondary schools. The Department of State is the principal agency administering the Fulbright Program and funds the program directly. It is supported by the U.S. Congress on matters of funding and recruitment and retention policies.

In addition, there are other opportunities at work for the recruitment and placement of teachers for the program, sponsored by the U.S. Department of Education, Graduate School, and International Programs, in cooperation with the Department of State in administering the Fulbright Program. The Department of State works with binational Fulbright Commissions, embassies, and other cooperating agencies at matching teachers of similar subjects and levels. The Fulbright Teacher and Administrator Exchange Program is based on binational agreements. All participants must be acceptable to cooperating agencies and educational authorities in both countries.

Since 1946, the program has helped nearly 200,000 teachers and administrators contribute to understanding between the United States and countries around the world.
People-Placements-Publications-Conferences

Super Onda Honors New Mexico Student

University of New Mexico (UNM) business student Paul D. Garcia (pictured) was named to Super Onda magazine’s top 100 list of Hispanic students.

Garcia is a peer mentor for the Amistades peer mentoring program at UNM’s El Centro de la Raza. Student program advisor Andrew Gonzalez nominated him for the honor, citing his excellent communication skills, positive attitude, and sincere desire to assist others. Garcia said he enjoys helping students with their transition from high school to college.

Super Onda is published by Hispanic Business Inc., the publisher of Hispanic Business Magazine. Super Onda (a Spanish slang term meaning “the wave” or “the latest”) is geared toward young adults and includes stories about education, survival skills, current events and issues, and young people in general.

Bilingual Grant Offered at Texas-Permian Basin

The Career Advancement, Retraining and Education (CARE) grant—a Title VII Career Ladder Grant funded through the U.S. Department of Education—has been available at The University of Texas of the Permian Basin (UTPB) for students and teachers who want to upgrade their education and are interested in bilingual education.

As more and more teachers reach retirement age and school districts expand, the demand will increase for bilingual and ESL teachers in and around the University and across the state of Texas.

The CARE program is funded for five years at $300,000 per year. Through it, undergraduate students are able to attend UTPB or area junior colleges for the first two years of instruction in order to give them more flexibility in scheduling and services. Those who qualify receive tuition and book scholarships.

Urbina Receives ALMA Award

The Adult Literacy Media Alliance (ALMA), a national television- and video-based multimedia service developed with the support of the Ford Foundation and the Lila Wallace Reader’s Digest Fund, gave a Community Innovation Award to Jose Urbina, an educator in the workforce development department at El Paso Community College in Texas.

Urbina was awarded for using TV411 to instruct his class of 15 displaced workers from local work sites in basic skills, employment skills, and life skills. TV411 is ALMA’s groundbreaking literacy series that uses real-life topics to teach pre-GED-level basic skills.

Rocha Becomes President of Santiago Canyon

Dr. Mark Rocha recently became president of Santiago Canyon College, one of California’s newest community colleges. He will guide its development as a comprehensive college offering a full range of academic and student services. Reporting to the community college district chancellor, his responsibilities include planning, organizing, and implementing educational policy and procedures to develop curricula and student support services. He also is in charge of budget management and the institution’s fund-developing efforts.

A former provost at Seton Hall University (N.J.), Rocha has a bachelor’s degree from Villanova University, a master’s from CSU-Fullerton, and a doctorate from the University of Southern California.

Badillo Renamed to CUNY Board

The New York Senate unanimously approved Gov. George A. Pataki’s reappointment of Herman Badillo as chair of the City University of New York board of trustees. Badillo, who has been a trustee for more than a decade, including two years as vice chair, will serve a seven-year term.

Badillo was the first Hispanic commissioner in the history of New York City, the first Hispanic elected borough president, the first person of Puerto Rican origin elected to the U.S. Congress, and the first Hispanic deputy mayor in New York City’s history. He has a bachelor’s degree from City College of New York, was class valedictorian of Brooklyn Law School, was admitted to the New York Bar in 1955, and became a CPA in 1956.

Texas Foundations Contribute $350,000 to UTSA

Two well-known philanthropic groups from Texas made grants totaling $500,000 to enhance ongoing University of Texas-San Antonio (UTSA) research aimed at isolating the genes associated with memory formation. The research might have relevance in understanding catastrophic memory impairment caused by conditions such as Alzheimer’s disease.

The Ewing Halsell Foundation and the Rob and Helen C. Kleberg Foundation each gave $250,000 to support Professor Joe Martinez, Jr. and his research team in efforts to better understand the process of the brain stores and retrieves information at most basic levels. Martinez, director of life sciences at UTSA, holds the University’s endowed Ewing Halsell chair in biology.

Rey Feo Committee Presents $25,000 to ACCD

In Texas, Rey Feo Mike de la Garza and Johnny Gabriel, president of the LULAC (League of United Latin American Citizens) Rey Feo Scholarship Committee, Inc., and T. Sandoval, organization treasurer, presented $25,000 check to Alamo Community Coll...
Rancho Santiago Chancellor Receives Honors

In California, Dr. Eddie Hernández, Jr., Rancho Santiago CCD Chancellor, was recognized by two groups for his commitment to quality higher education. Hernández received the Education Service Award from Union Hispánica, one of Southern California's leading Spanish-language newspapers, and the Aaron/Elijah Lovejoy Award from the Black Chamber of Commerce of Orange County.

Both organizations praised Hernández for his educational and economic empowerment of ethnic minority students. He has been instrumental in pushing for a number of programs that offer help via counseling, tutoring, and transfer opportunities.

Latina Names Ruiz “Latina of the Year”

Latina magazine named historian Vicki Ruiz (pictured), chair of the Chicana and Chicano studies department at Arizona State University, “Latina of the Year” in the field of education for her contributions to Latina history. Ruiz was to be profiled this month in Latina along with celebrities and businesswomen in other fields.

Ruiz learned about her Mexican American heritage at the kitchen table, hearing tales of the past from her mother and grandmother. She heard about coal-mining struggles, labor activism, strikes, farm workers, and politics. Her writing centers on the women at the core of these stories—often unheralded Mexican American women of the 20th century who kept their families together through personal strength.

Ruiz will share the award with Virginia Sánchez Korrol, head of Brooklyn College’s (N.Y.) Puerto Rican and Latino studies department. Korrol and Ruiz are jointly producing a new reference work, Latinas in the United States: An Historical Encyclopedia, for which they received $150,000 from the Ford Foundation. It is slated for publication in 2003 by Indiana University Press.

Public Broadcasters Foresee Latino Voting Influence

This year’s U.S. presidential candidates have been putting more effort into reaching the nation’s estimated 31.3 million Latinos, a recent survey indicates that this effort is well warranted. A public broadcasters representative indicates that U.S. Hispanics strongly believe they have a stake in this year’s presidential election—and that more than 5.8 million Latinos are preparing to vote.

The Public Broadcasting Latino Poli Partnership between six national public television organizations, polled Latinos in the heavily Hispanic states of New York, Illinois, California, and Florida.

While most polls have excluded unregistered Latinos, this poll sought the views of all those who crossed into “We understand that the nation’s expanding Latino population is due largely to immigration and believe that those immigrating may eventually be active in the political process,” said Dr. Edward Rincón, president of Rincón & Associates, a market research firm specializing in ethnic consumers.

MDDC Staffer a HACUETS Policy Fellow

Magda Castañeda, assistant to the president of the Medical Center Campus of Miami Dade Community College (Fla.), was one of 99 young professionals nationwide chosen for the 2000 HACUETS (Hispanic Association of Colleges and Universities/Educational Testing Services) policy fellows program, created to develop and expand the pool of Hispanic leaders in higher education. Fellows will enhance their professional knowledge and leadership skills in the policy arena by learning to use data to support policy positions and network with peers and others involved in Hispanic education issues.

Castañeda has a master’s degree in Harvard.

Calvin Runs Minority Scholars Program for 10th Year

Since its inception in 1991, Ca College’s (Mich.) Entrada scholars program has been designed to

District (ACCD) Chancellor Robert W. Ramsey (r.) to renew the LULAC Roy Feo Parent-Child Scholarship program for a fourth year.

The donation will provide $1,000 scholarships to an ACCD college for 25 kids, all under the age of 6 and most of them children of single mothers. The scholarship funds will be placed in a trust for the children until they graduate from high school and attend an ACCD college. As part of the program, the children's mothers, many of them first-generation college-goers, will get help securing financial aid and other types of support to ensure their success in college.

Minnesota Mentoring Swings Student

When Illinois native Christine Schmidt, a Chicana, was deciding where to go to college, she was leaning toward attending an in-state university. But after learning about the university’s distinguished faculty mentor program at the University of Minnesota, she changed her mind.

“Jessica really helped me decide to come to the University of Minnesota,” said Schmidt, a junior majoring in Spanish. “It’s nice to have faculty who will be there to help and support you.” Schmidt (l.) was matched with American studies and history professor Elaine Tyler May (r.). The two meet regularly to talk about schoolwork and also spend time lunching and attending musicals.

Introduced in 1998, the faculty mentor program has served more than 800 students, many of whom have gone on to attend graduate and professional schools.
plore ethnic minority high school students for life after high school.

At the heart of Entrada is a three-week Calvin College summer school course, which Entrada students take with other Calvin students. Entrada students also live in the residence hall, eat in the dining hall, study in the library, shoot hoops in the gym, order late night pizzas, do a service project, get a heavy dose of computer skills—a typical college experience. Trained educators, serving as academic coaches, help the students.

Calvin's Rhae Ann Booker is the Entrada director.

**Grand Rapids Establishes Program in Mexico**

Students of Grand Rapids Community College in Michigan and citizens of St. Vicente de Paul in Merida, Mexico, set up a program in which college students will connect with people in poverty-stricken areas of Yucatan. Students will gain cultural experiences and engage with doctors treating AIDS patients from the entire state.

Twelve students of Spanish and two advisors travel to Mexico during spring break with the goal of practicing and improving their Spanish and earning college credit. The mission will provide a spark of hope to people who often do not receive medical treatment until it is too late, due to lack of funds.

**Loyola Awards Scholarships at Latino Art Competition**

Loyola University-Chicago (II.) was among several Chicago institutions that collectively provided more than $38,000 to winners of Latino Art Beat’s Third Annual Art Competition. The event was part of a festival with the theme “Hispanic Heritage and Culture and What It Means to Me.” Between 10,000-15,000 people attended the festivities, which received major TV coverage. The art contest winners included Xochitl Rivera, Nazareth Avila, Evelyn Sanford, Sam Espinosa, Marisela Rodriguez, Anthony Davila, and Jose Diaz.

Latino Art Beat is a not-for-profit organization that encourages the artistic talents of high school students. D. Rossi Nuccio, its president (pictured with Daniel O. Cisneros, vice president), said, “Latino Art Beat is delighted to have formed, in 1998, this scholarship partnership with Loyola, which obviously stands for service commitment to the community and supports cultural diversity among its students.”

**Tardeada Raises $5,000 for Pima Scholarships**

Co-hosted by Pima Community College in Arizona and the League of United Latin American Citizens (LULAC), the third annual Tardeada, or afternoon dance, raised $5,000 for the Hispanic Student Endowment Fund of the POC Foundation.

Cele Peterson and Armando de Leon were honorary chairs at the dance, which featured the music of Los Changuitos Feos and the Miguel Diaz Band.

The Hispanic Endowment Fund was created to promote bilingual skills of students who will use them for vocational, professional, or personal advancement. Pima offers more than 120 bilingual courses for students who elect this approach.

**North Florida Student Honored for Volunteer Efforts**

Ruth Lopez, who graduated from the University of North Florida (UNF) in the spring with a dual major in international studies and Spanish, knows that volunteering can be hard work.

In addition to directing the UNF Volunteer Center, Lopez developed the Alternative Spring Break Away program and volunteered at the Clara White Mission, the I.M. Sulzbacher Center for the Homeless, and the Second Harvest Food Bank.

For her efforts, Lopez received this year's Albert D. Ernest Jr. Caring Award. She was given a bronze sculpture created by nationally known sculptor Frank Eliscu, designer of the Heisman Trophy, and she also received a cash award for the charity of her choice.

"Ruth Lopez is genuinely committed to improving the lives of those around her," said Tom Robertson, assistant vice president for student affairs.

**CCNY Grad Earns Medical School Scholarship**

The City University of New York awarded Dominican immigrant Cristian Castro the prestigious Jonas E. Salk Scholarship for medical school.

Growing up in a remote village in the Dominican Republic, Castro experienced the consequence of not having a physician nearby when his father had a stroke and died on the way to the hospital.

Inspired to become a physician, Castro moved to New York, enrolled in City College of New York (CCNY), and maintained a high academic standing while working more than 40 hours a week. He was on the Dean's List five times at CCNY, was elected to the Golden Key National Honor Society, and received a Volunteer Service Award from the United Hospital Fund.

He graduated with honors in biochemistry and will attend the New York College of Osteopathic Medicine.

**Cal State L.A. Director Appointed to Commission on Aging**

Jorge J. Lambrinos, director of the Edward R. Roybal Institute for Applied Gerontology at CSU-Los Angeles, was one of nine appointed by Gov. Gray Davis to the California Commission on Aging.

A veteran of Operation Desert Storm and a lieutenant colonel in the U.S. Army Reserve, Lambrinos has been in the field of aging for more than 30 years in different capacities at the local, state, and federal levels. He has directed the Roybal Institute since 1993 and is active on many boards, including the Pasadena Senior Center, Leadership Council of L.A. County Aging Organizations, and the University of Southern California Alzheimer's Disease Research Center advisory board.
North Texas Center Hosts Education Conference

The University of North Texas (UNT) System Center at Dallas hosted the 4th Student Access to Higher Education conference, a result of a partnership between the Texas A&M University System, the Dallas County Community College District, and the UNT System. Gloria Bahamón (pictured), multicultural affairs administrator with UNT's office of equity and diversity, helped coordinate this year's event and moderated the discussions.

Both university systems and the district have been trying to increase rates of access, retention, and graduation of underserved populations. The initial mission of the conference—created by Daniel Hernández, Texas A&M associate vice chancellor of community development—has been to find solutions to the problem of low matriculation of students of color in higher education.

Governor Signs Florida International College of Law Bill

The option of a quality, affordable, legal education for South Floridians materialized when Florida Gov. Jeb Bush signed into law a bill establishing the College of Law at Florida International University (FIU).

FIU's new branch, which will open in 2003, will be housed at University Park in West Miami-Dade County.

"Finally there will be a viable way for South Floridians, including many minorities, to obtain a quality, affordable legal education without uprooting their lives," said FIU President Medesto A. Maidique.

The College of Law at FIU is the result of lobbying efforts by community and business leaders, many of them Black and Hispanic, who maintained that Florida needed public law schools at universities with high minority student enrollment—schools such as FIU and Florida A&M University.

NJ Mayor Obtains Funding for Dominican Health Clinic

Woodridge Mayor James E. McGreevey (pictured), a candidate for governor, obtained a commitment from the Dominican Republic government to provide two million pesos to finance the expansion of a health clinic in the township's sister city of Paraiso in the province of Barahona.

Paraiso, on the southwestern coast of the Dominican Republic, is a rural, impoverished community of 22,000. Only one in five residents has a steady source of income. Most live substantially below the poverty level.

While in the Dominican Republic, McGreevey met with the nation's president-elect, Hipólito Mejía; the senate president, Ramón Alburquerque; the House of Representatives General Assembly president, Dr. Rafael O. Alburquerque; and Frank J. Morales, director of the Dominican Institute at Seton Hall University (N.J.).

Westminster Offers Special Study-Travel Class

Westminster College in Pennsylvania is offering its students a new class, The Ecology and History of Latin America. It links a biology class and a history class into a cluster course taught by two faculty members. The tropical ecology portion is taught by Dr. Ann Throckmorton, associate professor of biology; and the history portion is taught by Dr. Eugene G. Sharkey, professor of history.

After a seven-week classroom experience, 24 students will travel for 20 days to Belize, Central America, to study the culture, natural history, ecology, and agriculture.

Phillips Petroleum Supports Oklahoma for 34th Year

Continuing its major 34-year commitment to the University of Oklahoma (OU), Phillips Petroleum Co. presented $25,000 to OU for scholarships, professional development, and other support, including $50,000 for the Phillips scholars program.

Begun in 1960 and underwritten by Phillips, the program serves talented Hispanic, Native American, and African American students who have demonstrated high academic achievement, community leadership, and involvement, and who are in areas of study in which Phillips Petroleum typically recruits.

Citrus Students Elect New Board

Citrus College (Calif.) students elected Associated Students of Citrus College (AS) executive board members for the fall 2000 semester: president, Aaron Valdez (pictured); vice president, Jesús Lozano; senators, Michelle Bart, Maria Ruiz, and Kudia Garza. ASCC officers represent the Citrus College student body on issues regarding academic standards, co-curricular activities, and campus life.

Valdez is an economics major who plans to transfer to UCLA; Lozano is an administration major who plans to transfer to CSU-B Fullerton; Ruiz is a behavioral science major who plans to transfer to UC Dominguez Hills; and Garza is studying psychology and communications and plans to transfer to San Diego State University.

Mt. Hood Student Government Honors

In Oregon, the Mt. Hood Community College (MHCC) Student Government named Gayle Parker (pictured) Outstanding Student of the Year, for the second consecutive year. Parker is the college's Hispanic programs coordinator and an advisor to the campus Latino club.

Mary Kowalsky, dean of the MH Westside Campus, was named Honorary Member of the student association.

Archbishop González Addresses Siena Graduates

Archbishop Roberto O. González was a guest speaker at Siena College's (N.Y.) 60th commencement, and received an honorary degree.

A member of the Siena Class of 1972, González has been described in the New York Times as "the kind of leader whom New York's Catholics would..."
spontaneously embrace. He is a listener, a man who seems to want not only to teach his people, but also to hear what they have to say."

The modest, fully bilingual friar was named auxiliary bishop of Boston, Mass., at age 38 and was later assigned to Corpus Christi, Texas. In March 1990, he was appointed archbishop of San Juan, Puerto Rico, and became a prominent voice against U.S. military activities in Vieques, which have caused the deaths of local civilians.

**Texas-Pan American Benefits from Hispanic Scholarship Fund**

The University of Texas-Pan American (UTPA) was awarded $245,000 by the South Texas Hispanic Scholarship Fund (HTSF)—the most funding provided by the program to any U.S. university and more than a third of the total allocated to the South Texas region. Awards ranging from $500 to $1,750 were distributed to 131 UTPA students.

Since 1975, UTPA students have received $500,000 from HTSF, said Krisan Reza, HTSF development officer. UTPA ranks 11th out of the top 25 colleges and universities nationwide in receiving funds and is fourth in Texas, behind Texas A&M, UT-Austin, and UT-El Paso.

The South Texas HTSF has nearly doubled its awards to UTPA every year since 1975-96, when 26 students were given $26,000.

**Cal State L.A. Students Develop Rehab Solutions**

California State University-Los Angeles engineering and technology first-year students from H.E.R.E. (Hands-on Experiences in Rehabilitation Engineering)—a two-year-old Cal State L.A. program that engages students in the MESA engineering program—developed hockey wheelchairs with improved bumper systems.

During a presentation of the students' projects, participants in the wheelchair sports program at the Rancho Los Amigos National Rehabilitation Center (pictured) worked as a teacher in inner-city Chicago and volunteered with the Peace Corps, helping Latinas young and old.

**CSU-Hayward Grad Awarded Spain Fellowship**

Recent CSU-Hayward graduate Luis Ojeda was given a Fulbright Fellowship for nine months of graduate work in Spain, where he will study the impact of the new European currency, the Euro, on the national banking system. Nationwide, about 1,000 fellowships are awarded annually to students and faculty.

Ojeda earned bachelor's degrees from CSU-Hayward in three subjects—economics, history, and international studies. He captained a championship California Pacifi League men's varsity soccer team, was on the board of directors of the Associated Student and the Family Support Services of the Area, chaired the University union board, was a student mentor, and more.

Ojeda's goal is to work at a management consultant firm, preferably with international projects.

**Manuel Gamio Endowment at Texas-Arlington**

A $25,000 endowment for Mexican American and Latino studies was established at the University of Texas-Arlington (UTA). The Manuel Gamio Endowment is named in honor of Dr. Manuel Gamio, a Mexican anthropologist who studied Mexican migration to and from the United States in the 1920s and 1930s. His publications, in English and Spanish, were influential in both countries. Gamio also advised the Mexican government on immigration policy during the 1940s.

The endowment is funded in part by $12,000 gift from six law firms and a matching gift of $13,000 from UTA. Manuel Garcia Griego (pictured), director of UTAs Center for Mexican American Studies, said the Center will use part of the funds to support one $50 scholarship each year for the next three years for a UTA student engaged in a program...
study that includes Mexican American or Latino studies. García y Griego is a recognized scholar on Mexican immigration and has testified as an expert witness in immigration-related legal cases.

Girón Excels at Cal State L.A.

With a 4.0 GPA, Glenda Girón finished ahead of all 89 students in this year's CSU-Los Angeles child and family studies department graduating class.

Girón attributes much of her knowledge and skills, specifically in teaching, to Cal State L.A. Professors Kaveri Subrahmanyan, Rico Gnudioli, and Jennifer Terris. Ferris provided a compelling portrait of the National Honors Society Golden Key and Phi Kappa Phi member: "It hasn't been an easy road for Glenda. She didn't speak any English when she moved here from Guatemala in 1992. She took night classes to learn English at the same time she was working with her mother sewing clothes. Yet, she received her high school diploma in less than six months. Glenda has achieved extraordinary distinction."

Girón plans to continue her studies at Cal State L.A., pursuing a multiple-subject teaching credential and a master's degree in educational foundation and interdisciplinary studies.

Hillsborough Community President Named to Minority Commission

Gwendolyn W. Stephenson, president of Hillsborough Community College (HCC) in Florida, was appointed to a three-year term on the American Association of Community College's (AACC) commission on minority resources, which will advise the AACC staff and board on public policy issues, professional development, and program initiatives regarding greater access to higher education for minorities.

Stephenson has been president of HCC—a comprehensive, two-year college—since 1997.

Cuellar Speaks at Texas-Pan American

State Rep. Henry Cuellar addressed higher education funding, the Texas Grant Scholarship Program, and other items during a visit to the University of Texas (UT)-Pan American.

According to Cuellar, three factors are influencing the growth of South Texas and the entire state: demographics, technology, and diversification. The Hispanic population continues to grow, technology is rapidly changing, and the economy is moving from agricultural to service-oriented. To handle this transition, Cuellar said, universities like UT-Pan American must partner with local school districts to give children every opportunity to learn and be productive.

Both UT-Pan American and Cuellar hope to see the university develop into a Tier II doctoral-research institution within The University of Texas System.

Texas Wesleyan and Mexican Students Collaborate

Students and faculty from Texas Wesleyan University and the Instituto Tecnológico de Estudios Superiores de Monterrey in Saltillo, Mexico, collectively acted as consultants for companies interested in importing from or exporting products to the Dallas/Fort Worth metroplex. The project was part of the International Business Practicum, a two-course series taught at Wesleyan for students planning to enter the international business field.

Students worked with two companies, Coronado's Fashion Tailoring and MCA Events, investigating the feasibility and costs of bringing clothing and jewelry in from Mexico for the two Coronado family-owned businesses.

Pico Addresses Grossmont Graduates

When Chairman Anthony R. Pico—today an acclaimed leader of Native Americans—came to Grossmont College (Calif.) in 1965, he brought with him the values of the Kumeyaay Indians, a culture that cherishes learning, he told Grossmont graduates at commencement.

His experience at Grossmont reflects that of many who choose to attend the community college. Demands of his professors helped build confidence, he said, and showed him how he could accomplish his goals through focused efforts. "Today, I look at a learning starving person approaching a buffet filled with foods of all kind. I know th hungry as I am. I will never be able to dining at the table of knowledge," said Pi

Pico has spent the past 18 years as Band Chairman improving the lives of his people.

Texas Minority Students Improve

Minority students in Texascc to close the gap with Anglo students, but minorities have made marked improvement, according to a released by The Educational Excellence Project. Pass rates for Latinos, it says, we from 46.1 percent in 1995 to 61.9 percent in 1999. African American pass rates increased from 33.6 percent in 1995 to 64.0 percent in 1999 and Anglo pass rates were 74.8 percent in 1999.

The Texas Educational Excellence Project program of the George Bush Schm Public Service and the department of political science at Texas A&M University, focuses on the quality and equity education in Texas. TEEP makes recommendations based on data, but districts/schools decide whether they will implement change.

Cortés Joins San Francisco Institute

Michael E. Cortés is the new director of University of San Francisco's (USF) Nonprofit Organization Management, in CA. Cortés has more than 20 years experience in research and the study of public policy, organization theory, and nonprofit organizations, and is an expert on the Latino nonprofit sector in the United States. Before joining USF, he was an assistant research professor at the University of Colorado-Denver's Graduate School of Public Affairs.
Cortés has written many articles and book chapters on public policy, “nonprofits,” and philanthropy in the Latino community. He has a bachelor’s degree, master’s, and doctorate from the University of California-Berkeley and also a master’s from the University of Michigan-Ann Arbor.

---

**PUBLICATIONS**

**Real Life in Castro's Cuba**  
By Catherine Moses

Catherine Moses lived and worked in Cuba in press and cultural affairs at the United States Interest Section from 1995 to 1996. This book documents her experiences and perceptions of Cuba during her two years there.


**Language Policy and Identity Politics in the United States**  
By Ronald Schmidt, Sr.

What language should U.S. citizens speak? Should bilingual education be offered in public schools? Do non-English-speaking U.S. citizens deserve equal rights? These and other heated questions are the subject of this book, a compelling study of the politics, policies, and problems associated with this important debate.


**Michoacán and Eden: Vasco de Quiroga and the Evangelization of Western Mexico**  
By Bernardino Verástique

Don Vasco de Quiroga was the first bishop of Michoacán in Western Mexico. Driven by his profound respect for Spanish jurisprudence and the desire to convert the native Purépecha-Chichimec peoples to a purified form of Christianity, he sought to establish New World Edens in Michoacán by congregating the people into pueblo-hospitals (newly formed Amerindian communities), where clerics could more easily teach them the fundamental beliefs of Christianity and the values of Spanish culture.


**Barrio-Logos: Space and Place in Urban Chicano Literature and Culture**  
By Raúl Homero Villa

Struggles over space and resistance to geographic displacement gave rise to much of Chicano history and culture. In this book, Raúl Villa explores how California Chicano/a writers, journalists, artists, activists, and musicians have used expressive culture to oppose the community-destroying forces of urban renewal programs and massive freeway development and to create and defend a sense of Chicano place-identity.


**Advancing Foreign Language Education at Community Colleges**  
Diane U. Eisenberg, Nadya Labib, and James R. Mahoney, eds.

This booklet presents case histories of 21 colleges that participated in the second year of the American Association of Community Colleges' Improving Foreign Language Education at Community Colleges project. The case histories demonstrate model approaches to strengthening and enhancing foreign language education.


**The Politics of Antipolitics: The Military in Latin America**  
By Brian Loveman and Thomas M. Davies, Jr., eds.

Latin America is moving toward democracy. The region's countries hold elections, choose leaders, and form new governments. But is the civilian government firmly in power? Or is the military still influencing policy and holding the elected politicians in check under the guise of guarding against corruption, instability, economic uncertainty, and other "excesses" of democracy?

Revised and updated.


**A Place Called Milagro de la Paz**  
By Manlio Argüeta

This book tells the story of the courage and strength of a single mother and her daughters, who persevere in the face of loss. Filled with magical, lyrical moments of love and compassion, strangely illuminated by the figure of a young girl with butterflies in her hair who suddenly appears and adopts the family, this tale exemplifies magical realism.


**The Blood of Guatemala: A History of Race and Nation**  
By Greg Grandin

In Guatemala, a vibrant pan-Mayan movement has emerged, one that is challenging Ladino (non-indigenous) notions of citizen-
Everyday Life and Politics in Nineteenth Century Mexico: Men, Women, and War
By Mark Wasserman

Mark Wasserman shows the links between ordinary Mexican men and women and the events that shaped their lives and that of their country, from Independence to the Revolution. Combining lively explanations of social history, political and economic change, and gender relations, Wasserman offers an original history of Mexico’s 19th century.


Latina Self-Portraits: Interviews with Contemporary Women Writers
Bridget Kevane and Juanita Heredia, eds.

Latina literature is one of the fastest growing and most exciting fields in fiction. Comprising Chicana, Cuban, Dominican, and Puerto Rican writers and writers descended from a combined U.S. and Latin American heritage, this literature is characterized by revisionist views of recent history, stories about exile and borders, a blending of genres, and a complex understanding of the term “feminist.”


Anxious Intellectuals: Academic Professionals, Public Intellectuals, and Enlightenment Values
By John Michael

John Michael discusses how critics from the right and the left have perceived the intellectual’s role in a pluralized society, weighing intellectual authority against public democracy, universal against particularistic standards, and criticism against the respect of popular movements. Michael asserts that the Enlightenment-born issues are the very grounds from which real intellectual work must proceed.


Impressions of Cuba in the Nineteenth Century: The Travel Diary of Joseph J. Dimock
Louis A. Pérez, ed.

This book describes the social, economic, and political conditions in the 1850s. Dimock’s entries of his travels and his observations as an American reveal details of Cuban agriculture, plant life, and natural resources. The diary gives elaborate accounts of the sugar industry as well as an extensive commentary on the daily life of slaves, Spaniards and Cubans.


Architectural Heritage of the Caribbean: An A-Z of Historic Buildings
By Andrew Gravette

Better known for its sand and sea, the Caribbean is also home to a wealth of historic buildings. As a region colonized by Spanish, French, British, and Dutch settlers, its architecture reflects a unparalleled variety of colonial influence. Featuring more than 1,000 architectural sites across the region, this comprehensive guide describes churches, plantation houses, forts, and ordinary homes.


Many publications featured in this section are available through amazon.com.
CONFERENCES

"The Assessment Institute"
September 28-30 - Santa Clara, Calif.
November 9-11 - Philadelphia, Pa.

Sponsored by the National Center on Postsecondary Teaching Learning, and Assessment and by ACT.

Contact: (814) 865-5917; e-mail: nctla@psu.edu; website: www.ed.psu.edu/csbe/nctla.htm.

18th Annual U.S. Hispanic Leadership Conference
September 28-October 1

The USHLI has as its conference theme this year: "Latinos in the New Millennium: Building on the Past to Provide Promise for the Future." At the Hyatt Regency, McCormick Place, Chicago.

Contact: (312) 427-8083; website: www.ushl.com.

Hispanic Women’s Corporation 15th Annual Conference
October 5-6

The 15th Annual Hispanic Women’s Conference, presented by the Hispanic Women’s Corporation, at the Phoenix Civic Plaza in Phoenix, Ariz.

Contact: (602) 388-9995; e-mail: hwc@inetmail.att.net.

Two-Year College English Association
October 5-7

"Diverse Teaching, Diverse Students, Diverse Ways of Thinking" is the theme for this year’s regional conference of the TYCEA of the National Council of Teachers of English In Detroit.

Contact: Ella Davis or Mary Mahoney. (313) 922-3311.

Latin American and Caribbean Studies Symposium
October 6-7

St. John’s University’s Committee on Latin American and Caribbean Studies (CLACS) will hold an international symposium, "Immigrants from Latin America and the Caribbean: Coping in New York City," to "evaluate the social, educational, legal, economic, political, and psychological adaptation of immigrants from Latin America and the Caribbean to the New York City area." At St. John’s University.

Contact: (718) 990-1932; e-mail: CLACS@stjohns.edu.

Management Institute for Women in Higher Education Administration
October 12-14
November 17-18


Contact: Susan Knowles, (781) 283-2529; e-mail: sknowles@wellesley.edu.

New Mexico Counseling Association Annual Conference
October 23-25

"Counseling 2000: Honoring Diversity, Working Together." At Old Town Sheraton Inn, Albuquerque, N.M.

Contact: Diane Wilhoite, (505) 771-5384.

Forum 2000 & NACME Career Fair
October 25-28

"Affirming Diversity: Real Commitment, Real Results." Among the confirmed speakers are Dr. Ana Margarita “Cha” Guzmán, White House Commission on Educational Excellence for Hispanic Americans, and Dr. Elsa Macias, senior research associate, Tomás Rivera Policy Institute, at the Westin Hotel, Long Beach, Calif.

Contact: NACME, (212) 279-2626; website: www.nacme.org/events.

AAC&U’s 3rd Biannual Diversity and Learning Conference
October 20-29

"Diversity and Learning: Identity, Commitment, Intellectual Development" is designed for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curricula, fo ding systemic change in their institutions, investing more in local and global commun. At the Westin William Penn Hotel in Pittsburgh.

Contact: (202) 387-3760; e-mail: mail@aacu.nw.edu; website: www.aacu.org/meetings/divlearn.html.

The College Board Centennial Forum
October 28-November 1

Networking and professional development opportunities, sessions on cutting-edge fi specific research and development, key addresses by world-renowned speakers. At Marriott Marquis Hotel, New York City.

Contact: (212) 713-8050; website: www.collegeboard.com.

HACU 14th Annual Conference
November 4-7

This year’s theme: “Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Contact: website: www.hacu.org

Research Centers in Minority Institutions International Symposium
November 12-15

International symposium on health disparities. In San Juan, Puerto Rico.

Contact: Beatrice Raiford or Walter Sulli (464) 752-1634; e-mail: raiford@msn.com; website: www.rcmi.3000.upr.edu.

AAHE Conference on Faculty Roll & Rewards
February 1-4, 2001

This year’s event is dedicated to the changing professoriate and the two developments most salient in driving change—new technologies and the gene tal shift now taking place in the faculty. At the Tampa Marriott Waterside in Tampa, F.

Contact: website: www.aahc.org.
Book Review

By Eduardo Mendieta


This is an incredibly erudite book. Once you pick it up, you will be hooked, and what a high awaits you! Limón knows how to weave a story with suspense and rewarding denouements, and how to translate obtuse theoretical constructs into illuminating insights about social reality. He writes out of profound respect for the plight of Mexican Americans, but does so with critical tenderness, even a tinge of fatherly admonition.

Limón begins in the early 19th century, when Texas declared its independence, the U.S. waged war on Mexico, and the Guadalupe Hidalgo Treaty of 1848 was signed, sealing the fate of Mexico and inaugurating the creation of what Limón calls greater Mexico. The book ends in 1995, with the shooting of Selena, and an analysis of Cormac McCarthy’s All the Pretty Horses. And in between, judicious and clear analyses of the writing of Katherine Anne Porter, Samuel Ramos, Octavio Paz, and deconstructions of movies like Stanley Kramer’s High Noon, John Sayles’ Lone Star, and Gregory Nava’s Selena. We also get analyses of the lyrics of many corridos and cowboy ballads. Even a sputter of bardic politics when Limón discusses the fall of Henry Cisneros in tandem and contrapunto with the rise and fall of Ann Richards and the fiction of Sandra Cisneros. We are treated to brief but informative discussions of the work of Marcuse, Fromm, Giddens, Orner, Appadurai, and others.

This is truly cultural studies at its best: irreverence, eclecticism, critical finesse, Caudian constructions (which here means creative exuberance and seductive pastiche and hybridity), social reality is not here grist for some theoretical machine. The roles are reversed. Theory makes sense because reality is much more complicated, more evocative, and more convoluted. Theory pales in comparison to the richness of people’s experience, and this is why this book is so erudite. Limón has reached out and grabbed what will help him make sense of the incredible over-determined culture and life of Mexican Americans on the borderlands of greater Mexico.

What holds together such a rich book? Why will you say “Yah!” and not “What was that about?” when you finish reading it? This book is about the erotics of culture, about how culture is lived, how culture circulates through our bodies. The sexual and seductive body is the conduit of culture, just as it is its detritus. This is why culture is suffused with desire. Culture is the birth of desire: the blush on the fair skin of sexual warning, what Limón has done superbly is to illustrate and demonstrate how the erotics of culture has informed the encounter between the U.S. and greater Mexico. He shows how the Anglo-American has sexually marked Mexican corporeality, and how such a branding has turned the Mexican body into a locus of sedition and abjection, desire and abhorrence, concupiscence and self-flagellation. Mexican corporeality in turn, has not suffered patiently the imperial and lascivious gaze. This body has contested it, deflected it, even looked back, in defiance, without shame, even with pride an arrogance. And this is why Selena is the heroine of this book, the heart-throb of many carnal, and a diva to many hermanas.

Limón writes, “At a moment of absolute perceived political failure within this community... Selena offered hope and presence. She combined sheer musical and dancing talent, energized by a sexuality that served to ameliorate repression. She joined these to smile of sheer innocence and a background of well-known and quite real organic ties to family and community.”

But it is precisely at this point where my encomium must give way to critique. Erotics of culture is but a benign name for the erotics of power. Power is wielded not just by quarantining the poor and delinquent, but also through regimentation of the body. Power deployed and relayed through the domesticated body. The contestation of such power therefore also takes the forms of counter-hegemonic and seductive erotics: the flaunting of curvaceous body parts, piercing, shavin scarring, and so on. But to what extent is such an erotics “bread and circuses” masking powerlessness, real and suffered. To tar bien quiero... (fill in the blank), but I also want more of our kids going to college, running for mayor or governor, getting the high-paying jobs, going on to become CEOs, earning Ph.D.s so that they can assign José Limón’s books in classes about “American Culture.” Is it queer, este deseo, different from what Limón wants? No, for what enamored him to Selena is precisely the failure of our political culture. So I think Limón would agree that the project of a Mexican American erotics of culture is the obverse side of a culture of political a culture of civic engagement, democratic creativity, constitutional faithfulness. The body politic desires, but only in and through active and committed citizens.

Eduardo Mendieta is assistant professor of philosophy at the University of San Francisco and a devotee of both Selena and Jennifer Lopez.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers’ Guidelines.
CALL FOR PAPERS

National Association of Hispanic & Latino Studies

National Conference
February 12-17, 2001
Houston, Texas

Abstracts, no two pages, should be submitted which relate to any aspect of the Hispanic and Latino American experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business, and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

Abstracts with home and school/agency address must be postmarked by: November 17, 2000

SEND ABSTRACTS TO:
Dr. Lamesh Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351
Telephone: (606) 783-2650
Fax: (606) 783-5046
www.NAAAS.org

NCORE 2001

14th Annual National Conference on Race & Ethnicity in American Higher Education
May 30 through June 3, 2001
Seattle, Washington

The Leading and Most Comprehensive National Forum on Issues of Race and Ethnicity in American Higher Education

- Assisting higher education institutions to:
  - Create inclusive higher education environments,
  - Improve campus racial and ethnic relations, and
  - Expand opportunities for educational access and success by culturally diverse, traditionally underrepresented populations.

- Facilitating the exchange of important insights, points of view, skills, tools, and/or strategies.
- Stressing practical application and highlighting exemplary programs, approaches, and models.
- Attended annually by more than 1,000 administrators, faculty, professional staff, and student leaders representing higher education institutions in virtually every state.

For Detailed Conference Information Contact:
SOUTHWEST CENTER FOR HUMAN RELATIONS STUDIES
College of Continuing Education, The University of Oklahoma
Phone (405) 292-4172 / FAX (405) 292-4177

boldly go

Life is a journey. It is an exciting time of change. Princeton Theological Seminary is preparing men and women for ministry in the brave new world of the 21st century. If you are a prospective M.Div. or M.A. student, we invite you to reflect on and explore your vocation at

The Princeton Seminars

2000 Seminar Dates:
October 12-15, 26-29
November 16-19
December 7-10

2001 Seminar Dates:
February 1-4, 15-18
March 1-4, 22-25

For more information, contact:
The Rev. Victor Alwey Jr.
Director of Vocations
1 800 622-6977 ext. 1940

Princeton Theological Seminary is a theological institution
THE NATIONAL ACADEMIES
Advisors to the Nation on Science, Engineering, and Medicine

NATIONAL RESEARCH COUNCIL
Postdoctoral Research Awards • Senior Research Awards
Opportunities for research in:
Chemistry • Physics • Life & Medical Sciences
Space & Planetary Sciences • Earth & Atmospheric Sciences
Engineering, Mathematics & Applied Sciences
Also teaching/research opportunities at the US Military Academy in
Mathematics, Physics & Mechanical Engineering

300 awards for independent research at over 120 laboratories
representing nearly all U.S. Government agencies with research facilities
12-month awards renewable for up to 3 years maximum
Annual stipend for recent PhD or MD graduates $34,000 to $55,000 depending
upon sponsoring laboratory; stipend appropriately higher for senior researchers
Support for relocation and professional travel; health insurance program offered
3 annual award competitions for most participating laboratories

Application postmark deadlines are January 15, April 15 and August 15.
Further information and application materials may be obtained from our web site at
http://national-academies.org/rep

For assistance, contact:
MAIL: Associateship Programs (TJ2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418
TEL: (202) 334-2780
FAX: (202) 334-2759
EMAIL: rap@nas.edu

Qualified applicants will be reviewed without regard to race, color, age, sex or national origin.

Taubman College of Architecture + Urban Planning
University of Michigan

CHAIR OF ARCHITECTURE
The Chair is responsible for providing leadership, representation, program to the University, professional, and public
and coordinating instruction; advising research and scholarship
in the field; recruiting faculty and students; defining new
program initiatives in consultation with faculty, managing the
program budget; and teaching courses in architecture.
Tenure will be a tenure faculty member with a 12-month
administrative appointment. Chairs are appointed for three
years terms with opportunities for renewal.
Candidates must have a distinguished record of research, scholarship, creative achievement, as well as an interest in the integration
of professional and theoretical issues in architecture

TENURED or TENURE-TRACK FACULTY
The Architecture Program is seeking to appoint one or two
tenured or tenure-track faculty in design and one or two in Structures.
Applicants should have a professional degree (B. Arch.
M.Arch., or its equivalent) and experience in practice or a
record of research and scholarship. The ability to contribute
to doctoral studies is also desirable.

PROFESSOR OF PRACTICE
The Architecture Program is seeking to appoint one or two
part-time or full-time Professors of Practice, at a rank
equivalent to Assistant, Associate or Full Professor to teach
design studio and related courses. Appointments are for two
to five year, renewable terms. Applicants should have
exceptional professional qualifications, with evidence of an
exemplary practice commensurate with rank.

FELLOWSHIPS
The Architecture Program also offers three one-year teaching
fellowships: the William Mushenheim Fellowship for
individuals wishing to begin an academic career; the Walter B.
Sanders Fellowship for experienced practitioners, and the
Willard A. Oberdick Fellowship for individuals interested in
building science and design. Fellowships are expected to
support one academic year in residence.

IOWA STATE UNIVERSITY
Where you can become your best.

Associate Director of Governmental Relations
Iowa State University invites applications and nominations for the position of associate director of
governmental relations which reports to the director of governmental relations. This position will
be based in Washington, D.C.

Iowa State University is a comprehensive, land-grant university located in Ames, a community of 50,000
people known for its exceptional quality of life. Iowa State has 26,000 students, 1,500 faculty members,
and an annual budget of approximately $850 million. The university offers undergraduate, graduate, and
professional degrees through nine colleges. Iowa State is a Carnegie Foundation Research 1 university
and one of only 45 public members of the Association of American Universities. Iowa State is nationally
ranked for its financial support from alumni and friends and just completed a very successful $458
million capital campaign. For more information about Iowa State, visit www.iastate.edu.

The successful candidate will represent the Board of Regents, State of Iowa, and Iowa State University as
a legislative liaison to the Iowa congressional delegation and various federal agencies; communicate
information concerning the mission, programs, strengths, needs, and goals of Iowa State University to
targeted audiences; and represent the Board of Regents, closely monitor legislative activity and
inform members of the university community about matters of legislative concern, work with college administrators in planning presentations of their legislation requests, work closely with the assistant director of federal relations to coordinate areas of federal
funding; and execute other special assignments as delegated by the director.

The successful applicant will have excellent communication skills, a bachelor's degree and two years'
experience that provides extensive knowledge of federal and state legislative and policy formulation
and processes. An advanced degree and direct lobbying experience on the federal level for a public sector
client is preferred. Salary will be commensurate with education and experience.

Applications will be accepted until the position is filled. The search committee will
begin its review on October 1, 2000. Send letter of application, resume, and names, addresses, and
telephone numbers of three references to Ronald Maning, Chair, Associate Director of Governmental
Relations Search Committee, Office of the President, Iowa State University, 117 Beardshear Hall, Ames,
Iowa 50011-2055.

Iowa State University is an equal opportunity/affirmative action employer and encourages nominations of and
applications from women and minority candidates.

URBAN AND REGIONAL PLANNING PROGRAM
The Urban and Regional Planning Program intends to appoint
a faculty member at any rank for fall 2001. We seek expertise in
graphic information systems (GIS). Applicants should be
qualified to teach an introductory course in GIS and an
intermediate course in GIS and spatial analysis. Applicants
should have strength in another subject area in urban planning
as well; we offer specialization in transportation planning,
land use, and other fields, and are open to
a PhD in planning or a related field is highly
welcomed. Applicants should have interest in educating both
Master's and PhD. Students. Faculty at the University of
Michigan are expected to be widely recognized for their
scholarly and creative work. Our program expects to make
several faculty appointments over the next few years.

Applicants should send a letter explaining their interest in
the position, a current vitae, and names of three
test references. Chair applicants should include a statement
outlining their view of architectural education. Preference
for this position is given to individuals with a
portfolio of their professional work. Fellowship applicants should include a
portfolio and research proposal. Review of applications will
begin November 1, 2000 with interviews planned for
January through March 2001.

Send materials and address inquiries to :
Chair, URP Search Committee (for GIS position) of
Architecture Program, Search Committee (for other positions)
Taubman College of Architecture + Urban Planning
2000 Erinesville Blvd.
Ann Arbor, MI 48109-2633

Visit our website
http://www.ca.upenn.edu/faculty/

The University of Michigan is an equal opportunity/affirmative action employer.

University of Nebraska at Omaha

DEAN OF LIBRARY SERVICES

The University of Nebraska at Omaha, a comprehensive metropolitan university, invites applications and nominations for the position of Dean of Library Services. The Dean of Library Services reports to the Vice Chancellor for Academic Affairs and serves on the Chancellor’s Council and the Deans Forum. The University Library has a staff of 15 faculty, 38 staff, and 50 student assistants. The Learning Commons, a new facility, has been opened and is expected to be completed by the fall of 2000. The library has a strong commitment to achieving diversity within faculty and staff. We are particularly interested in receiving applications from members of under-represented groups. The University Library has an operating budget of $4 million of which $1.8 million is allocated for acquisitions. Its collections number over 800,000 volumes, and include extensive government documents and microform collections. There are more than 3,000 current periodical subscriptions and a diverse array of electronic databases. Additional information can be found on the library’s web site: http://library.unomaha.edu and at http://www.unomaha.edu/au/faculty.html.

Review of applications will begin November 3, 2000, and continue until the position is filled. Applications should be a letter of application, curriculum vitae, and names, addresses, telephone numbers and e-mail addresses of at least three professional references. Applications, nominations, and all other correspondence should be sent to:

Dean John Flocken
Chair Search Committee
ASH 231, 6001 Dodge St.
University of Nebraska at Omaha
Omaha, NE 68182-0613

UNIVERSITY OF CALIFORNIA SANTA CRUZ

Photography

UNIVERSITY OF CALIFORNIA, SANTA CRUZ Assistant Professor Tenure-track. Seeking innovative photographer with broad knowledge of historical & contemporary art practices to teach all levels of photography, foundation courses, art seminars & special topics in the arts. Additionally desirable: digital imaging, alternative processes, or photo printing/making processes. MFA or equivalent professional qualifications, strong exhibition record, demonstrated teaching excellence & demonstrated potential for undertaking administrative service. Submit: letter of application, CV, 20 slides of recent work & 10 slides of student work, syllabi & relevant undergraduate curriculum plans, names, addresses & phone numbers of references, SASE for materials you would like returned. Send to: Search Committee #373, Bakshis Visual Arts, University of California, Santa Cruz, CA 95064 AA. EOE. WMA.

Closing date: 11/15/2000
Questions: visart@cats.ucsc.edu

Electronic Art

UNIVERSITY OF CALIFORNIA, SANTA CRUZ Assistant Professor Tenure-track. Seeking innovative electronic artist with broad knowledge of historical and contemporary art practices & theoretical issues to teach all levels of electronic art, special topics in interactive technologies, foundation courses and art seminars. MFA or equivalent professional qualifications, demonstrated teaching excellence & demonstrated potential for undertaking administrative service. Knowledge of Macintosh environment required. Knowledge of PC & SGI environments desirable. Send letter of application, CV, documentation of recent work (slides, video tape, CD-ROM, and/or URL) and student work, names, addresses, phone numbers of 3 references, SASE with postage sufficient to return. Send to: Search Committee #530, Bakshis Visual Arts, University of California, Santa Cruz, CA 95064 AA. EOE. WMA.

Closing Date: 11/15/2000
Questions: visart@cats.ucsc.edu

PRINCETON UNIVERSITY

Woodrow Wilson School of Public and International Affairs

Master’s Degree in Public Policy: A One-Year Program For Midcareer Professionals

The Woodrow Wilson School of Public and International Affairs at Princeton University offers a Master’s Degree in Public Policy (M.P.P.), providing rising leaders in the international and domestic policy worlds an opportunity to expand their organizational skills and intellectual breadth to compete in an increasingly complex global environment.

Qualifications. Applicants must possess a minimum of 7 years of professional experience in domestic or international government agencies, and/or experience in the nonprofit sector. Successful candidates must demonstrate creativity, leadership skills, a commitment to public service, and the intellectual capacity to thrive in a demanding academic setting.

Financial Assistance. The School’s generous policy meets the full demonstrated needs of all admitted students. More than three-quarters of graduate students at the School receive financial aid, which for most includes full tuition and a stipend for living expenses.

To Apply. For an application and further information, contact:

Woodrow Wilson School of Public and International Affairs
Master’s Degree in Public Policy
Princeton University
Princeton, NJ 08544-1013
Telephone: 609-258-4836
E-mail: MPP9@princeton.edu
Website: http://www.wws.princeton.edu/degree/mpp.html

Applications must be received by January 3, 2001.

The Woodrow Wilson School also offers a two-year Master’s degree in Public Affairs (M.P.A.) and a Ph.D. degree program.
DEAN OF ST. JOHN'S COLLEGE

St. John's University, Jamaica, New York, invites nominations and applications for the position of Dean of St. John's College of Liberal Arts and Sciences. St. John's University is Catholic, Vincentian, and metropolitan. As a university, St. John's is committed to academic excellence and the pursuit of wisdom which flows from the inquiry, religious values, and human experience. Founded in 1870 to provide the youth of New York City with an intellectual and moral education, St. John's is inspired by compassion and a zeal for service. Distinguished by its strong core liberal arts curriculum, scholarly research and academic excellence, St. John's is one of the nation's largest Catholic universities with a culturally, religiously, and ethically diverse student body of more than 18,000 men and women. Comprised of seven schools with campuses in Queens and Staten Island and a Graduate Center in Rome, Italy, the University benefits from the cultural diversity and the intellectual and artistic resources offered by metropolitan New York.

The Dean serves as the academic leader and strategic planner for St. John's College. Reporting to the Provost, the Dean is responsible for graduate and undergraduate programs, implementing an enhanced core curriculum, recruiting new faculty, working with faculty to develop a balance between teaching, research and service, and administrating a sizable staff located on two campuses. In addition, the Dean will provide strong leadership to implement programs designed to increase enrollment and retention within the College, to establish and nurture improved inter-college relationships within the University, and to foster an academic culture rich in scholarly research and innovative teaching methodologies by motivating and energizing the faculty.

The successful candidate must have an earned doctorate in one of the disciplines in the College, and a distinguished record of academic achievement commensurate with a tenured professor. He or she must have a proven track record as an executive level administrator with exceptional experience in the areas of budgeting and planning, as well as outstanding communication skills. In addition, he or she must be a consensus builder with demonstrated commitment to team-based management. The Dean must embrace the values of Catholic higher education. Experience in a college or university environment is desirable.

Review of credentials will begin immediately and continue until the position is filled. Please submit nominations and expressions of interest, in confidence, to:

St. John's University
Dean of St. John's College Search
100 South 40th Street
Norristown, PA 19401

Inquiries should be directed to the University's search consultants, Nancy A. Martin or Jane E. Grayson at 610-222-3000 or via email at sjobenard@stjohns.edu. For additional information about the University please visit our website at http://www.stjohns.edu

St. John's University is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

Broward Community College

Opening doors to a brighter future

Enrollment Services Officer, #704

Bachelor's degree and two years admissions experience at postsecondary level and experience with student information systems. Strong organizational, interpersonal, and computer skills, with a high level of energy and flexibility needed. Valid driver's license with reliable transportation. Evenings and weekends required. Bi-lingual applicants are encouraged to apply. Central campus salary $32,513-$42,764. Closing date: 10/1/96.

Please forward official applications with resumes & copies of transcripts & letters to:

Broward Community College

225 E. Las Olas Blvd., Human Resources

Fort Lauderdale, FL 33301

Please call 1-800-682-6646 for official application.

www.broward.cc.fl.edu/jobs/

St. John's University

DEPARTMENT OF ART HISTORY

Rice University is seeking applications for a tenure-track position, open rank, in the Bi-Europian art, ca 1750-20th century. August 2001. Field of research is open. It is for the candidate to have an interest in the range of visual arts, to include one or more following: architecture, photographs, films as well as sculpture and painting. Oppressed collaboration with other disciplines at museums. Teaching to include field specialized classes, and participation in a survey of Western art. Ph.D., some experience, and publications preferred. Deadline is January 5, 2001.

Rice University is an equal opportunity employer committed to diversity and equality in education and employment.

Rice University is an equal opportunity employer.
THE AMERICAN UNIVERSITY IN CAIRO

FACULTY POSITIONS

All candidates are invited to apply for the following positions at The American University in Cairo (AUC), founded in 1919. AUC’s campus is located in Cairo, Egypt, and its degree programs are accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The undergraduate degree programs in Construction and Civil Engineering are also accredited by the Accreditation Board for Engineering and Technology (ABET). For more information, see our website at www.auc.edu. The Ph.D. is required for all positions except where otherwise specified. University teaching experience is required. Two-year appointments begin September 2001. Interested applicants are invited to submit their curriculum vitae, letter of interest, and names and addresses of three qualified referees to: Department of Business, Economics, and Communication, American University in Cairo, P.O. Box 1185, 02211 Cairo, Egypt. Ph.D. is required for all positions except where otherwise specified. University teaching experience is required. Two-year appointments begin September 2001. Interested applicants are invited to submit their curriculum vitae, letter of interest, and names and addresses of three qualified referees to: Department of Business, Economics, and Communication, American University in Cairo, P.O. Box 1185, 02211 Cairo, Egypt.

APPLICATION INSTRUCTIONS: Send letter of application specifying job to CV and names and addresses of three referees to: Dr. Carroll (Tim) Sullivan, Provost, The American University in Cairo, 420 Fifth Avenue, FL 3-IO, New York, N.Y. 10018-2729, or e-mail rsussell@acu.edu. Deadline for applications is October 27, 2000.

SCHOOL OF BUSINESS, ECONOMICS, AND COMMUNICATION

ECONOMICS. Teach B.A. and M.A. level intermediate and advanced microeconomics (including the economics of information and the application of game theory), and also labor economics and history of economic thought. JOB # ECON-1

ECONOMICS. Teach B.A. and M.A. level intermediate and advanced macroeconomics (including dynamic macro models, money and banking, international economics and exchange-rate policy). JOB # ECON-2

ECONOMICS. Teach B.A. and M.A. level econometrics and time series (mathematical economics and the economics and econometrics of finance). JOB # ECON-3

Economists should also be well-versed in the use of software packages like EViews and RAES, and should be prepared to run a "workshop" course in applied econometrics for graduate students.

MANAGEMENT. Three vacant positions. Candidates will be expected to teach both graduate and undergraduate courses in one or more of the following areas: accounting, finance, marketing, and international business. JOB # MGMT-1/3

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

ANTHROPOLOGY. One opening for a faculty member to teach introduction to cultural anthropology, ethnographic fieldwork methods, and graduate-level courses in three or more of the following areas: family life; social relations; and Sub-Saharan Africa or the Middle East and North Africa. JOB # SAPE-2

ANTHROPOLOGY. One opening for a faculty member to teach introduction to cultural anthropology, ethnographic fieldwork methods, and graduate-level courses in three or more of the following areas: kinship, gender, psychological anthropology, medical anthropology, peasant or pastoral communities, and the Middle East and North Africa. JOB # SAPE-3

ARABIC AND ISLAMIC STUDIES. Duties include teaching courses on classical Arabic literature, survey courses in translation, Arabic-Islamic history, Islamic thought and institutions, and Islamic historiography and seminaries in Islamic studies. An excellent command of classical and medieval Arabic is required, as well as extensive experience in the use of primary sources. JOB # ASAP-1

EGYPTOLOGY. One opening for an Egyptologist to teach undergraduate courses specifically on History of Ancient Egypt from the Pharaohs to the Arab conquest. JOB # ASAP-2

AFRICA STUDIES. Candidates should be capable of teaching introductory courses on Africa, and be expected to teach advanced undergraduate and graduate courses in Africa. JOB # AFSS-1

FRESHMAN WRITING PROGRAM. Three or more openings for experienced writing instructors to teach courses in writing, rhetoric, and research. Experience in writing using computers and/or business/technical writing would be a plus. M.A. in related fields in literature or the humanities is required. JOB # FWP-1/2

FILM HISTORIAN/TEORIST. Candidates should be capable of teaching introductory film courses and selected topics courses in film, film/video production, and other specific areas within the student's field of expertise. Candidates will also be responsible for organizing film festivals and evening events in collaboration with community organizations. The candidate should have an international perspective and be able to teach at the undergraduate and graduate levels. JOB # AHFT-2

PSYCHOLOGY. Clinical Psychology. One opening for a faculty member to teach graduate students in psychology. JOB # PSYCH-1

POLITICAL SCIENCE. Comparative Politics. Two positions with specialization in Comparative Politics. JOB # PS-1

POLITICAL SCIENCE. Comparative Politics. Two positions with specialization in the Middle East to teach in the Middle East Politics at beginning and advanced levels in the BA and MA programs. Specialization with Middle East Politics is open to qualified individual. JOB # PS-1

POLITICAL SCIENCE. Comparative Politics. Two positions with specialization in the Middle East to teach in the Middle East Politics at beginning and advanced levels in the BA and MA programs. Specialization with Middle East Politics is open to qualified individual. JOB # PS-1
Prevost and Vice President for Academic Affairs
THE UNIVERSITY OF TEXAS AT TYLER

The University of Texas at Tyler invites nominations and applications for the position of Provost and Vice President for Academic Affairs. The University seeks a dynamic and creative leader from a chief academic officer as it develops new academic programs and expands others to pursue growth and its vision of excellence in the new millennium.

THE UNIVERSITY
U.T. Tyler offers both graduate and undergraduate degrees and is located in the beautiful East Texas lake country on the 1-20 corridor, 90 miles east of Dallas. The University serves a region with a population of close to one million by offering academic programs in its undergraduate and graduate areas. The University contributes significantly to the economic growth and cultural enrichment of the region.

RESPONSIBILITIES
Reporting to the President, the Provost and Vice President for Academic Affairs has broad responsibility for the development, administration, growth, and quality of all academic programs including leadership in academic planning and resource allocation, the administration of academic budgets, academic policy development and implementation, and all matters directly affecting the faculty. He/she encourages, supervises, and evaluates the deans of the six colleges, and directors of all academic divisions. The six colleges are Business Administration, Education and Psychology, Engineering, Liberal Arts, Nursing, and Science and Mathematics. Also reporting to the Provost are the Library, Academic Computing Center, Graduate Studies, Audio-Visual and Interactive Television, Institutional and Sponsored Research, and the Longview and Palestine campuses.

QUALIFICATIONS
Qualifications include academic and professional accomplishment at the dean or director level sufficient to command the broad respect of the academic and local community and to provide educational leadership for U.T. Tyler and its extension programs. Substantial experience in the areas of budgeting, financial planning and policy development and a record of progressively responsible administrative experience in higher education is preferred. Experience with university distance education programs and the attendant technology is also preferred. The successful candidate must demonstrate strong interpersonal and communication skills and a demonstrated commitment to the goals and principles of equal opportunity and educational diversity is essential. Doctoral degree required.

APPOINTMENT AND APPLICATION INFORMATION
This position has a starting date of June 1, 2001, or a date as soon thereafter as practical. Salary is competitive and commensurate with qualifications and experience. Review of candidates will begin on September 20, 2000. The University will accept and review applications and nominations received after this initial deadline until the position is filled. Qualified candidates should forward a letter of interest that contains a brief statement of educational philosophy, and includes a resume and the names, addresses, and telephone number of at least four references to the following:

Dr. Linda Klotz, Chair
VPAA Screening Committee
Office of the President
The University of Texas at Tyler
3900 University Blvd.
Tyler, TX 75701-6699
e-mail: klotz@mail.uttyler.edu
website: http://www.uttyler.edu

The University of Texas at Tyler is an EEO/AA Employer
Women and Minorities are Strongly Encouraged to Apply

DIRECTOR
Center for Teaching and Learning

Research will involve a wide range of factors related to teaching, including student development and background, educational and social resources, teacher preparation and professional development. Also included are licensing and certification systems, state policies and requirements, including standards for students and teachers; technology implementation, and the role of assessment in instruction and accountability system. Qualifications for the Center Director include a Ph.D. in psychology, education, or economics, a strong record of original research in educational evaluation or policy, and management experience in an academic and/or research setting. The Director should have a deep understanding of policy issues related to teaching, teacher education reform and/ or assessment policy, and have a proven track record in data research funding, a strong publication record, and an appreciation for both quantitative and qualitative approaches to addressing relevant problems. Candidates should have excellent writing skills and be able to represent the Center and its Research Division with distinction. The position offers a significant national presence in the educational policy arena. ETS provides outstanding benefits, competitive salary, generous relocation, and flexible working arrangements. Please send a letter of interest and a curriculum vitae to Mike Smith, 321-O, Rosedale Rd., Princeton, NJ 08540, or fax to 609-497-6222 or e-mail msmith@ets.org. ETS is an equal opportunity affirmative action employer. M/F/V.

www.ets.org

UNIVERSITY OF CALIFORNIA, DA
Environmental Engineerir
Faculty Position Available

The Department of Civil and Environmental Engineering at UC Davis is seeking applicants and nominations for a tenured-track position in environmental engineering specializing in biogas, systems, and treatment. The position is open at Assistant Professor level. Requirements include a doctorate in engineering demonstrated record of success in, or evidence of outstanding potential for, both in teaching and building a vigorous, independent research program. The successful candidate will have a strong background and interest in water and wastewater quality and related problems in the biological sciences and process design.

Areas of interest include, but are not limited to: microbial ecology, anaerobic molecular tools, public health, and non-point source pollution. Experience with wastewater treatment plants and training in computational methods is desirable. The candidate will join a departmental effort in teaching undergraduate and graduate courses in wastewater and water treatment as well as biological systems.

To be a candidate at Assistant Professor level, applicants must submit by October 20.

Applicants should submit a completed application, including a statement of teaching and research interests, two letters of recommendation, and a curriculum vitae and publication list, a non-refundable application fee, and a complete transcript to:

Jeanne L. Darby, Professor
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-4929

Electronic mail inquiries may be addressed to jdarby@ucdavis.edu.
Information about the department can be found at http://ece.ucdavis.edu.

UC Davis and the Departments of Civil and Environmental Engineering are committed to diversity and equal opportunity in employment and education at all levels. They are committed to provide a learning and working environment free of discrimination and harassment for all employees and students. The University encourages applications from members of underrepresented groups.
RICE
DEPARTMENT OF ART & ART HISTORY

Rice University is seeking applications for a tenure- track position, assistant professor rank, in the history of modern and contemporary American art, to begin August 2001. Field of research is open. It is desirable that the candidate is also qualified to teach theory and criticism and one or more of the following areas: the history and criticism of museums, architecture, film, photography, or animated cinema. Opportunities for collaboration with other disciplines and local museums. Teaching is to include studio surveys, specialized courses, theory and criticism, and perhaps participation in a general survey of American art. Ph.D., some teaching experience, and publications preferred. Application deadline is January 5, 2001.

Send letter of application, curriculum vitae, examples of scholarly publications, and at least three letters of recommendation to Professor William Camfield, Chair, Search Committee, Department of Art & Art History, MS-21, P.O. Box 1892, Rice University, Houston, Texas 77251.

Rice University is an Equal Opportunity Employer non-discriminates in education and employment.

CARLETON COLLEGE
Tenure-Track Positions Open for Fall 2001

Art and Art History
Photography and Digital Processing: We seek a person to teach intro and advanced BW photo and color photo, digital photography and digital imaging. Possibility of advanced seminars in Studio Art. MFA with teaching experience required. Send letter of application, c.v., 20 slides of own work, 10-20 slides of student work, list of references and SASE to Fred Hagstrom, Chair, Department of Art and Art History. Application deadline is December 1, 2000.

Asian Languages and Literature
Chinese: We seek applicants for a position in Chinese language and literature who have a strong commitment to teaching Chinese language to undergraduates. Qualifications include native or near-native competence in Chinese and English, training in and experience teaching Chinese language at college level. Ph.D. in Chinese language and literature. Send letter of application, c.v. and three letters of recommendation to Mai Hansen, Chair, Department of Asian Languages and Literatures. We will be interviewing at the AAS in Chicago in March. Application deadline is February 5, 2001.

Japanese: We seek applicants for a position in Japanese language and literature who have a strong commitment to teaching Japanese language to undergraduates. Qualifications include native or near-native competence in Japanese and English, training in and experience teaching Japanese language at college level. Ph.D. in Japanese language and literature, and ability to teach pre-modern literature. Send letter of application, c.v. and three letters of recommendation to Mark Hansell, Chair, Department of Asian Languages and Literatures. We will be interviewing at the AAS in Chicago in March. Application deadline is February 5, 2001.

Chemistry
We seek a person with teaching strengths in introductory chemistry, thermodynamics, kinetics and an upper-division course in one’s field of expertise. Research areas that will most complement our department are those in materials science, computational chemistry, physical chemistry or computational chemistry. Facilities and start-up funds will be provided. Submit c.v., graduate and undergraduate transcripts, three letters of reference, a statement of teaching philosophy (including areas of teaching interest) and a statement of proposal research in Marion Cars, Chair, Department of Chemistry. Carleton is engaged in efforts to attract, retain, and nurture underrepresented students in the sciences. We seek candidates with particular interest and strength in this area. Application deadline is October 15, 2000.

Philosophy
Social & Political & Continental: We seek a person with specific interest in social and political philosophy and Continental philosophy. Ph.D. and significant teaching experience is important. Send letter of application and placement file (including c.v., three recommendations, and a writing sample) to Gary Remington, Chair, Department of Philosophy. Preference given to complete applications submitted by December 8, 2000.

Physics and Astronomy
Theoretical Physics: We seek a person in theoretical physics and computational physics with a strong commitment to teaching undergraduates in a linear arts environment and, in particular, the ability to contribute magnificently to our physics curriculum. We also seek the ability to maintain an active research program in which students can be involved, facilities and start-up funds will be provided. Apply, send a letter describing your suitability for the position, c.v. and three supporting letters to Bill Titus, Chair, Search Committee, Department of Physics and Astronomy. Carleton is engaged in efforts to attract, retain, and nurture underrepresented students in the sciences. We seek candidates with particular interest and strength in this area. Full consideration will be given to applications received by December 1, 2000.

Political Science
Comparative Politics: We seek candidates with expertise in the politics of comparative and international environmental movements, regimes, public policy, democratization, and parties. A regional specialty in Eastern Europe, the post-Soviet Republics, or Southern Asia is preferred but candidates with other regional interests including Latin America, China, and Eastern Asia are also invited to apply. Candidates should be prepared to teach courses in comparative environmental politics and public policy or international environmental law and politics in addition to the introduction to comparative politics and thematic course(s) consistent with the candidate’s breadth of expertise. Send cover letter describing teaching and research interests, c.v., writing samples, and a reference letter to S. Schier, Chair, Department of Political Science. Application deadline is November 8, 2000.

Religion
Islam: We seek a specialist in Islam who is committed to excellence in teaching and research. Islam has primary standing in Islamic religion and culture and, ideally, secondary standing in one or other Asian or Near Eastern religious tradition. (s)he is skilled at relating the mainstream of Islam to its various historical and cultural settings, and (s)he has a strong interest in methodological and comparative issues in the field of religious studies, and (s)he is willing to relate the study of Islam to other programs, e.g., Asian Studies, Political Science, African Studies, African-American Studies, American Studies, and Women’s Studies. Send a cover letter, c.v., three letters of reference to Anne E. Patrick, Chair, Department of Religion. Preliminary interviews will be held at the AAR annual meeting in Nashville. Application deadline is October 31, 2000.

Romance Languages and Literatures
Spanish: This department has two position openings - one in Peninsular Literature with specialization in 20th Century Contemporary Spanish Literature, the other in Latin American Literature. We are open to the possibilities of joint applications in the Spanish language sequence as well as literature courses in the specialty and participation in our off-campus study programs. Native or near-native fluency in Spanish required. The candidates should show a commitment to teaching excellence, course service and research/scholarship. Submit a letter of application, c.v., three letters of recommendation, and a writing sample to Bill Titus, Chair, Department of Languages and Literatures. Preliminary interviews will be held at MLA in Washington, D.C. Application deadline is November 10, 2000.

GENERAL INFORMATION FOR ALL OPENINGS:
All resistors at Associate Professor level (with Ph.D. or terminal degree by time of appointment). In extraordinary cases higher rank will be considered. Carleton is a highly selective liberal arts college with 1950 undergraduate students located 15 miles south of Minneapolis and St. Paul. The Carleton calendar includes three 10-week terms and the standard teaching load is six courses. Although in the 51-year faculty teach five. Carleton College is an affirmative action/equal opportunity employer. Women and minorities strongly encouraged to apply.

Carleton College, One North College Street, Northfield, MN 55057
For additional information, visit Carleton’s website at http://www.carleton.edu/
Tenure-Track Position
International Studies Program

The International Studies Program invites applications for a tenure-track position beginning September 2001. The International Studies Program is the largest BS Program on campus, with over 105 majors. International Studies majors is interdisciplinary in nature encompassing Geography, International Relations, Economics, and Cultural Studies etc.

Candidates must have a Ph.D. in an appropriate cognate field from an accredited institution by August 2001. A regional focus in one or more non-western/developing region (Latin America or Asia) is required. The strongest candidates will have a solid record of research and teaching as well as professional and/or government experience and have substantial international experience.

The position includes teaching introductory courses, other courses in regional and topical areas, as well as opportunities to teach courses in the College’s Honors Program and Study Abroad Program. The position supports research and faculty development, and encourages and rewards innovative teaching. Salary is competitive and commensurate with qualifications and experience.

For best consideration, please submit curriculum vita, three letters of reference, course syllabi, and evidence of teaching effectiveness by December 1, 2000, to: Dr. Susan M. McLean, Director, International Studies Program, Bentley College, 175 Forest Street, Waltham, MA 02451-4705; smclean@bentley.edu. Visit the Bentley College website at: http://www.bentley.edu and the department website at: http://ecampus.bentley.edu/dept/intl/.

BENTLEY COLLEGE

California University of Pennsylvania

Pennsylvania, California 15429. California University of Pennsylvania is seeking applications for a tenure-track appointment beginning in the Fall semester of 2001. Approximate 9-month salary for Full Rank is $45,578.00 to $59,911.80. CULTURAL GEOGRAPHER, with a specialization in Hospitality, Recreation, or Tourism, is preferred. The Department of Earth Sciences seeks an outstanding faculty member to complement an existing Planning Concentration in Geography and Parks and Recreation Management program, as well as to participate in the development of a Hospitality Management concentration in Geography. The successful candidate must be capable of teaching geology, community service, and outreach, and to scholarships. The candidate should have a broad background in geography, with an emphasis in hospitality management, tourism, and eco-tourism. The candidate should be capable of teaching geographical courses from among the following: Regional Geography, Survey of Travel and Tourism, and World Cities, among others. The candidate must also be capable of teaching the following courses: Introduction to Geography, Introduction to Planning, and Hospitality Industry Management. Knowledge and experience with hospitality management and associated technology is a plus. In order to be a leading candidate in this search, in addition to the aforesaid qualifications, the candidate must have: a fluent command of the English language, the ability to communicate well, and perform well in a teaching environment and successfully complete the interview process.

California University of Pennsylvania is an equal opportunity/affirmative action employer. Minorities, women and individuals with disabilities are encouraged to apply. Also, in accordance with the terms of all collective bargaining agreements, the successful candidate must be fluent in the English language. Send letter of application, full curriculum vitae, list of course work, and current publications to: Dr. Thomas Mueller, Chair, Search Committee, Department of Earth Sciences, 200 University Avenue, Box 55, Phone: 724-938-4255, E-mail: Mueller@cup.edu.

Dr. Thomas Mueller
Chairman, Search Committee
Department of Earth Sciences
200 University Avenue, Box 55
Phone: 724-938-4255
E-mail: Mueller@cup.edu

HARVARD UNIVERSITY
GRADUATE SCHOOL OF BUSINESS ADMINISTRATION
FACULTY OPENINGS

Harvard Business School announces faculty position beginning July 2001, for professorships in the following areas:

Accounting and Control: financial accounting and analysis, manager accounting, and management control. Closing date: December 29, 2000

Business, Government & International Economy: comparative political economy, business-government relations, international political economy, business-governmental relationships. Closing date: November 1, 2000

Competition and Strategy: business unit and corporate strategy, global strategy, competitive dynamics, boundaries and organization of the firm, technology and strategy, and economic reasoning. Closing date: December 17, 2000

Entrepreneurial and Service Management: entrepreneurial management, high technology start ups. In addition to academic qualifications, demonstrated involvement and understanding of business practice required. Closing date: December 1, 2000

Finance: corporate finance, capital markets, investments, and financial institutions. Closing date: December 12, 2000

General Management: international management, organizations and strategy, management. Closing date: December 1, 2000

Marketing: international marketing, business-to-business marketing, product management, new product development, marketing organization and systems. Closing date: September 29, 2000

Negotiation. Organizations and Markets: prescriptive approaches to negotiation and conflict resolution, especially from strategic and organizational viewpoints, and empirical and theoretical exploration of economies, psychological, and sociological aspects of the management of organizations. Possible positions also are at the senior level. Closing date: December 29, 2000

Organizational Behavior: organizational behavior and organization theory. Closing date: December 1, 2000

Technology and Operations Management: management of processes producing goods and services, management of technology, operations strategy, transportation and logistics, productivity, and quality. Closing date: December 15, 2000

Positions entail core methods teaching at graduate and executive program levels. Applicants should have outstanding records in Ph.D. and DB programs, and strong potential and interest to do research and advise teaching activities at the forefront of their fields. Salaries and fringe benefits are fully competitive. Candidates should submit current CV, full transcripts of undergraduate and graduate work; a list of awards and honors received; copies of publications and current working papers; description of courses taught; and three letters of recommendation. Applications must be received by the closing date of the position. Women and minorities are encouraged to apply. If applying for more than one position, please submit the appropriate number of complete packages to:

Ilmeda T. Dunham
Harvard Business School
Soldiers Field Road
Boston, Massachusetts 02163

Equal Opportunity/Affirmative Action Employer
The Chancellor Search Committee seeks a talented leader who would have a strong commitment to the University’s comprehensive mission. For information on the University of Massachusetts Boston please visit the www.umass.edu. Nominations and expressions of interest should be sent in confidence to the address below. The Committee will begin reviewing credentials immediately and will continue until the position is filled.

R. William Funk
Korn/Ferry International Education Practice
500 N. Akard
3232 Lincoln Plaza
Dallas, Texas 75201

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer.

Founded in 1956 as the first U.S. university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota-Manatee, New College, and Lakeland. USF promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

But USF is much more than just a large, state-assisted institution. Its growing reputation as a dynamic research university is spreading around the country, attracting more and more of the nation’s best and brightest scholars to the Tampa Bay Area. USF offers degree programs in 79 undergraduate disciplines, 89 master’s and specialist programs, and 28 doctoral programs, including the M.D. A record number 1525 international students enrolled at USF the 1999-2000 academic year. Students from Latin America and the Caribbean totaled 445. USF-AHEC’s Health Education Training Center is a sponsor of the Rural Youth Soccer Association, which serves over 300 migrant children in south Hillsborough County.

The University is currently recruiting for the following positions:

Position #9347-Asst/Assoc Professor-Electrical Engineering-deadline: OPEN
Position #9320-Assist Professor/Instructor-Computer Science & Engineering-deadline: OPEN
Position #9719-Assist Professor-Computer Science & Engineering-deadline: OPEN
Position #9168-Assist Professor-Nursing-deadline: 10/27/00
Position #6067-Assist/Assoc/Full Professor-Aging & Mental Health-deadline: 11/10/00
Position #6339-Assist/Assoc/Full Professor-Aging & Mental Health-deadline: 11/10/00
Position #6386-Assist/Assoc/Full Professor-Aging & Mental Health-deadline: 11/10/00
Position #9033-Assist Professor-Government & International Affairs-deadline: 10/15/00
Position #1358-Assist Professor-Medicolegal Medicine-deadline: 04/30/01
Position #0695-Assist/Assoc Professor-Medicolegal Medicine-deadline: 01/31/01
Position #2722-Assistant Professor-Family Medicine-deadline: 10/31/00
Tracking #2006-3310-01-01-Assistant Professor-Family Medicine-deadline: 01/31/00

For a description on the above listed positions and additional vacant positions; (1) visit our Employment Services Web site at http://usfjobs.usf.edu/ufpserv/vacancy.html; or (2) contact Equal Opportunity Affairs, Merril@admin.usf.edu, for faculty positions; or (3) call USF job line at 813-974-2879 for staff positions.

USF is an equal opportunity/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu 4202 E. Fowler Ave, Tampa, FL 33620

UNIVERSITY OF WEST FLORIDA
Full-Time Faculty Position in Literature

English, Assistant Professor (tenure earning). World literature secondary interests in two of the following areas: Creative Writing (playwriting preferred),American Literatures, Gender and Ethnic Studies. Film Studies, the Novel, or Critical Theory (Position #00670). Starting date August 2001. Requires Ph.D. in hand, excellent teaching record, and demonstrated record of research and publication. $35,000-37,500. Cover letter, vita, and three letters of recommendation by 15 Nov. to Dr. Carlos L. Drews, Chair, Department of English and Foreign Languages, University of West Florida, 11000 University Parkway, Pensacola, FL 32514-5750.

Women and minorities candidates are strongly encouraged to apply.

UNIVERSITY OF CALIFORNIA, SANTA BARBARA
The Department of Psychology, University of California, Santa Barbara, seeks to fill a faculty position in Social Psychology, effective July 1, 2001. Applicants at any professional rank are invited to apply. Candidates must have a strong research program in social psychology and provide evidence of research productivity and excellence in teaching and personal and professional interaction with their rank. Responsibilities include teaching at both the undergraduate and graduate levels and supervision of students in research. Ph.D. required at time of appointment. Salary and level of appointment depend on qualifications. Submit vita, reprints, statement of teaching and research interests, and three letters of recommendation to: Social Psychology Search Committee, Department of Psychology, University of California, Santa Barbara, CA 93106-9565. Applications will be reviewed beginning November 1st. UCSB is an equal opportunity/affirmative action employer.
Diversity valued.
Opportunities await.

As Baltimore's premier comprehensive university, Towson University provides a rewarding, stimulating environment for its students, as well as its faculty and staff. Our professionals embody the multi-cultural, humanistic community that is our university, and are encouraged to reach their full potential by putting the essential teachings of academe and diversity into practice. For more information, and to find out about our current openings, visit or call:

www.towson.edu

Academic Affairs: 410-830-4480 (faculty openings)
Job Line: 410-830-2161 (all other openings)

Towson University is an equal opportunity/affirmative action employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities and veterans are encouraged to apply.
College of Fine Arts and Communication
Assistant Professor, Theatre, COFAC-N-1401
Associate/Full Professor, Chairperson, Art, COFAC-N-1407
Assistant Professor, Art Historian, COFAC-N-1413
Assistant Professor, Music, Applied Voice, COFAC-N-1411
Assistant Professor, Music, Theory/Musicianship, COFAC-N-1412
Assistant Professor, Mass Communication and Communication Studies, COFAC-N-1417
Chairperson, Associate/Full Professor, Mass Communication and Communication Studies, COFAC-N-1418

College of Science and Mathematics
Chairperson, Biological Sciences, CSM-N-1403
Chairperson, Physics, Astronomy and Geosciences, CSM-N-1406
Assistant Professor, Science Education, CSM-N-1415

College of Business and Economics
Chairperson, Management, CBE-N-1404
Associate/Full Professor, Management, CBE-N-1405

Current Academic Vacancies
For full description of vacancies, visit www.towson.edu

College of Liberal Arts
Assistant Professor, Political Science, International Relations, CLA-N-1408
Assistant Professor, Political Science, State and Local Government, CLA-N-1409
Assistant Professor, Gerontology Program, CLA-N-1410
Assistant Professor, Family Studies Program, CLA-N-1414
Assistant Professor, Mythology/Western Tradition, English, CLA-N-1420

College of Health Professions
Assistant Professor, Physical Education, CHP-N-1416
Assistant/Associate Professor, Speech-Language Pathology, Communication Sciences and Disorders, CHP-N-1419

Towson University is an equal opportunity/affirmative action employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply.
THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations for the following position:

• VICE PRESIDENT OF STUDENT SERVICES

Los Angeles Harbor College


WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY

The Los Angeles Community College District is seeking a Vice President of Student Services to serve at Los Angeles Harbor College. Interested individuals who possess the required training and experience are invited to submit applications. Reporting to the College President, the Vice President of Student Services provides administrative leadership and operational supervision for a comprehensive student services program.

REQUIREMENTS: Applicants must have earned a master's degree or an advanced degree of at least comparable standard from an accredited college or university. Applicants must have three years of successful full-time experience as an academic administrator, with one year of experience as a vice president. The candidate must possess knowledge in student support services, academic affairs, student development, and residence life. An earned doctorate is desirable.

COMPENSATION: The current salary range is $89,997 to $115,931 annually. New employees to the District will be placed within the salary range according to previous salary. Employees are entitled to 13 paid holidays annually, 94 days paid vacation annually, medical, hospital, dental, and vision care plans, and a $4,000 group life insurance policy.

APPLICATION: All applicants must file a letter of intent which relates to the responsibilities and desirable qualifications detailed in the position announcement. That letter of intent is available from the district. Applicants whose qualifications meet the minimum requirements will be notified of an interview date, time, and location.

The position will begin on or about February 1, 2001.

The Los Angeles Community College District is an equal opportunity employer.

Elmhurst College

Elmhurst College, a four-year liberal arts college in the western suburbs of Chicago, seeks applicants for Assistant Professor of Spanish, beginning Fall Term, 2001. The tenure-track position specializes in American literature and culture. A Ph.D. is required. Both part-time and full-time positions are available. Submit letter of application and three letters of recommendation by December 15 to:

Earl Thompson, Chair, Department of Foreign Languages and Literatures
Elmhurst College, 190 Prospect Avenue
Elmhurst, IL 60126

Saint Joseph College

Associate Dear

Saint Joseph College provides a rigorous liberal arts education in a variety of programs, while maintaining a strong commitment to developing the potential of women. The College invites applications for the position of Associate Dean. The Associate Dean will be responsible for advising all areas of academic and professional programs of the College. The position is open to both men and women. Applicants must have a Ph.D. in a relevant field and a minimum of five years of experience in higher education. A strong commitment to promoting understanding and appreciation of diversity is essential. Contact Mary Pulley, Assistant to the Dean of Students, 400 Main Street, West Hartford, CT 06117.

For more information, visit the College's website at www.sjca.edu.
Blue Ridge Community College invites applications for the position of Dean of Instruction and Student Services. The Dean will provide visionary and vigorous leadership to a dynamic faculty committed to student-centered and innovative instruction. The Dean reports to the President and joins an administrative team in guiding and directing the College in its challenge of preparing its students for the 21st Century.

The Dean of Instruction and Student Services is the Chief Academic Officer of the College and is responsible for:

- Planning, developing, implementing, and evaluating all college academic programs, including an AAS/AA degree, several AAS Occupational/Technical degrees, diploma certificate, and career studies certificate programs, and a vibrant distance learning program.
- Providing leadership, with area administration, for two Academic Divisions, Learning Resources, Admissions, and Records, Counseling Services, and the Center for Training and Development. The Dean also supervises the Tech-Prep Coordinator on behalf of the Blue Ridge Tech-Prep Consortium.

Qualifications:

- A combination of at least seven years of successful experience in teaching and administration in a postsecondary institution. Community college experience is preferred.
- A commitment to achieving academic excellence and a knowledge of how technology can be used to improve instruction.
- A demonstrated understanding of occupational/technical and distance learning programs.
- Effective communication skills (oral, written, and listening).
- Commitment to a participative leadership style.
- Knowledge of, and commitment to, student support services that contribute to the total education of the student.
- A clear understanding of, and commitment to, the philosophy of the comprehensive community college.
- An earned doctorate from an accredited institution.

Blue Ridge Community College, a member of the Virginia Community College System, is located in the Central Shenandoah Valley between the cities of Harrisonburg and Staunton. The College’s 1999-2000 unduplicated enrollments were 4,096 students enrolled in credit courses (1,625 FTEs) and 5,596 unduplicated enrollments in non-credit courses, workshops, and seminars. Learn more about the college's vision, values, strategic directions, and community at www.bccc.va.us.

The anticipated position start date is January 2, 2001. Salary range is $76,363 - $87,181 contingent upon credentials and experience.

To Apply:

A completed Commonwealth of Virginia Application for Employment Form, (available at the college website: click IRCC Community, then employment), vita, and letter of interest must be received no later than 5:00 p.m., October 15, 2000; by Ms. June Brown, Human Resources Office, Blue Ridge Community College, P.O. Box 80, Weyers Cave, VA 24486, telephone (540) 234-9261, ext. 213, FAX 234-0448.

Blue Ridge Community College is an Equal Employment Opportunity/Expulsive Employer. Minorities are strongly encouraged to apply.
University of Nebraska Lincoln

FAMILY LIFE SPECIALIST/ASSISTANT PROFESSOR
to establish program in the area of Building Strong Families/Building Human Capital - Individual and Family Development. Seeking candidates for tenure-track, 12-month position with 100% Cooperative Extension responsibilities in the Department of Family and Consumer Sciences. Position located at the Panhandle Research and Extension Center, Scottsbluff, NE. Successful candidate will work with Extension Educators/Specialists on a distinct and statewide basis, community service organizations, and appropriate state agencies to develop, implement and evaluate educational programs to address critical family life issues such as building strong family structures, the effects of inter-generational family structures, parenting issues in traditional and non-traditional units. Requires a Ph.D. in human development and family studies, or related field, as well as research, teaching, communication, and grant writing skills.

Submit letter of application, vitae, graduate transcripts, sample publications and three letters of reference to Dr. Linda Eekhout, Co-Chair, Search Advisory Committee, c/o Mary Kleeb, University of Nebraska-Lincoln, Department of Family and Consumer Sciences, 123 Home Ec Bldg., Lincoln, NE 68583-0801. Review of applications will begin on Monday, October 16, 2000, and continue until a suitable candidate is identified. The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity. Applications are invited from all qualified individuals, regardless of race, color, religion, sex, national origin, marital status, disability, age, veteran status or sexual orientation. Women and minorities are particularly encouraged to apply.

COLUMBIA BUSINESS SCHOOL

The Management Division of the Graduate School of Business of Columbia University has three openings for faculty positions in organization theory, strategy, or a combination of the two, beginning in the fall of 2001. We will consider candidates at all ranks ranging from assistant to full tenured professor. Positions require strong research and teaching experience with a Ph.D. in a relevant or related field. Candidates should begin their application by visiting our job search web site at http://www.gsb.columbia.edu/divisions/management/search, where they will be asked to complete an online application form and electronically upload their curriculum vitae. A letter of interest, three letters of recommendation and samples of current research (including a dissertation proposal) summary for doctoral candidates) should be mailed to:

Barbara Valentini, Search Coordinator
Columbia Business School, Uris Hall
3022 Broadway, Room 7N
New York, NY 10027
email: bvalentin@clavin.gsb.columbia.edu

The deadline for completing applications is November 1, 2000.

Sarah Lawrence College

Art Historian

African Art

Full time tenure track position beginning August 2001 at small liberal arts college 20 miles from NYC nationally renowned for its unique collegial and pedagogical system, emphasizing small seminars and independent student research projects. We are seeking qualified candidate to teach the arts and architecture of Sub-Saharan Africa. Candidates should also have 1) a second interest either in modern ethnic art of the African Diaspora, particularly in the Americas, or in artistic traditions considered outside the canon of Western European and North American art (i.e., Tribal and Ethnic arts of Asia and the Pacific, etc.), 2) methodological flexibility, 3) teaching experience, and 4) publications. This appointment can be made at a senior level. Tenured candidates will be offered a two-year residency and an early decision either to remain with tenure or to return to their home institution. This appointment - the third in two years - is part of an expansion of the department of Visual Culture that will include a comprehensive curriculum, formal interactions with colleagues and students in other disciplines, and a new faculty in the next five years. Interested candidates please send cover letter, CV, three letters of recommendation, and a publication to: Naudia Forbes, Faculty Secretary, Arts, Hohe, Sarah Lawrence College, 1 Meadway, Bronxville, NY, 10708. Deadline: November 1, 2000.

EOE. Women and minorities are particularly encouraged to apply.

IILLINOIS

The Department of Sociology, University of Illinois at Urbana-Champaign (UIUC), expects to fill one or more senior positions in the coming year, preferably at the level of full professor, though we will also consider candidates for associate professor. A Ph.D. is required by appointment date. The area of specialization is open, but our major strengths are in (1) science, technology and the environment, (2) transnational studies, (3) race and ethnicity and (4) population, health and the life course, and for one position preference will be given to candidates working in areas (1) and (2)/(3). Applicants should have a national and international reputation in research, and demonstrated teaching abilities. Willingness to undertake a leadership role within the department is also a consideration. Appointments will begin 11 August 2002, or by mutual arrangement. Salary is commensurate with experience. Please send a cover letter, CV and contact information for three references to:

Andrew Pickering
Acting Head
Department of Sociology
University of Illinois at Urbana-Champaign
326 Lincoln Hall
702 S. Wright St.
Urbana, IL 61801
(Telephone 217-333-9333; fax 217-333-3225)
To be sure of full consideration, applications must be received by 15 December 2000.

The University of Illinois is an Affirmative Action, Equal Opportunity Employer.

NCTEACH

North Carolina Teachers of Excellence for All Children

We invite Professionals With a College Degree,
Desiring To Teach in Secondary and Middle Schools in North Carolina, To Participate in the Rigorous, High Quality Lateral Entry Teacher Licensure Program

We are looking for applicants who wish to teach secondary math or science; middle grades math, science, language arts, or social studies; K-12 special education; or K-12 second language (Spanish, French or ESL).

PROGRAM COMPONENTS: Full-time, intensive, six week Summer Institute June-July, 2001, Fall and Spring semester courses and mentoring support during first year of teaching. PRAAXIS Examination assistance. Mentoring and coaching during the second year of teaching. NC TEACH is offered at six host sites across the state.

QUALIFICATIONS: Minimum of a Bachelor's degree from an accredited institution with a major appropriate to the proposed area of teacher licensure. Recommended undergraduate grade point average of at least a 2.0 on a 4.0 scale in the major and a 2.5 on a 4.0 scale in cumulative GPA. Applicants must take either the Graduate Record Examination (GRE) general test (math and verbal) or the Miller Analogies Test (MAT). Prepare for GRE and/or MAT offered for NC TEACH applicants at a reduced rate. Commitment to students, their families, their communities, and the profession. At least 3-5 years successful work experience. Effective written and oral communication skills. Agree to participate in all program activities. No criminal record.

PROGRAM COSTS: Tuition and fees for 12 to 18 graduate semester hours equals one of the programs; textbooks and supplies approximately $400; application fee ($40). Participants will receive a $500 stipend after successful completion of the Summer Institute and hiring in their content areas, by a school district.

Upon successful completion of the NC TEACH Program, licensure testing requirements, and any additional academic work required by the host site on the basis of the initial transcript review for the particular licensure area, program participants will be recommended for a clear initial teaching license.

For Applications and More Information, Access our Web Site http://ncteach.gwu.edu, call 919-962-4562, or write to:

NC TEACH
University of North Carolina General Administration
Post Office Box 2718
Chapel Hill, NC 27515-2718

NC TEACH is committed to equality of educational opportunity and encourages diversity in its applicant pool.
Assistant to the Vice President of Academic Services

(400030)

Assist the Vice President of Academic Services in providing leadership to encompass instructional and academic support for Multi-campus Community College with emphasis on internal and external curriculum process coordination, instructional scheduling process, enrollment management, Academic Services budget, and national, state, and regional accreditations.

Requirements: Bachelor’s and Master’s degree from an accredited college or university required. Community college teaching experience required; full-time community college teaching experience preferred; curriculum development experience preferred. Experience working within the Utah System of Higher Education or a comparable system helpful.

Application Process: Position is open until filled. Reviewing begins September 20, 2000. Please submit an official SLCC employment application, cover letter, resume and photocopy of transcripts to:

Salt Lake Community College, Human Resources, 4600 South Redwood Road, P.O. Box 30808, Salt Lake City, Utah 84130; Phone: (801) 957-4210; TTY: (801) 957-4692; Fax: (801) 957-4721; www.slcc.edu/hr/hr.htm

EO/AA EMPLOYER

Capital Assets and Services

Facilities Services is seeking a new organizational structure within the department and has three position openings for the newly developed Department of Capital Assets and Services.

Assistant Vice President for Capital Assets and Services - 552710

Capital Assets and Services is seeking an Assistant VP to provide leadership, capital programming, operations maintenance, construction review, and management planning for the program. This person should possess effective communication and presentation skills, a strong leadership background, knowledge of industry standards, and the ability to develop a strategy into action.

Minimum Qualifications: Bachelor’s degree from an accredited institution of higher education, preferably in planning, architecture, engineering, or related field; five years or more of directly related experience including senior management experience.

Annual Salary: Competitive and commensurate with experience.

Application Deadline: Open; however, review of applications will begin on September 29, 2000.

Application Instructions: Submit an application, resume, and a list of five professional references to: Sam Lovett, Committee Chair, VP for Administration, PO Box 4088, Flagstaff, AZ 86011-4088

Director of Facility Services - 552711

Capital Assets and Services is seeking a Director of Facility Services to manage the physical plant operation and maintenance of facilities used by Northern Arizona University. This position will provide on-site day-to-day leadership and strategic direction for the department, oversee administration budget and contracts, and plan the overall objective of work goals in coordination with other administrative professionals.

Minimum Qualifications: Bachelor’s degree in business management, engineering, or related field; five years or more directly applicable experience, of which, at least five years have been in directing operations.

Annual Salary: Competitive and commensurate with experience.

Application Deadline: Open; however, review of applications will begin on October 9, 2000.

Application Instructions: Submit an application, resume, and a list of five professional references to: Ann Rivera, Search Committee Chair, VP for Administration, PO Box 4088, Flagstaff, AZ 86011-4088

Northern Arizona University

An NAU job application is required for all Classified Staff and Service Professional positions. Applications and a full job description can be accessed at www.nau.edu/hr or requested by calling the Human Resources Department at 520-523-2223

NAU is an Equal Opportunity/Affirmative Action Institution. Women, minorities, veterans and individuals with disabilities are encouraged to apply.
DEAN SEARCH
If you share our commitment to excellence in teaching professional skills and values and you have Vision, Passion, Stamina, Conviction, and Humor...
please consider joining us.

To apply, send current resume and letter of interest to:
Western New England College School of Law
Professor Eric Govin, Chair, Dean Search Committee
1215 Wilbraham Road, Springfield, MA 01119-2884
413-782-1451 • E-mail: egovin@law.wnece.edu
Website: www.law.wnece.edu

Western New England College is an equal opportunity employer.

California University of Pennsylvania
PENNSYLVANIA, CALIFORNIA 15419 California University of Pennsylvania
ASSISTANT PROFESSOR. The Department of Earth Sciences, California University of Pennsylvania, is seeking applications for a tenure-track appointment beginning in the Fall semester of 2001, approximate 9-month salary range for this rank: $42,578 - $59,911.
METEOROLOGIST. A candidate with a background in the geosciences is desired. A Ph.D. in a Geosciences-related discipline is preferred. The Department of Earth Sciences seeks an outstanding faculty member to contribute to existing concentrations in Broadcast Meteorology and Operational Meteorology, as well as to participate in the development of an undergraduate Meteorology major and a Master of Science in Broadcast Meteorology. The successful candidate should be able to demonstrate experience with and proficiency in atmospheric sciences, as well as skill in working with undergraduate students, a commitment to community service, and the ability to contribute to the operation of the California University Weather Center and the Broadcast Meteorology Studio. It would be desirable for the candidate to be capable of teaching a variety of geoscience-related courses, such as Introduction to Earth Science, World Regional Geography, and Map Principles. The candidate must also be aware of the range of route courses, from Weather Analysis, Hydrometeorology, and Forecasting through Precipitation in Broadcast Meteorology. I and II. Knowledge of and experience with computer-based meteorology display equipment is required. In order to be a leading candidate in the search, in addition to the aforementioned requirements, the candidate must be fluent in the English language and able to communicate well, work well in a teaching setting, and successfully complete the interview process. California University of Pennsylvania is an equal opportunity/affirmative action employer. Minority women and individuals with disabilities are encouraged to apply. Also, in accordance with the terms of the collective bargaining agreement between the State System of Higher Education and APSCUF, the successful candidate may be assigned to perform work at off-campus sites, in the evening/weekend college and/or provide instruction through distance education. Send letter of application, full curriculum vitae, a list of courses taken related to the position, and letters of recommendation to the Chairperson.

Dr. Robert A. Vargo
Chairperson, Meteorology Search Committee
Department of Earth Sciences
250 University Avenue, Box 55
Phone: (724) 938-5961 • email: vargo@cup.edu

Texas Tech University
Vice President Positions
Texas Tech University, under the leadership of its new President, is recruiting cm and talented individuals to serve as Vice Presidents and be part of a dynamic leadership team. The University invites nominations and applications for the following positions: Vice President for Fiscal Affairs; Vice President for Student Affairs; Vice President for Research, Graduate Studies and Technology Transfer; Vice President Information Technology; and Vice President for Institutional Advancement. All positions report directly to the President.

Texas Tech, founded in 1923, is one of the four leading research universities in Texas and is part of the Texas Tech University System. The Texas Tech campus in Lubbock (population 200,000) has a student population of approximately 35,000 students —including 21,000 undergraduate and 4,000 graduate and professional students. University is comprised of 10 colleges and school and offers 112 undergraduate majors, 70 masters and 50 doctoral degrees. The Lubbock area is the West Texas center of education, agriculture, healthcare, banking and business.

The Vice President for Fiscal Affairs acts as the Chief Fiscal Officer for the University and is responsible for managing, directing and controlling the University’s financial affairs. This Vice President has direct responsibility for all fiscal matters affecting University including strategic planning and budgeting. This Vice President will also be responsible for providing strategic financial oversight and oversight of the University’s financial operations including operating and capital budgets, financial planning and project investment management and accounting operations.

The Vice President for Student Affairs serves as the Senior Student Affairs Officer for the administration, coordination, development, management, planning, and operation of the University’s policies, programs and services related to campus life. This position is responsible for direct responsibility for all fiscal matters affecting University including strategic planning and budgeting. This Vice President will also be responsible for providing strategic financial oversight and oversight of the University’s financial operations including operating and capital budgets, financial planning and project investment management and accounting operations.

The Vice President for Research, Graduate Studies and Technology Transfer is responsible for advancing the research mission of the University and represents the institutional’s research interests to federal and state governments, industry, and national and international constituencies. This Vice President oversees all policies and procedures relating to research, technology transfer, and economic development, works closely with the faculty to encourage and support research and scholarly activity. This Vice President will also support and strengthen graduate education at the University serving as Dean of the Graduate School.

The Vice President for Information Technology acts as the Chief Information Officer for the University. The Vice President is responsible for developing and managing University’s technology services and information services to take advantage of opportunities and meet future technological challenges. Areas of responsibility include operations, telecommunications, technology customer services, technology assessment and support, information systems and development, and information management. The Vice President will be responsible for strategic planning and Information Technology, and for creating and maintaining a culture of communication and collaboration.

The Vice President of Institutional Advancement is responsible for the plan and develop, and coordinate the overall identification, cultivation, solicitation, stewardship of major gifts from target constituencies (individual donors, as well as foundations and corporations) in support of the academic colleges and schools of Texas Tech University. The Vice President will also coordinate the strategies to reinforce the University’s image and its recognition.

Interested applicants should possess extensive professional and administrative experience within their respective areas as well as a proven record of success and leadership skills. They must value open communication and understand the importance of promoting diverse university community.

Review of applications will begin October 15, 2000 and continue until the position is filled. Applications may be directed to the Office of the Texas Tech University, P.O. Box 40305, Lubbock, Texas 79409.

For more information about these positions, including the minimum acceptable qualifications and primary leadership duties and responsibilities, please visit:
http://www.vpo.sfaadmin.itu.edu/personnel/home.htm

Texas Tech University is an Equal Opportunity Employer and encourages nominations and applications from minority and female applicants.
MILLSAP PROFESSORSHIP
OF FAMILY DIVERSITY
AND MULTICULTURAL STUDIES

The Department of Human Development and Family Studies at the University of Missouri-Columbia is recruiting for the endowed Millsap Professorship of Family Diversity and Multicultural Studies. The department has identified multiculturalism and diversity as its foci and seeks an individual with expertise in race and ethnic issues in human development and/or family studies. The starting date for the 9-month position is Aug., 2001. Preferred rank is Associate or Full Professor. Duties include teaching undergraduate and graduate courses; advising undergraduates, masters and doctoral students; conducting an active program of research, participating in the department's new Center for Family Policy and Research; and engaging in university and community service. Women and minorities are especially encouraged to apply. The Department of Human Development and Family Studies at the University of Missouri-Columbia does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, status as a disabled veteran or veteran of the Vietnam era, or sexual orientation. Review of applications will begin immediately and will continue until the position is filled. Send cover letter addressing qualifications and interests, vita, and three letters of reference to: Dr. Drew Fine, Ph.D., Search Committee Chair, Dept. of Human Development and Family Studies, 314 Gentry Hall; University of Missouri-Columbia, Columbia, MO 65211. Email or phone questions to: finem@missouri.edu; 573-884-6301.

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-0333

Tenure-Track Positions
for Fall 2001

Art History
Communication
Economics
Education
German
Modern European History
U.S. 20th century History
Psychology
Theatre

The positions are posted jointly with the Five Colleges of Ohio Consortium. For complete details, go to www.wooster.edu; scroll down and select the link to Employment Opportunities or call or e-mail Linda Farmer 330-263-2135--lfarmer@ecs.wooster.edu

DIRECTOR OF THE LEARNING
CIRCLE/COMMUNITY
OUTREACH COORDINATOR

Oversee all support services and activities offered through The Learning Circle and serve as an outreach counselor to identify grades 6-12 students interested in participating in the "I.A.V." Program for understanding students interested in allied health. The ideal candidate will possess a BA/BS (Masters preferred), demonstrated experience with at-risk students, a driver's license and the ability to work some weekends and travel locally.

Email resume w/rf/num to: humanresources@mountida.edu or send to Office of Human Resources, Mount Ida College, 777 Dedham, Street, Newton Centre, MA 02459.

UNIVERSITY OF WEST FLORIDA
Full-Time Faculty Position in Literature

English, Assistant Professor (tenure earning) British Medieval and Renaissance literature with secondary interest in at least one of following areas: Creative Writing (playwriting preferred), Gender Studies, or Critical Theory preferred (Position #14453). Starting date August 2001. Requires Ph.D. in hand, excellent teaching record, and demonstrated record of research and publication. $35,000-37,500. Cover letter, vita, and three letters of recommendation by 15 November 2000 to Dr. Carlos L. Dew, Chair, Department of English and Foreign Languages, University of West Florida, 11000 University Parkway, Pensacola, FL 32514-5750.

Women and minority candidates are strongly urged to apply.

COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine seeks applicants for the following position:

CURATOR

COLBY COLLEGE MUSEUM OF ART

Colby seeks a talented individual to serve as the newly endowed Peter and Paula Lunder Curator of the Museum of Art. Curator responsibilities include overseeing exhibitions, maintenance of curatorial records, research and development of Museum publications, and recommending acquisitions. The Curator will also supervise a registrar, support grant writing efforts with the College's development office, recruit and train docents, and conduct public tours/lectures as part of community outreach programs. Advanced degree, significant curatorial experience, and a broad background in American art required. Strong communication skills, and the ability to establish and maintain effective relationships with staff, students, faculty, donors and friends of the Museum also required. Interested candidates should submit two copies of a cover letter and two copies of a resume, including the names and telephone numbers of three references to: Douglas C. Tep, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855. A review of applications will begin in early November and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Application and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: www.colby.edu

University of Nebraska
Lincoln

FAMILY LIFE SPECIALIST/ASSISTANT PROFESSOR

with a concentration in aging and the family. Se candidates for a tenure-track, 12-month position. 100% Cooperative Extension responsibilities. 1 Department of Family and Consumer Sciences. PC located at the West Central Research and Education Center, North Platte, NE. Successful candidate will provide statewide leadership in the implementation of Extension evaluation of family life education programs related Sustainable Families Action Plan and provide leadership within the West Central District for the coordination of the community program. Requires a Ph.D. in family consumer sciences or related field, as well as excellence in planning, research, and grant writing. Submit letter of application, vita, graduate courses, sample publications and three letters of reference to: Kathy Prochaska-Cue, Co-Chair, Search Ad Committee, University of Nebraska-Lincoln, Dep of Family and Consumer Sciences, 123 Horse Hall, Lincoln, NE 68583-0881. Review of applications will begin on Monday, October 9, 2000, and continue until a suitable candidate is identified. The University of Nebraska committed to a pluralistic campus community. Affirmative Action and Equal Opportunity and is responsive to the needs of dual-career couples.

We assure reasonable accommodation under Americans With Disabilities Act. Contact Dr. Prochaska-Cue at 402/472-5517 for additional information.
Amherst
College

FACULTY POSITIONS

Amherst College announces searches for ten full-time assistant professor tenure-track positions for the 2002-2003 academic year.

Amherst College is a private undergraduate liberal arts college for men and women, with 1,600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five-College Consortium for all faculty positions, completion of the Ph.D., or equivalent is expected. Candidates should have a strong commitment to undergraduate teaching and research. Faculty are encouraged to develop traditional and non-traditional courses. The department is especially interested in candidates who are willing to contribute to the college's efforts to increase the diversity of the faculty and student body.

BIOLOGY
Organizational biology. For details, see web-site indicated above.

CHEMISTRY
Environmental chemistry. For details, see web-site indicated above.

ECONOMICS
Transnational economics. The Department is seeking a position in economic theory or in economic history. The successful candidate will have a strong background in economic theory and be able to contribute to the teaching of introductory and advanced courses in microeconomics and Macroeconomics. Teaching and research interests include economic development, international trade, and environmental economics.

ENGLISH
African American literary studies. Candidates should have a strong background in African American literature and be able to teach a range of courses in this area. They should be able to contribute to the college's efforts to increase the diversity of the student body.

ECONOMICS
Financial economics. The Department is seeking a position in financial economics. The successful candidate will have a strong background in financial economics and be able to contribute to the teaching of introductory and advanced courses in this area. Teaching and research interests include corporate finance, financial markets, and financial institutions.

PHYSICS
Experimenter experimentalists. The Department is seeking a position in experimental physics. The successful candidate will have a strong background in experimental physics and be able to contribute to the teaching of introductory and advanced courses in this area. Teaching and research interests include quantum mechanics, statistical mechanics, and condensed matter physics.

PHYSICS
Non-linear physics. The Department is seeking a position in non-linear physics. The successful candidate will have a strong background in non-linear physics and be able to contribute to the teaching of introductory and advanced courses in this area. Teaching and research interests include dynamical systems, chaos theory, and fractals.

PHYSICS
Computational physics. The Department is seeking a position in computational physics. The successful candidate will have a strong background in computational physics and be able to contribute to the teaching of introductory and advanced courses in this area. Teaching and research interests include computer simulation, statistical mechanics, and condensed matter physics.

PHYSICS
Nuclear physics. The Department is seeking a position in nuclear physics. The successful candidate will have a strong background in nuclear physics and be able to contribute to the teaching of introductory and advanced courses in this area. Teaching and research interests include nuclear astrophysics, nuclear structure, and nuclear reactions.

PHYSICS
Particle physics. The Department is seeking a position in particle physics. The successful candidate will have a strong background in particle physics and be able to contribute to the teaching of introductory and advanced courses in this area. Teaching and research interests include high-energy physics, quantum field theory, and particle detectors.

PHYSICS
Quantum optics. The Department is seeking a position in quantum optics. The successful candidate will have a strong background in quantum optics and be able to contribute to the teaching of introductory and advanced courses in this area. Teaching and research interests include quantum information, quantum communication, and quantum cryptography.

PHYSICS
Solid state physics. The Department is seeking a position in solid state physics. The successful candidate will have a strong background in solid state physics and be able to contribute to the teaching of introductory and advanced courses in this area. Teaching and research interests include solid state physics, band theory, and semiconductor physics.

PHYSICS
Thermodynamics. The Department is seeking a position in thermodynamics. The successful candidate will have a strong background in thermodynamics and be able to contribute to the teaching of introductory and advanced courses in this area. Teaching and research interests include statistical mechanics, thermodynamic properties, and phase transitions.
PRESIDENT

Kankakee Community College invites applications and nominations for the position of President.

The college, located on a 177-acre campus 50 miles south of Chicago, enrolls more than 5,000 students annually and serves more than 8,000 additional residents through corporate and continuing education programs. KCC provides high quality transfer and career programs, plus adult education and literacy programs at multiple sites throughout its 1,600-square-mile district. The college enjoys a sound financial status, with one of the lowest student tuition and property tax rates in Illinois. It is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

The President reports to a seven-member, elected Board of Trustees. The Board seeks a President who will continue the college’s tradition of strong, positive leadership while responding to the district’s future educational challenges.

For a presidential profile brochure which describes the position and qualifications and explains the application process, or to nominate a candidate, contact:
Carol Webber, Search Liaison
Kankakee Community College
P.O. Box 888
Kankakee, IL 60901-0888
815-955-0216
cwebber@kcc.cc.il.us

The profile brochure also is on the KCC web site at www.kcc.cc.il.us in the “About KCC” section.

Nominations and applications will be accepted until the position is filled. The Search Committee will determine who will be interviewed by late November 2000. Preferred starting date is April 1, 2001. Candidates who cannot make themselves available until a later date will be considered, but they are asked to indicate their date of availability. Salary and benefits are competitive with institutions of comparable size.

An Affirmative Action, Equal Opportunity Employer

Florida Community College
at Jacksonville

District Director
of Enrollment Services and Registrar

Florida Community College at Jacksonville seeks a student-focused director to lead the College’s district-level enrollment services, registration and records operation within a multi-campus environment.

The successful candidate for this management position will play a leadership role in the creation and implementation of both enrollment services and student success goals and initiatives. The position provides direct supervision over all district-level staff in the areas of admissions, registration and records. Additionally, the successful candidate will be expected to provide collaborative, college-wide leadership to campus and center personnel engaged in enrollment services and student success functions with the goals of achieving higher levels of customer service, enrollment, retention, and student success.

QUALIFICATIONS

Master’s degree in Educational Leadership, Foundations in Education, Administration, Public Administration, or related; supplemented by three years of managerial/supervisory experience in registration, records management and admissions procedures for an educational institution, preferably in higher education.

Additionally the successful candidate will possess the following preferred characteristics:

• A burning desire to continually improve student access to educational services and to continually improve student success.
• A passion for providing the highest possible level of service to our students and a track record which demonstrates the successful application of process improvement skills.
• The proven ability to manage integrated, relational student information systems.
• A vision for the application of current and emerging technologies and student services functions.
• Ability to master federal, state, and institutional rules, regulations, and policies and to learn and lead in inter-institutional initiatives such as the Florida Academic Counseling and Tracking for Students and electronic transcript communications programs.
• A demonstrated ability to interact professionally, collaboratively and creatively with all levels of the organization, administration, faculty and staff.

This progressive College serves seven campuses at multiple locations and programs, with an enrollment of more than 30,000 students. The Jacksonville Community College District serves a five-county area in the growing city of Jacksonville, a metropolitan area with a population of more than one million residents.

SALARY: $56,280-$78,168 (Dependent)

HOW TO APPLY

Interested candidates must submit a Florida Community College at Jacksonville completed application form and an official copy of transcripts in order to be considered for this position. An application can be downloaded from our website at www.FCCJ.org/HumanResources, obtained at the Human Resources Department at 501 W. State Street, Jacksonville, FL 32202, or by calling (904) 335-3210. A résumé may be attached, but will not be accepted in lieu of an application. Submit the application with cover letter, résumé and official transcripts to:

Florida Community College at Jacksonville, Martin Center for College Services, 501 W. State St., Jacksonville, FL 32202, ATTN: Human Resources
THE UNIVERSITY OF OKLAHOMA

DIRECTOR
Southwest Center for Human Relations Studies

The Southwest Center for Human Relations Studies was founded in 1951 in the College of Continuing Education to coordinate the resources of the University in training, public awareness, conferences, intervention, and support for communities and organizations involved in issues based on race, ethnicity, gender, age, or other arbitrary classifications. The Center conducts the nation's largest annual conference on race and ethnicity in higher education (NCORE), and has sponsored numerous conferences in areas such as school integration, law enforcement and minorities, civil rights, women's issues, diversity in the workplace, multicultural leadership development, and other topics associated with human rights and intergroup relations.

The Director supervises a small staff of program developers and draws on the larger faculty of the University and appropriate outside experts for special needs. Depending upon the applicant's credentials, an adjunct appointment in the University would be acceptable to the Center and would facilitate positioning the Center to access all faculty resources.

The Director should have the following qualifications:

- Familiarity with trends and issues in the general area of human relations
- Demonstrated ability to work with persons of various ethnic, racial, and social backgrounds
- Commitment to human rights and social diversity
- Terminal degree preferred and Master's degree required
- Experience in organizational management within higher education setting and/or conference planning
- Demonstrated excellent written, oral, and formal presentation skills
- Demonstrated ability to acquire and utilize resources for program support

The Director reports to the Assistant Vice President for Public and Community Services and works with an advisory Executive Committee. The University of Oklahoma is an equal opportunity affirmative action employer and seeks especially women and/or minorities for this position. Salary is negotiable, depending on the candidate's qualifications and experience. Applications will be received until the position is filled. Screening and review of candidates will begin October 6, 2000.

Address inquiries or applications to:
Human Resources
The University of Oklahoma
901 Asp Avenue, Room 205
Norman, Oklahoma 73019

PRAIRIE VIEW A&M UNIVERSITY

SCHOOL OF JUVENILE JUSTICE & PSYCHOLOGY

TEXAS JUVENILE CRIME PREVENTION CENTER

Prairie View A&M University was most recently redefined by the people of Texas by an amendment to the constitution in 1984. Through that amendment, Prairie View joined the University of Texas at Austin and Texas A&M University as the state's only constitutionally designated "institutions of the first class." The main campus is approximately 45 miles northwest of Houston, Texas, on U.S. Highway 290.

The School of Juvenile Justice and Psychology is authorized to award the following:

- Doctor of Philosophy degree in Juvenile Justice
- Master of Science degree in Juvenile Justice
- Master of Science degree in Juvenile Forensic Psychology
- Bachelor of Science degree in Criminal Justice
- Bachelor of Science degree in Criminal Justice with specialization in Juvenile Justice
- Bachelor of Science degree in Psychology

Professor of Criminal Justice/Juvenile Justice

Applicants must have a Doctorate degree in Criminal Justice or Criminal Justice and/or related field with experience in graduate teaching and research. Preference will be given to those who have 8 years experience with specialization in juvenile justice and background and interest in the training of Ph.D. students for this newly developed field of Juvenile Justice.

Associate Professor of Criminal Justice with specialization in Juvenile Justice

Applicants must have a Doctorate degree in Criminal Justice, Criminology or related field and experience in graduate teaching and research. Preference will be given to those who have five years experience with specialization in juvenile justice or work related experience in the training of graduate students.

Associate Professor of Psychology

Applicants must have a Doctorate degree in Psychology and 5 years experience in graduate teaching and research. Preference will be given to those who have a specialization in Forensic Psychology and work related experience in the training of graduate students.

******

Candidates must have demonstrated scholarship in teaching, research, publication and grant writing. Successful candidates may be able to negotiate tenure and a highly competitive salary.

Appointment - September 1, 2001. (Tenure-track Academic Year Appointment).

These positions will remain open until filled. Interested applicants must submit an application/resume and three letters of recommendation to:

Prairie View A&M University
Office of Human Resources
P.O. Box 5
Prairie View, Texas 77446

PVAMU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER
PRESIDENT
LORAS COLLEGE
Educatlng Principled Thinkers.

Loras College invites inquiries, nominations, and applications for the position of President. Loras is a Catholic, diocesan, coeducational, liberal arts college classified as a "Master's institution. The President is the Chief Executive Officer with authority for the management of academic, business, and administrative operations of the College. In collaboration with the executive management team, the President provides leadership for the College consistent with the direction set by the Board of Regents, the governing body of Loras.

Founded in 1839 by Bishop Mathias Loras, the first Catholic Bishop of Iowa, the College overlooks the Mississippi River in the heart of the upper Midwest. Loras is located in Dubuque, Iowa on a 60-acre campus. The broad cultural and sports activities at the College complement a common experience which includes the Museum of Art, Symphony Orchestra, Grand Opera House, Five Flags Convention Center, 18 golf courses, and 14 scenic nature and recreation parks.

The comprehensive Campus Facility Plan guides the ongoing enhancement of the campus facilities including the initiation of the new $18 million Academic Test Center. The William Memorial Library, the home of one of the largest academic libraries in the state, has 260,000 books, an outstanding rare book collection, and a manuscript collection dating back to the 12th century. The Technology Center offers a variety of computing facilities and services. IBM RS/6000s and Novell NetWare servers provide general interactive and instructional computing for the College. Loras has already completed its infrastructure for the campus-wide utilization of laptops in a "notebook" environment in 2001-2002.

Loras College is in U.S. News & World Report Regional Top Tier, Newsweek Hidden Treasures, Barron's Best Buys in College Education, and Rangeley Recommendations. Loras ranks 17th among the nation's 252 Catholic colleges in the total number of students who have earned a baccalaureate degree. With a commitment to "the total development of the students," the College dedicates its faculty, staff, and facilities primarily to undergraduate programs in a residential setting.

The College offers undergraduate majors in 62 programs and master's degrees in 18 programs. The annual operating budget is $34 million with an endowment of $31 million dollars. The average ACT score for all students was 21.3, with 39% of the students in the top one-fifth of their high school graduating class. The student body is 85% Catholic with students of other faiths warmly welcomed. The College is a member of NCAA Division III, participates in the Iowa Intercollegiate Athletic Conference, and sponsors 31 intercollegiate sports with over 35% of the student body participating. There are now over 30 active Loras alumni clubs made up of 20,000 alumni from around the world who enthusiastically support the College. In 1998, Loras was the recipient of a $10 million gift, one of the largest single contributions to a private Iowa higher education institution in history.

The student body includes over 1700 men and women selected from 25 states and 16 countries. The College has 200 full and part-time staff employees, 160 full and part-time faculty members, of which 96% hold graduate degrees, and 65% are tenured. The student-faculty ratio is 11:1.

Loras is an equal opportunity employer committed to diversity within the workplace.
**DIRECTOR, JOB PLACEMENT CENTER**

Our progressive community college is seeking a Job Placement Center Director who will be responsible for the administration, development, implementation, coordination, and evaluation of job services offered by the college. Master's degree in Counseling, Student Development, Adult Education, or related field and 3-5 years experience or special training in administration of career and/or job placement services/grants administration required. We offer a competitive salary and excellent benefits package. Send resume to Office of Human Resources at:

Moraine Valley Community College
10900 S. 88th Ave.
Palos Hills, IL 60465

**ASSOCIATE DEAN**

College of Health Professions
Wichita State University

Building on 75 years of program excellence, the College of Health Professions (CHP) at Wichita State University has forged a new vision of innovation and excellence in education to promote a healthy society. We are a learner-centered community dedicated to developing outstanding health professionals by valuing our students, integrating teaching, scholarship, practice, and service, and partnering with the community. Our core values are excellence, leadership, professionalism, innovation, and collaboration.

CHP is acclaimed for excellence in its health professions programs, its clinical education, and its strong community relationships. Now we seek an innovative and energetic Associate Dean to help shape our future by promoting scholarly activity and research within the College and partnering with the community to build interdisciplinary instructional, research, and service opportunities. For more information about the College and a complete position description, visit our website at www.wsu.com/.../vsu/... or contact the College of Health Professions at (316) 978-5600 or the address listed below.

**REQUIRED QUALIFICATIONS**

Earned doctorate; successful leadership experience in academic administration and curriculum development and management; evidence of scholarly achievement; successful teaching experience in health and human services programs at the undergraduate and/or graduate levels; record of success in securing external funding and managing funded projects. Required knowledge, experience, and abilities include familiarity with the health care system and an understanding of how the disciplines within CHP fit into that system; understanding of academic issues related to health professions education and accreditation requirements and process for health professions programs; experience in establishing and maintaining inter-disciplinary collaboration; demonstrated ability to foster and improve interdisciplinary collaboration; and experience in assessing students and programs.

The successful applicant must also be able to think and work in a global framework and be adept at developing and implementing effective faculty development activities and to mentor faculty in research efforts and successful experience with diverse populations and a commitment to diversity.

**CONDITIONS OF APPOINTMENT**

This is a full-time, twelve-month position, eligible for tenure review. Salary, rank, and tenure status will be commensurate with qualifications.

**PREFERRED START DATE:** March 1, 2001 (negotiable).

**APPLICATION PROCEDURE:**

Send letter of application addressing required qualifications, curriculum vitae, and the names, addresses, and phone numbers of three professional references to: Assistant Professor, University of Connecticut School of Social Work, 1798 Asylum Avenue, West Hartford, CT 06117-2898. We encourage applications from under-represented groups, including minorities, women and people with disabilities. (Search# 01A53)

**California University of Pennsylvania**

California University of Pennsylvania is accepting applications for the Dean of the College of Education and Human Services and for the Dean of the College of Liberal Arts. Full position details are available by visiting our website, www.cup.edu/employment. Application review begins on October 1, 2000 and will continue until a selection is made.

California University of Pennsylvania is an EEO/AA employer and encourages the applications of women, minorities, and the physically challenged.
Sul Ross State University invites applications for the following Title V positions:

Position #01-1: Title V Coordinator (12 month position/assistant or associate professor. Salary commensurate with credentials. (ass. professor rate $43,150 - $46,776; associate professor rate $51,630 - $60,000). Required: Terminal degree in a teaching area Doctorate in Education; eligibility for appointment to rank as Assistant Professor or Associate Professor in Department of Education; at least three years experience in higher education; two years experience in direct management of state and federal grant programs; experience in budgeting grant programs; strong interpersonal and communication skills; demonstrated ability to work as a member of a leadership team. Preferred: Specialization in Elementary Education or Reading, possessing or eligible for Texas Teacher Certification in specialization area; experience in managing administrative units; experience in Title II or Title III programs.

Position #01-2: ExCEET Coordinator. $54,704. Required: Master's in Education, experience in data analysis, demonstrated communication and leadership skills, experience in using educational technology, experience in developing and working in collaborative universities. Preferred: Doctorate degree.

Position #01-3: Student Intervention Specialist. $54,704. Required: Master's degree. Experience in diagnosing learning and reading problems and development improvement strategies; familiarity with computer-assisted learning systems; experience in working with student improvement systems. Preferred: Doctorate degree.

Positions available immediately. Submit letter of application, vita, transcripts, and three letters of recommendation to Leigh Anne Sutton, Director of Business Operations, Sul Ross State University, Rio Grande College, 205 Wilder Dr., Del Rio, TX 78840. Review of applications will begin immediately and continue until the position is filled. Equal opportunity/AA/EEO.

Sul Ross is a member of the Texas State University System. Visit our website (http://www.sulross.edu) to view complete announcement for each position.

---

UNIVERSITY OF WISCONSIN MILWAUKEE

DEAN, SCHOOL OF NURSING

The University of Wisconsin-Milwaukee (UWM) seeks nominations and applications for the position of Dean of the School of Nursing.

UWM, Wisconsin’s major urban public research university, located near the picturesque shores of Lake Michigan, is organized into 12 schools and colleges and has an enrollment of 32,000 students. The Dean is responsible for administrative, organizational and creative leadership for the undergraduate program, graduate program with Family Nurse Practitioner and Clinical Specialist tracks and Doctor of Philosophy programs in nursing. Candidates must be internationally recognized for scholarly achievements, demonstrate leadership, hold an earned doctoral degree, meet requirements for tenure professor, and be eligible for N multiple by the state

Applications must include letter of interest, vita and names, addresses and telephone numbers of three reference persons. Review of applications will begin November 10, 2000. Submit applications to Phyllis M. King, Chair, Search and Screen Committee for the Dean of the School of Nursing, University of Wisconsin-Milwaukee, Enderis Hall 579, P.O. Box 413, Milwaukee, WI 53201.

UWM is an AA/EEO employer.

For a complete position description, please visit our Web site at www.uwm.edu/Dep/Nursing

COMMUNITY COLLEGES OF SPOKANE

Associate Vice Chancellor for Marketing and Public Relations, District Office. Search reopened. This position is responsible for the organization and management of the external and internal communication with special emphasis in the areas of public relations, marketing, news bureau (information services), publications, college and community relations, student recruitment, and special events and projects. Develop and supervise an external communications program through the use of publications, meetings, news media, and technology; supervise an internal communication program with an emphasis on interpersonal communication, which includes award/recognition programs, newsletters, bulletins, and other printed materials. Bachelor’s degree in journalism, broadcasting, public relations, human relations, educational administration or related field and five years professional experience in marketing communications, public relations or related field. Higher earned degree; higher education experience desirable. Salary commensurate with experience and education up to $63,000. Open until filled. Screening of applications begins October 2, 2000.

Manager, Center for Service Learning, Spokane Falls Community College. The manager will direct and provide the overall administrative support for SFCC’s comprehensive service learning program and federal service learning grant. This position will establish the service learning center, implement the center’s activities (including budgeting and reporting), and provide overall leadership for service learning initiatives for students, faculty, staff, administration, and community based organizations. Bachelor’s degree with two years experience in supervision and management. Proven ability to work with community groups and diverse populations. Successful grant writing and grant implementation experience. Experience in higher education, personal experience with a volunteer or service learner desirable. $44,000. Open until filled, screening of applications begins on September 27, 2000.

For position details, qualifications requirements, and application details, contact Human Resources Office, Community Colleges of Spokane, 2000 N. Greene Street, Spokane, WA 99207-5499 at (509) 533-7429, TTY (509) 533-7466 or access our Website at http://ees.spscc.edu/AA/EOU.
DEAN OF THE COLLEGE OF LIBERAL ARTS

Texas A&M University at College Station is seeking candidates for the Dean of the College of Liberal Arts. Consisting of 12 departments, the College has over 380 tenured-track faculty who serve 5800 students in 40 graduate and undergraduate degree programs, including 9 interdisciplinary programs. The College has 8 Distinguished Professors, 7 endowed Chairs, and 28 named professorships.

In response to the University's strategic plan, Vision 2020 (http://www.tamu.edu/vision2020), the Dean will be asked to develop new initiatives in interdisciplinary studies throughout the University, to build bridges between the liberal arts and sciences, and to increase the standing of the College nationally. The Dean's duties will also include: most notably, facilitating opportunities to obtain extramural funding; aggressively advocating the interests of the humanities, the arts, and the social and behavioral sciences; and advancing the College's efforts in recruiting and retaining multiracial and diverse faculty members and students.

More information about this position is posted on the web at: http://www.tamu.edu/provost. The Search Committee will begin screening applications on November 15, 2000. Nominations and applications should be sent in writing to:

Dr. Richard E. Ewing
Chair Dean of Liberal Arts Search
312 Administration Building
1112 TAMU
Texas A&M University
College Station, TX 77843-1112
By email: richard-ewing@tamu.edu

DEAN
COLLEGE OF EDUCATION AND
HUMAN SERVICES

Montclair State University invites nominations and applications for the position of dean, the College of Education and Human Services. The dean, who reports to the provost/vice president for Academic Affairs, serves as the chief academic and administrative officer of the College.

The individual selected as dean must have the vision to identify and pursue new opportunities that will allow the College to remain a national leader in the education of educators and renewal of the schools and the intellectual strength to direct its growth and development within the framework of shared academic governance. She/he must be capable of being regarded as an intellectual leader not only within the College, but across the campus and within the community as well. She/he will be responsible for the administrative and fiscal management of the College, with special attention to the recruitment and development of faculty. She/he will be responsible for effectively representing the College to the campus, alumni and external communities and providing leadership in the pursuit of the external resources required to augment State appropriations. The dean will be expected to influence and implement government policy affecting programs within the College at the state and national levels. The dean will be a key member of the University's senior leadership and will be imaginative in finding ways to advance the goals and objectives of both the College and the University and to foster collaborations across the campus.

Further details about the qualifications for this position are available at http://www.montclair.edu.

With a faculty of 85 scholars/teachers and 2,000 students, the College of Education and Human Services offers professional programs leading to the B.S., M.A., M.Ed., M.A.T., and Ed.D. degrees. The College is organized into six departments: Curriculum and Teaching; Counseling, Human Development and Educational Leadership; Educational Foundations: Health, Physical Education, Recreation and Leisure Studies; Human Ecology; and Reading and Educational Media. The College is home to a number of other units including the nation's first Center of Pedagogy, the New Jersey Network for Educational Renewal and the Institute for the Advancement of Philosophy for Children. As one of the original members of the National Network for Educational Renewal founded by John Goodlad, the College's programs for educators and educational renewal have received national and international recognition for strengthening the education of educators and fostering renewal in the schools. The College is a member of the Holmes Partnership, the Teacher Education Council of State Colleges and Universities, the Council of Great City Colleges, and the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges. The College is accredited by the National Council for Accreditation in Teacher Education, and programs are accredited by the American Association for Family and Consumer Science, the American Dietetics Association, and the National Recreation and Parks Association.

Montclair State University is a comprehensive public university offering a rich array of programs to approximately 13,500 undergraduate students and post-baccalaureate students. Founded in 1908, the University is organized into three colleges and three schools: College of Education & Human Services, College of Humanities & Social Sciences, College of Science & Mathematics, School of the Arts, School of Business, and the Graduate School. Characterized by a faculty of 450 teachers-scholars, Montclair offers undergraduate degrees in more than 70 majors and graduate degrees in more than 30 areas of study and seven degrees at the Master's and Doctoral level in 36 areas of study. The University is located 14 miles west of New York City on a beautiful 200-acre suburban New Jersey campus.

Applicants should submit a letter of application, a résumé and the names, addresses and phone numbers of five references to: Montclair State University, C116-V89/RH/E. Upper Montclair, NJ 07042. The review of applications will begin in October, 2000 and will continue until the position is filled. The expected starting date is July, 2001.

An Equal Opportunity/Affirmative Action Institution

COLUMBIA FACULTY

COLUMBIA COLLEGE CHICAGO invites applications for a tenure track faculty position in the Arts, Entertainment & Media Management Department to teach in the area of Fashion/retail Management, beginning in Fall, 2000 or Spring, 2001. The department emphasizes management for the business of the arts, entertainment, media, and fashion. Review will begin immediately and continue until the position is filled.

Responsibilities include teaching Fashion/retail Management and courses in the Management core curriculum; assisting in training professional part-time faculty; participating in new curriculum initiatives; advising undergraduates and possibly graduate students and developing assessment programs and procedures. Teaching and/or work experience in the fashion and retail industry, an advanced degree or equivalent professional experience and working knowledge of current technology in the field is required. A network of local and national contacts in the field is highly desirable.

Columbia College is a diverse, open admissions, urban institution of 8,800 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Submit a letter of application, current vita, salary history and the name, addresses and phone numbers of three references to:

Management Search, F/RM-1
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

COLUMBIA COLLEGE LEONARD M. CAPELLO FACULTY SEARCH COMMITTEE

MONTCLAIR STATE UNIVERSITY 2000-2001
Assistant/Associate Professor
Puerto Rican Studies in Social Work
University of Connecticut, School of Social Work

The University of Connecticut School of Social Work, a leader in MSW graduate education in Connecticut and throughout the New England region, is an integral part of the State's flagship land and sea grant Research One University. It shares with the other units of the University the pursuit of excellence in teaching, research and scholarship and a commitment to public service that brings the knowledge of the University to the people of the State and the world. The curriculum of the School of Social Work is a two-year, 60-credit master's program that focuses on methods as its primary approach to advanced concentrations. These methods are administered, Casework, Community Organization, Group Work and Policy Planning.

The Puerto Rican Studies project in the UConn School of Social Work was founded by Dr. Julio Morales in 1980, to address the need for culturally appropriate social work practice with Puerto Rican communities in Connecticut and South Western Massachusetts and to recruit, retain and graduate Puerto Rican and other Latino social work students. Five courses in Puerto Rican Studies and social work practice are offered at the school on a regular basis. Puerto Rican Studies is an elective substantive area within the School’s curriculum.

Puerto Rican Studies in Social Work Faculty Position: Applications are being sought for a tenure track assistant/associate position in Puerto Rican studies. This appointee will coordinate and teach courses on Puerto Rican Studies related to social work practice, recruit Latino/a students, advise Latino/a and other students and work with the Organization of Latin American Students. This person must be able to provide training and consultations to social service agencies in the Puerto Rican community. Scholarly contributions to the knowledge base of Puerto Rican Studies are expected.

Qualifications:
- Candidates must be bilingual (English-Spanish)
- Knowledge and expertise in Puerto Rican culture and issues affecting Puerto Rican and other Latino communities in the United States
- Doctorate in social work or a related field; candidates with ABD with completion in near proximity will be considered
- MSW and at least two years relevant social work practice experience
- Experience in teaching and working with students is also desirable
- Ability to contribute to one or more of the method concentrations

Applications will be accepted until the position is filled. Screening will begin immediately with an anticipated date of hiring of September 2001. Please send curriculum vitae, including the names, addresses, telephone numbers and e-mail addresses of five references to: Ms. Delri Cecil Robinson Office of Human Resources: Southeast Missouri State University; Mail Stop 3156; One University Plaza; Cape Girardeau, Missouri 63701.

University of Connecticut
Saint Joseph College
West Hartford, CT

Faculty Position in Special Education
Department of Child Study/Education/Special Education

Saint Joseph College provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

The College invites applications for a tenure track assistant/associate professor appointment to begin January 2001. Minorities are encouraged to apply. Responsibilities will include teaching in the teacher certification program at the undergraduate and graduate levels. Teaching responsibilities will include courses in the integrated special education/elementary education program. Additional responsibilities may include supervision of students in field placements and will involve advisement of students and scholarly research.

Qualifications include a doctorate in education or a related field and a minimum of 3 years of experience teaching in or administrating schools. Experience working with diverse student learners is highly desirable. The successful candidate shall understand and support the College's mission.

Send letter of application, curriculum vitae, copies of transcripts, and three letters of reference from people who have supervised your work to Human Resource Department, Education Search, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117.

Review of applications will begin immediately and continue until the position is filled.

An EOE/AA/VE employer. Women and minorities are encouraged to apply.

Learn more about Saint Joseph College at www.sjc.edu

UNIVERSITY OF WISCONSIN MILWAUKEE

DEAN OF THE SCHOOL OF EDUCATION and
CHANCELLOR'S DEPUTY FOR EDUCATION PARTNERSHIPS

The University of Wisconsin-Milwaukee (UWM), Wisconsin's premier urban research university, offers baccalaureate, masters, and doctoral degrees across 12 schools and colleges serving 23,000 students. The campus is located in an attractive setting near Lake Michigan, minutes from downtown Milwaukee. The Dean directs the School of Education's mission to prepare professional educators through a strong program of academics, research, and community outreach across five academic departments and through certification programs at the undergraduate, post-baccalaureate and masters levels, as well as an interdisciplinary Doctor of Philosophy Program in Urban Education. As Chancellor's Deputy, the Dean leads education partnerships between UWM schools, colleges and divisions, local school systems, area post-secondary institutions, and community partners.

Candidates must have an earned doctoral degree, experience as a college or university faculty member, and meet the requirements of scholarship, teaching and service for a tenure appointment as full professor in a department in the School.

Applications must include a letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of five references. Review of applications will begin November 1, 2000, and continue until the position is filled. Submit applications to: Professor Anthony Cloonne, Chair, Search andScreen Committee for the Dean of Education and Chancellor's Deputy for Education Partnerships, University of Wisconsin-Milwaukee, P.O. Box 415, Mitchell Hall 225, Milwaukee, WI 53201.

UWM is an AA/EO employer.

A complete position description can be found at
http://www.uwm.edu/EOE

DIRECTOR, UNC-CH SILER CITY YOUTH INITIATIVE

The University of North Carolina at Chapel Hill is receiving applications for a full-time position of Director, Siler City Youth Initiative (SCYI) within the Kenan Institute of Private Enterprise at the Kenan-Flagler Business School.

Director provides administrative oversight for this demonstration project designed to improve the academic performance and overall life chances of disadvantaged public school students, beginning in the fourth grade, through after-school, weekend, and summer academic and cultural enrichment programs, as well as through interventions to improve child-rearing skills and family-management practices of parents/guardians. Director responsible for program development and implementation, fund-raising, operations management, budget preparation and administration, and supervision of program's model teachers, clinical social workers, and volunteer tutors.

Qualified applicants must be fully bilingual (Spanish/English) and have a verifiable successful track record in fund raising. Other requirements: an advanced degree in a relevant field, i.e., social work, sociology, or education; 5 to 7 years of program administration; exceptional oral/written communications and organizational skills; strong computer skills using Microsoft Office, email, and the Internet. Experience in interacting effectively with corporate executives, academic administrators, and government officials.

A letter of application and resume should be sent by October 15, 2000 to

Chair, Search Committee
Siler City Youth Initiative
Kenan Institute of Private Enterprise
The University of North Carolina at Chapel Hill
Knan Center, CB# 3440
Chapel Hill, NC 27599-3440

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. WOMEN AND MINORITIES ARE ENCOURAGED TO IDENTIFY THEMSELVES.

SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT
(three California community colleges, located on the beautiful San Francisco Bay Peninsula)

cordially invites readers and colleagues of Hispanic Outlook in Higher Education to consider us for your next career move—‘A wide variety of academic, administrative and classified positions are open each year.

Currently open:

DEAN, SCIENCE & TECHNOLOGY DIVISION

DRAMA INSTRUCTOR

SPANISH INSTRUCTOR

MULTIMEDIA ART & TECHNOLOGIES INSTRUCTOR

COSMETOLOGY INSTRUCTOR

REFERENCE / INFORMATION RESOURCES LIBRARIAN

PRODUCER-DIRECTOR, Station KCWM TV/FM

BROADCAST ENGINEER I, Station KCWM TV/FM

And many, many more!

For full job announcements and required application materials, please become a regular visitor to our WEB PAGE at

smccd.net/smccd/jobs/jobs.html

OR, call Human Resources directly at: (650) 574-6555.

ESQADA
HISPANIC OUTLOOK 2000-2001 RATE CARD

SUGGESTED AD SIZES

Full Page Spread
15" wide x 1/2" gutter x 9.75" deep

Full Page
7 1/2" wide x 9.75" deep

2/3 Page Vertical
4.875" wide x 6.75" deep

2/3 Page Horizontal
7.5" wide x 7.25" deep

1/2 Page Vertical
3.625" wide x 9.75" deep

1/2 Page Horizontal
7.5" wide x 4.75" deep

1/2 Page Island
4.875" wide x 7.25" deep

1/3 Page Vertical
2.375" wide x 9.75" deep

1/3 Page Horizontal
4.875" wide x 4.75" deep

1/4 Page
3.625" wide x 4.75" deep

1/4 Page Vertical
2.375" wide x 4.75" deep

1/6 Page Horizontal
4.875" wide x 2.375" deep

1/12 Page
2.375" wide x 2.375" deep

MECHANICAL REQUIREMENTS

TRIM SIZE: 8.375"w x 10.875"d
LIVE AREA: 7.5"w x 9.75"d
BIND METHOD: Saddle Stitched
KIND OF PRINTING: Two Color Web
PAPER STOCK: 70 lb. opaque

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. No cancellations or changes will be accepted after closing dates. Refer to schedule for deadlines.

CLOSING DATES

<table>
<thead>
<tr>
<th>Issue</th>
<th>Closing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to School Issue</td>
<td>Sept 19</td>
</tr>
<tr>
<td>Hispanic Heritage Month</td>
<td>Oct 3</td>
</tr>
<tr>
<td>Law School Issue</td>
<td>Oct 17</td>
</tr>
<tr>
<td>Publisher's Picks Issue</td>
<td>Oct 31</td>
</tr>
<tr>
<td>Sports Issue</td>
<td>Nov 14</td>
</tr>
<tr>
<td>January 8</td>
<td>Dec 19</td>
</tr>
<tr>
<td>Financing a College Ed.</td>
<td>Jan 9</td>
</tr>
<tr>
<td>Women In Higher Education</td>
<td>Feb 6</td>
</tr>
<tr>
<td>Community College Issue</td>
<td>Feb 20</td>
</tr>
<tr>
<td>Graduate School Issue</td>
<td>March 6</td>
</tr>
<tr>
<td>April 9</td>
<td>March 20</td>
</tr>
<tr>
<td>May 7</td>
<td>April 17</td>
</tr>
<tr>
<td>May 21</td>
<td>May 1</td>
</tr>
<tr>
<td>June 4</td>
<td>May 15</td>
</tr>
<tr>
<td>June 18</td>
<td>May 29</td>
</tr>
<tr>
<td>July 2</td>
<td>June 12</td>
</tr>
<tr>
<td>July 16</td>
<td>June 26</td>
</tr>
<tr>
<td>July 30</td>
<td>July 10</td>
</tr>
<tr>
<td>August 13</td>
<td>July 24</td>
</tr>
<tr>
<td>August 27</td>
<td>Aug 7</td>
</tr>
<tr>
<td>September 10</td>
<td>Aug 21</td>
</tr>
<tr>
<td>September 24</td>
<td>Sept 4</td>
</tr>
</tbody>
</table>

HOW TO PLACE ADVERTISEMENTS

By Mail—All materials should be sent to:
Hispanic Outlook in Higher Education; Display Advertising,
210 Route 4 East; Paramus, NJ 07652

By E-Mail—outlook@sprinmail.com

By Fax—Transmit to (201) 587-9105 seven days a week.

To Confirm—Call (201) 587-8800 (x102 or x106)

Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.
The Cooperative Grants Program
NAFSA: Association of International Educators

Do you have an idea to help increase intercultural understanding and appreciation among students in your institution and members of your community? Do you need funding to implement your idea? Kick off the academic year or get a head start for next year with a grant from the Cooperative Grants Program (COOP).

COOP offers Mini-Grants of up to $2,000 and Incentive Grants of up to $6,000 for U.S. campus- and community-based cultural enrichment programming involving international and/or U.S. study abroad students. Mini-Grant proposals are accepted on a continual basis with a review period of five weeks; Incentive Grants have a March 1 proposal submission deadline. Application materials and grant writing resources are available on-line at www.nafsa.org/coop

Reminder: Applicants for COOP’s International Education Week Grant Competition are reminded that proposals are due October 3, 2000. Funding for COOP Grants is made available by the U.S. Department of State’s Bureau of Educational and Cultural Affairs.

www.nafsa.org/coop
cooop@nafsa.org (202-737-3699)
# Advertising Index

## Positions

| University of Nebraska, Omaha                      | 55 |
| NEW JERSEY
| Educational Testing Service                        | 59 |
| Monmouth State University                          | 77 |
| Princeton University                                | 56 |
| Rutgers, The State University of New Jersey        | 73 |
| UMD of New Jersey                                  | 72 |
| NEW YORK
| Columbia Business School                            | 65 |
| New York University                                 | 74 |
| Sarah Lawrence College                             | 66 |
| St. John's University                               | 66 |
| NORTH CAROLINA
| North Carolina Teachers of Excellence for All Children: | 66 |
| University of North Carolina at Chapel Hill         | 79 |
| OHIO
| The College of Wooster                              | 69 |
| OKLAHOMA
| The University of Oklahoma                          | 73 |
| PENNSYLVANIA
| California University of Pennsylvania               | 66, 68, 75 |
| TEXAS
| Prairie View A&M University                        | 73 |
| Rice University                                    | 56, 59 |
| St. Mary's University                              | 70 |
| Sul Ross State University                          | 76 |
| The University of Texas at Tyler                   | 58 |
| Texas A&M University                               | 77 |
| Texas Tech University                              | 68 |
| UTAH
| Salt Lake Community College                         | 67 |
| The University of Utah                              | 40 |
| VIRGINIA
| Blue Ridge Community College                       | 65 |
| WASHINGTON
| Community Colleges of Spokane                      | 76 |
| University of Washington                           | 64 |
| WISCONSIN
| University of Wisconsin-Milwaukee                   | 76, 77 |

## Egypt

| The American University in Cairo                    | 57 |

## Recruitment

**Thunderbird: The American Graduate School**

- of International Management

## Conferences

14th Annual National Conference on Race & Ethnicity in American Higher Education

Central Association of College and University Business Officers

Princeton Theological Seminary

Texas Association of Christian College Educators (TACCE)

## Fellowships, Scholarships, Awards

National Association of Hispanic and Latinx Studies

NAFSA: Association of Mexican Educators

National Institutes of Health

National Research Council

## Other

| CUSEA                       | 67 |
Provost and Vice President for Academic Affairs

San José State University is now beginning a national search for a Provost and Vice President for Academic Affairs. The Provost is the chief academic officer of the University; acts as senior executive in the President’s absence; has line responsibility for all academic administrators; and provides leadership in planning, developing, assessing and overseeing all academic programs.

San José State University, the first public institution of higher education on the West Coast, is located in the heart of Silicon Valley and seeks a visionary leader who can direct the University in shaping its curriculum and instruction to meet its future needs. The successful candidate will be a creative, resourceful individual with humanistic values and exceptional organizational and communication skills who can guide the academic development of the campus and further its ties with constituent communities in and around Silicon Valley, the state, and the nation. Located in downtown San Jose, the nation’s eleventh and California’s third largest city, the University provides a cultural, artistic, and technical center for the surrounding community. San José State University is one of the largest of the 23 campuses of the California State University.

A regional, metropolitan university, San José State University excels at teaching in a wide variety of undergraduate and graduate programs in its eight colleges: Applied Sciences and Arts, Business, Education, Engineering, Humanities and the Arts, Science, Social Sciences, and Social Work. Diversity in both culture and curriculum is a central element of the campus. Many ethnic groups are represented, and no single ethnic group predominates among our student body of 26,000. Degrees are awarded in 136 subject areas, including a substantial number of professional majors.

The University has nearly 2000 faculty members. Their focus is on excellence in teaching as well as scholarly and professional achievement. The campus enjoys a tradition of collaborative policy development and decision-making between faculty and administration.

QUALIFICATIONS: Candidates must have an earned doctorate or equivalent; an academic record sufficient to be granted advanced rank and tenure in one of the University’s academic departments; and a record of progressive administrative responsibility, including head of a major academic unit.

Additionally, candidates should demonstrate the following:

- Ability to foster the University’s academic mission and provide curricular and administrative leadership in a rapidly changing multicultural, international, and high technology environment.
- Ability to work collaboratively in an environment of shared governance and collective bargaining.
- Ability to facilitate partnerships among academic programs and other divisions of the university, their faculty and students, and community constituents.
- Ability to exercise leadership in creating a supportive learning environment.
- Skill in creating a campus climate supportive of educational equity, including recruiting, developing and managing a diverse faculty and staff.
- Skill in fiscal planning and resource management.

NOMINATIONS AND APPLICATIONS: should be addressed to:

Dr. Judith Lessow-Hurley, Chair
Search Committee for Provost and
Vice President for Academic Affairs
Office of the President
San José State University
One Washington Square
San José, CA 95192-0002

Jan Greenwood, Ph.D
Vice President, A.T. Kearney, Inc.
SJSU Provost & VPAA Search
333 John Carlyle Street
Alexandria, VA 22314
Phone: 703-739-4619 Fax: 703-519-0391
Email: greenwoodteam@atkearney.com

Applications should include the following: a narrative letter indicating how the individual’s training and experience relate specifically to the listed job qualifications; a current vita, and the names, titles, email and business addresses and business and home phone numbers of at least five professional references. Screening will begin immediately and continue until the position is filled. Applications and nominations will be accepted until the position is filled, but only candidates whose applications are complete and received by October 3, 2000, will be assured of receiving full consideration.

Women, minorities and persons with disabilities are encouraged to apply. SJSU is an equal opportunity employer.
SANGRE DE INDIOS: CHIAPAS REVISITED

British writer Graham Greene once told me that the Catholic Church needed martyrs in order to survive. It came as no surprise, then, when the Vatican Secretariat for declaring Saints announced recently that 28 Mexicans from the Castero movement of 70 years ago would be canonized. It was a time when President Plutarco Elías Calles persecuted the Catholic Church. The only anomaly in this group will be the Indian Juan Dies, who witnessed our Lady of Guadalupe’s miraculous apparitions in the early 16th century—an historic moment that initiated large-scale indigenous conversions to the Catholic Church. But I wonder if this gesture of canonization will appease the Maya Indians in Chiapas, who are without a bishop.

The Vatican removed Auxiliary Bishop Raúl Vera López from the diocese of San Cristóbal de las Casas, in Chiapas, and reassigned him to Saltillo, Coahuila, México. After Bishop Samuel Ruiz resigned last year due to advanced age, it seemed as if Bishop Raúl Vera López, in Chiapas the last five years and a supporter of Ruiz’s policies of Church accommodation to the Indigenous expression of faith and their demands for social justice, would continue. The Vatican’s end-of-year decision seemed calculated to avoid media attention. I think of the final scene in Gregorio López y Fuentes’ award-winning 1935 novel, El Indio. The wounded protagonist hunchers armed on the craggy ground, watches the road, and waits for the gente de razón (euphemism for those of the civilized western world) to come and get him. A friend in San Cristóbal told me, El Indio is “haunted for the moment by the vision of an endless distrust.”

The Vatican decision disconcerted local church leaders, particularly Chiapaneco poet Juan Bañuelos, who had formed part of the now-defunct National Commission for Mediation in the Chiapas conflict between Mexican civil and military authorities and the Indigenous Zapatista insurgents of January 1994. Bañuelos did not mask his bitterness: “I was not mistaken. We had hoped they [the Vatican] would leave Don Raúl. This would have allowed the continuation of Bishop Ruiz’s work. The future of the Indigenous People and the future of Chiapas become more somber. . . . The Vatican is following the savage policies of capitalism that becomes disinterested in anyone who does not produce or consume. If since they (the Maya Indians) do not produce or consume, they have right to live. They do not count and should not be taken into account seems an exaggeration to put it in this way. But this is what is happening in Mexico Church authorities, including Papal Nuncio Justo Mullis, insist that Bishop Vera López’s removal and reassignment was the decision unrelated to pressures from the Mexican government, the military, or any other vested interest groups. The Bishop’s vow of obedience obligated him to accept the new appointment to Saltillo.

Beyond the usual rumors of Vatican intrigue, and hearsay about certain Mexican Bishops having a say in the matter, the fact remains that diocese of San Cristóbal de las Casas is now vacant. What will the Vatican do next?

If it does not immediately name a bishop, it can name a tempor administrator, who will have limited power, able to make few serious decisions. Essentially, a lame duck, holding things together until a bishop is named. People in Chiapas speculate that since a new president is elected in June, current President Ernesto Zedillo has not wanted bloody his hands with the Chiapas conflict. He has deported forelegers and press, and militarized the state with half of México’s National Guard. He seems to want to leave it to his successor to find a way out of this embarrassing political quagmire.

The Catholic Church, on the other hand, is perceived by some as punishing them for unknown causes. One told me he felt the Church had chosen, like Pontius Pilate, to wash its hands of Chiapas. “We are Indians. When has anyone ever cared about us?” Dis: has come full swing. And now the Indians do not know whom they ever trust again. They have been wounded by the Vatican’s decision to remove their bishop.

With no protection from the Catholic Church, this flock of Indians waits patiently for the inevitable slaughter. Ironically, these Indians are subject to canonization one hundred years from now! If interested in submitting a ¡Punto Final! “think piece,” please e-mail us at sloutlook@aol.com for guidelines.